

Grace Mary



Focus Provision Prospectus

Introduction

Grace Mary Primary School is a fully inclusive mainstream primary school with a 18 place focus provision to provide an education for pupils with Autism spectrum disorder (ASD). The focus provision base - called the Sunshine Hub - accommodates pupils who are currently unable to access a classroom environment because of their high needs. Although Sunshine Hub is managed by the main school, due to the needs of the children that attend this alternative provision, it is operated and organised very differently to the rest of the school.

We recognise that some children with Autism find the world confusing and/or overwhelming, so we cater for each child as an individual. Staff are highly trained to meet their cognitive ability, social needs, personal needs, sensory and behavioural needs, and life skills. Pupils are taught in a mix of 1-1 sessions and group work daily.

We believe it is our duty to enable each pupil who comes to us to achieve their full potential and aim to enable all children to lead a rewarding and fulfilling life. Our core values are based around positive support and encouragement, so pupils feel safe in order to learn and express themselves.

We believe in personalised learning and targets are regularly reviewed. The curriculum and teaching sequences are adapted to meet the needs of the individual. Sunshine Hub provides pupils with a variety of experiences and a broad and balanced individual curriculum.

Staff

Sunshine Hub is led by our very knowledgeable Complex Communication and Autism Officer, Miss Edwards, and is overseen by our two SENCO's, Miss Duggan, and Mrs Willetts.

How a child gains a place within Focus Provision

To fulfil the criteria to be allocated a place in our focus provision a child must have a diagnosis of ASD and have an Education Health Care Plan (EHCP). It is agreed at an SEN provision panel meeting whether the needs of the child can be met in a mainstream school, focus provision or special school provision. Schools are then consulted as to whether or not they can meet the needs of the child's EHCP, and decisions are made regarding where the child will be placed by the local authority. Sandwell local authority is responsible for allocating Grace Mary focus provision places to pupils.

Parents and pupil comments on Focus Provision

"I feel that Sunshine room staff know my child well and meet their needs."

"Sunshine staff are great.....Parents views are always respected by staff members. Very friendly and welcoming staff. I can discuss anything about my child openly with them."

"I love coming to Sunshine room."

"I think school supports my child well and if I do have any concerns they're discussed, and solutions together are made."

Ofsted comments February 2019

"Pupils with special educational needs and/or disabilities (SEND) make strong progress, including those taught in the resource base. This is because leaders provide robust, sensitive and effective leadership and teaching is highly effective."

"Pupils with SEND who have autism spectrum disorders are extremely well supported within the specially resourced provision."

"The school is highly inclusive. Leadership of provision for pupils with SEND, both within the specialised resource provision and the mainstream school, is very effective. Leaders and staff demonstrate passion and determination for each individual pupil to access a high-quality education. Assessments clearly identify the most appropriate provision and support for pupils with SEND. The effective use of these assessed pathways helps individuals to learn in a safe space at a pace that is right for them. Leaders monitor the use of additional support and funding closely to ensure that there is a positive impact. As a result, pupils with SEND make strong progress."

"Pupils with SEND make excellent progress, both in the main school and the resource base.....Pupils in the resource base make strong progress in their personal and social skills. They grow in independence, which means that they are also well prepared for the next stage of their education."

Facilities available in our Focus Provision

(I) Skills of staff/additional qualifications

- Focus Provision staff have had training on ASD strategies and verbal and nonverbal communication strategies including TEACCH, PECS and Intensive Interaction
- Dedicated Speech and Language support staff work closely with the speech therapist to deliver individual programmes.
- Designated staff are CPI Safety Intervention trained (middle leaders, HLTAs and key SEN staff)
- All staff in Sunshine have first aid training.
- A forest school lead enabling our focus provision children to access outdoor learning.

(II) School times

- The school day starts at 8.45am.
- Children are greeted at the Sunshine Hub door by designated staff members every morning, where time is available for parents to liaise with staff about any relevant matters if necessary.
- Children are encouraged to be as independent as possible when putting their coats and bags away and following their visual timetable for the day.
- Multi gym or yoga sessions are available daily to promote a positive start to the day and to meet the sensory needs of the children.
- The school day finishes at 2.45pm for our Focus Provision children. This is to enable them to leave when the outdoor area is less crowded. Children are dismissed from the Sunshine Hub door.
- No Breakfast Club or After School Care is available for our Focus Provision pupils.

