

Wiltshire Council

Schools Forum

13th October 2011

Support Services – activity analysis

Background and purpose

Traditionally, a full range of support services have been provided by the Local Authority to all schools and settings free of charge at point of delivery. Although in the past there have been some isolated examples of a more commercial relationship between services and schools this is not a dominant model of working at present.

In the changing national landscape and with increasing numbers of schools converting to academy status it is crucial to consider how services in Wiltshire should be delivered and funded in the future.

Wiltshire LA is particularly interested in establishing a model which will ensure:

- Equity of provision across all educational settings
- Consistency of approach in order to reduce the potential for a 'post code lottery' for the most vulnerable learners with complex needs
- Good quality information for parents and young people about the availability of services (reference local offer, Green Paper Support and aspiration)

The review, and a potential for reconfiguration of support services, was initially agreed as one of the recommendations of the SEN Review which concluded in 2010. In April 2001 an increased level of delegation of SEN funding was introduced, in September 2011 changes to the structure of our Resource Bases (previously known as Specialist Learning Centres) and some redesignation of special schools in Wiltshire have been implemented. The review of support services should therefore be considered as a natural, next stage of the wider SEN review in Wiltshire.

List of Services included in this analysis

Statutory SEN Service (previously known as Central SEN Service)

Educational Psychology Service

Specialist SEN Service (previously known as PI, ICT, LSS, autism services)

Sensory Service (previously known as VI and HI Services)

Primary Behaviour Support Service

Ethnic Minority Achievement Service

Traveller Education Service

Education Welfare Service

Timeline

Stage 1 – to define activities for each service area (May, June 2011)

Stage 2 – to consult with schools (June, July 2011- PHF and WASSH, October 2011 – Schools Forum)

Stage 3 – to implement changes (April 2012)

Stage 1

Stage one was completed in individual service teams and cross moderated between services. As a result a full analysis of activities has been identified across four areas of work for each service:

- Statutory activity – activities carried out on behalf of the LA directly linked to the relevant legislation or regulations
- Critical school or pupil activity - activities linked to schools or pupils which if not undertaken are likely to significantly impact on statutory work and therefore increase risk of legal challenge and more expensive statutory activities
- Essential capacity building activity – activities linked to preventative work focused on building capacity within schools and settings. This also includes crucial work around strategic training and support for the network of school staff working in SEN
- Trading activity – this is a mixture of examples of existing and potential trading activity.

See attached tables

Stage 2

Stage two is a consultation with schools and Schools' Forum in order to establish the future level of provision to be provided by the LA and to secure funding of the level of activity which should be delivered without trading.

See attached appendix showing the questionnaire for clusters to assist them in looking at the cost implications and risk analysis for each element of the service.

Stage 3

Stage three will involve implementation of the decision taken as a result of the consultation with the Schools Forum. This may involve changes to the service structures, the way they are delivered and changes to staff employment. It will have to include the necessary consultation with staff and follow the relevant HR procedures.

Key aspects for consideration

Availability of services in the context of a rural authority such as Wiltshire. These issues could affect high and low incidence needs.

Small school/settings' ability to access services and their reduced purchasing power; this is a particularly high risk for Wiltshire.

Additional management time in schools committed to the research of the market, managing finance, quality assurance and monitoring. Some aspects of quality assurance might be difficult to manage by school staff, for example supervision, support, and professional development within the remit of the relevant professional standards.

Sustainability and continuity of service delivery. This aspect includes some short term risk related to management of sickness or maternity cover and longer term risk related to the ability to sustain high quality of the service standards.

Costs and economies of scale.

Recommendation

For Schools' Forum to agree/identify for each service a level of activity which should be centrally funded.

Any trading activity in the future is non profit making and will be reinvested back into the relevant services to

- Extend the expertise of staff
- Subsidise funded activities
- Allow innovative projects to be undertaken
- Fund any other activities of the service which ensure delivery of good quality support.

