

SEN Information Report

<i>Parent/carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
School Policy and procedure		
What kinds of SEND do pupils in the school have?	<p>As a mainstream school, Redhills strongly believes in inclusion so that pupils are taught alongside their peers. Through quality first teaching, class teachers and support staff differentiate and personalise the curriculum to meet the range of needs and abilities within each class.</p> <p>In the academic year 2019/2020 there are 61 children identified as having a SEND, which is approximately 26.18% of children on roll. These are made up of: 18 pupils have an individual Education Support Plan 7 pupils currently awaiting EHCP Assessment 36 children with SEN Support.</p> <p>We support children with range of needs in all the areas of development. We have a number of children with communication and interaction difficulties, including speech and language and children who are on the Autistic Spectrum. At Redhills there are children with Social, emotional and mental health difficulties with a range of needs who are supported by the nurturing ethos of the school. We have a number of children with sensory needs and physical needs and the school is fully accessible with wheelchair access throughout. As a school we have a focus on the child as an individual, enabling us to meet a huge range of cognition and learning needs with an inclusive approach.</p> <p>Staff at Redhills Primary School encourage everyone to give of their best, to be independent life-long learners, and to be proud of their own and others' achievements.</p>	The kinds of special educational needs for which provision is made at school
How do you know if a pupil needs extra help?	<p>Each term, class teachers, support staff, parents and the SENCo discuss attainment, progress and provision for each pupil identified as having a Special Educational Need: Parents meet with the class teacher to discuss and agree support and targets which are recorded in a personal plan. For most pupils identified as having a special educational need, this cycle of assessment and provision is effective in meeting their needs to ensure good progress. Where progress and attainment continues to be</p>	Information about the school's policies for identification and assessment of pupils with special educational needs

	<p>lower than expected, despite targeted intervention and support, the school may utilise more specialist diagnostics assessments, draw on support from outreach and / or health professionals or request advice and assessment from Devon Educational Psychology Service</p> <p>At Redhills we track the progress of the children in a number of ways dependent on their needs. All children are tracked on Pupil Tracker for their academic abilities. If children are un Speech and Language then we use Speech and Language link to continue to assess and plan alongside the SALT. We also use the Boxall Profile to assess children SEMH needs and FunFit to assess physical needs.</p> <p>All staff are responsible for raising concerns with children’s development and needs. At Redhills we have a clear SEN process that all staff are aware of – the basis for this is the Graduated Response assessment and Plan, Do, Review cycle. From this we ensure we are working on the main areas of need and with a big focus on quality first teaching and targeted interventions.</p> <p>Where a child’s needs are more complex then we will request the support of outside interventions for specialist approaches.</p> <p>At Redhills we use this SEN process alongside regular full class screenings for SAL and academic assessments to highlight any children that may so far have unidentified needs.</p> <p>Assessments that are used by our school include:</p> <ul style="list-style-type: none"> • Teacher assessments and standardised tests. • Phonics screenings • Speech and Language assessments using Speech and Language Link. • Reading age assessments • Boxall Profile for Social and Emotional assessments. • Assessments from the schools Educational Psychologist. <p>We also work very closely with outside agencies to ensure that any other assessments needed by them are completed and returned as soon as possible. These assessments and processes highlight any children that may be having difficulties accessing and progressing with their learning.</p>	
<p>Day to day support</p>		
<p>How do teachers help pupils with SEND? How will the school support my child?</p>	<p>As a mainstream school, Redhills strongly believes in inclusion so that pupils are taught alongside their peers. Through quality first teaching, class teachers and support staff differentiate and personalise the curriculum to meet the range of needs and abilities within each class. Teaching is adapted in many ways to suit the varying</p>	<p>The school’s approach to teaching pupils with SEND</p>