(III) Classroom teaching-differentiation

A range of visual aids are used to support communication and understanding for children who have autism or complex communication needs. These include:

- Use of visual timetables
- Use of now and next boards
- Structured teaching
- Clearly labelled areas
- COSST

(IV) Withdrawal/individual teaching

Children are taught in either 1: 1, small groups or in class throughout the day, depending on their needs. There are individual work bays within the Sunshine Hub, as well as designated work rooms. The curriculum is heavily differentiated to meet the needs of each child, with individual learning targets set and reviewed at least termly. Children are withdrawn for interventions including Speech and Language, Lego Therapy or to carry out individual targets set by Occupational Therapy or Speech and Language Therapy.

(V) **Specialist equipment within the Sunshine Hub**

- Designated base classroom
- Individual workstations/bays
- Physical room
- Calming zones
- If children have medical needs, then a detailed health care plan is completed in consultation with parents/carers and if needed the school nurse or health visitor.
- Personalised equipment — writing slopes, iPads, writing implemented.
- Intimate care needs

We understand that sometimes it can take children with autism longer to recognise when they need the toilet, which can result in children wearing nappies to school. Intimate care plans can be put in place outlining how often a child needs to be changed in school and targets towards creating independence. These are then signed by both staff and parents in an agreement. When it is agreed the child is ready to start using the toilet we work with parents to ensure consistency in the home and at school.

(VI) **Transition**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- Pre-visits with the child and support staff will be arranged. Photographs, and/or videos of the new school will be taken. A book (paper or electronic) will be produced for the child to look at before starting their new school to enable them to become familiar with buildings, rooms, staff, activities, routes etc.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher and support staff. All individual targets and provisions in place will be shared with the new teacher.
- Additional support to take account of children's individual needs can be arranged, e.g. a child friendly book of photos and any additional information to support the transition from one setting to another.

When your child moves to Year 6:

- Your child will do focussed learning about aspects of transition to support their understanding of the changes ahead.

- Once a new school has been confirmed, one of the SENCo's at our school meets with the secondary school SENCo during the final term of Year 6. Details of the pupil's needs are passed on to the new SENCo, along with details of what support has been in place at our school to help them. Our SENCo's passes on information about any outside agencies that have been involved and all SEN paperwork, including documents such as individual provision maps, targets, and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.
- A member of staff from the secondary school settings comes to visit and meet with the children who will be attending their school. Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Schools hold open evenings for parents to attend in order to support your decision-making process about which school is the right choice for your child.

Sunshine Teaching & Learning

The Sunshine Hub have 4 classes which are called **PATHWAY 1, PATHWAY 2, PATHWAY 3 & PATHWAY 4**. The children are baselined and continually assessed to ensure they achieve and are rewarded every step of the way. Children continue to build on the skills they have learnt from the class before but giving them the opportunity to apply them in a wider context.

Pathway 1 — Engagement (EYFS/KS1 pupils)

Children in Pathway 1 follow the Engagement Model where engagement in activities is observed and tracked through five areas: initiation, persistence, exploration, realisation.

Children begin to access the initial steps of the Orchard Tracker. There are four areas of the curriculum: My Thinking, My Communication, My Emotions and My Independence. All areas of learning and development are important and inter-connected.

The children also have access to Forest school, Music lessons, and PE lessons, life skills and sensory room.

- Intensive Interaction
- Sensory (activity pictured below)
- PECs/ALD's communication book
- Play (Pathway 1 main indoor area)
- Building trust
- Experiencing the environment
- Recognising 'me'

Pathway 2 — Transition (EYFS/KS1/KS2 pupils) 'Step by step teaching'

The children continue to be assessed against the Orchard Tracker as for Pathway 1 Class. More focus is placed on attention and retaining skills to allow them to follow instructions and keep their attention on tasks to be able to learn.