Statutory SEN Service

Statutory activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<p>a. Under the Education Act (1996) conduct and coordinate SEN statutory process for example</p> <ul style="list-style-type: none"> - Statutory assessment - Decision making i.e. placement and provision <p>b. Respond to the appeals to the first and second tier SEN Tribunal and represent the LA at hearings</p> <p>c. Provision of information to fulfil the SEN Information Regulations (1999)</p> <p>d. Ensure parents can access currently independently provided Parent Partnership Service and Mediation Service</p> <p>e. Make appropriate transport arrangements for eligible pupils in line with national legislation and Wiltshire Council policy</p> <p>f. Contribute to Local Government Ombudsman requests, FOIs and responding to MP letters</p>	<p>a. Coordinate, challenge and enable other services to ensure appropriate engagement with and contribution to statutory SEN processes (e.g. health, social care, EWS)</p> <p>b. Undertake complex casework (negotiations and conflict resolution) with regard to pupils at risk of placement breakdown, hard to place, in need of change of provision, or failing to make of progress</p> <p>c. Attend Annual Reviews for pupils with most complex needs who may be at risk of placement breakdown, in need of change of provision, or making significant lack of progress</p> <p>d. Visit out of county independent providers in order to contribute to monitoring provision, progress, value for money and safeguarding of children and young people</p> <p>e. Prepare for and attend LA's SEN Panel</p> <p>f. Facilitate and report to Schools' Forum on moderation processes for Wiltshire's resource bases, Enhanced Learning Provision and special schools</p>	<p>a. Engage with Wiltshire specialist SEN provisions in order to monitor appropriateness of placements, availability of places and jointly plan provision developments</p> <p>b. Co-ordinate secondary PRISMS (strategic and pupil-focused planning and support for SEN children and young people in the school)</p> <p>c. Contribute to training of schools, parents and services on statutory processes /roles</p> <p>d. Act as a general SEN 'helpline'</p>	<p>a. Provide BTEC/statutory SEN training to other LAs, schools and services</p> <p>b. Undertake statutory assessment process on behalf of other LAs</p> <p>c. Mediate between schools and parents at schools' request</p>

Current activity level – 75%

Current activity level – 20%

Current activity level – 5%

Current activity level – 0%

Sensory Impairment Service

Statutory Activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<p>a. Under the National Assistance Act 1948 and Chronically Sick and Disabled Persons Act 1970</p> <ul style="list-style-type: none"> - register CYP as sight impaired - offer home visit for registration purposes to give and gather information <p>b. Provide advice for statutory assessment (Appendix F)</p> <p>c. Provide assessment of need, and advice on specialist equipment identified through statement for SEN</p> <p>d. Provision of support as specified in Part 3 of Statement for SEN</p> <p>e. Provide witness statements and attend SENDIS tribunals</p>	<p>a. Contact families of CYP following diagnoses of HI within 2 days.</p> <p>b. Act on referrals from settings, schools and health professionals to assess the needs of CYP</p> <p>c. Provide specialist advice to schools and settings on meeting and monitoring the needs of CYP</p> <p>d. Attendance at annual reviews for pupils with most complex needs.</p> <p>e. Visit out of county providers in order to contribute to monitoring provision, progress, value for money and safeguarding of CYP.</p> <p>f. Assess the need for specialist equipment and technology for individual CYP.</p> <p>g. Provide technical support for the adjustment of specialist equipment.</p> <p>h. Provide bespoke training for teachers, TAs, SENCOs for support of individual pupils (including provision of Online Inset VI/Hi modules)</p> <p>i. Liaise with other professionals e.g. eye clinic, audiology centre, sight centre, cochlear implant centre, adult services etc)</p> <p>j. Provide training and advice for CYP with VI to enable independence in school, home and local community.</p> <p>k. Provide environmental audit for safety in schools and settings for specific VI pupils</p> <p>l. Provide specialist support for CYP with profound HI/VI impairment, including Braille and BSL support</p> <p>m. Make ear moulds for CYP with HI in order to cut down on wait time for clinics</p>	<p>a. Provide general support for pupils in SLD schools.</p> <p>b. Provide advice on environmental factors impacting upon CYP.</p> <p>c. Provide advice regarding the moving of soundfields within schools.</p> <p>d. Provide training with reference to general awareness of sensory impairment</p>	<p>a. Provide Online Inset for VI/Hi in schools where not related to an individual CYP</p> <p>b. Provide of PDF format texts for VI pupils</p> <p>c. Provide environmental audits for use as part of disability equality scheme/access plan</p> <p>d. Provide test boxes for functional vision assessments for SLD schools</p> <p>e. Provide advice for special exam arrangements for CYP</p> <p>f. Provide advice and support to colleges, independent schools, FE/HE and schools/setting in other LAs</p> <p>g. Provide training in supporting pupils in special schools</p> <p>h. Produce Braille materials for general use in schools and settings</p> <p>i. Provide BSL/deaf awareness training</p> <p>j. Provide BSL levels 1 and 2 training</p> <p>k. Provide GCSE course in BSL</p>

