

SEND Policy and Code of Conduct

Introduction:

Willow Park School is committed to providing quality education to all students, including those with special educational needs and disabilities (SEND). This Code of Practice outlines the school's approach to SEND in accordance with the Equality Act 2010 and the Children and Families Act 2014.

At Willow Park School, we embrace the fact that every child and young person is different and, therefore, the educational needs of every child and young person are different; this is certainly the case for pupils with Special Educational Needs and Disabilities (SEND). Working closely with families, carers and multi-agency professionals is vital as we know that each of our pupils have needs that are unique to them.

Definition of SEND:

SEND refers to children and young people who have a learning difficulty or disability that calls for special educational provision to be made for them.

We believe in a team approach where there is a coordinated effort to support each pupil using the expertise and support from a range of professionals as well as fully involving parents and carers. We aim to be open and supportive in our approach.

Our School is supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting if appropriate; however there are some children whose needs are best met within a specialist setting such as ours. Children and young people’s SEN are thought of in the following four broad areas of need and support:

1. Communication and interaction

2. Cognition and learning

3. Social, emotional and mental health

4. Sensory and/or physical needs

All school staff consider these four areas when planning and teaching lessons, and in day to day dealings with pupils. We have internal processes for monitoring the quality of provision and assessment of need.

Roles and Responsibilities

The named SENDCo at Willow Park School is Kimberley Preston.

What is the Local Offer?

The Children and Families Bill became law from September 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0 to 25. This is the ‘Local Offer’.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Whole School Approach

High ‘quality first’ teaching and additional interventions are paramount in ensuring the success of each child. At Willow Park School we discuss and regularly review and record what we offer to child or young person in our care. They also serve to embed our high expectations among staff about ‘quality first’ teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners. Underpinning all our provision in school is the graduated approach cycle of:

Assess-Plan-Do-Review

At willow Park School we follow a ‘Graduated Approach’ - as outlined in the SEND Code of Practice (6.44, pg. 100) - to identifying and meeting the Special Educational Needs of our pupils. The level of required support identified for a pupil is categorised into three types:

Universal

Targeted

Higher Needs

Willow Park School will provide a range of interventions and support to meet the needs of SEND, including individual support, group work, and targeted interventions. The school will work with parents, carers, and other professionals to develop their EHCP targets for each student. This will set out the student's goals, the support that will be provided, and the expected outcomes. The school will ensure that children receive support that is tailored to their individual needs, taking into account their strengths and weaknesses, and their cultural and linguistic background.

Universal

This level is also known as Quality First Teaching; teaching that emphasises high quality, inclusive teaching for all pupils in a class. It describes the support which is available to all pupils. It includes (but is not limited to) adaptations to teaching styles and resources (such as a visual timetable) to ease anxiety or help with letter formation.

This will be differentiated for individual pupils. We make the following adaptations to ensure all pupils’ needs are met:

• Pupils are taught in small classes and grouped by learning need. There is a high staff to pupil ratio in every class.

• Differentiating the curriculum to ensure all pupils are able to access it, for example, through the use of specific resources and strategies to support pupils individually and in groups.

• Child centered planning and careful assessment ensures the curriculum is engaging and personalised to support the best possible progress for all pupils.

• Adapting the learning environment as necessary, for instance to provide an area to support self-regulation, independent or one to one working.

• Using a range of interventions supported by a multi professional team employed or commissioned by the school.

• Using recommended learning and communication aids, such as laptops, coloured overlays, visual timetables, larger font, aided language displays and PECs. Every classroom is communication friendly, using visual prompts and strategies recommended by the Speech and Language Therapy service.

• Differentiating teaching, for example, by providing longer processing times, pre-teaching of key vocabulary, reading instructions aloud.

• Adapting the curriculum for those pupils who are working at the very early stages of learning to ensure that next steps in their development are clearly planned and catered for.

Our curriculum is designed to support our pupils to prepare for their next stages of development and, ultimately, to maximise their independence for future endeavours.

