

## Special Educational Needs and Disability Inclusion Policy

### Introduction

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## **Special Educational Needs and Disability Inclusion Policy**

### **Introduction**

At Balcarras School we recognise that pupils have individual educational needs that should be taken into account. The school seeks to raise achievement, remove barriers to learning and to increase physical and curricular access for all. All pupils with SEND are valued, respected and equal members of the school. As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. However, we believe that pupils with special needs may, at times, require extra resources if they are to achieve their potential.

### **A. Basic Information about the school's special education provision**

#### **A.1. Objectives**

This policy is in keeping with the school's aims, its teaching and learning policy and its policy on educational inclusion. The governing body and staff of the school will ensure that all pupils enjoy a broad, balanced and relevant curriculum, which will be differentiated to meet individual needs. The objectives of the governing body in making provision for pupils with special educational needs are:

**A.1.1.** to enable pupils with SEN and disability (SEND) to maximise their achievements

**A.1.2.** to ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed

**A.1.3.** to develop learning and teaching styles that take account of the wide range of abilities, aptitudes and interests of the pupils

**A.1.4.** to work in partnership with parents to enable them to make an active contribution to the education of their child

**A.1.5.** to maximise the potential for ICT for pupils with SEND

**A.1.6.** to ensure successful transition for pupils with SEND

**A.1.7.** to take views and wishes of pupils into account

#### **A.2. Roles and responsibilities**

**A.2.1.** Catherine Williams - B.A. (Hons) French Studies; P.G.C.E.; Postgraduate Certificate for teaching secondary pupils with Specific Learning Difficulties; NASENCo - is the school's Special Needs Co-ordinator (Head of Individual Learning Department).

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**A.2.2.** The named Governor for SEND is currently Rosi Shepherd

**A.2.3.** The SENDCo is supported by Mrs Louise Young who teaches literacy groups, Key Skills and Study Support. Administrative support is provided by Mrs Norma Kelly.

**A.2.4** The department also employs a large team of Teaching Assistants. TAs not involved in supporting physically or sensory disabled pupils often have links with particular subject areas.

### **A.3. Co-ordinating and managing provision**

**A.3.1.** The line manager for the department is Rebecca Atkin (Assistant Head)

**A.3.2.** The Head of Individual Learning, in collaboration with the line manager and governing body, plays a key role in helping to determine the strategic development of the SEND policy and its provision in the school. The key responsibilities of the Head of Individual Learning include:

- Day to day operation of the SEND policy
- Co-ordinating in-class and additional provision for pupils with SEND
- Liaising with and advising fellow teachers
- Managing the learning support staff
- Overseeing records on all pupils with SEND
- Liaising with parents of pupils with SEND
- Contributing to the in-service training of all staff
- Liaising with external agencies
- Assessment of learning difficulties and testing for exam access arrangements

**A.3.3.** The Head of a department is responsible for ensuring that the needs of pupils with SEND are met in their subject. Differentiation and provision for pupils with special educational needs and disability are the responsibility of all staff.

**A.3.4.** The pastoral (Heads of Houses) and learning support teams have a close working relationship and co-ordinate specialist behavioural and pastoral provision for all SEND pupils

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### **A.4. Admission arrangements**

**A.4.1.** Balcarras School provides for pupils with a wide range of abilities and/or difficulties. Places for children with or without a special educational need are allocated in line with the whole school admissions policy of the governing body.

### **A.5. Specialised provision**

**A.5.1.** The school does not have any specialist units.

### **A.6. Facilities**

**A.6.1.** The Individual Learning Department is now housed in a dedicated block.

- 2 teaching rooms suitable for small groups. These are equipped with a data projector and screen, and computer access for up to 10 pupils.
- 4 office/1:1 teaching rooms each with computer access
- A small kitchen and storage area

**A.6.2.** There are ramps and handrails to help provide access to the **ground** floor of all buildings for those with mobility difficulties. There are lifts to provide access to the first floors of buildings. Yellow markings have been added to outdoor steps to help visually impaired pupils

**A.6.3.** There are toilet facilities for the disabled on the ground floor in the main building which include a shower and changing table. This has also been fitted with a Closomat toilet and electric hoist. There are 5 further toilets for the disabled. Pupils with PD have their own key.

