



HEADLANDS SCHOOL
SINCE 1965

SEND Policy

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Headlands School

SEND Policy

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SECTION A: SCHOOL ARRANGEMENTS

A1: Definition and Aims

Headlands School values the abilities and achievements of all its students, and is committed to providing for each student the best possible environment for learning regardless of their race, gender, disability, religion of belief, sexual orientation, pregnancy / maternity status.

This policy builds on our School Social Inclusion Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND and/or Disabilities (SEN/D).

THE SEND AIMS OF THE SCHOOL:

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum that is appropriate to student needs, promotes high standards and enables them to fulfil their potential (SEND code of practice 2014 6.1)
- To ensure the identification of all students requiring SEND provision as early as possible in their school career and provide early intervention to support them
- To ensure that SEND students take as full a part as possible in all school activities
- To ensure that SEND students are involved in decisions affecting their future SEND provision
- To ensure that parents of SEND students are kept fully informed of their child's progress and that young people and parents are actively supported in contributing to needs assessments, developing and reviewing Education, Health and Care Plans
- To ensure that there is greater choice and control for young people and parents over support
- To ensure that there is greater collaboration between education, health and social care services to provide support

We recognise that many students will have special needs at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties.

- This policy is intended to link with other policies e.g. Behaviour, Attendance
- All the staff should be committed to uphold the principles of this policy and be willing to take the practical steps necessary to ensure successful progress of all learners
- SEND objectives will also be addressed in the School Development Plan

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers, students and local agencies working together.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS:

A Student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to Students of the same age. (Code of Practice 6.15)

A child has a learning difficulty or disability if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special education provision:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. (Code of Practice xv)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Difficulties related solely to limitations in English as an additional language are not SEND.

Headlands School will have due regard for the Special Educational Needs and Disability Code of Practice:0 to 25 Years when carrying out our duties towards all students with Special Educational Needs and/or Disabilities, and ensure that parents are notified when SEND provision is being made for their child.

A2: Roles and Responsibilities

The Support for Learning team at the school is:
Sarah Catlow (Director of Support for Learning/SENCO)
Teaching Assistants (Learning Tutors)
Administrative Support
SEN Governor

THE role of the Director of Support for Learning (SENCO)

The SENCO **must** be a qualified teacher working at the school. A newly appointed SENCO **must** be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. (Code of Practice 6.85)

The Director plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Line managing key members of the Support for Learning team
- Overseeing and updating students' records
- Liaising with the parents
- Making a contribution to CPD
- Liaising with external agencies, LA support services, Health and Social Services, Youth Support Service and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND students
- The commitment required by staff to keep the Director well informed about student progress
- Mechanisms that exist to allow teachers access to information about SEND students (on the school computer system)
- What exactly constitutes a 'level of concern' and at which point a student should be put on or removed from the Support for Learning register
- Mechanisms that exist to alert the Support for Learning team to such 'levels of concern'
- The procedure by which parents are consulted regarding concerns and the subsequent SEND provision and support put in place

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students
- Ensuring that a 'responsible person' is identified to inform all those involved with teaching and supporting any students with Education, Health and Care Plans
- Ensuring that SEND students are fully involved in school activities
- Having regard to the Special Educational Needs and Disability Code of Practice:0 to 25 Year when carrying out these responsibilities

- Being fully involved in developing, monitoring and subsequently reviewing SEND policy

THE ROLE OF THE SUBJECT TEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students
- Identifying Students making less than expected progress given their age and individual circumstances.
- Collaborating with the Director of Support for Learning/SENCO when progress continues to be less than expected to assess whether the child has SEND and to decide the action required to assist the student to progress
- Working with the Support for Learning team to collect all available information on the student
- Working with SEND students on a daily basis to deliver high quality teaching targeted at their areas of weakness.
- Developing constructive relationships by listening and understanding when a parent expresses concerns about their child's development, and listening to and addressing any concerns raised by children and young people themselves.

THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with Support for Learning
- Ensuring parents have been informed that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage parental involvement in their child's education

A3: Co-ordinating and managing provision

The Code strengthens the role of the Director of Support for Learning recognising her key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

A4: Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that all schools should admit students already identified as having special educational needs, as well as identifying and providing for students not previously identified as having SEND.

There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEND and disability. (Code of Practice 6.3)

Headlands School strives to be a fully inclusive school. All students are welcome, including those with Special Educational Needs and/or Disabilities, in accordance with the Local Authority Admissions Policy. (According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an Education Health and Care Plan educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility).

SECTION B: IDENTIFICATION, ASSESSMENT, PROVISION and REVIEW

B1: Allocation of Resources

All schools in the East Riding receive funding for students with SEND in these main ways:

1. The base budget covers teaching and curriculum expenses for all students. 5% is designated to supporting students with SEND
2. The delegated SEND budget (based on the LA formula)
3. SEND Standards Fund, allocated annually to LAs by the DfE, subject to matched funding. The East Riding of Yorkshire LA delegates the maximum amount to schools as per the DfE guidelines for Standards Fund. Schools are able to access over and above this amount by linking into SEND projects and training
4. Specific funds allocated to students with Education Health and Care plans.