For pupils this means:

o The teacher has the highest possible expectations for all pupils in their class.

o All teaching is built on what pupils already know, can do and can understand.

o Different ways of teaching are in place to encourage your child to be fully involved in the learning process. This may involve access to more practical learning opportunities.

o Specific strategies (suggested by specifically trained professionals) are in place to support your child to learn.

o Your child’s teacher will have carefully checked on your child’s progress and will have decided if your child has a gap or gaps in their understanding and learning. Extra support, if required, is then made available through targeted support within the curriculum or in addition.

o Specific group work.

o Interventions which may be run in the classroom or a group room by a Teacher or Teaching Assistant.

Step 1: Assess

• Our teachers identify a pupil who has made limited progress or is demonstrating behaviours that could be associated with an additional or current educational need (eg. sensory processing issues, communication difficulties etc.)

• They raise any initial concerns with parents - are they seeing similar behaviours or difficulties at home? Is there anything we can do at school to support?

• Teachers inform parents that the pupil has not made expected progress with the support of adaptations to their teaching or a particular intervention.

• Following discussions with parents, a referral to headteacher is made.

• The headteacher will conduct an assessment, which might include an observation.

Step 2: Plan

• Teachers discuss the pupil and their needs with the appropriate leader and put them forward for a relevant intervention for an agreed time. This is recorded on the child’s Provision Map

• The headteacher will provide the teacher with a range of suggestions following their assessments and observations.

• A meeting on phone call will be held with parents to ensure they understand the learing concerns and we discuss steps that can be taken at school and at home to support the childs development.

Step 3: Do

• Teaching assistants and teachers closely monitor and record the progress made during an intervention and within the classroom.

• Teachers adapt their teaching style and record what they do.

• Teachers and support staff implement the agreed strategies and work towards the targets.

Step 4: Review

• The teacher reviews the progress at the end of the intervention with the support of the teaching assistant.

• At the end of the term, the teacher reviews the progress of the pupil with the support of the headteacher.

Has the pupil made progress? Yes-continue with adaptations and monitor

 No-Move to the next stage

Stage 2

Targeted

This may involve groups run by partner agencies, e.g. Speech and Language Therapy in conjunction with school staff Children’s needs change over time and if it is identified by the Class Teacher, in conjunction with a member of management, that extra specialist support is required, a referral to that specialist will be made.

Step 1: Assess

The headteacher will contact parents to discuss a referral to an appropriate outside agency for advice and support through an observation and assessment, including:

Specialist Teacher Service (STS)

Communication and Interaction specialist

Social, Emotional and Mental Health specialist

Educational Psychology Service (EPS)

Speech and Language Therapy (SALT)

Integrated Disability Service (IDS)

Hearing Impairment (HI) team

Vision Impairment (VI) team

Complex Needs team

Step 2: Plan

The outside agency will write a report and provide the school with a range of strategies and targets to help inform teaching and interventions.

Step 3: Do

Teachers and support staff implement 2 to 3 of the agreed strategies at a time and work towards the targets advised by the specialist.

Step 4: Review

• At the end of the term, the teacher reviews the progress of the pupil with the support of the headteacher.

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Has the pupil made progress? Yes-continue with adaptations and monitor

 No-Move to the next stage

Stage 3 Higher Needs

This is the highest level of support pupils can receive at school. It is also known as specialist support and is for pupils with an identified special educational need or disability. It might include a specialist intervention, such a bespoke social skills programme or Play Therapy. In order to ensure the correct level of support is provided, we follow a four-part cycle known as assess-plan-do-review, whereby earlier decisions and actions are revisited, refined and revised.

It may include:

o Specific programmes developed by the therapist, which will be delivered in class or in some cases outside of the classroom (in the case of teaching a new skill or specific physiotherapy exercises).

o Targets and recommendations from professionals involved.

o An outline of the amount of additional support your child will receive.

o The strategies that must be put in place.

o Long- and short-term goals.

Step 1: Assess

• If the pupil hasn’t made progress after 1-2 strategies, the teacher will try 2 to 3 of the other strategies recommended by the outside agency.

• If the pupil hasn’t made progress, the headteacher will request a review from the outside agency.

Step 2: Plan

• The outside agency will conduct a thorough review of the support in place for the pupil and provide the school with a range of new strategies and targets to help inform the pupil’s targets and interventions.

