



## **GREAT HOLLANDS PRIMARY SCHOOL**

*(LINKED TO BRACKNELL FOREST BOROUGH COUNCIL LOCAL OFFER)*

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## Great Hollands Primary School: Key People and Context

Welcome to our SEND information report. These pages set out information about Great Hollands Primary School's provision for pupils with Special Educational Needs and Disabilities (SEND). The school has been part of the Maiden Erlegh Trust since July 2017:

<http://www.maidenerleghtrust.org>

Great Hollands Primary School is a mainstream school that provides for pupils with a range of special needs including:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Name of Headteacher: Mr. Richard Ferris

Name of Inclusion Manager (SENDCo): Mrs. Nicola Watson

Name of SEN Governor: Lindsey Bowden

Local Offer Contribution: The Bracknell Forest LA local offer details the SEND provision that can be accessed locally, and parents should consult the Bracknell Forest website for further details here:

<http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6>

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (July 2014)
- Statutory guidance on supporting pupils at school with medical conditions (September 2014)
- The National Curriculum in England Key Stage 1 and 2 (Sept 2014)
- Keeping Children Safe in Education (2018)
- Supporting Children at school with Medical Conditions ( 2014)

Great Hollands School Documents:

- Admissions policy
- Anti-bullying Policy
- Behaviour Policy
- Equality Policy and Accessibility Plan
- Safeguarding Policy
- Supporting Children with Medical Conditions
- Teaching and Learning Policy

## Aims

We provide every pupil access to a broad and balanced curriculum, expert pastoral care, quality first teaching and a range of extra-curricular activities. We plan provision which removes barriers to learning e.g. appropriate equipment and timely interventions (classroom differentiation, additional programmes, small group or individual support).

Our approach to SEND provision is focused on aspirational outcomes appropriate to each individual pupil and in line with the SEND Code of Practice. The outcomes focus on:

- Achievement (attainment and progress)
- Attendance and punctuality (attendance in enrichment activities)
- Social skills
- Social behaviours (understanding rights and responsibilities, personal safety, healthy living)
- Learning behaviours (collaboration, independent learning skills and resilience)
- Preparation for the next phase of education

## What are Special Educational Needs and Disability?

Extract from SEND Code of Practice July 2014: A child or young person has SEND if they have a specific learning difficulty or disability which calls for special educational provision to be made for him or her:

- A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age
- A child of compulsory school age or a young person 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

At Great Hollands Primary school, our vision is to meet the needs of all pupils through the provision we have available. Where that is not reasonably possible, we will seek the advice and support of specialist professionals and practitioners.

The four broad areas of need described within the SEND Code of Practice 2014 are:

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

## Identification, Assessment and Review

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

All teachers are responsible for identifying pupils with SEND and in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. In identifying potential SEND needs, reference is made to the 2014 Code of Practice which describes in detail the four broad categories of need. The purpose of identifying a pupil's special educational needs is to work out what action the teacher and school need to take and not to fit the pupil into a category. At Great Hollands Primary School, staff identify the needs of pupils by considering the needs of the whole pupil and not just the special educational needs or disability of the pupil.

Great Hollands Primary School recognises that many other factors may impact on progress and attainment but these are not special educational needs:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation: these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (CLA) or one who has previously been
- Being a child from a Forces family

A pupil's SEND needs can be identified through use of assessment. Whether or not a pupil is making progress against National Curriculum expectations is seen as a significant factor in considering the need for SEND provision. A pupil's progress is discussed each term with the SENDCo and at Pupil Progress Meetings with the Deputy Headteacher and class teacher.

## Designated Person with specific Safeguarding responsibility

The designated senior member of staff (designated person) for child protection in Great Hollands Primary School is: Mr. Richard Ferris - Headteacher.

### Deputies (Level 3 Trained):

Deputy Headteacher: Miss. Nicky York

Assistant Headteacher: Mrs. Nicola Watson

Family Safeguarding Advisor: Sarah Tranter

## Designated member of staff responsible for managing PPG/LAC funding

The Assistant Headteacher, Mrs Watson, has responsibility for managing PPG (Pupil premium Grant). In addition, she is the LAC Coordinator and attends PEP meetings with the Local authority. PEP (Personal Education Plan) targets are decided during the meeting and then progress is monitored every term during assessment meetings.

## Accessibility of school facilities

Every effort is made to ensure all pupils can access the school's facilities (see our Equality Policy and Accessibility Plan on the website).

## Pupils with Medical Needs

There are always First Aiders on site. Specifically trained adults are allocated according to individual needs of pupils and staff will take on relevant training, as needed, to support the medical needs of any pupils e.g. diabetes.

