JAMES WOLFE PRIMARY SCHOOL WITH CENTRE FOR THE DEAF
SEND REPORT 2018-2019

Type of school: Mainstream primary with specialist provision for deaf children

Our aim at James Wolfe Primary School is to help all of our pupils achieve their full potential based on the following five key values:

- Our children are confident learners, they work hard to succeed with every challenge.
- Our children show respect for themselves and other people in our community, our country and our world.
- Our children love learning and are keen to learn in our school, at home and in the future.
- Our children have strong core skills in communication (reading, writing, speaking and computing), mathematics and have a good understanding of topics across the whole curriculum.
- Our children are confident to share their views, listen to other people’s ideas and opinions and make decisions that help everyone achieve.

Statement:

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Greenwich Local Authority:

This document should be looked at together with: “The Royal Borough of Greenwich Local Offer for Children and young people with SEND”

http://familiesinformation.royalgreenwich.gov.uk/kb5/gr eenwich/fsd/localoffer.page

SEND Policy:

You can find our SEND policy on the school website.

www.jameswolfe.greenwich.sch.uk/policies
**SECTION A: PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN OUR SCHOOL:**

<table>
<thead>
<tr>
<th>Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?</th>
</tr>
</thead>
</table>
| **Class teacher** | Class teachers are responsible for:  

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet your child’s individual needs (also known as differentiation).  
- Monitoring the progress of your child, then identifying, planning and delivering any additional help your child may need (this could include targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary.  
- Writing Individual Education Plans forms (IEPs) for children with SEND, and sharing and reviewing these with parents at least once each term and planning for the next term.  
- Ensuring that all members of staff working with your child in school are aware of your child’s individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.  
- Ensuring that all adults working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.  
- Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. |
| **Teaching Assistant** | A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. They may support a child 1:1 or in group activities.  

- Coordinating the support for children with special educational needs (SEND) and or disabilities, and developing the school’s SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.  
- Ensuring that parents are involved in supporting their child’s learning; kept informed about the support their child is getting; involved in reviewing how their child is doing and part of planning ahead for their child.  
- Liaising with all the other people who may be coming into school to help your child’s learning e.g. Speech and Language Therapy, Educational Psychology, Music, Place2Be Therapists, Occupational Therapists and ASD Outreach.  
- Updating the school’s SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are records of your child’s progress and needs.  
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their best possible progress in school.  
- Supporting your child’s class teacher to write Individual Education Plans (IEPs) and Individual Education Plans (IEPs) that specify the targets set for your child to achieve.  
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. |
**Who are the best people to talk to in this school about my child’s difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?**

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| Head of Campus     | - The day to day management of all aspects of the school – including the deployment of staff to maximise the support for pupils.  
                      - Ensuring that parents are satisfied with the quality of education that their child receives at James Wolfe Primary School.  
                      - Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND |
| Headteacher        | - The strategic management of all aspects of inclusion at the school, this includes the support for children with SEND and/or disabilities.  
                      - They give responsibility for day-to-day management to the SENCO and class/subject teachers but are still responsible for ensuring that your child’s needs are met.  
                      - Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND |
| SEND Governor      | He/ She is responsible for:  
                      - Making sure that the school has an up to date SEND Policy  
                      - Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school  
                      - Making sure that the necessary support is made for any child who attends the school who has SEND and/or disabilities. |

**What are the arrangements for handling complaints from parents of children with SEN about the provision made at school?**

All of our staff in our school are focused on ensuring that our work with pupils is of the highest possible standard and achieves our stated values. At times, parents and carers may wish to discuss aspects of the school’s work, or may wish to comment about their child’s welfare or academic progress. These comments will help the school evaluate our work and ensure that we provide the best possible education for our whole school community.

The school has a complaints procedures which is published on our school website. A summary of the procedure is below:

<table>
<thead>
<tr>
<th>FOR SEN PROVISION (MAINSTREAM SCHOOL)</th>
<th>FOR OUR CENTRE FOR THE DEAF (MAINSTREAM SCHOOL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If parents and carers have a specific concern or complaint, they should follow the procedure below:</td>
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</tr>
<tr>
<td>Step One: Meet with class teacher after school</td>
<td>Step One: Meet with class teacher after school</td>
</tr>
<tr>
<td>if not resolved then Step Two: Meet with the special educational needs coordinator</td>
<td>if not resolved then Step Two: Meet with the lead teacher of the deaf.</td>
</tr>
<tr>
<td>if not resolved then Step Three: Meet with the Head of Campus</td>
<td>if not resolved then Step Three: Meet with the Head of Campus</td>
</tr>
<tr>
<td>if not resolved then Step Four: Meet with Headteacher</td>
<td>if not resolved then Step Four: Meet with Headteacher</td>
</tr>
<tr>
<td>if not resolved then Step Five: Meet with a Governor (usually the SEN governor)</td>
<td>if not resolved then Step Five: Meet with a Governor (usually the SEN governor)</td>
</tr>
<tr>
<td>if not resolved then Step Six: A Governing Body Complaints Panel is convened</td>
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</tr>
</tbody>
</table>

Note: If the complaint is about the Headteacher then step three is omitted.
SECTION B: HOW ARE CHILDREN SUPPORTED AT JAMES WOLFE PRIMARY SCHOOL?

