



The George Spicer SEN Policy 2021-2022

COMPLIANCE

This document complies with the statutory requirement laid out in the SEND Code of Practice Of 25 July 2015 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 2015 (Updated April 2020)
- Statutory Guidance on Supporting Students with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework Document 2013
- Teachers Standards 2012
- The Education Act (1996)
- Supporting Pupils at School with Medical Conditions (2014)
- The Children's and Families Act (2014)
- Mental Health and Behaviour in Schools (2014)
- Special Educational Needs and Disability Regulations (2014)
- Keeping Children Safe in Education (2021)

School documents which support this policy:

- Schools SEN Information Report Regulations 2014
- SEND Information Report (2021-2022)
- George Spicer Safeguarding Policy
- George Spicer Accessibility Plan
- School Development Plan (SDP)
- Behaviour policy
- Safeguarding policy
- Teaching and learning policy
- Feedback policy
- Accessibility Plan
- Intimate Care policy

This policy was created by the school Assistant Head for Inclusion Sarah Brown, two SENCOs Sarah Selatna-Reeves (KS2 Lead SENCO) and Dasha Conolly (EYFS & KS1 SENCO) in liaison with the School governors, Senior Leadership Team at George Spicer Primary School and parents/carers.

Rationale:

At George Spicer Primary School, we are committed to providing a high quality education for all children. We are an inclusive school and seek to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise that each child is a unique individual and we aim to provide support using a Person Centred Approach.



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Definition of a Child with SEN:

Legislation defines what is meant by the term Special Educational Needs and Disability. George Spicer Primary school aims to work within this legislation, embedding the principles within our curriculum, to meet the needs of all our pupils.

The Special Educational Needs and Disability Code of Practice 0 – 25 years (2015) states:

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (Page 4, xiii)

The code goes further to define what is meant by a learning difficulty or disability and states that a child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than others of the same age, or
- Has a disability, which prevents or hinders him or her from making good use of facilities of a kind that is generally provided for children of a similar age in mainstream schools. (Page 5, xiv)

The Equality Act (2010) states that a person has a disability if they have a:

'physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out normal day to day activities.' Long term is regarded by the Equality Act (2010) as 'lasting or likely to last at least 12 months' Physical impairment may include sensory impairments such as sight or hearing loss. It is also important to note that under the terms of this Act HIV, multiple sclerosis and cancer are automatically treated as a disability, regardless of the effect of the condition on the individual.

Special Educational Provision means educational provision that is in addition to, or otherwise different from, the educational process made generally for children of their age in schools maintained by the local authority. (Section 312 of the Education Act 1996)

Special educational provision relates to provision that is in addition to or different from Wave 1 quality first teaching, which all pupils will experience.

There will be occasions where children will experience additional provision without a special educational need, it is important to note that children with English as an Additional Language (EAL) will not be regarded as having a SEN solely on the basis of not speaking the language in which they will be taught.

The school recognises that pupils with medical conditions are appropriately supported to ensure full access to the curriculum. These pupils will not require SEN Support unless their medical need affects their learning.



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The Aim of the SEN Policy:

The school aims to achieve the following core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'.
- To monitor the progress of all pupils to aid the earliest possible identification of SEND.

At George Spicer Primary School we want to:

- Offer children with special educational needs the same experiences as their peers and ensures all pupils make progress in reaching their personal potential;
- Provide an inclusive education, whereby all pupils needs are identified, and appropriate action is taken to ensure maximum access to the curriculum for all pupils, recognising the social background of each child;
- Use the SEND code of practice as a framework for early identification of children with SEND through assessment procedures, pupil progress meetings and discussion with colleagues, the Assistant Head for Inclusion (AHT) and the Special Educational Needs Co-ordinator; (SENCO)
- Recognise that class teachers have responsibility for meeting the learning needs of all pupils in their care. All teachers are aware of the requirement, in light of the SEN code of practice, to make reasonable adjustments to best school practice in order to meet the needs of all learners;
- Recognise the need to differentiate the work in pace, style, challenge and content according to the pupils' age, gender, experience and identified learning need;
- Adopt a person centred approach by working in partnership with families and pupils to collaborate and share information throughout the plan, do, assess and review cycle;
- Provide appropriate resources for children with SEND to meet the needs of all pupils with SEND, this includes pupils with cognition and learning difficulties; speech, language and communication difficulties; physical or sensory difficulties; or social, emotional or Mental Health difficulties;
- Encourage pupils with SEND to take a full and active role within everyday school life
- Use the expertise and training of our Teaching Assistants (TAs) to full effect in supporting the needs of our pupils;
- Use a consistent approach to SEND throughout the school in accordance with this policy;