Current activity level – 30%

Current activity level – 60%

Current activity level – 10%

Current activity level – 0%

Specialist SEN Service – (previously known as PI, ICT, LSS, autism services)

Statutory Activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<ul style="list-style-type: none"> a. Provide advice for statutory assessment (Appendix F) b. Provide assessment of need, and advice on specialist equipment identified through statement for SEN (e.g. ICT, mobility) c. Provide support as specified in Part 3 of Statement for SEN d. Provide witness statements and attend SENDIS tribunals 	<ul style="list-style-type: none"> a. Undertake complex casework relating to, cognition and learning, autism spectrum, medical needs, physical disabilities, specific learning difficulties (dyslexia/dyscalculia) and ICT needs b. Provide advice on whole school strategic SEN processes and protocols, (e.g. provision mapping, quality assurance, CYP progress, analysis of data, quality of assessment, moderation of assessment) c. Provide formal monitoring and evaluation of SEN provision (using SEN/D Self Evaluation Tool) for schools, placed in OFSTED category d. Provide advice on provision, strategies and intervention for CYP with very complex needs in mainstream schools with a statement for SEN e. Attend annual reviews and multi-agency meetings for CYPs with most complex needs f. Assess building accessibility for specific CYP and make recommendations for adaptations g. Provide advice with regard to risk assessments and handling plans h. Bespoke training around meeting CYP's specific needs(e.g. handling, specialist equipment, specialist programmes and interventions) i. Prepare for and attend SEN Panel meetings j. Attend banding moderation meetings for Enhanced Learning Provision and Resource Bases a. Provide and facilitate Early Bird+ parenting course 	<ul style="list-style-type: none"> a. Provide bespoke training for school staff, regarding a range of SEN issues e.g. physical disability, autism spectrum, cognition and learning, specific learning difficulties/dyslexia /dyscalculia and ICT b. Provide light touch surgery sessions for class teachers, SENCOs and TAs to advise on support, provision and interventions. c. Organise and facilitate SENCO network meetings (3x per year in community areas covering strategic development issues) d. Organise and facilitate TA networks (developing knowledge, skills and practice) e. Provide and facilitate mandatory National Award for SEN Coordination f. Facilitation of primary PRISSM meetings (strategic and CYP focussed planning and support for SEN CYP) g. Attend Gateway /MAF meetings h. Attend annual review meetings at request of school or parent – for CYPs with less complex needs i. Provide monitoring and evaluation of SEN provision (using SEN/D Self Evaluation Tool) for schools j. Provide scheduled CPD opportunities, E.g. - SENCO training, Using and Understanding Tests/Assessment, Materials, Wave 3 Interventions, Autism, Dyslexia, Manual handling, ICT 	<ul style="list-style-type: none"> a. Coordinate and provide Online Inset regarding a range of SEN b. Undertake individual assessment and testing of CYP for identification of specific learning difficulties including dyslexia and dyscalculia c. Organise and provide annual SENCO conference d. Provide tutors for higher education institutes for post graduate courses e. Act as 'supply' or 'maternity cover' SENCO in schools f. Model teaching sessions for small group interventions, e.g. Wave 3 programmes etc g. Provide additional support from critical and capacity building activity columns. k. Carry out risk assessments for schools.