Step 3: Do

• Teachers and support staff implement the agreed strategies and work towards the targets advised in the specialist’s review report.

Step 4: Review

• At the end of the agreed time, the teacher reviews the progress of the pupil with the support of the headteacher.

If at stage 3 the interventions have not been successful this needs to be highlighted to the headteacher. At this point a discussion will take place at their EHCP review regarding the intervention and look at further steps to support the child. If the headteacher feels it necessary to call an emergency review (for example if the review is not due to take place for 6 or more months, or the behaviours are considered extreme) the headteacher may call an early review of their EHCP with the local authority.

What are the arrangements for assessing and reviewing pupils’ progress towards outcomes?

Assessment at Willow Park School is personal to the individual and is monitored by the Class Teacher. We use a number of different systems that are combined to provide a holistic view of each child and their individual progress. Annual targets will be set, designed to meet agreed education and/or social and/or health needs. Progress against these targets is reviewed regularly, evidence for judgements assessed and a future plan made. This is updated on a termly basis and reviewed by the headteacher at the end of each term.

Willow Park School uses the Engagement Model, which in partnership with the Pre-Key Stage standards is used to review and assess progress in pupils working below Key Stage 1. In addition to the formal assessments we use ongoing observations of each individual to support progress and inform next steps. We use photographs and video to evidence progress. Regular book scrutinies and lesson observations are carried out by members of staff to ensure that the needs of all children are met and that the quality of learning and teaching is high. The progress of children will also be formally reviewed at the annual EHCP Review by all adults involved with the child’s education.

How is the decision made about what type and how much support my child will receive?

All of our pupils have an Education Health and Care Plan that outline the provision that is needed to support them. This then forms the basis of how much support each pupil will receive. Occasionally, children and young people’s needs change and therefore the school will make decisions, in partnership with families and linked agencies to enhance provision.

The school will take into account ILPs, matrix funding based on classification of need (set by LA) and additional funding and premiums provided by the government when deciding on how much and the type of support your child will receive.

The staff at Willow Park school will support childrens medical needs and when necessary will complete training in order to support the needs that arise. We encourage Therapists to work closely including Occupational Therapy and SALT in order to support pupils. We recognise that some children have additional emotional and social needs that need to be developed and nurtured. All classes follow a structured RHSE and Protective Behaviours curriculum to support this development. However, for those children who find aspects of this more challenging, we offer opportunities for one to one support and time, lunchtime and playtime support through planned activities and groups and a versatile and responsive range of interventions.

Staff at Willow Park School will develop links between home and school, supporting children to be ready and able to learn. If your child still needs extra support, with your permission the school can also access further support through a range of services, such as Child and Adolescent Mental Health Service (CAMHS) and The Early Help process.

How are the school’s resources allocated and matched to children’s special educational needs?

A child or young person’s Education, Health and Care Plan forms the foundation of their learning. From this the Class Teacher will identify Individual learning Plans (ILP) that are flexible to the ever changing needs of the children to ensure that that the barriers to learning are overcome quickly and effectively. These ILPs are facilitated by a range of support services such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists.

We are a small school and will endeavour to support children in small groups. Willow Park School places emphasis on the individual chid ensuring that all have provision based on them and their individual needs demonstrated by their ILP. All of the specialists work in supporting pupils needs based on the needs identified in the ILP. The allocation of resources is linked in a much bespoke manner to each child depending on their needs. The way that the school uses these resources will be demonstrated through targeted provision mapping, directed staffing to meet individual needs and resources linked to pupils EHCPs and ILPs.

Mental Well- Being and Emotional Support

The headteacher oversees the emotional well-being of children in school, with the support of the school staff. A child may be referred to her by a member of staff, by a parent or, in some cases, through the child themselves. A referral form will be filled in and an appropriate form of action taken. This may take the form of 1:1 or small group work with her; working with the class teacher to put supportive plans in place, or it may be that outside agencies, such as a counsellor or RISE, are involved. If outside agencies are recommended to be involved, parents or carers will be consulted, and the head teacher will liaise with staff when appropriate. Just like the identification of SEND stages, the actions put in place will be reviewed. It may be that no further action is needed, that the actions are modified or that further action is needed. A meeting will be arranged with parents or carers, to review the support and whether alternatively it may be necessary to instigate the Early Help process.