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- Enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning;

The Inclusion Team here at George Spicer:

Role	Name
Assistant Head for Inclusion	Mrs Sarah Brown
KS2 SENCO Site Lead	Mrs Sarah Selatna-Reeves
EYFS & KS1 SENCO Site Lead	Mrs Dasha Conolly
SEN Admin Assistant	Aisling Theodorou
SEN Governor	Phil Page
Head Teacher	Dominic Spong
Teaching Assistant specialised in Speech and Language assessment and support	Sharron Fossett (EYFS & KS1) Ann-Marie Rufo (KS2)

At George Spicer Primary School our Inclusion Leader and both SENCOs (Special Educational Needs and Disability Coordinator) have undertaken the Government NASENCO qualification (National Award for Special Educational Needs Co-ordinators)

They ensure that the George Spicer's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority and other policies current within the school.

Provision for children with special educational needs is a whole school issue. We therefore recognise that all staff share responsibility for identifying, assessing and meeting individual pupil needs and that this is more effectively achieved if pupils and parents are fully involved in the process. Wherever possible children with special educational needs should be taught alongside their peers and we therefore welcome and support the principle of inclusion.

Through all subjects we ensure that the school meets the needs of all, taking account of language, ethnicity, culture, religion, gender, sexual orientation, age, ability, disability and social circumstances. It is vital that at George Spicer Primary School that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our Assistant Head for Inclusions (AHT), Special Educational Needs Coordinators (SENCOs) and individual teachers to ensure all children have equal access to succeeding in this subject.



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Identification of children:

The SEND Code of Practice 2015 states that children are only identified as SEN if they do not make adequate progress AFTER having the following:

- Quality First Teaching (i.e. good teaching on a daily basis within a class setting) from their Class Teacher
- Quality extra support (called 'interventions') and/or adjustments. This may be with a Teacher or with a Teaching Assistant

Giving pupils an appropriate curricular provision, which respects their needs takes into consideration the following:

- Children have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, core and foundation subjects
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, including physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage and understand their emotions, thoughts and behaviours so that they are able to take part in learning
- we make our best endeavours to plan and provide what is reasonable and make reasonable adjustments

We have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents/carers. Information leading to the identification of children's SEND may come from a number of sources. These include:

- Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents/carers and pre-school transition meetings
- In school - staff observations, levels of attainment, Foundation Stage Profile, SEN Pupil Passport, My Achievement Plan (MAP), Pre-national Curriculum assessments, reports from external agencies, reports from previous schools, standardised screening and assessment tools



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Staff can raise concerns about a child with the Assistant Head for Inclusion (AHT) or SENCO at any time. Based on the school's observations, assessment data and following a discussion between the class teacher and a member of the Inclusion team, the child may need one of the following:

- Differentiated curriculum support in class
- SEN Support
- Reasonable adjustments
- My Achievement Plan (MAP) – a Person Centred Approach to building on a pupil's interests (with the hope of making them a mini-expert in areas of strength) and areas of development. We aim to involve where possible the pupil, their parent/carer and these MAPs form part of an Assess Plan Do Cycle which can be used to assess, monitor and share children's successes and areas of further development

The SEND Code of Practice 2015 also identifies four broad categories of need. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. It is recognised that a child's **needs may fall into more than one category, and the school will provide support to the** child as a whole.

Levels of Support:

We have adopted the 3 Waves model for supporting all learning.

Wave 1: Equal access to quality first teaching for all pupils

Wave 2: Small group intervention for children just behind age related expectations

Wave 3: 1:1 up to 1:3 support for children more significantly behind age related expectations, or pupils requiring more specialised support such as speech and language.

Areas of SEN are divided into 4 broad areas: Cognition and Learning; Communication and Interaction; Physical and Sensory, and Social Emotional and Mental Health (SEMH).

The four broad categories of need are:

Communication and Interaction

This includes children who have Speech and Language and communication difficulties for example, speech affiliation, language delay, language disorder or social communication difficulties.

We at George Spicer Primary School have two Speech and Language focused Teaching Assistants and an additional two members of staff who run an early language intervention (NELI).

