

SEN Policy



St. Patrick's College, Cavan

This document is intended to provide details of the main policies of St. Patrick’s College in relation to the provision for students with Special Educational Needs. It is intended to help parents and guardians understand the environment and approach of the school. This document is regularly reviewed. All feedback is encouraged and welcome.

Version	Description	Authors
2005	First version of policy	Board of Management
2013	Revised policy	BOM
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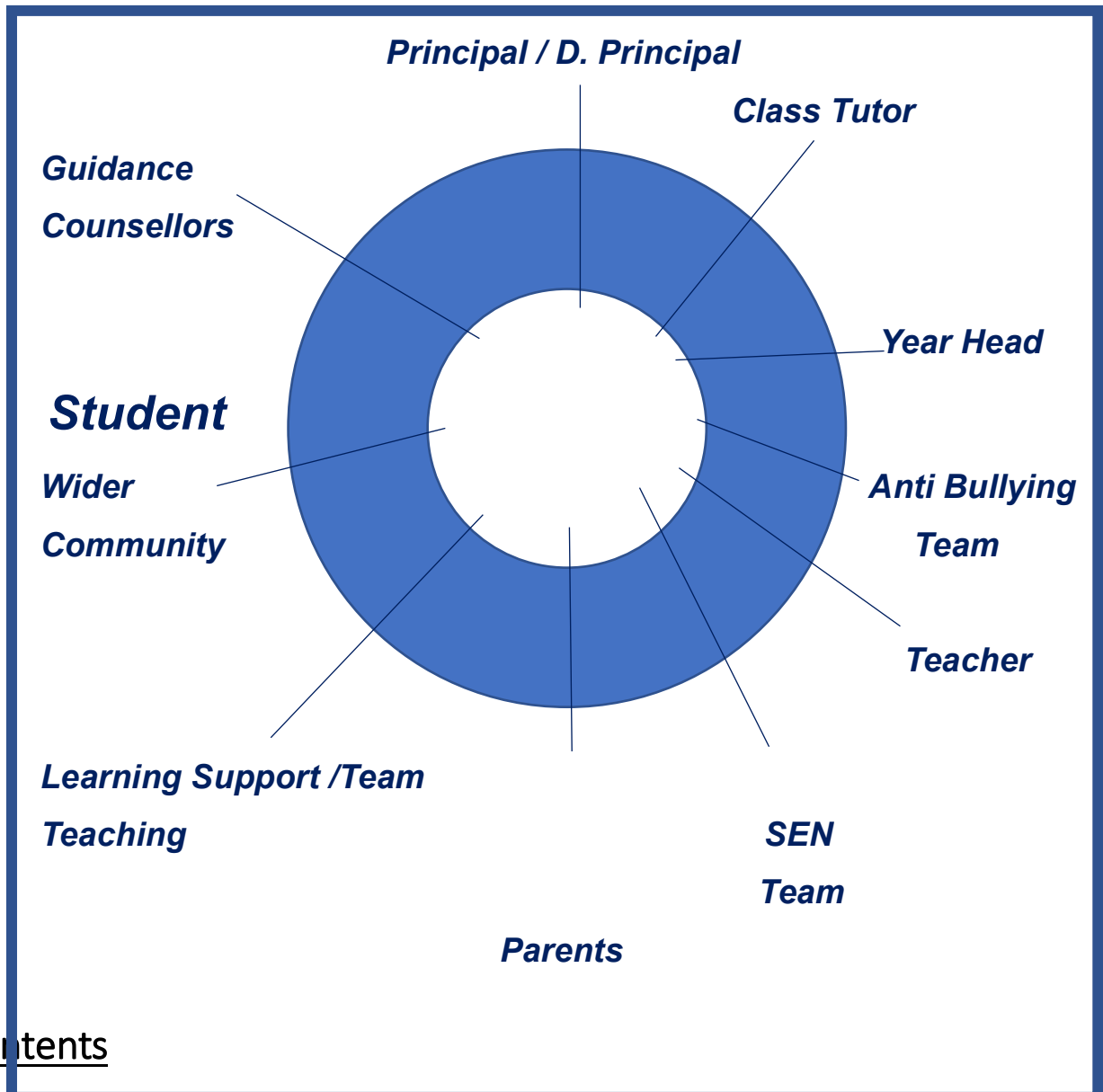
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St Patrick's College, Cavan