**A.6.4.** The class teacher and departments play the key role in ensuring appropriate provision is made for pupils' learning needs in their subject areas. They aim to provide a range of teaching and learning experiences that is accessible to, and promotes the learning of, all pupils.

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### **B. Information about the school's policies for the identification, assessment, provision and review process for all pupils with SEN**

#### **B.1. Allocation of resources**

**BI.1.** The school is allocated a specific sum each year for children with learning difficulties. The funds allocated are used to pay for teaching staff, teaching assistants and resources used for learning. Pupils with special needs have access to the full range of the school's facilities. The school is provided with 'top-up' funding for pupils with a Statement or EHCP (Education, Health & Care Plan) that outlines their high level of need.

**BI.2.** The Individual Learning Department consists of:

2 x Full time teachers

3 x HLTAs (Pastoral; Curriculum; Physical Disability)

Teaching Assistants who support pupils with physical disability and/or sensory impairment and general Teaching Assistants (including 1 apprentice) who support cognition & learning across the curriculum.

**BI.3** Heads of Department are expected to fund resources for SEND from their own budget

**BI.4.** The school directs funds to improve ICT resources within departments. Some departments have access to laptops for pupils who have handwriting difficulties. Very occasionally pupils are issued with individual Netbooks/laptops.

#### **B.2. Identification, assessment, provision and reviews**

**B.2.1.** The teachers in charge of transition from Key Stage 2 to Key Stage 3 visit all feeder schools to talk to new pupils and their teachers. At such time, information about the pupils identified as having SEND is gathered. The views of parents regarding their child's needs is also sought. The SENDCo attends the annual reviews of EHCP pupils in Year 5 and Year 6 prior to transfer from primary school. In exceptional cases a specific transition programme is established which involves additional visits by the SEND team to the primary school and extra visits by the pupil to Balcarras.

**B2.2.** All Year 6 pupils attend a Taster Day in July. Parents are invited to share any concerns with the SENDCo during the Parents' Evening following this day. additional transition visits and transition packs can be arranged for any pupils who are particularly anxious about transition. The SENDCo attends Advisory Teaching Service conferences to gather information from parents and primary school TAs about specific individual needs.

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**B.2.3.** All teachers are given information about pupils prior to the beginning of the new school year. This includes Key Stage 2 data and details of any learning difficulties plus advice and strategies to use with individual pupils in the classroom. This is known as the **Pupil Passport**. Pupil passports should also be made available to supply and cover teachers when the pupil's teacher is absent.

**B.2.4.** On entry in September all Year 7 pupils take the NFER Suffolk Group Reading Test and the Vernon Single Word Spelling Test. This can help highlight any pupils whose special needs have not previously been recognised. Relevant results and their possible implications for classroom practice are distributed to tutors, Heads of House and Heads of Departments. New entrants at other times of the year may also be tested if insufficient information is available from their previous school.

Year 7 pupils also take the MidYIS test on entry which gives a profile of verbal, non verbal and mathematical ability and predicts expected progress for each individual.

**B.2.5.** Identification and assessment of need within subject areas is the responsibility of departments. A standing item on departmental agendas should be the consideration of pupils, not already identified, whose learning is a cause for concern. Where a pupil has a significantly greater difficulty in learning than the majority of children of the same age, or has a disability that hinders the child from making use of the educational facilities within the school, the Head of Individual Learning (SENDCo) must be informed. Concerns raised by subject teachers/HoH/ tutors usually lead to an assessment for placement on the school's Register of Concern. Appropriate support will be put in place and progress monitored.