- Concentrating on tasks for a given length of time - activities with definite ends.
- Using play to build attention skills.
- Giving instructions about what to do next — breaking down tasks into small steps.
- Talking and interacting as they play - Modelling activities.
- Making transitions from one activity to another — coping with change.
- A high focus is also placed on 'cooperative behaviour.' Children need this skill to share, take turns, follow instructions from others, get along with others in social situations and communicate - limiting frustrations.



Pathway 3 — Semi formal Curriculum (KS1/KS2 pupils)

The semi-formal curriculum recognises that the young people have a range of complex learning difficulties; the curriculum is designed to meet learning needs by a personalised learning approach based on:

- Becoming literate communicators.
- Becoming mathematical thinkers.
- The acquisition of early learning skills which encompasses the development of thinking skills.
- Play (emotional, cognition and social dimensions).
- Creative learning.

Our Semi-Formal curriculum is still tracked using the Orchard Tracker within the higher steps/levels.

Pathway 4 — Formal Curriculum (KS1/KS2 pupils) integration into mainstream classroom

The young people who reach Pathway 4 may transition fully into mainstream class or individual lessons such as Maths, English, Topic. The children will have developed independence to support themselves in a mainstream class with minimum adult 1-1 support (may be learning age rather than chronological age). They have learned strategies to minimise anxiety, follow instructions, share, confidence to ask questions, cognitive ability to cope with the national curriculum (this may not be in all subjects). Pupils may continue to need support to understand tasks, build relationships, communicate but with a more independent approach to completing tasks and working with peers. Pupils tend to participate in subjects like PE and Social, Emotional, and mental health lessons in the classroom before any other subjects.

Arrangements for Focus Provision inclusion into the whole school

Children within the Focus Provision are included within whole school activities, though we are sensitive to the children's varied needs and that not every activity will suit every child. When a whole school activity is planned, the staff working within the Sunshine room think very carefully about the children's needs and how they can adapt activities to enable all children to be included. Children within the Focus Provision have successfully previously taken part in whole school trips, class trips, parent workshops, eco bus visits and visitors to school. In addition, special outings for the children have been arranged for example visits to Portway Lifestyle Centre and Asda to buy ingredients for cooking activities. Before deciding whether a child will access a whole school event, we question what the child will gain from the experience and discuss this, where necessary with parents.

How progress is tracked

In the Sunshine Hub, we recognise the importance of seemingly small steps of progress and that progress can be achieved in a wide range of areas and not just academically.

Within our Sunshine Hub, progress is assessed through:

- MAPP- Mapping and Measuring Personal Progress.
- Intensive Interaction Tracker.
- PECS phase monitoring.
- Evidence for learning.
- Orchard Framework of Intent Developmental Steps.
- Observations/Case Studies.
- Engagement Model.
- Pre-key stage standards (in Years 2 and 6).

Regardless of Pathway, all children have individual targets, taken from their EHCP outcomes. Each child will have a learning intention for each of the four areas of the My Curriculum. These are matched to the areas of need on EHCP's.

Please see the table below for clarification.

'My Curriculum' Area	EHCP area of need
My Thinking	Cognition and Learning
My Communication	Communication and Interaction
My Emotions	Social and Emotional Well-being
My Independence	Self-care and Independence

These learning intentions will form their personalised targets to work on throughout each term, with these being reviewed with parents at the end of each term, with the outcome of each intention either being achieved, continued, or discontinued.

The progress towards achieving these learning intentions will be measured through a program called MAPP.

Through MAPP, progress is measured by 4 aspects, which are explained below:

Independence- this measures the ability of learners to complete tasks independently and ranges from dependent to independent.

Fluency- this measures the learner's ability to reach a level of mastery combining speed and accuracy and ranges from approximate to accurate.

Maintenance- this measures the ability of learners to maintain competency over time through repetition and range from inconsistent to consistent.

Generalisation- this measures the ability of the learner to achieve mastery in different settings/contexts, with different stimuli and different staff and ranges from single context to many contexts.

Each aspect is measured on a scale from 1 to 10, with descriptors for points 1, 4, 7 and 10 described in the boxes on the following page.