Children in our school will get support that is specific to their individual needs.
At James Wolfe Primary School we have a three tiered approach to supporting a child’s learning:

What are the different types of support available for children with SEND and/or disabilities in this school?

<table>
<thead>
<tr>
<th>Tier/Layers of support:</th>
<th>What would this mean for your child?</th>
<th>Who can get this kind of support?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UNIVERSAL:</strong></td>
<td>- The teacher will have the highest possible expectations for your child and all pupils in their class. &lt;br&gt; - All teaching is based on building on what your child already knows, can do and can understand. &lt;br&gt; - Putting in place different methods of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. &lt;br&gt; - Adjusting teaching with specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task.</td>
<td>All children in school receive this.</td>
</tr>
<tr>
<td><strong>TARGETED:</strong></td>
<td>- The class teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. This is supported by termly meetings with year group leaders/head of Campus. &lt;br&gt; - Group sessions will be planned for your child with specific targets to help them secure their learning. &lt;br&gt; - A Learning Support Assistant/teacher (or outside professional for example, a Speech and Language Therapist) will run these small group sessions using the teacher’s plans, or a recommended programme.</td>
<td>Any child who has specific gaps in their understanding of a subject/area of learning.</td>
</tr>
</tbody>
</table>

Class teacher input via quality first teaching for all

Specific, small “intervention” work. Either:
- Run in the classroom or in another shared learning space.
- Run by a teacher or a TA who has had training to run these groups.
**What are the different types of support available for children with SEND and/or disabilities in this school?**

<table>
<thead>
<tr>
<th>Tier/Levels of support:</th>
<th>What would this mean for your child?</th>
<th>Who can get this kind of support?</th>
</tr>
</thead>
</table>
| **SPECIALIST:**         | • If your child has been identified as needing specialist input (in addition to good class room teaching and intervention groups), referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.  
• Before referrals are made to external agencies you will be informed why this referral would help the school with your child’s progress.  
• If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better.  
• The specialist professional will work with your child to understand their needs and make recommendations, which may include:  
  o Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better  
  o Support to set targets which will include their specific professional expertise  
  o Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit  
  o A group or individual work with an outside professional  
• The school may suggest that your child needs some agreed individual support or group support in school. We will tell you how the support will be used and what strategies will be put in place. | Children with specific barriers to learning that cannot be overcome through whole class good teaching and intervention groups. |
specified individual support provided via an education, health and care plan (ehcp).

This means your child will have been identified as needing a particularly high level of individual and small group support which cannot be provided from the resources already delegated to the school.

sometimes, the delivery of the specialist provision requires professionals from outside of james wolfe primary school:

- local authority services such as theasd outreach team or sensory service (for students with a hearing or visual need)
- outside agencies such as the speech and language therapy (salt) service, occupational therapy service, physiotherapy and/or camhs

- the school (or parents themselves) can request that the local authority carries out a statutory assessment of your child’s needs. this is a legal process and you can find more details about this in the local authority (la) based local offer, on the royal greenwich web site: www.royalgreenwich.gov.uk
- after a request has been submitted to the local authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. if this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. if they do not think your child needs this, they will ask the school to continue/adapt the support that is in place.
- after the reports have all been received, the local authority will decide if your child’s needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. if this is the case they will write ehc plan. if this is not the case, they will set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- the ehc plan will outline the number of hours of individual/small group support your child will receive from the la and how the support should be used and what strategies must be put in place. it will also have long and short term goals for your child.
- an additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
- the ehc is reviewed annually to ensure that it is still ‘fit for purpose’. parents, teachers and external professionals will be invited to the meeting to discuss the child’s progress made towards the targets set.

