

Our SEND and Inclusion Policy is very much a reflection of our Vision Statement. At St. Scholastica's Primary School we as our Vision statement says;

"Our school is a Catholic community, committed to providing a safe environment where everyone is significant and respected for their differences and achievements.

We inspire each other to learn, grow, enjoy and be happy. Nurturing everyone through the love of Jesus Christ, we create a strong self-belief, so that all are prepared to meet the demands of a changing world and make positive contributions."

We believe that every teacher is a teacher of every child or young person including those with SEND.

This policy has been revised and shaped by a number of government initiatives and the School Vision Statement. It complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 July 2014
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013/4
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO and the Inclusion Governor in liaison with the SLT, all staff and parents of pupils with SEND – We believe it is important that all concerned are involved in shaping the policy and provision for SEN in our school community.

Our School SENCO is Martina Sanderson

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Status regarding NASEN (National Award for Special Education Needs). Mrs Sanderson has successfully completed the NASEN course run by the Institute of Education.

Mrs Sanderson is not a member of the SLT (Senior Leadership Team). Naomi Mulholland who is a member of the SLT is the advocate for SEND.

The Government published a Green paper on children services in 2002, called Every Child Matters. This was followed by the Children act, which was implemented in 2004. These proposals were published following extensive consultation with children and young people. Most significantly they include five outcomes, which children and young people said were the most important to them. These are

- **being healthy:** enjoying good physical and mental health and living a healthy life style
- **staying safe:** being protected from harm and neglect
- **enjoying and achieving:** getting the most out of life and developing the skills for adulthood
- **making a positive contribution:** being involved with the community and society and not engaging in anti-social or offending behaviour
- **economic well-being:** not being prevented by economic disadvantage from achieving their full potential

The school is committed to increasing the participation of all pupils in the five outcomes from the Every Child Matters.

Definition of Special Educational Needs and Disability (SEND)

The definition of SEND is described in the **SEND Code of Practice** 2015 as follows:

- A child and young person has SEND if they have learning difficulty or disability which calls for special educational provision to be made.

- A child of compulsory school age or a young person has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has 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.

As a school we recognise these disabilities may refer to learning or physical impairment. We also recognise that extra provision may need to be made for the needs of gifted children. In addition, we recognise that children with social and emotional mental health (SEMH) are included in the definition of special educational needs.

Aim

As a school we aim to raise the aspirations of and expectations for all pupils with SEND, We provide a focus on outcomes for children and young people and not just on hours of provision/support.

Objectives

In order to do this we aim

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provide in the SEND Code of Practice, 2015
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

Identifying SEND

The Code of Practice 2015 describes the 4 broad categories of need.

1. Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

2. Cognition and Learning

- Specific learning difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

3. SEMH – Social Emotional Mental Health.

4. Sensory and /or Physical Needs

- Physical disabilities (PD)
- Visual impairment (VI)
- Hearing impairment (HI)
- Multi- Sensory Impairment (MSI)

These four broad areas give an overview of the range of needs that our school plan for. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. We believe in identifying the needs of our pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. We will also consider the following things that are not considered SEND.

- **Disability** (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- **Attendance and Punctuality**
- **Health and Welfare**
- **EAL**
- **Being in receipt of Pupil Premium Grant**
- **Being a Looked After Child**
- **Being a child of Serviceman/woman**

Behaviour is no longer classed as a SEN. Any concerns relating to a pupil’s behaviour should be described as an underlying response to a need which we as a provider will be able to recognise and identify clearly as we will know the child/young person well

Arrangements for partnerships with parents:

The class teacher or the SENCo will notify parents/carers if there are any concerns regarding their children. Initially this will be fairly informal. This will be formalised if the concern continues. Parents/Carers are encouraged to come into school to discuss concerns and targets. They are also involved in their children's support plan reviews and are given a copy of their support targets. They are expected and encouraged to take an active role in their children's learning. They are encouraged to work with their children at home, helping them to reach the targets set. At every stage in the SEN process parents/carers work in partnership with the school and are an integral part of any success. Interpreters are provided for parents/carers whenever needed.

Our School use the Graduated Approach to SEN support

When using the graduated approach we **Assess, Plan, Do, Review**.