(For further information see Supporting Children with Medical Conditions on our website)

## Great Hollands' Whole School Approach (See appendix A)

At Great Hollands Primary School, we adopt a high quality teaching approach. The key characteristics of high quality teaching are:

- Having high expectations for all pupils
- High levels of pupil involvement and engagement with their learning
- High levels of interaction from all pupils
- Appropriate use of teacher questioning, modelling, support, challenge and scaffolding
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- Targeted use of well-trained Teaching Assistants
- An expectation that pupils will accept responsibility for their own learning and work independently (Behaviour for Learning and Growth Mindset)
- Regular use of encouragement and praise to engage and motivate pupils

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for high quality teaching.

## Enrichment

Education does not only happen in school. Subject to risk assessment, we ensure that all our pupils but particularly those with SEND are included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities e.g. one-to-one support on trips may be provided, depending on the level of need.

## Identifying pupils with SEND

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The first response to such progress should be high quality teaching targeted at a child's areas of weakness.

Where it is decided that the pupil still has barriers to their learning, the class teacher will complete a SEND Concern Sheet, which will then be sent to the SENDCo and SEND team.

## Graduated Approach at Great Hollands Primary School

In compliance with the SEND Code of Practice and SEND Reforms, there is a graduated approach to the identification and provision at Great Hollands Primary (assess, plan, do, review). All pupils identified as needing additional provision will be placed on the SEND Register under a SEND category. Their provision will be identified and progress monitored via Child Learning Profiles and Pupil Progress Meetings.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every pupil in their care, including those with special educational needs.

### Assess

Using formative assessment tools and consultation with parents and the pupil themselves, a detailed picture of the pupil's needs are developed. This may be undertaken by class teachers, teaching assistants or specialists depending on the nature of the assessment required.

### Plan

An individualised Child Learning Profile document will be drawn up in partnership with the pupil and their teacher in consultation with parents or carers, describing the additional personalised support that will be provided. The school may consult with outside agencies at this stage: Speech and Language Service (SALT), Occupational Therapy Service (OT), Children and Adolescent Mental Health Services (CAMHS), Autistic Spectrum and Social Communication Outreach service (ASSC), Support for Learning Service (SfL), or Behaviour Support Team (BST).

### Do

Teachers and teaching assistants will ensure that the Child Learning Profiles are followed. The pupil's needs may be met through additional modifications to the class teaching, provision of specialist resources, or by inclusion in additional small group or individual support lessons. Parents and carers will receive advice about how to support their child at home.

Outside agencies are able to work alongside the pupil, parents and teachers to offer advice about meeting the pupil's SEND, and this advice will be reflected in the child's Learning Profile in the form of learning targets, strategies and provision.

### Review

Child Learning Profiles are reviewed once a term by the class teacher, or more frequently in some cases, and the provision that is being made is adapted in light of that review. The review will include consultation between pupils, teachers and parents. The SENDCo will be involved for learners experiencing a high level of need, or who have needs in several areas of the four main areas outlined in the Code of Practice. The review process then feeds back into more assessment, and the cycle of assess, plan, do, and review is repeated.

## Education Health and Care Plan (EHCP)

Where the school has done everything it can to identify, assess and meet the SEND of the child and he/she is still not making the expected progress, the school or parents may consider requesting an Education, Health and Care Plan assessment. The process for requesting an EHCP assessment in Bracknell can be found on the Bracknell Forest website here:

<http://search3.openobjects.com/kb5/bracknell/directory/localoffer.page?familychannel=6>

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with severe and complex needs. The EHCP includes:

- A detailed profile of the child, their strengths and aspirations for the future plus any education, health and care needs they have
- The goals or outcomes for the pupil agreed by the family and professionals for the next phase of their education
- Any education, health and social care provision in place to meet their needs

## SEND Register

Formal review meetings will take place termly where parents/carers and pupils will be involved in reviewing progress and setting outcomes for the Child Learning Profiles.

Class teachers are responsible for evidencing progress according to the outcomes described in the plan and are responsible for maintaining and updating Child Learning Profiles and ASD action plans. These are then shared with everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes

If it is felt that pupils are making progress, which is sustainable, then they may be removed from the SEND register. If this is the case, then the views of the teacher, SENDCo, child and parents/carers will be taken into account, as well as those of any other professionals involved with the child. If it is agreed by all to remove the pupil from the SEND register, then all records will be kept until the child leaves the school (and passed on to the next setting). The pupil will continue to be monitored through the school's monitoring processes, such as Pupil Progress Meetings.