Annual Review

All pupils at Willow Park School have or are under assessment for an Education Health Care Plan (EHCP), which is reviewed annually, indicates their needs and maps the provision required to support children and young people. Ongoing and rigorous assessment ensures that teaching is adapted and matched carefully to the pupils’ needs.

Every childs EHCP must be reviewed annually using a Person-Centred approach. For more information about what to expect during an annual review in Warwickshire:

https://api.warwickshire.gov.uk/documents/WCCC-600065477-296

The Annual Review will be chaired by the headteacher or the Specialist Teacher who has supported the pupil previously. Reports will be submitted by the Class Teacher, Teaching Assistant and anyone else working with the child, for example the Speech and Language Therapist. The parents’ and the child’s views will also be recorded. All agencies working with the child will be invited to the annual review. If there are concerns about the progress or behaviour of a pupil with a Plan then an Annual Review can be held at any time during the year and more than one can be held in the course of a year. The annual review can be used to:

• Request additional support for the pupil.

• Request changes to the EHCP outcomes.

• Alert the LA of an expected change to educational setting (eg. from Primary school to Secondary school).

• Review the appropriateness of the school setting in the unfortunate event of a pupil with an EHCP facing permanent exclusion – an annual review MUST be held prior to an exclusion meeting.

• Request that the EHCP is no longer maintained as the pupil has made significant progress and the plan is no longer appropriate. In the case that a parent is dissatisfied with the provision in their child’s EHCP, they should raise it with the Class Teacher in the first instance. The child's Class Teacher and head teacher will work closely with parents at all stages in his/her education, and will always strive to resolve any issues as promptly and efficiently as possible. Parents of pupils with SEND or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The schools' complaint procedures are available on the school website.

If your complaint is regarding a decision surrounding an Education Health and Care Plan, then, following a conversation with the Headteacher, the next stage would be to complain to the Warwickshire Local Authority Special Educational Needs & Disability Assessment Review Team (SENDAR). If you are still unhappy with the decision, or if your complaint is about discrimination then you can make a complaint to the Special Educational Needs and Disability Tribunal (SENDIST)

Working in Partnership with Parents

Willow Park School values the partnership between the school and parents, carers, and other professionals, and recognises the importance of working together to support SEND.

The school will keep parents, carers, and other professionals informed about the support that is being provided to SEND, and will involve them in the decision-making process.

At Willow Park School, we aim to ensure we have the invaluable input of parents throughout all stages of identifying and addressing any additional needs our pupils may have. By doing this in partnership with parents, we can:

• Identify and intervene as early as possible

• Ensure the continuing social and academic progress of our pupils

• Guarantee personal and academic targets are set and reviewed effectively

The head teacher may also signpost parents of pupils with SEND to the local authority’s parent support service: SENDIAS who provide advice, information and support on matters relating to SEND and aim to work in partnership with parents, children and young people in order to achieve positive outcome.

Parents and carers are fully involved in the education of their children. Regular communication is maintained via phone calls, email, a parent support group and training programme, 2 parents evenings and an annual EHCP Review meeting. As part of the above, parents and carers have opportunity to discuss their child’s learning and progress with the staff at any point during appropriate term time hours. Some children with very complex needs will also benefit from termly meetings. Positive and supportive involvement of families is welcomed at Willow Park School. As a school we welcome the involvement and contribution of families through parent helpers and volunteers, fundraising activities and welcoming families into school for special events and performances.

What are the arrangements for consulting pupils and involving them in their education?

All pupils are treated with dignity and respect. The personalised curriculum and the strong and trusting relationships built with staff ensure that pupils’ views are listened to and taken into account in all aspects of their school life. The School will listen and provide the students with an active voice within the decision process at Willow Park School. We understand how important it is for all children to be involved in their learning. We involve pupils, as appropriate, in reviewing their individual targets and discussing the progress made, providing next steps in learning through verbal discussion with adults and effective feedback and marking during lessons. Pupils are supported to provide their views on their strengths, hopes and aspirations for the future for their annual EHCP Review.