	<p>needs of individuals and groups within the class, e.g. changing resources: varying the pace of teaching, chunking the lesson into achievable steps, the use of adult support, use of ICT and other access technology etc. 'Quality first teaching' and a broad and balanced curriculum from class teachers is an entitlement for all pupils and effective differentiation enables all pupils to experience feelings of success and achievement. At Redhills we recognise that there are some children who may need extra support to make expected progress so that they achieve in line with their peers, e.g. small group intervention work, additional adult support from teaching assistants or pastoral assistants, 1:1 tuition or additional equipment to achieve their potential. Some pupils also benefit from additional diagnostic assessments to identify areas of strength and difficulty. We have developed and continue to develop a range of expertise, experience and links to other agencies to ensure we meet the learning needs of all pupils.</p> <p>Children who require SEN Support and who have EHCPs are all part of the school's Plan, Do, Review process. These children will have IEPs which are regularly reviewed and updated and shared with the children and their families. Children with more complex needs or children who's progress is still slow despite the quality first teaching, targeted interventions and IEPs will become part of our TAF process. Regular meeting will be held with the families, relevant schools staff and any outside agencies to put a more detailed Plan, Do, Review process in place. These meetings will be held every six to eight weeks and updated accordingly.</p>	
<p>How will the curriculum be matched to my child's needs?</p>	<p>At Redhills Primary School we use the Graduated Response assessment tool to highlight main areas of need and use the Plan, Do, Review document to ensure that the interventions and support that are put in place are going to be the most effective. These provisions are then reviewed alongside their progress every six to eight weeks whilst assessments and any referrals are also completed.</p> <p>Access: Our school building is fully accessible to those with physical disabilities including wheelchair access in all parts of the school.</p> <p>Pupils with Additional Needs: Redhills Primary School promotes inclusion and carefully monitors groups so that all pupils can access all areas of the school curriculum, make at least expected progress and achieve in line with their peers. We cater for pupils with a wide range of additional needs, not just Special Educational Needs (SEN), and this includes gender, minority ethnic and faith groups, Children in Care and Young Carers.</p> <p>Able Pupils: Pupils with exceptional aptitude and skills in any subject area will find many opportunities to develop these e.g. within their regular lessons (through differentiated work and extension activities), in additional small group work and</p>	<p>How adaptations are made to the curriculum and learning environment</p>

Is there any additional support available to help children with SEND?

enrichment opportunities both in and outside of school. Some Gifted and / or Talented pupils may also have a Special Educational Need.

Pupils with English as an Additional Language (EAL):
Pupils with EAL have additional needs but not special educational needs. Pupils whose first language is not English need tailored support to ensure access to the curriculum and also a tailored programme to learn and use the English language. Redhills has dual-language resources and intervention materials for use in school. Some pupils with EAL may also have a special educational need or disability.

Provision for pupils, with disabilities and additional educational needs:
At Redhills we look at the educational needs of pupils with disabilities and in liaison with the family and other agencies involved, develop an individualised plan for providing care and education which will allow for the child to achieve their full potential. This will include a personalised curriculum tailored to individual needs, where appropriate, as well as ongoing professional development and training for staff.

The level of support available at Redhills can be divided into three areas, Universal, Targeted and Specialist. Universal support includes Quality First Teaching and in class support and differentiation. Targeted includes individual or small group interventions that are above and beyond that which is provided in class. Specialist support includes following programs and advice from outside agencies that are providing the individual child with specific plans and targets.

Parents are involved in any decision making and these decisions are supported by the school staff, including the SENCo, SEN Lead, Class teachers and support staff. If after completing the graduated response additional support is required then we work closely with a number of outside agencies.

We use a number of outside agencies to advise us on meeting pupils' needs including;

- Educational Psychology Service
- Babcock LPD Special Educational Needs, Disability and Inclusion Advisory Team
- SEMH Service
- Speech and Language Therapy
- Occupational Therapy
- Community Nursing Team
- Child and Adolescent Mental Health Services (CAMHS)
- Communication and Interaction Team
- Deaf and Hearing Impairment Team