For children with an identified communication and language need, we work closely with Speech and Language Therapy (SaLT) service to provide support. SaLT services have



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adopted a 3 tier approach and provide a named therapist who visits our school regularly to assist us in delivering high quality speech and language support. This may be through providing personalised targets and programmes of activities for identified children, training for TAs or teachers, meetings with parents and or the AHT/SENCO or providing 'surgeries' to discuss speech and language concerns.

SaLT referrals can be made via the school SENCO or the GP, however this referral can usually only be made by school after a term of school based intervention has taken place and/or a cycle of assess, plan do review cycle (APDR) using the schools MAPs.

Our school can also request support from advisory teachers from the Enfield Advisory Service for Autism (EASA) assist us with supporting other pupils where the SEN concern is focused around communication needs rather than speech and language. This service is only accessible by referral; this can be accessed via the AHT/SENCO. Parents should discuss their concerns with class teachers and the AHT/SENCO before making a request to their GP to ensure these concerns are shared and that appropriate provisions are put in place for the child.

We can also request outreach support from other services or special needs provision such as Waverley School and Oak Tree School; Speech and language advice can also be part of this support.

Cognition and Learning

This includes Moderate and Severe Learning Difficulties when children learn at a slower pace than their peers in all areas of the curriculum. It also includes Specific Learning Difficulties (SpLD) which may affect one or more specific skill or area of the curriculum such as Dyslexia, Dyscalculia or Dyspraxia.

Support maybe provided in a number of ways:

- Adapting resources.
- Making reasonable adjustments – these are small pre-determined changes or allowances that can have a large impact on a day to day basis.
- Providing greater accesses to concrete tools to support learning.
- Peer or adult support.
- Breaking down tasks into smaller steps.
- Differentiated work, learning objective, or learning outcome.
- Taking part in small group or 1:1 intervention.
- Seeking advice and support from external agencies such as speech and language, educational psychologist, advisory teachers and medical professionals.
- A whole school approach towards developing oracy skills.



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Social, Emotional Mental Health (SEMH) Needs

These can manifest themselves in many different ways, for example a child may become withdrawn or they may display very challenging and disruptive behaviour.

Social, Emotional and Mental Health needs is a relatively new category to the SEND Code of Practice 2015. Behaviour is no longer considered under this umbrella, unless the behaviours exhibited are a symptom of an underlying social, emotional or mental health need. We adopt an inclusive approach at George Spicer Primary School and reinforce positive behaviours through the use of praise and rewards followed by a structured sanctions system, in accordance with our Behaviour Policy. In some circumstances it may be necessary to seek advice from Behaviour Support (SWERL). We currently have three Learning Mentors working within our school to support pupils with an identified SEMH need. We currently have a therapist working within our school to support pupils with an identified SEMH need.

Advice and support can be sought from external services to support children with SEMH, the support varies between each service and can range from support for the family, the child, family and child together, the school, or the child and school. Some families may also be referred to CAMHS (Childhood and Adolescent Mental Health Services) for short term targeted support. The Educational Psychology mental health team can also provide support to families and staff. The team is co-located and works closely with Enfield Specialist Multi-Disciplinary CAMHS (Child and Adolescent Mental Health Service) as well as with other teams in Enfield.

School can also refer pupils and families to the Early Mental Health Practitioner (EMHP) to provide group or family support in areas such as 'worry busters'. School are also developing a nurture based intervention, opening during Autumn 2021, to support children with a variety of SEMH needs, focusing on attachment and trauma within our Yr. 1 provision. The aim of this is to provide early intervention to ensure improved outcomes for our children.

In addition to this, our school is part of the 'Schools in Mind' network run by the Anna Freud Centre in Enfield. This network enables school staff and allied professionals to share practical, academic and clinical expertise regarding the wellbeing and mental health issues that affect schools. The Anna Freud Centre also offers individual therapy and family support which can be accessed directly without a school referral.

Additional information about external services supporting SEMH needs can be found following the links below:

Anna Freud Centre: <https://www.annafreud.org/>

Educational Psychology: <https://new.enfield.gov.uk/services/children-and-education/local-offer/education/educational-psychology-service-eps/>

CAMHS: <https://www.behcamhs.nhs.uk/>



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Sensory and/or Physical Needs

This includes, among other things: Visual Impairment (VI); Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI). Some young people with a physical disability require additional ongoing support to access all the opportunities available to their peers.

For those with Visual Impairment (VI) we have support from staff from The Joseph Clarke Service for the visually impaired.

For those with Hearing Impairment (HI) we also have support from The Advisory Teacher's of the Deaf (Sensory Support Team).