Special Educational Needs Policy



*A whole school approach to the Education and Welfare of our students.
The student is central to all our endeavours.*



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Introduction

The Special Education Needs Department in St Patrick’s College endeavours to provide a positive learning environment, which will foster the academic, social and emotional development of students with learning difficulties and to enable each to realise their individual potential.

This policy is concerned with supporting students with Special Educational Needs and explaining the school's provision for them, in the wider context of legislation and the ethos of St. Patrick's College, Cavan.

Mission Statement

St Patrick's College has at its heart the mission and ministry of Jesus Christ.

It is a school where Gospel values are central to all areas of school life, a school which cares for the faith and personal development of each student and reaches out to the Catholic and wider Christian community.

This College strives to provide a rich and diverse curriculum, catering for the needs of each individual student, in a safe and secure environment. It strives for excellence in areas of creative arts and sport, social concern and spiritual values. Students are encouraged and challenged to realise their full potential as human beings.

The College is an inclusive and respectful community, welcoming students of all denominations and of none.

Aims:

The Special Education Needs Department Provision also seeks to:

- Provide students with consistent opportunities to experience success.
- Provide supplementary teaching and additional support in literacy and numeracy, supporting the development of social skills.
- Involve parents/guardians in the support of their son's education.
- Promote collaboration among teachers in the implementation of a whole school policy on learning support for pupils.
- Protect and enhance the self-esteem of the learner.

Guiding Legislation

This policy takes cognisance of the following legislation:

- The Education Act (1998)
- The Equal Status Act (2000)
- The Equality Act (2004)
- The Education Welfare Act (2000)
- The Data Protection Acts (1988, 1998 and 2003)
- The Education for Persons with Special Educational Needs (EPSEN) Act (2004)
- Circular No: 0014/2017: Special Education Teaching Allocation

The EPSEN Act 2004 (Education for Persons with Special Educational Needs) defines SEN as:

'a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other condition which results in a person learning

differently from a person without that condition.'

This policy reflects our current practice and as a working document will be reviewed regularly.

The Revised Special Education Teaching Model - Implementation (2017)

(DES Guidelines for Post-Primary Schools: Supporting Students with SEN in Mainstream Schools, P.5)

The following principles will be adhered to in the implementation of the Revised SET Model in St Patrick's College and in the creation of a whole-school approach to provision of support for SEN students:

- The subject teacher has primary responsibility for the progress and care of all students in the classroom, including SEN students.
- Resources provided to support SEN students will be used to facilitate the development of a truly inclusive school.
- Supports provided to SEN students will be based on identified needs and be informed by regular reviews of progress (in consultation with teachers, parents/guardians and students) as outlined in the Continuum of Support Guidelines.
- SET supports provided to the school will be used for the support of SEN students.
- The school will aim to provide students with the greatest level of need, access to the greatest level of support, and wherever possible, those students will be supported by teachers with relevant expertise who can provide continuity of support.
- The school will aim to establish and maintain a core team of teachers to meet the needs of SEN students. All members will have the necessary experience and access to Continuing Professional Development (CPD) to support the diverse needs of SEN students.

A Three-Step Process to Support SEN Students

(DES Guidelines for Post-Primary Schools: Supporting Students with SEN in Mainstream Schools, p.6)

This section sets out a three-step process to guide identification, intervention and monitoring of outcomes for students with special educational needs. In St Patrick's

College we will use the *DES Continuum of Support* framework to engage in this three-step process. This framework recognises that SEN occurs along a continuum, ranging from mild to severe, from transient to long term, and that students require different levels of support depending on their individual needs.