	<ul style="list-style-type: none"> • Inclusion Service • Physio team • Early Help • DIAS 	
<p>How will the school know how well my child is doing?</p>	<p>The teachers at Redhills will continuously monitor the progress of all children and this will be reviewed on at least a termly basis. If a child is having universal provision the child's progress will be reviewed and reported back to parents each term through parents evening and other forms of communication. If a child is having targeted or specialist provision then the child's progress will be reviewed every six to eight weeks or after a timely intervention. This will be fed back to the parent via the teacher and through meetings if appropriate. If the child and family are part of the TAF process then this information will be shared at the regular meeting and the targets, strategies and interventions will also be reviewed.</p> <p>Any parent is able to speak to their child's teacher at any point through this process and they are also able to contact the SEN Team to find out any information on their child's progress.</p> <p>The method of assessment and review will depend on the type of intervention the child is part of – for example if the child is having cognition and learning interventions then the TA's leading these will keep a record of progress on the child which are updated after each session and used to inform the planning of the next steps. These Record of Progress sheets will be completed after any intervention to ensure that it is the correct intervention for the child.</p> <p>The targets set for the children will be SMART and depend on what their main area of need comes under. If the child has speech and Language needs for example then their targets will come from Speech and Language Link or from the SALT depending on their level of need. If the child's needs come under the remit of SEMH then we will use the Boxall Profile to guide us.</p>	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes</p>
<p>How will I know my child is making progress? How do you check on this?</p>	<p>As stated above, the progress of each child is reviewed regularly and with this the effectiveness of the intervention it's-self. If it is deemed that the intervention is not effective for an individual child or a group of children then the strategies themselves will be altered. The review process of interventions and progress is all part of our Plan, Do, Review cycle.</p> <p>If, for example, little or no progress has been made after trying a range of interventions and strategies then it is likely that referrals to specialist professionals will be completed.</p>	<p>How the effectiveness of provision is evaluated</p>

<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>All children with SEND are part of their mainstream classrooms and have access to assemblies, school performances, school visits, extra-curricular activities and residential trips. In order to ensure all children's health and safety, risk assessments are completed for all off-site visits and any individual requirements will be discussed with parents. School staff will discuss and agree with parents how their child can be included whilst taking account of their individual needs.</p>	<p>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</p>
<p>How will you support my child's overall well-being?</p>	<p>Redhills Primary School prides it's self on being a very nurturing and inclusive setting. Children who need support with their well-being, whether it be emotionally or socially, can access a range of provisions for different needs. Children may have access to the Tree House (our nurture unit), this is set up for academic support and nurture sessions. If a child needs to access this provision to aid their academic progress it is done with the child's well-being at the heart of it. Children will be seen as being part of the Tree House family and the regular and highly experienced staff will be building self-esteem, confidence and a good learning attitude in all the children. In the afternoons, the Tree House is available for all children who need some specific social and emotional support. The interventions available in the Tree House are guided by the Boxall Profile and Thrive based activities. A lot of the provision is done through play and by providing the children with a safe place and trusted adults to explore their emotions and social needs. We consider the provision available to our pupils at the Tree House as specialist support, we also offer targeted and universal provisions in the setting as a whole.</p> <p>As previously mentioned SEMH is seen as a whole school approach at Redhills and we have a number of trained and experienced staff who naturally put a nurture slant on all that they do. We feel that we have a very good understanding of children's emotional needs and we are happy to do what needs to be done to meet these. If needed a child will have a named adult who they will be able to have protective time with at least weekly, there may be a team of adults if that is more appropriate. We ensure that all children are respected and the emotions are validated and reflected upon.</p> <p>All children, should the need arise, can be assessed and supported through the use of the Boxall Profile and a number of other specialist interventions – all staff have an understanding of attachment based processes and thrive based strategies.</p> <p>If a child has a medical then a Health Care Plan will be completed by the parents with the support of the SEN Lead. These plans include any medicinal needs as well as emergency procedures and specific interventions.</p>	<p>Support for improving emotional and social development</p>