Identify and Assess

Links with Early Years:

The Foundation stage is an integral part of the school and ensures early identification of any child with special needs. Within the Foundation stage procedures for Early Years SEN Support are followed. These are similar to SEN Support in KS1 and KS.

Practitioners who work with the child, along with the SENCo, will devise interventions that are additional to or different from those provided for children as part of the Early Years and Foundation stage setting.

At Early Years support the school will collect all known information about the child and seek additional information from parents/carers and other outside professionals (Health Services, Social Services or the Education Psychology Service).

Close monitoring and up to date assessments are carried out in order that teachers can plan differentiated activities. All children irrespective of emotional needs and physical or mental abilities will fully access the social and academic curriculum and life of the school. Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND.

As a school we have a clear focus on quality first teaching to meet the needs of all pupils including those at risk of underachieving. We regularly monitor the quality of teaching and learning through lesson observations, book looks, planning scrutiny and learning walks. We also monitor differentiation closely to ensure that all children can access the curriculum. We regularly set and review targets for staff to continuously improve the quality of teaching and learning. SMT, SENCO and class teachers conduct termly pupil progress meetings and use data to track and identify vulnerable pupils. SMT and SENCO offer support and guidance to help improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Pupils are also assessed each ½ term in Numeracy and Literacy to enable early identification of under achievement. Year 2 children take SATs at the end of key stage 1. In key Stage 1 and Foundation stage, pupils are assessed in letter and sound recognition and early writing. The levelling of children's writing, reading running records and the Foundation Stage Profile (Early Learning Goals) are used. At the end of Year 1 children are assessed through the government's phonic screening check. This measures a child's decoding skills against an age expected threshold. Those children who do not meet the threshold must re-take the test in Year 2. This process allows further opportunity to identify any child that is under achieving.

At Key Stage 2 (Y3, Y4 and Y5) Optional end of year SATs in Literacy and Numeracy, Numeracy half term tests, writing samples, reading levels and teachers' assessment in Science are all used to identify pupil's underachievement and any learning difficulties. Writing samples and levelling of pupils work are also used to assess progress and any difficulty, which might be causing staff concerns. Low scores will highlight concerns for SEN, if this has not already been identified.

The Code of Practice suggests that "pupils are only identified as having a SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching".

Plan

If a teacher has concerns from any of the above and a child has not made adequate progress in relation to national age expected achievement, it will be brought to the SENCo for discussion before the child is placed on the register.

The SENCo uses running records, and word recognition to assess children who are placed on the SEN profile. All staff must incorporate individual planning (I.E.Ps) within the overall planning arrangements for their class.

Class teachers and SENCo devise a working programme of reviews on a termly basis. Teachers and SENCo will arrange for Parents/Carers to attend review meetings. Parents /Carers will be kept informed and involved in SEN provision of their child.

The planning for SEN will include:

- Flexibility in the time taken to cover attainment levels
- Breaking down progress into small steps
- Using the National Curriculum programmes of study within which to set individualised objectives for pupils. (Support Plans)
- Analysing the National Curriculum Programmes of Study to provide pupils with opportunities to gain general appreciation and awareness of different topics.
- Providing extra provision

Do

Maths support groups include Numicon, one to one tutorials and targeted maths groups. These programmes can be used for individuals or groups of children.

Launch Pad for Language is used in Nursery and Reception class. This aids the development of children's language and understanding of concepts. It also identifies children who may need to be referred to the speech and language therapist.

Children with speech and language difficulties are supported through a Speaking and listening language group in order to meet their individual needs. Advice, support and training for running these groups are given by the Speech and Language Therapist. Lexia Reading computer programme is offered to individuals or groups of children who have difficulties with spelling and reading. Afterschool homework club provides additional support for children.

Our school counselling service supports children with social and emotional and mental health difficulties in school through play therapy, art therapy, group work and family work.

Review

Termly review meetings are held with parents, class teacher, SENCO and pupil (when appropriate). Progress is discussed in relation to targets. New targets are identified and written up on a support plan. The cycle then continues with the Assess, Plan, Do and Review process.