Current activity level – 24%

Current activity level – 40%

Current activity level - 35%

Current activity level – 1%

Educational Psychology Service

Statutory Activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<ul style="list-style-type: none"> a. Provide Psychological Advice (Appendix D) for all Statutory Assessments of Special Educational Need b. Provide witness statements and attend SENDIS Tribunal c. Provide monitoring as specified in Part 3 of a Statement of Special Educational Needs 	<ul style="list-style-type: none"> a. Respond to Critical Incidents b. Provide additional support for Children Looked After c. Undertake complex casework including assessment and reporting on pupils at risk of placement breakdown, in need of change of provision, or making significant lack of progress d. Attend Annual Reviews for pupils with most complex needs who may be at risk of placement breakdown, in need of change of provision, or making significant lack of progress e. Visit out of county independent providers in order to contribute to monitoring provision, progress, value for money and safeguarding of children and young people f. Provide bespoke training / workshops around meeting children and young people's needs or group within a specific context when essential to placement success g. Prepare for and attend SEN Panel h. Contribute to banding moderation for ELP, Resources Bases and Special Schools i. Undertake assessment of pre-school children identified as having needs which may require additional or specialist provision 	<ul style="list-style-type: none"> a. Undertake complex casework at School Action Plus to avoid escalation to critical level b. Provide joint problem-solving "light touch" surgeries c. Support school-parent mediation (e.g. requests to change chronological year groups, rebuilding communication) d. Attend MAF/Gateway Panel e. Attend PRISSMs (strategic and pupil-focused planning and support for SEN children and young people in the school) a. Attendance at Annual Review meetings at the request of a school or parent b. Provide parent training programmes such as Cygnet 	<ul style="list-style-type: none"> a. Provide scheduled training days based around general themes, e.g. ADHD, Attachment, Mental Health First Aid, Bereavement b. Offer additional EP time bought in beyond the core service for activities in groups 2 or 3 c. Provide specific psychological interventions with individuals or groups over time d. Supporting staff to deliver group or individual interventions e. Provide additional support from critical and capacity building activity columns

Current activity level – 25%

Current activity level – 40%

Current activity level – 30%

Current activity level – 5%

Ethnic Minority Achievement Service

Statutory Activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
	<ul style="list-style-type: none"> a. Support with induction of new arrivals from overseas, including interpretation and family liaison, induction classes, initial assessment of English levels b. Writing Individual Language Plans (similar to IEPs) for individual learners. c. Giving specific advice about the needs of isolated EAL learners and reducing isolation d. Monitoring follow-up visits to ensure the impact of advice and support. e. Review and support packages f. Providing and training first language assessors for Community Language GCSE speaking tests. 	<ul style="list-style-type: none"> a. Advice on whole-school and classroom strategies and provision for new arrivals and other EAL learner b. Audit of school provision and advisory teacher time to address areas for improvement. c. Targeted small group literacy intervention with EAL learners vulnerable to underachievement. d. Maintaining network of school EAL coordinators through email, organising annual meetings, meeting coordinators in school e. Advice to schools at key stage transition (yr 6/7, post 16) f. Provision of up-to-date EAL CPD to individual schools and county-wide, including specific CPD for different groups of staff (e.g. EAL Coordinators, SLTs, Support Staff). 	<ul style="list-style-type: none"> a. Interrogation of data to monitor the progress of EAL learners. b. Provision of bilingual resources. c. Running diversity awareness events in school (e.g. assemblies, lessons, themed days) d. Support for access arrangements for national assessments (e.g. translation of KS2 Maths SATs papers). e. First language support in the classroom g. Ongoing family liaison in first language. f. Advice and help with drafting school EAL and induction policies. g. Provide additional support from critical and capacity building activity columns h. Organising and running conferences for bilingual pupils to enhance self-esteem and raise awareness of learning strategies

