



Manor Drive Primary Academy

Special Educational Needs and Disability Policy



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INTRODUCTION

Manor Drive Primary Academy is an inclusive mainstream school. We aim to improve the lives of the children by enabling them to enjoy learning and fulfil their potential by developing the resilience, curiosity, knowledge and skills required to be successful. Every teacher has a high regard for the progress and learning of all students within their classrooms, including those with special educational needs and/or disabilities (SEND). The Academy's commitment to inclusion and supporting children with SEND is in line with the school ethos and with current legislative requirements.

1. AIMS AND OBJECTIVES

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents and carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents and carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. VISION AND VALUES

At our school we will provide all pupils with access to a broad, balanced and challenging curriculum.

We are committed to making sure all our pupils have the chance to thrive and will support them to meet their full potential.

We are focused on creating an inclusive teaching environment, where provision is tailored to the needs and abilities of pupils.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

We will raise aspirations and expectations of all children with SEND.

We promote independence, equality and provide children with the skills and attributes required to make a successful transition onto secondary school.



3. LEGISLATION AND GUIDANCE

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [Working Together to Improve School Attendance](#). The policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Academy Trust Governance Guide](#), which sets out trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

This Special Educational Needs and Disability policy sits alongside and should be read in conjunction with the following statutory guidance and academy policies.

- [MDPA SEND Information Report](#)
- [Meeting the Needs of Children with Medical Conditions Policy \(MAT\)](#)
- [Safeguarding & Child Protection Policy](#)
- Teachers' Standards (2011)
- [Personal Emergency Evacuation Plan \(PEEP\) Policy \(MAT\)](#)
- Accessibility Plan
- [Behaviour Policy](#)
- [Equality and Diversity Policy \(MAT\)](#)
- [Attendance Policy](#)

4. DEFINITIONS

4.1 Special educational needs (SEN)

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools



Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The Four Broad Areas of Need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Provisions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who have autism often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences • These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.



AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: <ul style="list-style-type: none">• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment• A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. RESPONSIBILITIES

5.1 The SENCO

The SENCO at our school is **Ms Carly Pearson**, who can be contacted via the school office or at send@manordriveprimary.org.uk

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements



- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The SENCO is supported in their relevant duties by the Multi Academy Trust SENCO.

5.2 The Board of Trustees/Local Governing Committee (LGC)

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

5.3 The SEND link governor

The SEND link governor is Rev. George Rogers. The SEND governor will:



- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

5.4 The Headteacher

The Headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

5.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them



- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

5.6 Parents and Carers

Parents and carers should inform the school if they have any concerns about their child's progress or development. Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited termly to discuss and review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress (end of year report)

The school will take into account the views of the parent or carer in any decisions made about the pupil.

5.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

6. SEN LOCAL OFFER (& SCHOOL INFORMATION REPORT)

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Local authorities must publish a Local Offer, setting out information about the provision available across education, health and social care for children and young people in their area who have SEND or are disabled. This support and advice can be found here: [Peterborough City Council Local Offer](#). The website can be translated into any language.

7. OUR APPROACH TO SEND

7.1 Identifying pupils with SEND and assessing their needs



We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social and emotional needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness through adaptive, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

7.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have



- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the pupil's record and be available to parents, if required.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

7.3 The Graduated Approach to SEND at Manor Drive Primary Academy

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The pupil's class teacher (with support from the SENCO, if necessary) will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's needs. For many pupils, the most reliable way to identify needs is to observe the way they respond to ordinarily available provision (OAP) and/or intervention. This is the provision school puts in place to meet the needs of children with SEND from the school's own resources and budget.

Plan

In consultation with the parents and the pupil, the teacher (with support from the SENCO) will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Bromcom and EduKey, and will be made accessible to staff through a Pupil Passport, written by the class teacher. Some children may also have a Learning Plan with individualised targets.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class teacher retains overall responsibility for their progress. Where the plan involves group or 1-to-1 teaching away from the main classroom, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:



- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher (with support from the SENCO where required) will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

7.4 Levels of Support

SEN Concern

Pupils whose progress and development is causing concern and/or where a few specific reasonable adjustments are necessary for the pupil to achieve well, will be monitored and reviewed regularly by class teachers and the SENCO. Pupils *may* be given a Pupil Passport to record the adjustments in place. These pupils will be recorded on the school's SEND monitoring register.