Transitions

The school liaises closely with feeder Nurseries and any records for children with already identified SEND needs are passed on. We also hold focused discussions with Nursery staff and parents, as appropriate, about the best way to support these children in transition to Reception. For some children, additional transition visits can be arranged to support a successful transition into Reception.

The school also liaises with secondary schools and the year 6 teachers meet with the heads of Year 7 to discuss children’s individual needs and all relevant records are passed on. Provision is made for any child who the school feels may need extra support with this process and parents’ and children’s wishes and views are considered. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

We will work closely with all schools to obtain as much information from any school whatever stage they are at within the primary setting in order to have a smooth transition for children and parents/carers to transition into the Willow Park School life and community.

The role and responsibilities of the Headteacher:

• To allocate roles and responsibilities to staff so that special educational needs are met and monitor and support the work of the SENDCo.

 • To ensure that the needs of children with SEND are met within the school.

• To allocate finances and resources to meet the needs of all children with SEND and disabilities.

 • To ensure that parents and children are involved in discussions on targets and progress.

The role and responsibilities of SENDCo:

• To play a key role in delivering the strategic development of the SEND policy and provision.

• To oversee the day-to-day operation of the school’s SEND policy.

• To monitor the needs of SEND children with all staff.

• To establish and maintain a provision map for all children.

• To monitor individual records and assessments

• To liaise with and seek advice from appropriate outside professionals, and allocate their time effectively for the benefit of the children.

• To support class teachers in the production of targets and monitor the effectiveness of interventions, ensuring all pupils make continued progress.

• To provide advice for staff in regard to appropriate resources and support strategies.

• To ensure that all staff follow the correct procedures.

• To organise and chair EHCP annual reviews, following local authority guidance.

• To provide and lead CPD sessions for class teachers and support staff.

• To keep their own skills and knowledge updated by attending appropriate training courses.

Class teachers:

• To provide ‘Quality First Teaching’ strategies and scaffolding to meet the needs of all children in their lessons.

• To identify potential additional needs of individual children in their class and refer them to the SENDCo

• To know their pupils needs and differentiate learning accordingly..

• To work with external agencies in supporting the children.

• With parents, to review and update the outcomes of their EHCP targets 3 times a year.

• To set targets for interventions, and carefully monitor progress and impact, and subsequently change them if necessary.

• To ensure the provision outlined in their pupils’ EHC Plans is implemented, and their outcomes are reviewed termly in the form of the assessment review.

• To ensure TAs are supporting pupils in their class, as directed.

• To ensure that the Headteacher, SENDCo and other colleagues are aware of children's needs.

• To provide learning experiences which are appropriate to the needs of the child.

• To attend appropriate INSET and courses.

• To be fully aware of the school’s SEND policy.

• To work in collaboration with parents to support them with external agencies, such as Early Help and the Family Information Service.

• To monitor pupil attendance and support families where necessary.

Teaching Assistants: Under the guidance of the class teacher to:

• Carry out activities and learning programmes planned by the class teacher, SENDCo, or outside agencies.

• To keep records of this work as requested and liaise closely with the class teacher about the progress the child is making in relation to the targets set.

• To support children in class or by withdrawing individuals and small groups, as appropriate.

• To attend INSET and courses where appropriate.

• To be fully aware of the school’s SEND policy.

• To provide advice to teachers regarding interventions appropriate for Cognition and Learning, Physical and Sensory and Communication and Interaction needs of their pupils.

• To support the SENDCo with their roles and responsibilities.

• To oversee the emotional well-being of children in school in liaison with staff.

• To work in collaboration with SENDCo to ensure pupils’ SEMH needs are fully met, particularly those surrounding mental health and well-being.

• To liaise with outside professionals to ensure their Social, Emotional and Mental Health needs of the children and families are fully met.

Inclusion:

Willow Park School is committed to promoting inclusion and valuing diversity.

The school will take steps to remove barriers to learning and participation for SEND, including making reasonable adjustments to the curriculum, environment, and teaching methods.

As a special school we believe that accessibility should be measured in more than just physical terms and so place an emphasis on an accessible environment for those with physical, sensory, communication and emotional needs. The school provides a bespoke learning environment with flexible use of spaces.