Multiple areas

In reality children's needs may fall into several of the areas of need. It is the Inclusion Team who will assess where the majority of the child's needs fall and therefore how best to address their barrier/s. It is not our role to label or diagnose children, however identifying the child's area of need allows us to plan what action the school must take. When planning we consider the needs of the whole child not just the Special Educational Needs of the child. Parents/carers are always consulted and will be informed of the provision in place.

The following are not considered SEN but may impact on progress and attainment:

- Disability (alone this does not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC) or Adopted from care (PLAC)
- Being the child of a Serviceman/woman

Other roles and responsibilities within George Spicer:

Role	Named person
Designated Lead for Safeguarding	Deputy Head Angela Eberle
EAL & Deputy Lead for Safeguarding Designated LAC Teacher	Assistant Head and Inclusion Manager Sarah Brown
Pupil Premium Lead & Designated PLAC	Senior Deputy Rebecca Southgate
Welfare Assistant	Mandy Cassidy Victoria Baker
Learning Mentors	Victoria Brown Jennifer Masini Elle Dargin Maria Zacharia



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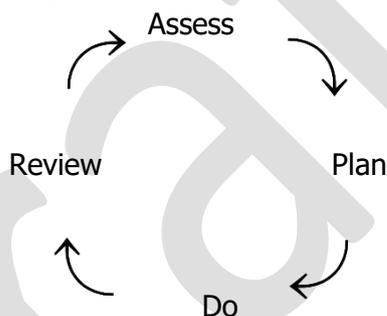
How we identify and manage children with SEN at George Spicer?

Quality First Teaching: Class teachers are responsible and accountable for the progress and the development of the children in their class including where pupils access support from teaching assistants or specialist staff. All children receive quality first teaching. This means the work will be differentiated (i.e. adapted) to meet the needs of all children including those with SEN. The SLT ensures all teaching is good quality by regularly reviewing the performance of the teachers it employs. This includes reviewing the support that SEN children receive and, where necessary, supporting teachers to improve their practice. This includes identifying and removing barriers to learning making reasonable adjustments to ordinarily available provisions.



Where a child is not making the expected rate of progress and another explanation cannot be found for this, the following pathway will be followed.

This is called the Graduated Response:



- 1) **Assess:** The progress of all students is regularly checked by Class Teachers and the Senior Leadership Team. Staff and or parents might be asked to complete one of our SEN questionnaires to gather more information.
- 2) **Plan:** Where progress is not at the expected rate or the child is working at a level significantly below that expected, the Class Teacher may consult with the Inclusion Team. They will look at all of the available evidence and decide what steps to take next. For example, they may decide to make more assessments of the child, to adapt their class teaching or to include the child in an intervention program. This is where the teacher will start to complete with the support of the pupil where possible and the parent/carer a MAP. Whatever decision is made we will make every effort to consult with parents at this stage.
- 3) **Do:** Action will be taken to try and improve the child's performance.
- 4) **Review:** The progress of each child will be regularly checked to assess the impact of the action taken. It may be decided that no further action is needed, to continue with the same action or to try a different approach. If a child needs ongoing support, they will be included on the SEN register. The school will then adopt a Person Centred Approach to review strategies, collect views from pupil (where possible), parent and school.



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The SEN Register: Children who have SEN are included on the SEN register. The area(s) their need come under is recorded and the extra support they receive is closely monitored.

Wave 1: Equal accesses to quality first teaching for all pupils

Wave 2: Small group intervention for children just behind age related expectations

Higher Levels of Need: Sometimes children on the SEN Register do not meet age related expectation even after receiving lots of extra support and good quality first teaching.

Wave 3: 1:1 up to 1:3 support for children more significantly behind age related expectations, or pupils requiring more specialised support such as speech and language.

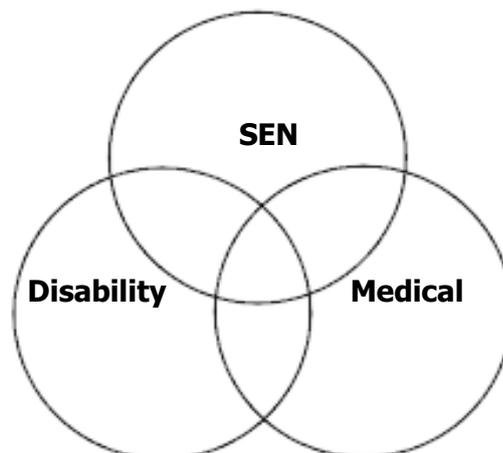
However, progress can be measured in smaller steps in relation to an individual starting points and current needs.