**B.2.6.** Parents may also refer their child to the Head of Individual Learning (SENDCo) for assessment of apparent learning difficulties. This should preferably be done directly or via the Head of House.

**B.2.7.** If it is thought that sufficient grounds for concern exist, an assessment will be made using a variety of diagnostic tests. Areas for concern include:

- communication and interaction
- cognition and learning
- social, emotional and mental health development
- sensory or physical needs
- medical conditions

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**B.2.8.** The appropriate level of intervention is determined by pupil needs in a graduated 'Waves of Provision' approach as follows: grouping strategies and support within the classroom; Paired Reading (Year 7); access to small group teaching; limited periods of withdrawal; and 1-1 teaching/pastoral counselling programmes.

**B.2.9.** For most pupils, extra help will be provided within the classroom, managed by the subject teacher in the context of the inclusive curriculum. Some additional support may be provided in the classroom by teaching assistants working in partnership.

**B.2.10.** All pupils will have individual subject targets as determined by the departments' assessment for learning process. Pupils with SEND will also have a Pupil Passport that will highlight:

- The pupil's strengths and difficulties
- The teaching strategies to be used
- Cross curricular targets

The Individual Learning Department will create an individual folder for each pupil. This will include:

- The provision to be put in place
- Review documents and when the passport/provision is to be reviewed
- Record of progress
- Success and/or exit criteria

The Pupil Passport and the record folder take the place of an Individual Education Plan. Provision is put in place at the various stages within the Register of Concern, as follows:

### **B.2.11. Monitor Progress**

- To monitor progress of Year 7 pupils who have received additional support at their primary school
- To monitor progress of pupils who have been identified as causing concern by parents and teachers
- To monitor the transition of pupils who achieved their success criteria and have moved off the main SEND Register of Concern

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### B.2.12. Classroom Support

- Emphasis on differentiation of activities/materials for curriculum access
- In-class TA support may often be available, generally in lower sets
- Some individual programming/small group work to support specific targets
- Access to ICT and specialist equipment and materials as necessary

### B.2.13. Additional Support

- Some Year 7 pupils are invited to attend small group literacy sessions during afternoon registration time or are paired with a Sixth Former for Paired Reading
- Some Year 8 pupils follow a booster programme in literacy and numeracy instead of studying French.
- Some Year 9 pupils follow a literacy programme instead of studying French. They are not required to choose a modern language at GCSE, although they are encouraged to do so.
- Study Support – independent work with access to computers (KS4)
- At KS4 some pupils may also choose to follow a Key Skills course where they are guided through a portfolio of personal challenges that equip them with additional skills to go to college and work independently
- A range of possible exam access arrangements (e.g. reader, extra time, scribe etc.) subject to meeting very specific JCQ criteria
- Input from outside professionals if the pupil's needs are not being met successfully within school. This may lead to a statutory assessment of need and ultimately the issue of an EHCP
- Pastoral support/mentoring for pupils with SEMH needs

### B.2.14. Pupils with a Statement or EHC Plan

- Some specialist 1:1 provision
- Input/advice from external agencies
- Likely high level of TA support in lessons and for extra-curricular activity
- Close links with pastoral/House team

**B.2.15.** All staff have a responsibility to make themselves aware of realistic student targets and for building planning into their teaching to help pupils achieve their targets. The school's SEND register, Pupil Passports and standardised test results are accessible via the school's network.



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**B.2.16.** The progress of pupils with SEND is reviewed regularly, often to coincide with effort and attainment reports from school and/or Parents' Evenings. Reports also highlight any further areas of concern. Progress can then be compared across the curriculum and over time. The effectiveness of the provision and the pupil's targets are reviewed at the meeting. The outcomes are recorded and provision and targets are changed, if appropriate, after discussion with the pupil and parents. Relevant information and further strategies are communicated to subject teachers and Heads of Houses.