The Code of Practice recommends that 'it is good practice for the costs of the SENCo (or those parts of the post holder's work devoted to SENCo duties) to be set against the core or base budget of the school rather than against additional funds delegated to the school for the purpose of meeting the particular needs of children with SEND. The DfE states that 'core or base budget' refers to sources 1 and 2 above.

The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.

This school follows LA guidance to ensure that all students' needs are appropriately met.

B2: The graduated approach to identifying and supporting Students with SEND (Assess, Plan, Do, Review).

(a) CATEGORIES OF SPECIAL EDUCATIONAL NEED

When reviewing and managing special educational provision the following four broad areas of need and support are referred to. Schools should review how well equipped they are to provide support across these areas. Information on these areas of need and support is also collected through the School Census (Code of Practice 6.25)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical needs

The SEND Code of Practice 2014 makes it clear that
'all teachers are teachers of students with special educational needs.'

All teachers are responsible for identifying students with SEND and, in collaboration with the Support for Learning team will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making adequate progress is seen as a significant factor in considering the need for SEND provision.

(b) EARLY IDENTIFICATION

Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/ assessment
- Baseline Assessments
- Their performance in the National Curriculum
- Standardised screening or assessment tools
- Screening /diagnostic tests
- Reports or observations

- Records from feeder schools
- Information from parents
- National Curriculum results (teacher assessments)
- External exam results

(c) SEND PROVISION

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary school, or transference from another Secondary school. For students with identified SEND the Headteacher, the Deputy Headteacher, Director of Support for Learning and pastoral colleagues will:

- Use information from the Primary school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students (where appropriate) in planning/agreeing their own targets
- Involve parents (where appropriate) in a joint home-school learning approach

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a learning tutor or Student Progress team
- In-class support with adult assistance
- Support from the Sensory and Physical Teaching Service
- Support from specialists as part of a withdrawal programme
- Specialist medical support for particular difficulties (Eg. physiotherapy, speech and language therapy)

(d) MONITORING STUDENT PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Closes the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, and/or employment

Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all students. These should seek to identify students making less than expected progress given their age and individual circumstances. (Code of Practice 6.16)

It can include progress in areas other than attainment – for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. (Code of Practice 6.17)

Where teachers identify issues, the Director of Support for Learning, Deputy Headteacher and Assistant Headteacher are the first to be consulted. They will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through the relevant intervention programme and identified on the Support for Learning provision map. If, after further consideration, a more sustained level of support is needed, it will be discussed with the relevant external agencies and parents and further intervention or action plan will be put in place. Where concerns remain, despite sustained intervention, the school will consider requesting

a Statutory Assessment. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment for an Educational Health and Care Plan. The East Riding Core offer outlines all of the relevant support available to parents.

(e) RECORD-KEEPING

The school will record the steps taken to meet students' individual needs. The Director of Support for Learning will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties and aspirations
- Information from health/social services
- Information from other external agencies such as the Youth Support Service

Teaching SEND students is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support. The Code of Practice 2015 advocates a graduated response to meeting students' needs. When they are identified as having SEND, the school will intervene through Waves 1, 2, 3 and 4.

Wave 1

Quality first teaching with differentiated planning and teaching.

Wave 2

This is characterised by interventions that are different from or additional to the normal differentiated curriculum. Wave 2 intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a student requires additional support to make progress, the Director in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

NATURE OF INTERVENTION

The Director of Support for Learning in collaboration with the subject teacher and Head of Subject will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies

- Access to Local Authority support services for advice on strategies, equipment, or staff training

Wave 3

This is characterised by a sustained level of support and can involve external services. Placement of a student at this level will be made by the Director of Support for Learning after full consultation with parents. Students at this level will have a Student Passport identifying their needs and information about their preferred learning style and support needed. This will be produced by the Director and student and updated by the Director and Learning tutors on a regular basis.

Wave 3 will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period
- Continues to work at a stage considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting student passport and plan will incorporate specialist strategies. These may be implemented by the subject teacher but involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher

(f) REQUEST FOR STATUTORY ASSESSMENT (Wave 4)

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to the School support for Learning register
- The student passport
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- National Curriculum data
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- The views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

Wave 4

An Education, Health and Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the child to require provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

A child's parents, young people, schools and colleges have specific rights to request a needs assessment for an EHC plan and children and their parents and young people should feel able to tell their school or college if they believe they have or may have SEND. The legal test of when a child or young person requires an EHC plan remains the same as that for a statement under the Education Act 1996. Therefore, it is expected that all those who have a statement and who would have continued to have one under the current system, will be transferred to an EHC plan – no-one should lose their statement and not have it replaced with an EHC plan simply because the system is changing. (Code of Practice 1.17)

An EHCP will include details of planned learning outcomes for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental/student consultation
- Set out in a student passport and action plan
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

Strategies for students' progress will be recorded in an EHCP containing information on:

- Aspirations and student learning needs
- Suggestions to support with understanding
- Provision made
- Date for review
- Success criteria
- The outcomes recorded at review

The EHCP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the student's needs. The passport will be reviewed by students and link learning tutor prior to review.