Current activity level - 0%

Current activity level - 40%

Current activity level – 40%

Current activity level – 20%

Traveller Education Service

Statutory activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
	<ul style="list-style-type: none"> a. Locating Traveller children within the county. Collating information on past history from other TES services, facilitate access to schools and transport if necessary. b. Provide support to families for pre-school children to access foundation stage curriculum and pre-schools c. Visit sites and provide opportunities to interact and build links with parents. d. Encourage and support good attendance and to raise achievement e. Empower Traveller families to acknowledge and openly celebrate their culture, through Ascription and use of the Gypsy Roma and Traveller Achievement Programme 	<ul style="list-style-type: none"> a. Support and foster positive relationships between families, school & communities for example support families with issues including bullying, exclusions and mediating between family and school. b. Support Initial Assessments of highly mobile GRT pupils attending a new Wiltshire school. c. Attend multiagency meetings and advocate for or with the GRT families. d. Identify and plan support for high priority GRT children with appropriate staff e. Organise bespoke diversity / citizenship days with resources. f. Meeting senior staff and setting school targets for GRT using the Gypsy Roma and Traveller Achievement Programme g. Provide training to schools and external agencies on raising cultural awareness 	<ul style="list-style-type: none"> a. Provision of GRT resources b. Provide TES TA Support for new Gypsy Roma and Traveller pupils and reintegration for previously disengaged pupils. c. Providing educational support for Showmen visiting the county and teaching on Fairs and Circus sites, providing laptop's for Wiltshire's GRT pupils to enable distance learning to take place. d. Specialist 1:1 and group teaching i. Provide additional support from critical and capacity building activity columns

Current activity level – 0%

Current activity level – 25%

Current activity level – 35%

Current activity level -40%

Primary Behaviour Support Service

Statutory activity	Critical school/ pupil activity	Essential capacity building activity	Trading activity
<ul style="list-style-type: none"> a. Provide full time equivalent, appropriate education from day six to primary aged children who have been permanently excluded including making appropriate transport arrangements b. Provide advice for statutory assessment for pupils known to the Behaviour Support Service c. Support schools in providing appropriate education to primary aged children who have medical needs and are unable to access full time schooling 	<ul style="list-style-type: none"> a. Promote an early return to mainstream schooling for a child on a permanent exclusion and to support an effective re-integration programme through liaison with primary schools and colleagues in the Local Authority b. Provide advice and support to pupils at risk of PEX through attendance at Primary Emergency Annual Reviews (PEARS) and Emergency School Action Plus (SA+) Reviews c. Co-ordinate, challenge and work with other services to ensure appropriate engagement with pupils with BESD 	<ul style="list-style-type: none"> a. Provide coaching and mentoring through demonstration and advice on effective strategies to build staff expertise in behaviour management techniques / approaches. b. Provide surgeries for school staff to offer informal consultation / advice on behaviour management related issues c. Provide specialist knowledge to senior managers in schools d. Provide direct support to individual pupils and or groups of pupils including: assessment of need, identification of support strategies, implementation of support packages and reviews of progress e. Organise and facilitate TA network meetings (developing knowledge, skills and practice) f. Attend PRISSM Meetings (strategic for pupil-focused planning and support for pupils with BESD in school) g. Attend Gateway/MAF meetings 	<ul style="list-style-type: none"> a. Undertake whole school behaviour audits in order to help develop robust school behaviour policies and systems b. Support with transition planning from early years and into secondary provision c. Facilitate co-ordinated and/or collaborative working with other specialists, schools, parents etc. d. Plan and deliver a variety of tailored made training packages on topics related to social/emotional and behavioural issues to a wide range of school staff