children whose learning needs are:
- severe, complex and lifelong
- unable to be met solely by the school’s resources
- need more than 20 hours of support in school
| How do we support children with identified special needs starting at school? | • We will first invite parents to visit the school with your child to have a look around and speak to staff  
• If other professionals are involved, a team meeting will be held to discuss your child’s needs, share strategies used, and ensure provision is put in place before your child starts  
• The child’s teacher/Teaching Assistant may visit your child if they are attending another provision e.g. nursery  
• We may suggest adaptations to the settling in period to help the child to settle more easily. |
| How can parents let the school of any concerns they have about their child’s progress in school? | • If parents have concerns about their child’s progress they should speak to their child’s class teacher initially.  
• If parents would like to discuss how any concerns regarding their child’s progress are being managed, they should speak to the SENCO or Year Group Leaders.  
• Parents can request, having spoken to the SENCo, to speak to the Head of Campus to discuss concerns further and another appointment with the Headteacher can also be made if needed.  
• Parents can also speak to the school SEND Governor. |
| How will the school let parents know if they have any concerns about my child’s learning in school? | • When a teacher or a parent has raised concerns about a child’s progress, and targeted teaching has not met the child’s needs, the teacher will raise this with the SENCO.  
• The school also holds progress meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way children may be identified as not making as much progress as expected.  
• If a child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will discuss this with parents.  
• If a child is still not making expected progress the school will discuss with parents any concerns they may have.  
• We will discuss with parents any further interventions or referrals to outside professionals to support your child’s learning. |
| How is extra support allocated to children and how do they move between the different levels? | • The school budget, received from Greenwich LA, includes money for supporting children with SEND.  
• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.  
• The Head Teacher, Heads of Campus and the SENCO discuss all the information they have about SEND in the school, including  
  o the children getting extra support already  
  o the children needing extra support  
  o the children who have been identified as not making as much progress as would be expected.  
And decide what resources/training and support is needed.  
• All resources/training and support are reviewed regularly and changes made as needed. |
<table>
<thead>
<tr>
<th>Who are the other people providing services to children with SEND in James Wolfe Primary School?</th>
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</thead>
<tbody>
<tr>
<td>A. Directly funded by the school</td>
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<tr>
<td>- Learning mentors</td>
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<tr>
<td>- Counselling</td>
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<tr>
<td>- Family Liaison officer</td>
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<tr>
<td>- Additional Speech and Language Therapy input to provide a higher level of service to the school</td>
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<tr>
<td>- Additional Educational Psychology input to provide a higher level of service to the school</td>
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<tr>
<td>- Music Therapy</td>
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<tr>
<td>B. Paid for centrally by the Local Authority/NHS but delivered in school</td>
</tr>
<tr>
<td>- Autism Outreach Service</td>
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<tr>
<td>- Educational Psychology Service</td>
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<tr>
<td>- Sensory Service for children with visual or hearing needs</td>
</tr>
<tr>
<td>- STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)</td>
</tr>
<tr>
<td>- Speech and Language Therapy (provided by Health but paid for by the Local Authority).</td>
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<tr>
<td>- Occupational Therapy</td>
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<tr>
<td>- Physiotherapy</td>
</tr>
<tr>
<td>- School Nurse</td>
</tr>
<tr>
<td>- Professional training for school staff to deliver medical interventions</td>
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<tr>
<td>- Waterside Behaviour advice service</td>
</tr>
<tr>
<td>- Parent Partnership Service (to support families through the SEND processes and procedures).</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How are the adults in James Wolfe Primary School helped to work with children with an SEND?</th>
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</thead>
<tbody>
<tr>
<td>- The SENCO supports the class teacher in planning for children with SEND.</td>
</tr>
<tr>
<td>- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.</td>
</tr>
<tr>
<td>- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for SEND children.</td>
</tr>
<tr>
<td>- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.</td>
</tr>
<tr>
<td>- Training takes place on a regular basis. If parents would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCo.</td>
</tr>
</tbody>
</table>
| The expertise and training of staff to support children with SEN | • The Teacher of Dyslexia has the OCR Level 5 qualification and is currently undertaking the OCR Level 7 qualification.  
• Support staff receive STEP's training in the delivery of synthetic phonics.  
• Support staff across the school access training regularly – both in-house and externally. |
| --- | --- |
| How will the teaching be adapted for children with learning needs (SEND/ and or disabilities) | • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.  
• Specially trained support staff can implement the teachers’ modified/adapted planning to support the needs of children where necessary.  
• Specific resources and strategies will be used to support children individually and in groups.  
• Planning and teaching will be adapted on a daily basis if needed to meet children’s learning needs and increase children’s access to what is on offer. |
| How will we measure the progress of SEN children in school? And how will parents know about this? | • Children’s progress is continually monitored by their class teacher.  
• All progress of every child is reviewed formally every term and a level is given in reading, writing and mathematics as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.  
• If a child is in Year 1 and above, but is not yet working within the National Curriculum, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called ‘P levels’.  
• In Year 1 children’s knowledge of Phonics is formally assessed; this is required of all schools by the government and the results are published nationally. (If a child does not meet the required standard, they may be given additional support in Y2 and are reassessed at the end of that year).  
• At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). The government requires all schools to do and the results are published nationally.  
• Some children will have an IEP which will be reviewed, every term and the plan for the next term made.  
• The progress of children with an EHCP of SEND is formally reviewed at an Annual Review with all adults involved with the child’s education.  
• The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.  
• A range of ways will be used to keep you informed, which include:  
  o Home/school book  
  o Letters/certificates sent home  
  o Additional meetings as required  
  o Reports  
  o 1-page attainment summary for each academic year (where relevant) |
### What support does James Wolfe have for parents of children with SEND/and or disabilities?