Recording

Alongside the Assess, Plan, Do, Review process we keep a record of provision of support. Termly Support Plans include SMART targets with clear outcomes to be achieved within an agreed timeframe. The class teacher is responsible for maintaining and updating the support plan once per term. The teacher is also responsible for evidencing progress according to the outcomes described in the support plan. The level of provision provided is decided by the SENCO/SMT based on the needs of the pupil, considering all relevant supporting evidence. If we are unable to meet the needs of a child through our own provision arrangements, we will identify this by reviewing all interventions given and assessing the impact on the child's progress.

If a child is considered to have higher level needs the SENCO contacts the parents and requests permission to involve outside agencies such as EP, SaLT or other appropriate professionals. Once consent is given a referral is made to the relevant professional who will then meet with the parents and SENCO for a consultation. The next step will involve an assessment of the child by the professional. The child may be observed in the classroom setting. A report will be written with recommendations and a copy

will be sent to the parents and the school. The school will then implement any recommendations and make any reasonable adjustments necessary.

The SENCO calculates the time needed by relevant professionals for consultation, observations, assessments, and report writing as well as interventions e.g. SALT, to work out a costing for the provision.

Equal Opportunities and Inclusion

We offer a broad and balanced curriculum to all children with SEND and make appropriate special provision, whilst maintaining an inclusive approach.

Inclusion in education involves the process of increasing the participation of children in, and reducing their exclusion from, the cultures, curricula and communities of local schools. It is a process whereby all children are educated in an age appropriate mainstream classroom in local schools with the support provided so that children, teachers and classrooms can be successful.

Inclusion involves the identification and minimising of barriers to learning and the maximising of resources to support learning participation.

The school has identified a number of priorities for developing inclusion. We want to provide curriculum opportunities for all pupils to succeed.

- to reduce the barriers to learning and participation of all students
- behaviour and anti-bullying policy is linked to curriculum development and learning support
- target setting and assessment encourages the achievement of all pupils
- student difference is used as a resource for teaching and learning
- to make our school building more accessible to all people

As a school we want each child to experience success in learning. The Early Learning Goals and the National curriculum, set out what most pupils should be taught but teachers teach children in ways that suit their abilities and learning styles. For those children whose attainments fall below the expected levels, provision is in place within each year group. If children are attaining above expected levels, teachers plan appropriately challenging work.

When planning, teachers take into account gender, race, pupils with SEN and pupils with disability.

In the classroom teachers respond to pupils diverse needs by:

- creating an effective learning environment
- helping children to be self-motivated and to have sustained attention spans
- provide equality of opportunity through teaching approaches
- use appropriate assessments
- set targets for effective, successful learning
- when a child has a statement of educational needs the school works closely with agencies outside the school
- ensuring access to the curriculum and to assessment

Disability in the formal Curriculum

We will invite disabled people to come into the school on a regular basis to provide positive role models and contribute to the life of the school. We want to ensure that discussions and programmes of work involving aspects of disability and equality become an integral part of the curriculum. In order to achieve this we as a staff must continue to raise our own level of awareness regarding disability in our immediate environment and wider world. We need facts and information to share and discuss with pupils. We need appropriate resources and literature. We are glad to have welcomed people with disabilities into the school community.

Images and Language

We will present positive images of disability. We will try to integrate disability images into all aspects of work including classroom displays and where there is an absence in published materials we will comment and discuss. We will ensure the images in text books, wall displays, books in the library, reading books, videos and films used in the school do not reinforce the negative stereotypes of disabled people. We shall challenge the questions of negative stereotypes as they arise.

We shall be aware of the language we use and will challenge language, which is offensive, derogatory or upsetting in any way.

SEN Support

At all stages the parents will be consulted and informed. The Head teacher will also be informed of all pupils' on SEN Support and Educational Health Care Plans (EHCP). The school summary sheet must be completed at the same time as the SEN support form. It is intended to provide basic information, which should be updated as necessary. Where parents/carers have not given their consent to intervention, or cannot be engaged, we will record parental/carer's views and attempts to engage them and pursue within the school support plan. Baseline information will include the child's strengths and learning style as well as areas of difficulty. National curriculum/P level descriptors for each subject must be included.

SEN Support

- The SEN support form must be completed when it is decided that it is necessary to provide additional strategies and resources.
- At this stage the child must have a support plan and should be receiving some small group support (in or out of class).
- Support plans could be group support plans (for example children working in ALS groups)
- Children at this stage will be monitored and reviewed each term with parents/carers. As much as possible pupils will be included in these meetings in order for them to express their own views.
- If school interventions have not resulted in progress we then request consent to draw on input from outside agencies (recommendation are implemented and included in support plans).