## Working with other professionals and practitioners

Great Hollands Primary School may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists including those secured by the school itself or from outside agencies. The pupil's parents/carers will always be involved in any decision to involve specialists.

Great Hollands Primary School has access to the following services:

- Speech and Language Therapists
- AST (Autistic Support Team)
- Occupational Therapists
- CAMHS (Children and Adolescent Mental Health Services)
- Sensory Consortium
- Behaviour Support Team
- Family Intervention Team
- Play Therapist
- Support for Learning
- Education Psychologists
- Small Steps
- Daisy's Dreams
- Bracknell Forest Local Authority
- Hearing Impairment service

## Professional Development of Great Holland Primary School Staff

All teachers and support staff undertake induction on taking up a post with the Headteacher. The systems and structures in place around the school's SEND provision and practice are explained by the SENDCo and the needs of individual pupils are discussed. Staff training will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with a child with SEND. All staff are encouraged to undertake training.

Bracknell Forest LA hold regular SENDCo forum meetings in order for SENDCos to keep up to date with local and national updates in SEND.

## Roles and responsibilities

The Inclusion Manager (SENDCo) has responsibility for:

- Working with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Day-to-day responsibility for the operation of SEND and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advising on the graduated approach to providing SEND support

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEND up to date

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

The Headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers will be responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensure Child Learning Profiles, ASD and behaviour Action plans are up to date
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

The parents/carers will:

- Be involved in the education of their children
- Share information with the class teacher
- Be given the opportunity to liaise with professional agencies
- Become involved in the target setting and evaluation process
- Support their child at home with reference to specific targets given by the school

## Great Holland Primary School's SEND Profile 2019-2020

Great Hollands Primary school has seen an increase of pupils having an identified SEND- 28% ( compared to 26% last academic year)% and 12 % have an Education and Health Care Plan.

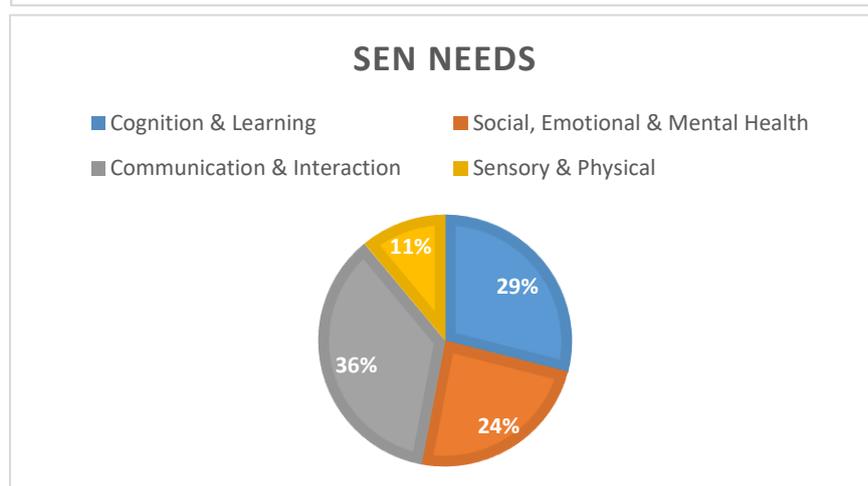
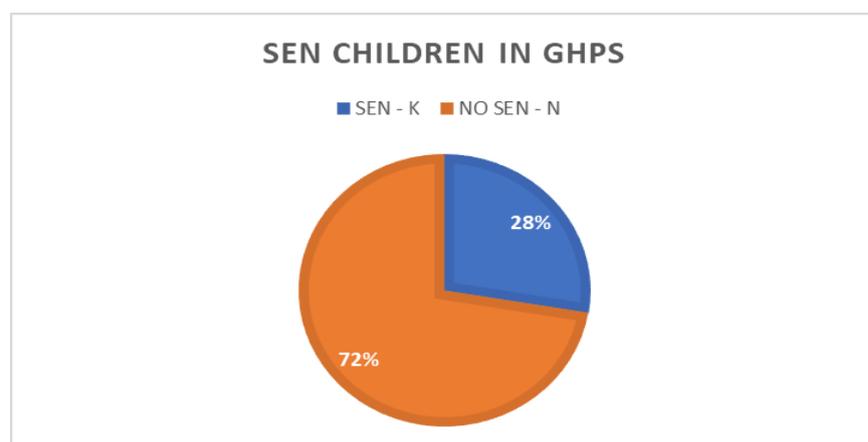
Many pupils on the SEND register have co-occurring difficulties. The needs profile is based on the pupils' primary SEN need.