- We would like parents to talk to their child’s class teacher regularly so we know what our children are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The SENCO or Headteacher/Heads of Campus is available to meet with parents to discuss their child’s progress or any concerns/worries you may have.
- All information from outside professionals will be discussed parents by the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- IEPs will be reviewed each term.
- Homework may be adjusted as needed to meet a child’s individual needs
- A home/school contact book may be used to support communication with parents, when this has been agreed to be useful for communication between home and school.

**In addition:**
If a child is undergoing statutory assessment, parents will also be supported by the Children’s Services SEND Team. They will ensure that you fully understand the process.

### How does James Wolfe Primary School support children when they are leaving our school or moving on to another class?

We recognise that ‘moving on’ can be difficult for a child with SEND/and or disabilities and take steps to ensure that any transition is a smooth as possible.

- If a child is moving to another school:
  - We will contact the new school’s SENCO and ensure he/she knows about any special arrangements or support that need to be made.
  - We will make sure that all records are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
- In Year 6
  - The SENCO will attend the Primary Transition Day to discuss the specific needs of SEND children with the SENCO of their secondary school, and the specialist session for students with an ASD, as appropriate.
  - SEND children attend a small group in school, to support their understanding of the changes ahead. This may include creating a ‘Personal Passport’ which includes information about themselves for their new school.
  - Where possible children will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
James Wolfe Primary School prides itself on excellent learning behaviours – this means that our children are not hindered by poor behaviour or lesson disruption.

Clear expectations, a consistent timetable and regular routines provide a predictable environment which helps all pupils feel emotionally safe and secure. All staff are committed to supporting and guiding pupils and we have two full-time Learning Mentors, a weekly 1:1 counselling service and the ability to refer pupils for additional specialist support.

A key focus of the school over the coming years is Social and Emotional wellbeing:
- Social and emotional support from a highly skilled inclusion and mentoring team.
- Nominate themselves for School Councillor, Peer Supporter or Buddy.
- Have their individuality supported, recognised and understood.
- Support charities through fundraising activities.

Personal, Social and Health Education is taught through assemblies and the wider curriculum. This is also taught in class alongside the assembly theme and may include strategies for sharing such as circle times.

The school has robust systems and procedures for safeguarding and child protection to ensure the well-being of all pupils.

- We consult with the virtual school – Head Teacher and SENCo as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP/Statement) for each child.
- We review the child’s needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.
- We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes.
- The SENCo ensures that training and policies are supportive of looked after children with SEND
- The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress.
### SECTION C: SCHOOL BASED INFORMATION:

<table>
<thead>
<tr>
<th><strong>School based data (2017-2018)</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>How many students did we have at our school with a statement of need or an EHCP in July 2018?</strong></td>
<td>16 (not including children in our deaf centre provision)</td>
</tr>
<tr>
<td><strong>How many students did we have that were classed as “Need Support”?</strong></td>
<td>83 pupils across the school are currently identified as needing some form of provision.</td>
</tr>
</tbody>
</table>
| **What training did staff receive in 2017-18 related to SEND?** | - ASD training  
- Behaviour training  
- PECS  
- Safer handling  
- Lego Therapy  
- STEPS/Word Up literacy programme  
- Safeguarding  
- SALT training |
| **How were governors kept informed about progress, attainment and provision for pupils with SEND over 2017-18?** | Termly report to governors. |
| **Were there any other important changes about SEND in our school over the year 2017-18?** | Continued support to SENCo from the Local Authority |
## GLOSSARY OF TERMS

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASD</td>
<td>Autistic Spectrum Disorder</td>
</tr>
<tr>
<td>CAMHS</td>
<td>Child &amp; Adolescent Mental Health Service</td>
</tr>
<tr>
<td>EHC plan</td>
<td>Education, Health, Care Plan</td>
</tr>
<tr>
<td>EP</td>
<td>Educational Psychologist</td>
</tr>
<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
</tr>
<tr>
<td>PECS</td>
<td>Picture Exchange Communication System</td>
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<tr>
<td>PLP</td>
<td>Personal Learning Plan</td>
</tr>
<tr>
<td>SALT</td>
<td>Speech and Language Therapist</td>
</tr>
<tr>
<td>SENCO</td>
<td>Special Educational Needs Coordinator</td>
</tr>
<tr>
<td>SEND</td>
<td>Special Educational Needs and or disabilities</td>
</tr>
<tr>
<td>SEND Code of Practice</td>
<td>The legal document that sets out the requirements for SEND</td>
</tr>
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