**B.2.17.** If, despite significant support and intervention, the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals, such as the Advisory Teaching Service, Education Psychology Service, Social Services. These professionals are invited to contribute to the monitoring and review of progress. Pupils and parents are fully involved and kept informed about the involvement of external agencies and proposed interventions.

**B.2.18.** In addition to the reviews outlined in B.2.16, pupils who have a Statement or EHCP have their progress, and the support outlined in the EHCP, reviewed annually and a report is provided for the Local Authority.

**B.2.19.** The SENDCo is responsible for organising reviews of Statements/EHCPs. All parents of pupils with SEND are invited to attend reviews of pupil's provision and progress at review meetings or full Parents' evenings. Parents are invited to the meetings by letter. Meetings are arranged in school or can be held on the telephone. Prior to the review, parents are also requested to complete a form detailing their views and the pupil's views about progress and the support they are receiving.

**B.2.20** All Year 10 pupils undertake a week of Work Experience and the department liaises closely with careers personnel over appropriate placements.

**B.2.21** All Year 11 pupils have access to a mentor and, in the case of SEND pupils, this is likely to be someone they know from within the Individual Learning Department. If pupils need further support with college course choices, applications, and visits then the department will arrange support for that.

### **B.3. Access to the curriculum**

**B.3.1.** All pupils have the entitlement to a broad, balanced and relevant curriculum.

**B.3.2.** All pupils with SEND are taught for most of the week with their peers in mainstream classes by subject teachers and study the appropriate curriculum. Pupils are set by ability in academic subjects at the beginning of Year 8. Mathematics is set

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at the beginning of Year 7.

**B.3.3.** All teaching and support staff are aware of the need to consider the National Curriculum Inclusion Statement in their planning and teaching to strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse needs
- Remove barriers to learning and assessment

**B.3.4.** With the advice and the support of the SENDCo, Teaching Assistants and outside professionals, teachers strive to match the learning needs and abilities of the pupils, including those with *dual exceptionality* e.g. dyslexic with a gift or talent in a particular subject/s.

**B.3.5.** Teachers use a range of strategies and resources to develop the pupils' knowledge, understanding and skills.

**B.3.6.** Where appropriate, materials are modified and/or support is provided to enable pupils with SEND to access the learning or assessment process. Specialist and/or technical equipment e.g. laptops may also be provided

### **B.4. Integration of pupils with SEND (the wider curriculum)**

**B.4.1.** In addition to the statutory curriculum, the school provides a range of extra curricular activities. These include:

- Sports activities and teams
- School productions and theatre trips
- Choir, orchestra and instrument lessons
- A range of special interest clubs
- House competitions in sport, music, dance, modern foreign languages and debating
- Field trips to enhance learning
- Foreign exchange and cultural visits
- School trips linked to the curriculum
- Activities Week

Staff strive to ensure equal access to these activities for all pupils, including making reasonable adjustments for those with physical disabilities. A modified minibus is hired to transport pupils who cannot transfer from a wheelchair.

**B.4.2.** Lunchtime Homework Clubs are run every day for pupils with limited opportunities to study at home, or who require adult support.

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### **B.5. Health & Safety**

**B.5.1** Pupils with a physical disability have individualised care plans written in consultation with them, their parents, TAs and the ATS as follows:

- Manual Handling & Risk Assessment
- Personal Care Plan
- Personal Emergency and Evacuation Plans (PEEP)
- Additional Risk Assessments for school trips
- Health & Safety in practical lessons and at unstructured times

**B.5.2** The school is equipped with 4 Evac chairs for assisting pupils out of the buildings in the case of fire or emergency; a mobile hoist for manual handling; and several height adjustable tables. Pupils with PD are encouraged to be independent but have the learning support centre as their central point for contacting members of the support team should they need to get hold of an adult as required.

**B.5.3.** The HLTA with responsibility for these pupils arranges a rolling programme of training for all appropriate personnel.