• The school is on one level

• Learning environments are communication friendly where language levels are appropriate to individual needs.

• There is clear symbol supported signage across the school. Visuals and objects of reference are used to support pupils understanding of key areas of the school building.

• There are accessible toilets across the school and personal care rooms available. There are also shower facilities if required.

• The site is flat, and any slopes are very gentle.

• We ensure, wherever possible, equipment used is accessible to all pupils.

• Individual pupils are supported at lunchtime by a member of staff, if their needs require specific support.

• Class Teachers plan educational visits carefully, ensuring that the accessibility needs of individual pupils are met, and there are fully accessible minibuses available for pupils who require wheelchairs.

Training and Professional Development:

Willow Park School will ensure that all staff receive regular training and professional development to support SEND effectively.

The school provides bespoke training and support in relation to pupils’ specific needs and also broader training on SEND issues, such as Autism Spectrum Disorder (ASD), speech and language difficulties and attachment difficulties. Individual teachers and support staff attend training courses run by outside agencies to develop specific expertise, strategies and processes, such as TEACHH, Intensive Interaction, Team Teach and Alternative and Augmentative Communication, which are relevant to the needs of pupils in their class.

Staff are encouraged to gain specific qualifications, training and expertise so that they can offer advice, support, guidance and training to other staff and families.

The school will ensure that all staff have a good understanding of the SEND Code of Practice and the Equality Act 2010, and are familiar with the school's SEND policy and procedures.

Who are the other people providing services for children with SEND in school?

Willow Park School is committed to working in partnership with other professional bodies to meet the needs of all of our children. The school works with Warwickshire Local Authority using specific services from the list below:

• Integrated Disability Service (IDS) https://schools.warwickshire.gov.uk/early-help-targeted-support/integrated-disability-service-idsteaching-learning

• Educational Psychology Service (EPS) [www.warwickshire.gov.uk/educationalpsychology](http://www.warwickshire.gov.uk/educationalpsychology)

• Occupational Therapy Service (OT) [www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy](http://www.swft.nhs.uk/our-services/children-and-young-peoples-services/occupational-therapy)

• Physiotherapy Service [www.swft.nhs.uk/our-services/children-and-young-peoples-services/childrens-physiotherapy-service](http://www.swft.nhs.uk/our-services/children-and-young-peoples-services/childrens-physiotherapy-service)

• Speech and Language Therapy (SALT) [www.swft.nhs.uk/our-services/children-and-young-peoples-services/speech-and-language-therapy](http://www.swft.nhs.uk/our-services/children-and-young-peoples-services/speech-and-language-therapy)

• Hearing Impairment Service [www.swft.nhs.uk/our-services/children-and-young-peoples-services/childrens-audiology-hearing](http://www.swft.nhs.uk/our-services/children-and-young-peoples-services/childrens-audiology-hearing)

• Visual Support Service [www.exhallgrange.co.uk/vision-support-service/](http://www.exhallgrange.co.uk/vision-support-service/)

• Specific Counselling Services [www.warwickshire.gov.uk/mental-health-wellbeing/counselling-bereavement-service/2](http://www.warwickshire.gov.uk/mental-health-wellbeing/counselling-bereavement-service/2)

• Community Children’s Nursing Team [www.swft.nhs.uk/our-services/children-and-young-peoples-services/community-childrens-nursing-team](http://www.swft.nhs.uk/our-services/children-and-young-peoples-services/community-childrens-nursing-team)

• Early Help Team [www.warwickshire.gov.uk/children-families/early-help-warwickshire/1](http://www.warwickshire.gov.uk/children-families/early-help-warwickshire/1)

• Child and Adolescent Mental Health Service (CAMHS) [www.cwrise.co#](http://www.cwrise.co)

Review and Monitoring:

Willow Park School will review and monitor its SEND provision regularly to ensure that it is effective and meets the needs of SEND.

The school will use feedback from parents, carers, and other professionals, as well as student progress and outcomes, to inform its approach to SEND.

Conclusion:

Willow Park School is committed to providing high-quality education and support to all students, including those with SEND. The school will work in partnership with parents, carers, and other professionals to ensure that SEND receive the support they need to achieve their full potential.