Current activity level – 20%

Current activity level – 8%

Current activity level – 49%

Current activity level – 21%

Education Welfare Service

Statutory Activity	Critical School/Pupil Activity	Essential Capacity Building Activity	Trading Activity
<ul style="list-style-type: none"> a. Monitor regular attendance at school of compulsory school age children registered at a school though prosecution following case work intervention b. Identify children not receiving education and take action to secure access to a education c. Ensure access to education for pupils with medical needs d. Respond to notifications from school/ other agencies to whereabouts of children missing from education e. Apply to Family Proceedings Court for Education Supervision Order when appropriate f. Serve notice of School Attendance Order when appropriate g. Provide assessment to magistrates considering a Parenting Orders. Follow up work as necessary h. Serve Penalty Notices when appropriate e.g. irregular attendance, unauthorised absence i. Serve Penalty Notices to parents of excluded pupil if present in public place without reason on day 1-5 of exclusion j. Undertake joint School Attendance and Exclusion Sweeps k. Monitor of those educated other than at school at least once a year l. Annual Register Inspection m. Premises visits & reports & issuing of licenses for Child Employment – Work Permits and Monitoring n. Assessment of applications for the issuing of performance licences and instigating legal action where necessary. 	<ul style="list-style-type: none"> a. Represent LA at Governors (permanent exclusions meetings) providing clarity re processes and interpretation of guidance b. Represent LA at independent exclusion appeals c. Consultation Meetings with schools re attendance of individual pupils d. Undertake individual pupil case work progression - liaison with parents /carers & school staff, LA Meetings / Home visits e. Attendance at SEN Annual Review Meetings (where pupil is known to EWS) f. Attending Multi-agency Meetings inc Child Protection / Child in Need , MARAC (Multi Agency Risk Assessment Conference) g. Provide advice and guidance on applying the Registration Regulations ensuring consistency in practice, identifying training needs within the school relating to children Missing Education Procedures, school procedures of monitoring pupils attending off-site provision, first day contact procedures (Safeguarding responsibility) h. Provide advice and support to pupils at risk of PEX through attendance at PEAR, emergency school action plus (SA+) and ANP i. Act as Appropriate Adult during PACE interview/Bail proceedings To assess and advise on educational needs of young people referred to the Youth Offending Service and facilitate the exchange of information between schools, DCE, Young People’s Support Service, other statutory/voluntary agencies and the YOS. 	<ul style="list-style-type: none"> a. Attendance at LA Behaviour and Attendance Group Meetings (Schools network meeting - Secondary) b. EWS representation at Anti-social Behaviour Panel sharing of information to inform practice / intervention multi-agency working c. Referrals & Sign-posting (case work & / enquiries) d. Attend new parents meetings at Primary and Secondary schools. 	<ul style="list-style-type: none"> a. Registration Audits -Providing an in depth report for school use in identifying areas of weakness b. Governor Training - Guidance on Exclusions, GDCM procedures (fixed term & permanent), interpretation of guidance c. Advice/Training re Holiday in Term Time procedures Attendance Policy. Bullying. School refusal. Registration & absence coding Facilitation of school attendance meetings and reviews. Attendance/absence monitoring. Challenging absence. Attendance and exclusion processes. Absence data analysis. Children with medical needs. d. Mentoring pupils experiencing attendance difficulties e. Undertake joint home visits f. Chaperone Licensing g. Ensuring schools are aware of the latest guidance and follow procedures for children with medical needs. h. Attendance Surgeries i. Supporting schools with School attendance meetings

Current activity level – 30%

Current activity level - 40%

Current activity level – 10%

Current activity level – 20%

Service	Budget		
	2011/12	Cost of the statutory activity	Source
Statutory SEN Service	£782,226	£678,000	£112,462 – DSG (14.4%) £669,764 – LA (86%)
Educational Psychology Service	£901,690	£250,000	100% LA
Specialist SEN Service	£829,416	193,978	£751,510 – DSG (90.6%) £77,906 – LA (9.4%)
Sensory Service	£566,057	214,218	£499,856 DSG (88.3%) £50,000 EIG (Early Intervention Grant) (8.8%) £16,200 DWP (Department Work & Pensions) (2.9%)
Primary Behaviour Service	£927,200	£278,160	100% DSG
Ethnic Minority Achievement Service (LACSEG applicable)	£537,681	£0	£492,438 – DSG (92%) £45,243 – Income (8%)
Traveller Education Service	£242,150	£0	100% DSG
Education Welfare Service (LALCSEG applicable)	£456,367	£136,910	£440,367 LA £16,000 – Income

A number of services in the table are identified as being relevant for the Local Authority Central Expenditure Grant (LACSEG). These are services which must be provided by the local authority to all maintained schools but for which Academies will receive funding directly. These services will therefore be fully traded with Academies, even for the core elements of the service.

Key

ADHD	Attention Deficit Hyperactivity Disorder
BSL	British Sign Language
BTEC	British and Technology Education Council
CPD	Continuing Professional Development
CYP	Children and Young People
EAL	English as an Additional Language
ELP	Enhanced Learning Provision
EMAS	Ethnic Minority Achievement Service
EP	Educational Psychologist
EWS	Education Welfare Service
FE/HE	Further Education/ Higher Education
FOI	Freedom of Information
GRT	Gypsy Roma and Traveller
HI	Hearing Impairment
IEPs	Individual Education Plans
MAF	Multi Agency Forum
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs Disability
SENDIST	Special Educational Needs & Disability Tribunal
SLD	Severe Learning Difficulties
TA	Teaching Assistant
TES	Traveller Education Service
VI	Visual Impairment