**B.5.4.** Pupils who present with particularly challenging behaviour may have a Risk Assessment put in place so that all staff know how to prevent, and if necessary manage, those behaviours.

### **B.6. Evaluating the school's SEND policy**

**B.6.1.** The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The SEND policy is reviewed and updated on an annual basis.

**B.6.2.** The school employs a series of methods to gather data for analysis including:

- Observation of teaching
- Analysis of the attainment and achievement of pupils with SEND
- The views of parents and pupils at progress and review meetings
- KS3 TA Levels, GCSE and A Level results
- Post-16 destinations of pupils with SEND
- Maintenance of assessment records e.g. reading and spelling ages that illustrate progress over time
- Meetings with Heads of Department, pastoral team and TAs
- Performance Management observation
- Departmental Development Plan
- School Development Plan

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**B.6.3.** Following the collection of data, including SEND data, the SENDCo reports annually to SMT and the Governing Body upon the department's successes and identifies aspects for future development.

### **B.7. Complaints procedures**

**B.7.1.** All complaints will be treated seriously and will follow the process outlined in the school complaints procedure

**B.7.2.** If concerns persist then the SEND Line Manager and/or governing body will act to mediate between the parents and the school.

**B.7.3.** Continued failure to resolve concerns will lead to a referral to the Parent Partnership Service for independent support and advice. The address can be obtained from the school.

### **C. Information about the school's staffing policies and partnership with bodies beyond school**

#### **C.1. Arrangements for SEND in-service training**

**C1.1.** It is school policy to provide appropriate professional development for the SENDCo, teaching assistants and other staff according to needs identified in the School Improvement/Development Plan and as part of the staff performance management process.

**C.1.2.** Relevant local and national course/conferences including cluster meetings are attended by the SENDCo. The school has been awarded Teaching Status and the SENDCo is involved in the delivery of training to other local providers.

**C.1.3.** The school has close links with local SEND organisations such as PATOSS and Gloucestershire NAS. The SEND team regularly attend seminars/lectures/training events led by these organisations.

**C.1.4.** The school supports staff for externally accredited courses e.g. diplomas, certificates etc. In-school training sessions are held for individuals, groups of staff or whole staff by the SENDCo and external agencies.

**C.1.5.** An on-going programme of INSET for all staff is provided by the school on teacher development days.

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**C.1.6.** Training for NQTs, student teachers (GITEPS) and staff new to Balcarras is provided

**C.1.7.** Special needs issues are regularly covered at staff meetings, curriculum committee meetings and pastoral meetings. The SENDCo acts as an advocate for pupils with SEND by representing their views in whole-school initiatives and focus groups – School Development Plan, Independent Learning, Literacy Strategy, Differentiation Project, Transition Project

### **C.2. Links with other agencies, organisations and support services**

**C.2.1.** External support services play an important role in helping the school identify, assess, make provision for and review the progress of pupils with SEND. The new SEND Code of Practice emphasises the importance of multi-agency working and the contribution from education, health and care professionals.

**C.2.2.** The school has an Education Welfare Officer who supports the school to maintain high attendance levels.

**C.2.3.** The school may seek advice from the specialist Advisory Teaching Services for pupils with sensory impairment, communication or physical difficulties.

**C.2.4.** The school has a service contract with the Educational Psychology Service – they are primarily called upon to support pupils with a Statement/EHCP or a child who is moving towards a statutory assessment

**C.2.5.** A representative from the Local Authority Case Responsible Officer (CRO) currently chairs the EHCP transformation meetings.

**C.2.6.** The school liaises with CYPS to identify and provide for pupils experiencing social, emotional, mental health difficulties.

**C.2.7.** The current member of staff with responsibility for child protection issues and Looked After Children is named in the Child Protection policy.

**C.2.8.** The School Nurse runs a ‘drop in’ service every Thursday lunchtime. Appointments can also be made for her to see specific pupils.