	<p>Any prescribed medication will be accepted and administered in the school with written parental consent. For children with Asthma there are named adults responsible for the storage and use of inhalers. Staff follow specific rules with the recording of administering medicines and reporting this to parents. The school will make every effort to ensure that children who have medical needs will be fully included in all of school life, including trips and residential.</p> <p>If a child needs support with their personal care then an intimate care plan will be completed with the parent (and the child – where appropriate).</p> <p>Risk assessments will be regularly completed and reviewed to support staff and the child with any of these procedures.</p> <p>There is very clear and consistent approach to behaviour in the school, there is a whole school approach to ensuring that children are aware of the behavioural expectations. Children are also aware of the processes involved if they do not met these expectations. At the heart of this process is the completion of restorative and reflective work with the child and staff involved.</p> <p>If a child is at risk of exclusion due to challenging and dangerous behaviour, the SENCO will arrange a meeting to complete an individual behaviour care plan with parents, class teacher and other key adults of the child. The plan is shared with all key adults and reviewed and updated regularly to support the individual child. The SENCO may also arrange further multiagency support. Risk assessments are also completed to ensure the safety of the individual children and the staff working with them.</p> <p>Redhills School work very closely with a number of outside agencies including The Inclusion Team, The local EWO and EP to ensure that we a supporting the children and their families to reduce the likelihood of exclusions and to increase out attendance.</p>	
<p>Involving families</p>		
<p>How will you help me to support my child's learning? When will we be able to discuss my child's progress?</p>	<p>Parents and carers of children with SEN are included in the schools standard methods of information sharing – including parents evening and topic days etc. Any parent is able to contact the class teacher or SENCo at any stage of the school year for a further update.</p> <p>If a child is accessing an intervention or is being assessed using a specific program (Boxall, SALT) then the child's progress will be shared with the parents at regular intervals, including after an intervention has finished or reviewed before and after an</p>	<p>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</p>

assessment has been completed. If a child is having input from a specialist service then the parent will be informed either by the specialist or by the school each time any input or assessment is carried out.

The feedback regarding progress may be given as part of a TAF meeting or as a one off meeting / phone call depending on the needs of the child or the wishes of the parent.

Any parent will have the opportunity to have a brief chat with the class teacher during the collection at the end of the day, for day-to-day feedback. If the parent wishes to have an in-depth conversation with the teacher, this is done over the phone or by appointment.

If there has been an incident during the school day then the school will contact the parent by phone to inform them of the situation.

Sometimes the school are required to complete specific observations of children throughout the school day (e.g. how much are they eating etc.) this can either be collated and feedback to the parent as and when needed using a home school diary. For less specific information about what is happening at school, i.e. events / trips etc., the school website and Facebook page are updated regularly and emails are sent out.

There are other opportunities for parents to gather information and meet the staff:

- Meet the teacher – at least once every half term (viewing of work or parents evening)
- Parent workshops to support phonics, year 2 and year 6
- Parent learning sessions for reading and maths
- GCSE programme for parents
- Open mornings for all new starters
- Exercise and wellbeing sessions/ walking club for parents.

Parents are also regularly informed and kept up to date with the planning for the children's learning through:

- Information available regarding the policies for each subject.

	<ul style="list-style-type: none"> • School website provides subject specific information • Parents sessions to support learning 	
<p>How will my child be able to share their views?</p>	<p>The school encourages children to be part of the decision making process at school by ensuring their voices are heard through:</p> <ul style="list-style-type: none"> • Pupil conferencing • Outside agency support to assist children and families. 1:1 support with a key supportive adult • Pupils led 'School Leadership Team' • Pupils involved in any funding applications/ school development ideas • Pupils fulfil key responsibilities within the school – café, snack shack, meal time assistants 	<p>Arrangements for consulting with children with SEND and involving them in their education</p>
<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p>	<p>At Redhills we are aware that there are many transitions during a child's education. From Pre-school to school, from class to class and from primary school to secondary school.</p> <p>When a child joins us from pre-school, the first stage in the transitions is gathering and sharing information. The school will share information with the parents/carers about the school, about reception class, and all about the processes involved in being part of Redhills. This will include a comprehensive EYFS starter pack and booklet. Redhills will contact the parents and previous setting to gather as much information as possible, including likes and dislikes, to ensure a smooth transition for the child.</p> <p>We will make sure that we are aware of any needs the child may have and get the correct support ready. If the child is supported by a multi-agency approach, a TAF meeting will be held prior to the child starting and a transition plan will be written. A second transition TAF will be held once the child has start to monitor the child's progress and ensure that the transition has gone smoothly. These meeting also enable Redhills to meet the outside agencies involved with the child and their family.</p> <p>All children will be invited in to the school for a sample day with their new teacher during the summer term before they start school.</p> <p>Throughout their time at Redhills, children will transition to a new class at the end of every academic year. As with a child's initial transition to us, information is gathered and shared between parents, the child's previous teacher and the child's new teacher, including a transition plan and a TAF if appropriate.</p> <p>Taster sessions with their new teacher will take place at the end of the summer term, 1:1 sessions with the class staff to build relationships may be organised if</p>	<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>