Step 1: Identification of Needs

Many students will have their special educational needs identified prior to their transfer to post-primary school. The school's admissions policy outlines the procedures for enrolment of students with SEN. At the Enrolment for prospective parents/guardians the importance of completing the specific SEN section of the Enrolment Form is outlined. The transfer of information from primary level to post-primary level is vital to the successful support of students with SEN.

- **Procedure for Identifying Needs Prior to School Entry:**

- Enrolment Form: parents/guardians required to provide details of SEN, along with copies of reports, etc.
- Assessment Reports from external agencies submitted by parents/guardians
- Education Passport
- CAT4 Testing
- Transition Meetings with parents/guardians
- Liaising with feeder schools

- **Students with Emerging Needs:**

For students with emerging needs, including the exceptionally able, the concern may be identified through monitoring systems such as:

- Formal Assessment: CAT 4
- Teacher observations
- SEN Team/Anti-bullying Team observations
- Parental/Guardian concern
- Class tests and school exams
- Wide Range Achievement Test (WRAT 5) where deemed appropriate

- **Students with SEN transferring from another post-primary school:**

- A Transfer Student, as outlined in the Enrolment Policy, provides all relevant information during the enrolment process including information from their current school (Educational Psychological report, School reports, attendance, etc).
- All relevant information is passed to the Special Needs Co-ordinator.

Creating Student Support Files (IEPs – Individual Education Plans):

(DES Guidelines for Post-Primary Schools: Supporting Students with SEN in Mainstream Schools, p.11 - 12)

- When SEN students are identified through the process outlined above a Support File (IEP) will be created for those who meet the criteria of ‘Support for Few’ category.
- The Student Support File will allow the SEN Team and Subject Teachers to document progress over time, and it will assist in providing an appropriate level of support to students in line with their level of need.
- Student Support Plans (IEPs) will set out agreed targets, strategies and ongoing review. This will help teachers to differentiate their subject teaching to meet the needs of their students.
- Milder, transient needs will be met through classroom-based practices by the mainstream teacher and SNA support.
- Individualised support will be provided for students with more complex and/or enduring needs.
- Following a period of intervention and review of progress, a decision will be made regarding the appropriate level of support required by the student. This may result in a decision to discontinue support, to continue the same level of support, or to move to a higher or lower level of support.
- Students with complex needs who have been identified under ‘Support For Few’ will have an IEP.

The I.E.P process involves:

- Gathering Information: Personal/ background details.
- Educational details (assessment* and learning support details)
- Categorisation of need (assessment reports/ information obtained from parents)
- General profile based on formal/informal assessment.
- SEN provision
- SNA provision
- Priority Need
- Setting targets for learning need and reviewing.
- Relevant documentation

*Medical and other professional assessments should, where available, continue to be used to help explain, provide a better understanding of a student’s need, the nature of difficulties, and to inform relevant interventions.

Step 2: Meeting Needs

In assessing and deciding which students need supplementary teaching, SNA support, which students may benefit from support within the mainstream context the following options are considered. (see Appendix)

The continuum of Support Guidelines identifies the needs as follows;

- Whole School & Classroom Support for All (SFA)
- School Support for Some (SFS)
- School Support Plus for a Few (SFF)

Having identified students who need support, the next step is to allocate SET supports. The allocation of SET supports is in accordance to identified needs, ensuring those with the highest level of need have access to the greatest level of support (Subject to resources available).

Wholeschool & Classroom Support For All

All students are supported through Whole School Interventions including

- Subject Specific Differentiation
- Timetabling
- Tutor System
- Wellbeing
- Academic Monitoring
- Extra-Curricular Activities

School Support For Some/Few

Support For Some at this level can take many forms insofar as resources allow.