**C.2.9.** The school employs a counsellor to support pupils with emotional problems. Pupils are referred by the pastoral team with the permission of pupils and parents.

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**C.2.10.** The SENDCo holds a Level 7 postgraduate qualification which entitles her to act as a specialist assessor for exam access arrangements. The SENDCo regularly attends updates on JCQ guidelines and the EAA are subject to JCQ inspection annually. The SENDCo works in close liaison with the Exams Officer.

### **C.3. Partnership with parents (including carers)**

**C.3.1.** In accordance with the SEND Code of Practice, the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.

**C.3.2.** Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision
- Contribute to review meetings

**C.3.3.** The school is committed to working with parents and keeping them fully informed of the school's, Local Authority and post-16 providers' procedures.

**C.3.4.** Parents are made welcome in the school and are invited to attend such meetings as concern their child. Appointments can be made with the SENDCo for information and advice prior to transition. The SENDCo is also available at Open Evening, the new Year 7 Parents' Evening and the Year 9 Options Evening to discuss any SEND-related issues.

**C.3.5.** In order to make communications effective the school:

- Recognises the need for flexibility in the timing and structure of consultation meetings
- Provides a variety of methods for parents to express their views
- Respects the differing needs parents themselves may have, such as a disability, or communication difficulties
- Recognises the personal investment of parents and is aware of their feelings

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- Ensures that parents understand procedures, and that they are aware of how to access the support required to prepare their contributions for discussion, well before meetings

### **C.4. Links with other schools and transfer arrangements**

**C.4.1.** Primary feeder schools are visited by teaching staff as part of on-going liaison and transition processes

**C.4.2.** The Year 6 Taster Day is run on an annual basis. Many other primary year groups visit departments such as Food Technology, ICT, Drama, Music etc.

**C.4.3.** The school has links with post-16 providers such as Gloscol, Cirencester College and Hartpury College. Visits are arranged and pupils accompanied if necessary. Representatives are asked to attend annual reviews/EHCP transformations and reviews when appropriate.

**C.4.4.** Members of the special needs team visit special schools such as Belmont School, National Star Centre etc. on a needs basis

**C.4.5.** The school has a close link with Pittville School and the SENDCOs of both schools have collaborated on joint projects for departmental improvement

**C.4.6.** If a pupil transfers to another school or college, information will be transferred to the receiving school as soon as a placement has been confirmed and the information has been requested. Incoming pupils' SEND information is requested from previous schools. Details of Exam Access Arrangements may also be forwarded to post-16 and post-18 providers.

When this policy was reviewed, an equality impact assessment was conducted to ensure any changes did not have an adverse effect under the terms of the Equality Act 2010. Should you have any comments regarding this policy, please contact the school.

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### Glossary

<b>ASDAN</b>	Award Scheme Development and Accreditation Network
<b>BTEC</b>	Business and Technology Education Council
<b>CYPS</b>	Children & Young People's Service
<b>EAA</b>	Exam Access Arrangements
<b>EHCP</b>	Education, Health & Care Plan
<b>GITEP</b>	Gloucestershire Initial Teacher Education Partnership
<b>HLTA</b>	Higher Level Teaching Assistant
<b>JCQ</b>	Joint Council for Qualifications
<b>MidYIS</b>	Middle Years Information System
<b>NAS</b>	National Autistic Society
<b>NASENCo</b>	National Award for Special Educational Needs Co-ordinators
<b>PATOSS</b>	Professional Association of Teachers of students with Specific Learning Difficulties
<b>PD</b>	Physical Disability
<b>PEEP</b>	Personal Emergency Evacuation Plan
<b>SEMH</b>	Social, emotional and mental health
<b>SEND</b>	Special Educational Needs & Disability
<b>SENDCo</b>	Special Educational Needs & Disability Co-ordinator
<b>SMT</b>	Senior Management Team
<b>TA</b>	Teaching Assistant