We measure this by looking at the progress a pupil makes towards their outcomes within MAPs.

In these cases the Class Teacher and AHT/SENCo may decide to consult with professionals from outside the school who can give more specialist advice. Parental permission will always be sought before consultation with specialists takes place, these include:

- Behaviour Support Service (BSS now known as SWERL)
- Educational Psychology (EP)
- Child and Adolescent Mental Health (CAMHs)
- Parent Support Service (PSS)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physical Therapy (Physio)
- Enfield Advisory Services for Autism (EASA)
- Outreach Schools e.g. Oaktree and West Lea

EHC Plans: Occasionally the child's SEN needs are significant and an Education and Health Care (EHC) plan is sought by school. This is called making a statutory request for assessment for Education needs. An EHC plan is a legal document that sets out the support a young person with SEN is entitled to until they are 25 years old. EHC plans may be based on advice from both educational and healthcare professionals and include support for disabilities and medical problems as well as educational needs. This is because there are frequently overlaps between SEN, disability and medical needs:





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Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils
- Thrice yearly meetings with parents at parent consultations.
- Review meetings with outside agencies such as the Educational Psychologist and Speech and Language Therapist on a regular basis.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEN Code of Practice (September 2015).
- Termly reviews of MAPs

Exiting the SEN register:

Children are removed from the SEN register at George Spicer when they are able to access the mainstream curriculum at an age appropriate level without any intervention that is additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies.

Partnership with Parents:

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents opportunities to play an active and valued role in their child's education
- making parents feel welcome
- encouraging parents to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Information on the local offer can be found at: <https://new.enfield.gov.uk/services/children-and-education/local-offer/>

The schools SEN Information report can be found at: <https://www.georgespicer.enfield.sch.uk/school-policies>

Parents are encouraged to arrange an appointment with the class teacher initially, if they have a concern they wish to discuss regarding their child. After which an appointments with



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the AHT/SENCo can be made upon request at any time during the school year either by phone, email or in person.

Person Centred Approach:

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets in their MAP
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Progress Passports.

Admission Arrangements:

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority).

Monitoring and Evaluating the Quality of Provision:

As a school we regularly review all interventions that are taking place. If a child is found to be succeeding within an intervention then they are 'graduated' and no longer receive that intervention.

The school regularly monitors all children's attainment and progress through:

- Daily monitoring & assessment in class
- Regular assessed pieces of work
- Moderation/discussions with other members of staff
- Termly pupil progress meetings with the Senior Leadership Team and Inclusion team
- Monthly SEN Surgeries
- Parents evening/discussions with parents

We will communicate this with you by:

- Parents' consultation day and evenings.
- Seeing parents at the end of the day
- Telephone call or email
- Organising meetings if concerns have been raised usually arranged by the AHT /SENCo in conjunction with the Class Teacher.



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Training and Resources:

Directly funded by the School:

- Booster teachers in various year groups to support learning.
- TAs to enable intervention work and groups to take place for every class in school.
- Full time Welfare Assistants who will administer medicines as required in accordance with school policy and with parents' consent
- Additional Educational Psychologist visits
- Two full time Speech and Language Teaching Assistant
- Part time maths intervention Teaching Assistant
- NELI – Y1 & Reception Early Language
- First class number intervention
- Better reading partnership scheme

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service, known as EASA
- Educational Psychology Service
- Behavioural support services, known as SWERL
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- EYSI Team – Early Years Social Inclusion

Jointly funded by the Local Authority and School:

- Nurture Intervention Group

Provided and paid for by the Health Service (Enfield and Barnet NHS Trust) but delivered in school:

- School Nurse who can advise about medical needs of the children
- Occupational Therapy
- Physiotherapy

Provided and paid for by the LA and also Health and provided outside of school:

- CAMHS Child and Adolescent Mental Health Service



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Accessibility:

Please see the schools Equality and Community Cohesion policy and Accessibility Plan

Dealing with complaints:

Please see the schools complaints policy and procedures.

Reviewing the SEN policy:

The SEN policy will be reviewed by the governing body every year.

- This policy was updated October 2021
- This policy will be reviewed in October 2022

Headteacher:..... Chair of Governing Body:

Signed / Date : Signed / Date:.....

All school policies are available on the school website or from the school office.