Possible outcomes of support plan reviews

1. The child no longer requires special provision (file is closed)
2. The child is monitored with a view to taking off the register
3. SEN support is continued with further support plans/Professional involvement
4. Application for assessment for EHCP is made.

EHCP procedures

The needs of most children are met effectively under the SEN Support without statutory involvement of the Learning Trust. The Learning Trust will follow procedures for statutory assessment of EHCP for a child if a request has been made by the parent/ carer, the school or outside agency. A child will not be considered for an EHCP if they do not meet the criteria.

Annual Review of EHCP

- Those invited to the annual review meeting should include:
- A plan coordinator
- The child's Parents / Carers
- All education, health and social care professionals involved with the child
- Teacher, SENCo, the Teaching Assistant/LSA or other persons who work with the child

From an Annual review there are three possible outcomes:

1. The EHCP continues
2. The EHCP is amended
3. The EHCP ceases

Supporting pupils and families through:

- Guide parents towards the LA local offer through a link on the school website.
- Provide a link directly to the schools SEND information report.
- Provide links via the school website with other agencies to support the family and pupils.

Admission Policy

Our school adheres to the Westminster policy and procedures. We welcome all children who are in our local community, regardless of race, class, gender, ability and their special needs. Under this procedure, children with EHCP or a Statement of Educational Needs are admitted outside the usual criteria. They will not be refused a place because of their special educational needs. A child with SEND, with or without a statement, will be treated as fairly as all other applicants for admission. Parents/carers who consider their child as having SEND will be given an opportunity to meet the SENCo to discuss the child's needs and how they will be met within the school.

We will encourage both parents/carers and children to visit our school as many times as necessary and advise us how their needs may be best met so that they have full access to the curriculum and the school facilities.

Once the child's special needs have been identified the school commits itself to working with the Parents/Carers to secure the necessary provision.

Transitions between year groups, Key Stages and other schools

- Transition booklets are used to help prepare children for the move from one year group to the next and across key stages.
- Transition plans are shared by professional in the Early Years settings to help children in the move from preschool to nursery and reception classes.
- Records of pupils from their previous school will be requested as soon as possible after their arrival. When the files are received, if the child has a SEND file, the SENCo and Class Teacher will be informed.
- When a child is transferring from our school to another school or secondary school all relevant information will be passed to the child's new school.
- All classes have a day or a few half days in the summer term with their new teacher in their new classroom.
- We have good links with local secondary schools and a programme of visits is set up every year whereby children from our school attend taster days. These visits allow the children to experience a secondary school environment. We also support parents by organising an accompanying parents on visits to prospective schools.
- SENCOs from secondary schools visit the children with SEND in our school and may organise visits for the children to go to their new school visit.

Links with Health, Welfare and Social Services:

We have a school nurse who is timetabled to visit the school on a two weekly basis. The SENCo makes referrals for pupils whom staff have concerns about. Consent from parents is obtained before any referral is made. There is also an SAO (School Attendance Officer) in charge of attendance who visits the school once per half term. They follow up children with poor attendance and punctuality. (See attendance policy for procedures).

Children who are on the 'Looked After' register must be given a Personal Education Plan. (PEP) We work closely with Social Services where appropriate. We call upon the expertise of any relevant agency and voluntary sector. The school seeks to encourage inclusion by working closely with other statutory agencies and voluntary organisation.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school has arrangements in place to support children in school with medical conditions. (See Supporting Children with Medical Needs Policy)

Monitoring and evaluation of SEND

We regularly and carefully monitoring and evaluating the quality of provision we offer all pupils through

- Regular audits,
- Sampling of parent views,
- Pupil's views,
- Staff views
- Role of the school governors

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils

Resources

The school receives an annual amount ring-fenced for SEN. An annual review, as part of the School Development Plan, takes place each spring; and helps to prioritise how the money is used to resource our SEN provision for SEN budget allocation.

Training

The school is committed to continuing staff development in this area. Inset needs are established during the Annual Review for the following academic year and through the school development plan. Individual staff training needs are identified in their Performance Management

In order to maintain and develop the quality of teaching and provision, to respond to the strengths and needs of all pupils all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENCOs regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND.