- Differentiation
- Use of Information and Communications Technology (ICT) in teaching, learning and assessment
- Collaborative problem-solving activities
- Interventions to promote social and emotional competence
- Team Teaching/Co-operative Teaching
- In-class support (SNA)
- Small Group or Individualised tuition
- Applications for RACE* and DARE

**SEN students sitting Junior or Leaving Certificate examinations may qualify for accommodations. RACE applications are made by the SEN Team. All accommodations and qualifying criteria are outlined by State Examinations Commission – RACE department – and are strictly adhered to.*

School Support Plus For a Few

School Support Plus also involves

- Curricular reduction (reduced load) may be possible where an SEN student is experiencing difficulty in coping with the breadth of the current curriculum. This occurs only after all avenues have been exhausted. A consultation between the parents/guardians, Guidance teacher and School Principal is also necessary. Parents must sign a consent form giving permission for a reduced subject load.
- More individualised support

- Inclusion of SNA in specific classes
- Small group withdrawal
- Individual withdrawal
- Longer term planning and consultation

Exemptions from Irish

- Where possible, withdrawal for Learning Support/ Resource is arranged for students with SENs, who do not study Irish, during Irish time. This is limited by timetable restrictions and staff availability.
- The process for a student being awarded an exemption from Irish is set down by the Department of Education and Science will be strictly adhered to (**Circular 0055/2022**). [gov.ie](http://www.gov.ie) - [Exemptions from the study of Irish – post primary \(www.gov.ie\)](http://www.gov.ie)
- Certificates of exemption from the study of Irish must be submitted with an enrolment application.
- The school will only consider granting an exemption for Irish when a written request is made by the student's parents and supported by an Educational Psychologist's report or other relevant documentation.
- Applications for Irish exemptions on the grounds of SEN are made by the SEN Co-ordinator and signed by the Principal.

Roles and Responsibilities of Partners in the SEN Team

The Special Education Needs team comprises the Principal, Deputy Principals, the SEN Co-ordinator, Special Educational Department, Guidance Counsellor, mainstream teachers and SNAs.

The team is supported by the Visiting Teacher, SENO and NEPS/SCPA psychologist as well as other agencies and professionals involved with SEN students in the school. The specific roles and responsibilities of personnel are as described in the DES Inspectorate publication, *Inclusion of Students with Special needs, Post-primary Guidelines (2020)*.

Principal	SEN Co-Ordinator
<ul style="list-style-type: none"> • To appoint Co-ordinator and work closely with the co-ordinator. • To inform the Board of Management of issues, with SEN. • To consult with the SEN Co-ordinator and other personnel who liaise with the Department of Education regarding needs and provisions. • To ensure the effective and efficient use of resources, including the allocation of resource hours, funds and training. • To establish a “Special Needs Support Team” in the school to ensure identification of needs and support for students with SEN and assign roles and responsibilities. • To promote a whole school approach to special educational needs, make all staff aware of their responsibilities in this area and to facilitate appropriate staff development in this area. • To promote the development of positive partnerships with parents/guardians of SEN students. • To ensure that procedures exist for consultation with primary schools and Parents/Guardians with regard to the enrolment of students with SEN. • To process applications for Irish Exemptions & RACE. • To provide leadership in developing relevant whole school policies: enrolment/ assessment/ inclusion. • To manage the implementation of policies and practices • To provide strategic support for evidence-based interventions • To direct the work of the SNA’s • To engage, alongside SEN team, in future planning for the provision of special educational needs in the college. 	<ul style="list-style-type: none"> • Formulating, implementing and reviewing SEN policy. • To create and maintain a school register of students with SEN • To communicate the needs of students to teachers • To assist in the identification of students with SEN and Irish Exemptions. • To ensure that IEP’s and structured learning plans are in place for students with SEN. • To assist the Principal in the allocation of resources. • To process applications for Reasonable Accommodations at State Exams (RACE) • To provide RACE in house exams, in consultation with school management where possible, given the resources available. • To liaise with outside professionals • To meet with parents/guardians in order to plan and to review interventions • To advise and collaborate with Teachers/ SNA’s around the care needs of relevant students. • To keep records of those receiving support and of the level of support provided. • Co-ordinating provisions for students with SEN and withdrawing students for individual/group instruction. <p><i><u>*These duties are reviewed regularly and may change to ensure the priority needs of the department are meet.*</u></i></p>