INDEPENDENCE				to independent
from dependent				
Learners' complete tasks independently				
The task is carefully scaffolded, and the learner is fully prompted throughout.	Some elements of the task are completed without support (or the overall level of support is lighter, for example physical help is replaced by gestural help).	The learner performs the task with minimal support. Encouragement may be given, and prompting may be needed to initiate the relevant skill(s).	The learner initiates the appropriate action and completes the task independently without prompts or other external cues.	
1	4	7	10	
FLUENCY				to accurate
from approximate				
Learners reach a level of mastery combining speed and accuracy				
The skill is approximate, and the learner's behaviour needs considerable shaping in order to accomplish the task. Performance is slow and halting.	The learner's performance is increasingly purposeful and coordinated, but it is not yet sufficiently accurate to effectively accomplish the task.	Performance is sufficiently accurate to meet the requirements of the task which is completed with little faltering or hesitation.	The skill is smooth, swift, and accurate. No further refinement is needed.	
1	4	7	10	
MAINTENANCE				to consistent
from inconsistent				
Learners maintain competency over time through repetition. They remember how to do a task after a break				
The skill has been observed on a single occasion or, at most, on sporadic and isolated occasions.	The skill is demonstrated on repeated occasions. Performance is not yet sufficiently consistent to be reliably anticipated.	Performance of the skill is consistent and can be reliably anticipated. The skill needs refreshing after a break.	The skill is consolidated and maintained over time. It is remembered after a break and any loss of quality is quickly recovered with practice.	
1	4	7	10	
GENERALISATION				to many contexts
from single context				
Learners achieve mastery in different settings or contexts, with different stimuli or with different staff				
The skill is demonstrated in a single setting or context, with limited stimuli or materials and with the same staff.	The skill is repeated but with some variation in setting, context, materials, or staff.	The skill is demonstrated in different settings or contexts, with different stimuli or materials and with different staff.	The learner applies the skill to meet the demands of a new situation.	
1	4	7	10	

Progress towards the learning intentions will be evidenced on the 'Evidence for Learning' app. Parents are encouraged to use this website platform regularly to see their child's activities and progress.

Transition

Moving/and or starting a new setting is a huge step for any child, but especially for our high need's children. They have a lot to adjust to and need to build up trust and relations with staff and therefore we feel that a phased transition to our school is best for our Focus Provision children. We implement a gradual transition program: starting with one hour a day. This ensures that the child's anxieties are kept to a minimum while they explore the new setting, staff and peers as well as allowing them to become familiar with new structures and routines. In addition, it allows us, as a staff team, to assess your child's needs; to include academic, communicative, and sensory needs. From these completed assessments we will plan a child's individualised timetable, provision, and targets. Discussions take place between parents and staff on how much to increase a child's time in the setting to agree a best transition plan for each child based on their needs. In our experience — within our setting — this gradual transition process is highly successful and leads to a positive start to the children's journey with us.

Transport

You may be entitled to support in helping your child travel to and from school. Please refer to the following website for more details:

<https://www.sandwell.gov.uk/downloads/download/194/school-travel---applying-for-assistance>

Support for parents.

As a child with autism is autistic 24 hours a day a consistent approach is what works best for our Focus Provision children. Parents regularly ask staff for advice at home, and we are able to help as much as possible. This ranges from supplying symbols to helping put a routine in place at home. We welcome parents to ask for advice when they need it. We expect parents to attend meetings regularly for their child and we aim to enhance support through our coffee mornings for parents. These are currently held the first Friday of every month in the afternoon. Our aim is to have themes to these sessions that support parents with advice that they would like and for parents to support one another with their experiences.

Life skills.

We are constantly thinking about setting children up for the future and supplying them with the skills they will need as they grow. With this in mind, the children's day revolves heavily around life skills and encouraging them to be as independent as possible. These skills range from putting rubbish in the bin for themselves to learning how to brush their own teeth after breakfast and preparing snacks such as toast. When the children are ready, we take this a step further and take them out into the community to interact appropriately with members of the public. Trips always have a purpose, such as buying ingredients to make items back at school.

Lunch/snack times.

Snack and lunch times, which take place with familiar staff, are another great opportunity to teach our focus provision children life skills. Children are encouraged to sit together, as part of a social time, to eat, communicate their choices (in whatever way that they can) and we work up to children tidying away after themselves. Parents are welcome to send in snacks for their children on a daily basis. **All snacks must be NUT FREE.**

Please see the 'food in school' section below for lunches in school.