	<p>needed. We are aware that the summer holidays mean that there is a long gap between these sessions and the child starting school or their new class. For children that may struggle with this a transition pack will be created – these will include photos of the child’s new classroom, class staff, toilet and cloakroom, communal areas (e.g. playground) etc. These packs will be available to take home over the summer holidays</p> <p>As with all transitions the SENCo and the Safeguarding Officer will be involved in any relevant meetings to ensure, the new staff are aware of any SEN needs or strategies and that the child’s well-being is at the heart of the transition.</p> <p>The transition between classes is mimicked by the transition to secondary school. Redhills has a close relationship with the local secondary schools, enabling a detailed transition and supporting an extended transition if needed.</p> <p>Data is also shared with the receiving school ensure the continuation of every child’s education is seamless. Due to GDPR the transference of personal information, including CPOMS, only occurs once the child is on role at their new setting. If any of this information is required prior to this then parental consent will be obtained.</p>	
<p>Staff skills and wider support</p>		
<p>What skills do the staff have to meet my child’s needs?</p> <p>What specialist services are available at or accessed by the school?</p>	<p>If a child is transferring to Redhills from another school or if they are starting in Reception class, the first step in finding out how the school can best support them is to have an in depth conversation with the parents/carers. The class teacher or the assistant SENCo will be the first contact for new children with SEN and information will be gathered and recorded. A meeting may be arranged with the parents, class teacher, previous school or childcare provider and the assistant SENCo. From this meeting a transition plan will be put in place and plan, do, review process will begin. During this meeting the school SEN Team will decide if any referrals or assessments can be carried out before the child begins or whether more evidence needs to be gathered first. When the child is ready to start we will have the information to be able to ensure that the class teacher and support staff are best placed to support the child from day one. The plan, do, review process will then be continued.</p> <p>The school have access to a huge range of professionals and specialists that can be called upon for general advice, training and support for specific children. Each service works in a way that produces the best outcomes for the children. We have access to the following services:</p> <p>Educational Psychology Service</p>	<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</p> <p>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils’ SEN and supporting their families</p>

	<p>Babcock LPD Special Educational Needs, Disability and Inclusion Advisory Team SEMH team Speech and Language Therapy Occupational Therapy Community Nursing Team Child and Adolescent Mental Health Services (CAMHS) Communication and Interaction Team Deaf and Hearing Impairment Team Physiotherapists Inclusion Service Early Help Family Practitioners Disabled Children's service</p> <p>These services work in a variety of different ways from, working directly with the children, supporting staff to support individual children, supporting staff to support different types of SEN, whole school training, supporting families, supporting parents and supporting children at home etc.</p>	
<p>What happens if my child needs specialist equipment?</p> <p>How accessible is the school and how does it arrange the facilities children need?</p>	<ul style="list-style-type: none"> • What facilities and equipment are routinely provided to support pupils with SEND? How is additional equipment secured? <p>If a child at Redhills needs specialist equipment that has been recommended by a specialist, there are a number of different ways that this can be acquired. Sometimes the specialist that has recommended it will be able to procure it for the school. The school will purchase the needed equipment, this may be funded from the school SEN budget or funding may be applied for. A number of local charities offer funding for certain types of equipment and this can be applied for when the need arises. Alongside this the majority of the building is wheelchair accessible including all of the outside play areas. We have an accessible toilet which includes a shower and the appropriate bars, support rails etc. The school has a number of disabled parking bays in the car park with a close to the main entrance and the wheelchair slopes into the building.</p>	<p>How equipment and facilities to support children with SEND will be secured</p>
<p>How will my child manage tests and exams?</p>	<p>In line with Government requirements, children at Redhills have to undergo regular tests and assessments, including year2 and year 6 SATs. We like to ensure that the children are not only fully prepared but that they are also fully supported. Different children will require different support and we work hard as a team, including parents,</p>	<p>Information regarding access arrangements</p>

to guarantee that we get it just right for each child. Support may range from having a short break to having extra time – these arrangements are called Exam Access Arrangements.