Special Educational Department	Learning Support/ Resource Teacher	Guidance Counsellor
<ul style="list-style-type: none"> • The principal aim of Special Educational Department is to support the teaching and learning process, to help students with Special Needs to achieve their full potential • To ensure these students can fully participate in class, to the best of their ability. • To develop positive self-esteem and positive attitudes about learning. • To provide additional Support and Resources for students with SEN which are categorised as follows: <p>Assessed Syndromes</p> <p>Autism/Autistic Spectrum Disorders</p> <p>Dyspraxia</p> <p>Exceptionally Able</p> <p>General Learning Disabilities</p> <p>Specific Speech and Language Disorders</p> <p>Physical Disabilities</p> <p>Sensory Impairments</p> <p>Specific Learning Disabilities</p>	<ul style="list-style-type: none"> • Providing diagnostic and informal assessments for students to monitor progress and evaluate the effectiveness of an intervention • Providing direct teaching to a student with SEN either to reinforce the teaching that takes place in the classroom or to improve upon the core skills that may be necessary to successfully access the second level curriculum. • To provide team teaching/ cooperative teaching and in-class support when withdrawal from the classroom may not be the most appropriate means of supporting the student. • Contributing at meetings involving SEN Team parents/guardians and/or outside agencies when appropriate. • Collecting and analysing school-wide screening data, including in-take screening and transfer information. • Gathering information from subject teachers/ other staff • Planning, implementing and reviewing individual and/or group interventions • Seeking external professional advice, as needed • To advise SNA's around the needs of relevant students. 	<ul style="list-style-type: none"> • Work with other members of the SEN team in facilitating the provision of education for students with SEN and their inclusion in the school. • Counselling in personal, educational and career development. Providing counselling support in personal, social, emotional, educational and career-related matters. • Co-ordinating a number of assessments including the CAT4 prior to entry. • Providing career information • Presenting at the Options Information Evening for students and parents/guardians of students progressing to Senior Cycle • Consulting with parents/guardians and staff • Consulting with community organisations • Providing vocational preparation – job search skills, preparation for work experience. Supporting transition planning for students with SEN moving to further education, apprenticeships, or employment. • Working closely with Year Heads and the SEN team to identify students requiring support • Advising students and parents on subject choice and subject load • To liaise with students, parents and the SEN team in relation to DARE applications.

Mainstream Teacher	SNA
<ul style="list-style-type: none"> • To be aware of the School's policy and procedures (as outlined in this policy) for dealing with students with SEN, and ensure all students' needs are met. • To consider the needs of students with SEN in all aspects of classroom planning. • To seek advice from the SEN Department regarding students with SEN. • To support/ encourage independence in the student and create opportunities for success through differentiation. • To establish and teach behavioral and learning expectations. • To assess/ monitor progress. • To identify students who may be at risk (considering general progress, application, communication, behavior, or interaction with other students). • Inform parents/guardians of the progress of students through the parent-teacher meeting and school reports. • Contribute to the school development planning for their subject area whilst always having concern for students with SEN. 	<ul style="list-style-type: none"> • To provide assistance to named students who have special educational needs. They make a valuable contribution to the school's capacity to provide inclusive education to these students. • To be made aware of the SEN plan, devised by the Special Needs Support Team, and given guidance on their role in the successful implementation of this plan. • To recognise their role in the health and safety of the student and in their social, emotional and educational development, fostering the students improved independence. • Attend both Staff and Departmental meetings when appropriate. • Assist / escort students on school trips. • Give special assistance as necessary for students with particular difficulties e.g. helping student with SEN with typing, writing or use of other equipment. • Assist with house examinations (if appropriate). • Assist the teacher in the supervision of pupils during assembly, recreation and in movement from one classroom to another. • Accompany individual or small groups who may be withdrawn temporarily from the classroom. An SNA should not be asked to withdraw a student from a classroom unless this is a strategy that has been agreed by the SEN department and Principal, where teachers and parents/guardians will have been informed. • Give general assistance to the subject teacher, under the direction of the Principal/Deputy Principal, of a non-teaching nature. The SNA may not act as either substitute or temporary teacher. In no circumstances may they be left in sole charge of a class. • Participate in school development planning, where appropriate, and co-operate with changes with policies and practices arising from the school development process. • Engage with parents/guardians of students with SEN as required and directed by school management. • Other appropriate duties as may be determined by the needs of the pupils and the school. • The SNA may be re-assigned to other appropriate work when special needs students are absent or when particularly urgent work demands arise. • To treat all matters relating to school business and their work, as strictly confidential.