General School Information

Uniform

We believe that school uniform plays a valuable role in contributing to the ethos of the school. The aim of our school uniform is to present a smart appearance that promotes a sense of belonging and pride in our school. **School uniform is required every day**, and we thank parents for supporting the Uniform Policy. Pupils will be asked to remove jewellery for safety reasons. Stud earrings are permitted but must be tapped up for PE lessons. Please ensure all items of uniform are clearly labelled with the pupil's name.

The purchase of branded school uniform can be made from www.ccuniforms.co.uk. Generic burgundy colour uniform can be found at most local supermarkets.

Further information can be found below.

Boys Uniform

Grey trousers, white top, burgundy jumper/sweatshirt/fleece, black shoes/black plain trainers.

Girls Uniform

Grey skirt/trousers, white top, burgundy jumper/sweatshirt/cardigan/fleece, red check dress (summer uniform), black shoes/black plain trainers.

PE Uniform

White t shirt, black shorts or black joggers, black plimsolls/plain black trainers. No earrings.

Food in school

School lunches are supplied by SIPS Catering. We would prefer children to order and pay in advance on Parent Pay.

We advise this is done on a Sunday for the whole week and then parents will know what their child will be eating. Meals are priced at £2.60 a meal.

Universal Free School Meals

All children in Reception, Year 1 and Year 2 are eligible for a Universal Free School meal each day.

A copy of the Universal Free School Meals application form can be found on our website.

Free School Meals

Other children may also qualify for free school meals if their families are in receipt of certain benefits. These benefits include:

- Income support
- Universal credit (with a household net income of less than £7,400 a year)
- Job seekers allowance- income related only.
- Pension credit
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit only- with an annual income of less than £16,190

If you think you may be eligible, please ask for an application form from the school. Any enquiry will be treated in the strictest confidence. Should you be eligible for this service but not wish to take it up, we still need to know. Again, we do assure you that this information is strictly confidential.

Further information can be found on the Sandwell Council website. A copy of the Free School Meals application form can be found on our website.

Packed lunches, snacks, and drinks

If you wish your child to have a packed lunch, please ensure it is healthy with limited sugary items. Fizzy drinks are not permitted in school. **GRACE MARY DOES NOT PERMIT ANY HOT FOOD BROUGHT IN FROM HOME.**

WE HAVE CHILDREN WITH SEVERE NUT ALLERGIES WITHIN SCHOOL, therefore please do not include any items containing nuts or that may contain nuts. Staff do check lunch boxes and items would be replaced if necessary.

Fruit / Tuck

Fruit is provided for Nursery, Reception, Year 1 and Year 2.

Nursery – Year 6 all have access to our tuck shop where items such as toast or crisps cost 20p.

If you send snacks to school for tuck, please ensure they are healthy. We do not permit chocolates, or sweets and any snacks must not contain nuts. Staff do check snacks and items would be replaced if necessary.

Reporting Absence for Illness

Parents should inform the school by telephone of the reasons for their child's absence by 8:30am on the first day of the child's absence and on each subsequent day of absence unless the office deems it is not necessary, i.e. chicken pox, covid etc.

If a child is absent with no explanation, school office staff will text or telephone the parents to ascertain the reason. **Please make sure that we have up to date details.**

Attendance.

The Grace Mary Primary School expectation is that pupils attend school every day for every session. The total hours provided in a typical school week is 32.5 hours. We believe that regular, uninterrupted attendance secures the best possible learning achievement for all our children, and we are committed to working in partnership with families to achieve this.

Grace Mary Primary School believes in the fundamental right of all children to have access to a good education. Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. For our children to gain the greatest benefit from their education, it is vital that they attend regularly and on time.

Attendance Above 97%: less than 6 days absence a year - These young people have every chance to make really strong progress at school.
95% Attendance: 10 days absence a year - These children benefit from strong overall attendance and are well placed to make good progress at school.
90% Attendance: 19 days absence a year - Young people in this group are missing a month of school per year; it will be difficult for them to achieve their best.
85% Attendance: 29 days absence a year - Young people in this group are missing six weeks of school per year; there is a real risk that this lower attendance will hinder children's progress. This level of absence is seen as persistent absenteeism.
80% Attendance: 38 days absence a year - Young people in this group are missing a year of school over five years of education and are not benefitting from their entitlement to an education.