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school's ordinarily available provision (OAP) and/or targeted support, through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, Health and Care Plan (EHCP)

Where a child or young person's needs cannot be met through ordinarily available provision or high-quality, targeted SEN support, and they require provision that is significantly greater or different to that typically available within mainstream settings, the school may consider requesting an Education, Health and Care Needs Assessment (EHCNA). This decision is made in partnership with parents/carers and relevant professionals, following a clear cycle of assess-plan-do-review with evidence of sustained interventions over time.

If an EHCNA is agreed to be appropriate, the school will work with families to submit the application to the Local Authority, who will review the evidence and determine whether to proceed with the assessment and may ultimately decide to issue an Education, Health and Care Plan (EHCP). The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant). On the census these pupils will be marked with the code E.

7.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support (at least three times per academic year)
- Using pupil questionnaires & pupil voice
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents



8 Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as an other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

9 Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help overcome any communication barriers they face, see our safeguarding policy.

10 Expertise and Training of Staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

11 Links with External Professional Agencies

The school recognises that specialist advice and support will be required to help us meet the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists (NHS & independent)
- Specialist teachers and/or support services for autism, ADHD, sensory impairment
- Educational Psychologists (LA & independent service – Futures in Mind)
- Occupational therapists and physiotherapists (NHS)
- General practitioners and paediatricians (Community Paediatrics & Neurodevelopment Service, CAMHS)
- School nurses
- Mental Health Support Team & Emotional Wellbeing Service (NHS)

12 ADMISSIONS AND ACCESSIBILITY ARRANGEMENTS

12.1 Admission arrangements

As a fully inclusive academy, all pupils are welcome. We welcome applications from students of all abilities, including those with SEN, and are dedicated to ensuring that every child has equal access to educational opportunities, in line with our legal obligations under the Equality Act 2010 and the Children and Families Act 2014. The school will admit a child with an Education, Health and Care Plan (EHCP), subject to the wishes of their parent, unless the academy is unsuitable for the age, ability, aptitude or needs of the pupil and/or the attendance of the pupil would be incompatible with the provision of the efficient a) education of others or b) use of resources.

Our admissions process is designed to be fair, transparent, and supportive of students with SEN. We encourage parents and guardians to share any relevant information regarding their child's SEN during



the admissions process, allowing us to make informed decisions and plan tailored support. If a pupil joins mid-year from another school, all SEND information & paperwork should be passed to the SENCO as soon as possible. The academy will ensure that the necessary provisions and preparations are made prior to the child's start date. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

12.2 Accessibility arrangements

We have a duty of care under the Equality Act 2010 to ensure our school building and curriculum is accessible for all students, including those with SEN and disabilities, through making reasonable adjustments and eliminating barriers that might hinder a child's access to education. We work to ensure that all students, including those with disabilities, feel valued and fully integrated into school life. This includes participation in all school activities, trips, and events, with necessary adjustments made to ensure safety and accessibility.

We strive to provide an environment that is **physically accessible** to all students. This includes step-free access to buildings, accessible toilets, and appropriately adapted furniture and resources. We are committed to making our **curriculum accessible** to all students by differentiating teaching methods, using assistive technologies, and providing additional support when needed. We ensure that learning materials are available in various formats and that classroom activities are designed to be inclusive and adaptable to meet individual needs. We offer **tailored support** for students with disabilities, including individual learning plans, specialist teaching, and access to support staff. We work closely with external agencies, such as occupational therapists, speech and language therapists, and educational psychologists, to ensure that students receive the support they need. We ensure that all **communication** with students, parents, and carers is accessible and inclusive. Information is provided in accessible formats, and interpreters or additional aids are available as required.

These commitments are reflected in the academy's accessibility plan which can be found on the school's website. We continually review our accessibility arrangements to ensure compliance with legal standards and respond to the evolving needs of our students. Feedback from students, parents, and staff is actively sought to improve our practices and ensure that our school remains an accessible and welcoming place for all.

13 COMPLAINTS ABOUT SEND PROVISION

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENCO or any member of the senior leadership team. They will be handled in line with the school's complaints policy [Complaints Policy \(MAT\)](#). To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Where you disagree with a decision made by Peterborough City Council at any stage during an Education, Health and Care Plan assessment or about an EHCP, there is a statutory process to follow. To find out more about disagreement resolution and mediation services here: [Resolving disagreements about an EHCP fact sheet](#) or on the LA's local offer website [Mediation & Tribunals](#).

12. MONITORING AND EVALUATION ARRANGEMENTS

12.1 Evaluating the effectiveness of the policy



We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1. We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

12.2 Monitoring the policy

The implementation of this policy will be monitored by the SEN link governor. The policy will be reviewed annually by the SENCO and updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the local governing committee.