Involvement of Parents	Involvement of Students
<p><u>*The school recognises its responsibility under Section 14 of the EPSEN Act 2004, with regard to informing and consulting with parents on all matters relating to their child’s education.</u></p> <ul style="list-style-type: none"> • <i>Parents and transition to and transfer from post-primary school</i> • The quality of a child’s experience in making the transition to post-primary education can determine how they will settle in school. Parents can provide valuable support to a child with SEN while the child is making the transition. • St Patrick’s College provides support to parents by: • Liaising with parents prior to transfer. • Informing parents about the range of extracurricular activities available for first-year students so that the parents can encourage their child to participate. • Having an effective anti-bullying policy (including a ‘mentor’ system). • <i>Parents and the transmission of information</i> • The parents of a child with SEN can provide valuable information to the school in relation to their child. The SEN team seeks relevant professional reports from parents of students with SEN. • Once they have accepted a place in the school parents are asked to complete a form indicating if student has had educational/medical reports relevant to supporting them in school and if they have previously attended learning support/resource. Copies of IEPS/reports/student support plans are also requested. • <i>Parents and home-school links</i> • The school provides parents with regular reports on the progress of their child. • The school journal is used for weekly/ daily home-school communication, and parent-teacher meetings are held once a year. • Parents help the school by keeping the teachers informed of the progress/difficulties they observe in their child’s learning as they progress through post primary school. This should include showing an interest in the completion of homework and familiarizing themselves with approaches taken in school. • Students receive a written school report twice in the school year. • Regular communication is available to SEN Co-ordinator on request. 	<ul style="list-style-type: none"> • The SEN Department involve students in assessments and discussions around their learning needs. • Students are made aware of their learning targets. • Students may be involved in the planning of their IEP. • Students are involved in application for RACE and DARE. <p><u>*The school believes that achievements are maximized when students take ownership of their learning.</u></p>

Step 3: Monitoring Outcomes

The program review will be based upon ongoing monitoring:

- Assessment of the student's progress is continuous.
- The progress of those students who are attending SEN is monitored on an on-going basis by the SET teachers.
- Student report/exam results are monitored to assess the progress of the student.
- Evaluation and periodic review of the effectiveness of the provision of support for students.
- Regular consultation between members of the SEN department and school management, subject teachers/Guidance Counsellor/parents/guardians and outside agencies.
- Decisions made regarding the level of support currently required by the student. Depending on the student's needs this may range from infrequent monitoring and assessment to more frequent and intensive Special Education Teaching.
- End of year Assessments of 1st and 2nd years in Literacy and Numeracy.

Record Keeping

A full record of psychological reports, other reports and records of meetings are kept in the individual students file in the SEN coordinator's classroom/office in a locked cabinet. All information is managed in accordance with the directives of both the Freedom of Information and Data Protection Acts. Student records are destroyed five years after they have left school. Records can be accessed by written request.

Communication

SEN Team

- Members of the SEN team can meet mainstream teachers formally or informally. There may be formal meetings at the beginning of the year between the mainstream teachers and SEN team with regards to incoming first year students with SEN.
- The SEN Team aim to communicate with each other as much as possible through weekly meetings, email and using the school system; Office 365 & Teams.

Mainstream Teachers

- At the beginning of each school year, the SEN Coordinator updates a register of information focusing on the incoming first years with SEN. This information is shared using Office 365, Teams and SharePoint. All teachers are made aware of its existence and encouraged to consult it regularly.
- SEN may be on the agenda at staff meetings.
- Student information is updated regularly, and teachers are informed of the updates through e-mail and Teams.