Collection

If your child must leave school during the day we must, for safety reasons, have a request from you and he or she must be collected. Children will never be allowed to leave the premises by themselves during school hours. If they are collected during the day, you will be asked to sign them out at the office.

Holidays in term time

There is no obligation for the Headteacher to approve holidays during term time and these will only be authorised in exceptional circumstances.

Medical & Hospital Appointments

We understand from time-to-time that medical and hospital appointments may arise during the school day, but we do ask that these appointments, where possible, are arranged for outside of school hours.

Where this is not possible, evidence of appointments will be required.

A child should only be taken out of school for their own appointment, not because another family member has an appointment. This includes collecting a child early so a parent or carer can attend an appointment for someone else.

Medication in school

Administration of medicines is the responsibility of parents. There is no requirement for Headteachers or staff to undertake these responsibilities and the act of administering medicine is purely voluntary.

Medicines are not allowed in school except under special circumstances, e.g. asthma control, diabetes, and behaviour control or by prior arrangement and agreement with the Head/Deputy and Administrator and with consent forms — available from the office — completed by parents/carers.

Only medicines that have been prescribed by a doctor or some other authorised person will be administered and only where it would be detrimental to a child's health if the medicine were not administered during the day. Non-prescription medicines will not be administered by staff, but parents/carers can make arrangements to administer the medication to their child.

Grace Mary Primary School will not administer antibiotics if prescribed 3 times daily. If antibiotics are prescribed 4 times daily, a consent form must be completed prior to the medicine being administered. Grace Mary Primary School will not take responsibility for any non-prescribed medicines (including 'Calpol'), and these should not be bought into school unless they form part of a Health Care Plan.

Issues concerning children's welfare.

If you have an issue concerning your child, please speak to his or her Class Teacher as the first point of contact.

Charging policy

Most activities and events connected with learning are provided without charge. However, there are several activities to which Grace Mary Primary School attaches great importance that cannot be provided without asking for financial contributions. These may vary from year to year and the governors have agreed charges will be levied for the following:

- Practical activities. e Trips and visits.
- In-school performances.
- Residential trips.
- Swimming.
- Music tuition.
- Damage to property and equipment.

Any charges levied cannot exceed the actual or pro rata costs to the school. It is not the policy of the governors and the school to deny any child the chance to make any visit or undertake an activity where there is a charge, but it must be understood that the viability of some visits/activities can depend on parental contributions. Pupils will never be treated differently whether or not their parents have made any such payments.

Emergency arrangements

We will, of course, endeavour to keep the school open, if at all possible, but severe weather conditions could make it necessary to close the school if it were dangerous or unreasonably difficult:

For children or sufficient numbers of staff to reach school and provide an adequate educational service.
For children or staff to journey to and return from school safely and without undue delay.

In the event of school closure, we will send a text via your mobile phones to inform you, so it is important that we have your up-to-date details on file. The information will also be broadcast on local radio stations.

Contact numbers.

In the event of the school having to close during the day due to unforeseen worsening weather or similar unforeseen circumstances, parents will be contacted by text message or a phone call either at home or work and asked to collect their children. Such an early release will only be contemplated in very extreme circumstances. All parents/carers are urged to ensure that mobile phones are always switched on and audible in case we are trying to contact you.

Why do we need policies?

For a school to offer high quality education and care, it needs policies. Policies help develop a set of consistent rules, regulations, procedures, and protocols.

Policies are also useful to parents. For example, a prospective parent might wish to view a school's behaviour policy or special educational needs policy, before deciding whether to apply for their child to attend the school.

Key policies

Some of our key policies are:

- Attendance.
- Teaching & Learning.
- Marking and Feedback.
- Behaviour.
- Complaints.
- Safeguarding.
- Data Protection.
- Intimate Care.
- SEN.

A full list of our policies can be found on our website.

For more information about our Focus Provision, please contact the school office directly to arrange an appointment to speak to one of our SENCo's.