(i) REVIEWS OF STATEMENTS AND EDUCATION, HEALTH AND CARE PLANS

Statements and Education, Health and Care Plans must be reviewed annually. The LA will inform the Headteacher of the students requiring transfer reviews. The Director will organise these and the annual reviews and invite:

- The child's parents
- The child
- The Learning tutor
- The Head of Year
- Any other person the School considers appropriate
- Any other person the Director considers appropriate

The aim of the review will be to:

- Assess the student's progress in relation to targets
- Review the provision made for the student in the context of the National Curriculum and progress data.
- Consider the appropriateness of the existing EHC Plan in relation to the student's performance during the year, and whether to amend it
- Set new targets for the coming year

Year 9 and Year 11 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve the SEND team. The school recognises that the responsibility for such Transition Plans lies with these specialist services.

With due regard for the time limits set out in the Code, the Director will write a report of the annual review meeting and send it, with any supporting documentation, to the LA.

As from 2014 and changes to the Code of Practice, all students with a statement or EHCP will continue to get support until they are 25.

B3: Curriculum Access and Inclusion

Headlands School strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all students
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

We have adopted a whole - school approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum, are integrated into all aspects of the school and that reasonable adjustments are made by all in order for them to progress and reach their full potential.

B4: Evaluating success

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the Senior Leadership Team, Director for Support for Learning and the subject Lead
- Analysis of student tracking data and test results for individual students and for cohorts
- Value-added data for students on the SEND Register and internal SFL register
- Consideration of each student's success in meeting relevant targets
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The School Development Plan

In evaluating the success of this policy, the school will consider the views of:

- Governors
- Teachers
- Parents
- Students
- External professionals

B5: Complaints procedures

The school's complaints procedure is available on request. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C1: Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. Whole school training to address aspects of SEND such as accessing data and behaviour management have already been delivered, with ongoing INSET on particular conditions and learning needs. Part of the Support for Learning Team's role in school-based INSET is to develop awareness of changes to the Code of Practice, resources and practical teaching procedures for use with SEND students. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. Learning Tutors' requirements in supporting students' needs will be considered frequently. Staff new to the school will be given training on the school's SEND policy and procedures as part of their induction.

C2: Links with other agencies, organisations and support services

The school recognises the important contribution that external support services make in assisting, identifying, assessing, and providing for SEND students

When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Education Inclusion Service
- Educational psychologists
- Inclusion Practitioners
- Medical officers
- Speech and Language therapists
- Physiotherapists
- Sensory and Physical Teaching Service
- Behaviour Support Team
- Student Referral Service (PRS)
- Children's Disability and Health Team
- Traveller Education
- FISH: Families Information Service Hub
- SENDIASS – Special Educational Needs and Disability information, Advice and Support Service

In addition, important links are in place with the following organisations:

- Youth and Family Support Service
- The Local Authority
- The business community
- Education Welfare Officer
- Social Services
- Other groups or organisations

C3: Partnership with parents

Headlands School firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. (Code of Practice 6.51)

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps. (Code of Practice 6.55)

The school will make available, to all parents of students with SEND, details of the service available through the Local Authority core offer. The SEND Code of Practice outlines that 'LAs should work in partnership with local and parent organisations, as well as the parent partnership service to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (Code of Practice 2.14)

C4: The voice of the child

The Code of Practice 2014 states that the child must be involved in the decision making process. The views of the Student should be included in these discussions. This could be through involving the Student in all or part of the discussion itself, or gathering their views as part of the preparation. (6.70)

This reflects the UN Convention on the Rights of the Child.

'All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective students during their school years'.

C5: Links with other schools and transfer arrangements

The Director of Support for Learning attends Annual Review meetings in the Primary schools for students with high level needs or Education, Health and Care plans during Years 5 and 6. The Director of Support for Learning visits Primary schools with other members of staff from Headlands as part of the transition process and also makes individual arrangements for additional visits to the school by parents and students if it is considered appropriate. Numerous Year 6 visits and days are held during the transition term.

For students in Year 9 and beyond, the aim of the annual review is to review the young person's EHCP and to draw up and subsequently review the Transition Plan. The review should involve the agencies that may play a major role in the young person's life during the post-school years. It is the duty of the Headteacher to draw up the transition plan; however, this responsibility is delegated to the Director of Support for Learning.