Exam Access Arrangements (EAAs) are the reasonable adjustments that can be made for a child, and might include things like extra time to complete an exam paper, permission to use assistive technology, or provision of rest breaks. Any arrangements made must reflect the support that the child has had in the past few years, alongside their assessment test results. For example a child who is eligible for extra time would need to have scores that are below average in speed of writing, reading, reading comprehension or cognitive process, demonstrating they work much more slowly than others. This must then be backed up by teachers, and evidence must be provided that this is the candidate's normal way of working.

These are some of the most common arrangements:

Extra time: The most frequent EAA is extra time which is usually around 25%. More time can be allocated to children with more severe difficulties and disability on an individual case by case basis.

A reader: Readers can be used for children who have visual impairments or a disability that affects their ability to read accurately themselves. In an exam that assesses reading ability a human reader is not allowed. In some cases a computer reader will be allowed.

A scribe: Scribes can be allocated to children who have a disability or injury that affects their ability to write legibly.

Modified papers: These are papers which must be ordered well in advance of the exam in different sizes, fonts, colours, braille, or modified language.

Assistive technology: If the child uses assistive technology as their normal way of working they will be able to continue this for exams. Some of the most common requests are for word processors, exam reading pens, computer text readers, and voice processors.

Separate room: Many children who have EAAs will need to work in a separate room.

Rest breaks: Supervised rest breaks, these are not included in the extra time allowance.

Children who have a history of needing rest breaks and/or a separate room do not necessarily have to apply for EAAs, the school's special needs co-ordinator (SENCo) can organise this as long as it reflects the person's normal way of working and can be evidenced. The SENCo must be satisfied the need is genuine, and those eligible

	<p>might include pupils with learning, communication and interaction needs; a medical condition; and sensory, physical, social or mental and emotional needs.</p> <p>Children and parents will be kept up to date with the process of organising the EAA's.</p>	
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Accessing advice and support

<p>What should I do if I think my child may have a special educational need or disability?</p> <p>What do I do if I'm not happy or if I want to complain?</p> <p>Where can I get information, advice and support?</p> <p>Where can I find out about other services that might be available for our family and my child?</p>	<p>The SEN team comprises of: SENCo – Mr Sam Butler Assistant SENCo – Maddie Hughes</p> <p>They can be contacted by phoning or emailing the school directly and either appointments or meetings can be set up on 01392 255 555 or admin.redhills@acexcellence.co.uk</p> <p>The Assistant SENCo is available by telephone and email every-day and will co-ordinate responses and outcomes with the SENCo.</p> <p>If a parent or carer has a concern that they would like to discuss there are a number of options. The first point of contact would be the Head Teacher, if the parent did not feel like they could discuss it with the class teacher. Parents and carers can also talk to the Assistant SENCo, the safeguarding officer or a member of SLT.</p> <p>There is a clear procedure that is followed if a parent wants to raise and concern or a complaint and this will be explained clearly verbally and in writing to the parent/carers if they feel that they want to make a complaint. The complaints policy is on the website and can also be requested from the office at any time.</p> <p>If a family are requesting additional support the school SEN and Safeguarding team are able to signpost parents/carers to a number of different services that are available.</p> <p>Parents and carers are also made aware of the Local offer, a link to this can be found on the school website.</p>	<p>Contact details for the Special Educational Needs Coordinator</p> <p>Arrangements for handling complaints from parents of children with SEND</p> <p>Contact details of support services for parents of pupils with SEND</p> <p>The school's contribution to the local offer and where the LA's local offer is published</p>
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