NASEN membership, provides us with advice on SEND issues and helps us to keep up to date with new developments and requirements.

We buy into the CPD programme in Hackney Learning Trust. We have access to all available training for members of staff. This ensures professional development for all staff.

ROLES AND RESPONSIBILITIES

Role of Head Teacher

- Should take overall responsibility for implementing the SEND reforms
- Ensure that the SENCO is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of the reforms for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on SEN support and any newly identified pupils with SEN.

Role of SENCO

The SENCO role is a strategic one working with the senior leadership to review and refresh the SEN policy and then with the classroom/subject teacher to review its practice ensure every child with SEN gets the personalised support that they need. The role involves:

- overseeing day-to-day operation of school's SEN policy;
- coordinating provision for children with SEN;
- liaising with designated teacher where a Looked after Child has SEN;
- advising on graduated approach to SEN Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEN;
- links with other education settings and outside agencies;
- liaising with potential next providers of education;
- working with head and governors on Equality Act; and ensuring that SEN records are up to date.
- As is required by government policy, all new SENCOs will undertake training for the National Award in Special Educational Needs.

Role of Class teacher

Classroom and subject teachers are at the heart of the new SEND support system, driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENCO and specialist staff.

The classroom teacher should:

- Deliver high quality teaching
- Focus on outcomes for the child: Be clear about the outcome wanted from any SEND support.
- Be responsible for meeting special educational needs: Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.

- Have high aspirations for every pupil.
- Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

Role of Governors

Althea Marshall is the Governor responsible for overseeing the school's provision of SEN.

- Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Must publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND.
- Must ensure that there is a qualified teacher designated as SENCO.
- Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also 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 their accessibility plans.

Role of Teaching Assistants –

All TAs have an allocated line manager

- TAs are part of the whole school approach to SEN working in partnership with the classroom/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance.
- It is for schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEND support agreed with parents in the context of high quality teaching overall.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Designated Teachers with specific Safeguarding responsibility are Naomi Mulholland, Emma Cousins and Nick Blackham.

The member of staff responsible for managing PPG/LAC funding is Naomi Mulholland.

Martina Sanderson is responsible for managing the schools responsibility for meeting the medical needs of pupils.

STORING AND MANAGING INFORMATION

Individual children's SEND files are kept in a lockable filing cabinet in the SENCo's office (according to the Data Protection Act). These files are not secret and the child's parent has the right to see their own child's file at any time. Teachers must ensure that they read the SEND files of children in their class.

The SENCo will ensure school consistency in identification and record keeping by monitoring support plans and classes SEND folders on a regular basis and monitoring the work of the TAs/ LSAs (Teaching Assistants /Learning Support Assistant) and the Learning Mentor, liaising with subject coordinators regarding measurable levels of attainment in reading, writing and maths to ensure progress of all children with SEND.

Files are kept for the duration of time the child spends in the school. When the child leaves the school their file is passed onto their new school. Any files that cannot be forwarded to a new school are kept securely for the required amount of time in line with data protection requirements.

REVIEWING THE POLICY

The policy will be reviewed on a yearly basis.

ACCESSIBILITY

See accessibility plan

DEALING WITH COMPLAINTS

Arrangements to consider any complaints:

The school aims to work closely with parents/carers and we encourage them to discuss any issue of concern with their child's class teacher at the earliest opportunity. They may also raise issues with the SENCo and the Head teacher. We find that nearly all concerns or potential complaints can be resolved through discussion, however if this is not sufficient parent/carer can go to the Governors in line with the school's Complaints Policy. Children complaining about name calling and other issues are taken seriously and every effort is made to resolve the issues. (See the Anti-Bullying, Equal Opportunity and Positive Behaviour Policies.)

APPENDICES

The schools SEND information report Link

Glossary of terms

Refer to SEND Information Report

Refer to Equality and disability Policy

Refer to Anti bullying Policy

Refer to Positive Behaviour Policy

Refer to Accessibility Plan

Refer to Equal Opportunities Policy

Agreed by Governors: 14th October 2015

Presented to staff: November 2015

Signed Chair of Governors _____ Date _____

Head teacher _____ Date _____

Review date: October 2016