Parents

Communication with parents is achieved in the following manner:

- School Enrolment Night (subject to Covid regulations)
- Parent-Teacher Meetings (subject to Covid regulations)
- Letters to the parents
- Student Journal
- Telephone Calls
- Email
- Meetings involving external agencies
- Meetings with the SEN Coordinator and Principal/Guidance Counsellor/Year Head.

Appendix 1

RECOMMENDATIONS OF WSE

- ***School management, in collaboration with the special educational needs (SEN) team, should extend the range of interventions provided to support students with additional needs to ensure full alignment with Circular letter 0014/2017.***

The school has begun work to increase interventions including seeking an exceptional review of SNA allocation, which resulted in increased allocation from 1 SNA to 3 SNA staff. Further work is planned by training of staff and collaboration with other schools around provisions for all students with additional learning needs.

- ***A whole-school approach, supported by subject department teams, should be initiated to ensure consistency of provision for students of all abilities by developing tasks and activities that offer challenge and support to students where appropriate; this should be documented in all subject plans.***

This recommendation is being developed with the revision and compilation of a word bank which includes terms and definitions associated with subjects offered in the school. This will be included to develop on subject planning and learning for students incorporating a differentiated approach where needed. Continued work on SSE teams, particularly on reflection sub groups will be linked in here to develop this learning and teaching methodologies used on a whole school basis.

Appendix 2

Table 1: Identification of Educational Needs through the Continuum of Support Process	
Whole-School and Classroom (Support for All)	<p>The Post-Primary Continuum of Support contains a range of ideas and resources to assist in identification, intervention and monitoring of outcomes. The subject teacher considers how to differentiate the learning programme effectively to accommodate the needs of all students in the class.</p> <p>Identification of those needing additional support can be informed by:</p> <ul style="list-style-type: none"> • Intake screening • Collection of information from primary schools, including Student Passport • Teacher observation • Teacher assessment • Learning Environment Checklist • Student Support Team involvement • Standardised tests of literacy/numeracy • Student consultation • Parental consultation <p>Where students continue to present with significant difficulties, despite whole-school interventions (such as differentiated teaching, a mentoring programme or social skills group), School Support (for Some) is initiated.</p>
School Support (for Some)	<p>At this level a Support Plan is devised and informed by:</p> <ul style="list-style-type: none"> • Teacher observation records • Teacher-designed measures / assessments • Parent/student interview • Learning environment checklist • Diagnostic assessments in literacy/numeracy • Formal observation of behaviour including ABC charts, frequency measures • Functional assessment as appropriate, including screening measures for social, emotional and behavioural difficulties <p>Support at this level can take many forms, for example: team-teaching, small group or individualised tuition, peer mentoring, inclusion in social skills groups, behaviour reward and consequence systems.</p> <p>A Support Plan operates for an agreed period of time and is subject to review.</p>
School Support Plus (for a Few)	<p>At this level, subject teacher(s), parents and special education teachers, in collaboration with outside agencies, as required engage in a more detailed and systematic approach to information gathering and assessment. This involves using a broad range of formal and informal assessment and diagnostic tools, including teacher observation, student interview, measures of cognitive ability and social, emotional, behavioural and adaptive functioning, as appropriate.</p> <p>Data generated from this process are used to plan an appropriate intervention and serve as a baseline against which to map progress.</p> <p>A Support Plan at this level is likely to be more detailed, individualised, and to involve longer term planning and consultation.</p>

Abbreviations	
CAT4 Testing	Cognitive Abilities Test
CPD	Continuous Professional Development
DARE	Disability Access Route to Education
DES	Department of Education and Skills
ESPEN	Education for Persons with Special Education Needs
ICT	Information and communications Technology
IEPs	Individual Education Plans
NEPS	National Educational Psychological Service
RACE	Reasonable Accommodation for Certificate Exams
SCPA	Scheme for Commissioning Psychological Assessments
SEN	Special Educational Needs
SENO	Special Educational Needs Organiser
SENCO	Special Education Needs Coordinator
SET	Special Education Teachers
SFA	Support For All
SFF	Support for Few
SFS	Support for Some
SNA	Special Needs Assistant
WRAT5	Wide Range Achievement Tests