### Whole School SEN needs for 2019-2020

	#	%
Total GHPS Children	359	100
SEN - K	100	28
NO SEN - N	262	72
EHCP - E	12	12
No EHCP - NE	88	88

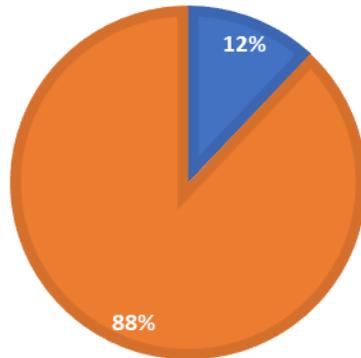
Cognition & Learning		
Social, Emotional & Mental Health	29	29
Communication & Interaction	36	36
Sensory & Physical	11	11

Whole school SEN needs profile



### SEN CHILDREN WITH EHCP

■ EHCP - E ■ No EHCP - NE



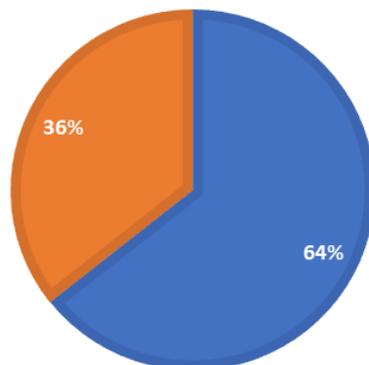
Pupils who are SEN and PP ( school profile)

	#	%
GHPS PP	115	100
PP	74	64
SEN PP	41	36
SEN PP - E	6	15
SEN PP - K	35	85

C&L	15	37
C&I	14	34
S&P	4	10
SEMH	8	20

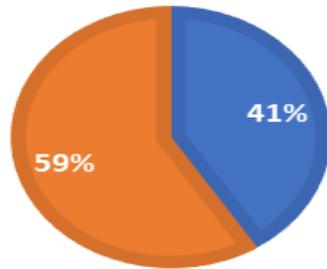
### SEN PP IN GHPS

■ PP ■ SEN PP



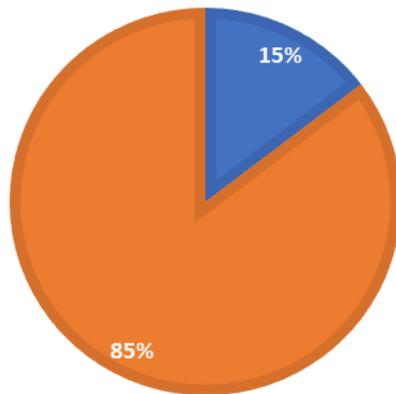
## SEN PP VS NON-PP

■ SEN PP ■ SEN Non-PP



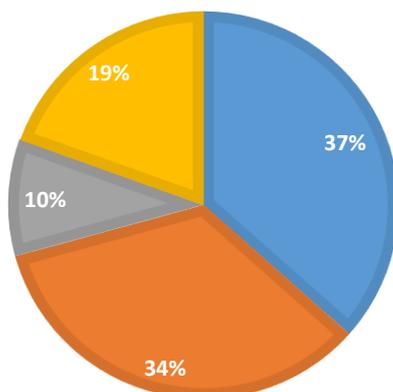
## SEN PP - STATUS

■ SEN PP - E ■ SEN PP - K



## SEN PP - NEEDS

■ C&L ■ C&I ■ S&P ■ SEMH



## SEN attainment for Year 6 for March 2020 ( latest data due to Covid 19)

<b><u>Y6 Reading ARE</u></b>	GHPS March 2020	NAT
SEN	47%	34%
Not SEN	94%	80%
<b><u>Y6 Reading GD</u></b>	GHPS March 2020	NAT
SEN	16%	
Not SEN	42%	
<b><u>Y6 Writing ARE</u></b>	GHPS March 2020	NAT
SEN	37%	30%
Not SEN	94%	86%
<b><u>Y6 Writing GD</u></b>	GHPS March 2020	NAT
SEN	0%	
Not SEN	23%	
<b><u>Y6 Maths ARE</u></b>	GHPS March 2020	NAT
SEN	58%	36%
Not SEN	94%	86%
<b><u>Y6 Maths GD</u></b>	GHPS March 2020	NAT
SEN	11%	
Not SEN	39%	

\*National Figures (NA) % based on DFE 2017 tests and teacher assessments

## SEN attainment for Year 2 March 2020 (latest data due to Covid 19)

<b><u>Y2 Reading ARE</u></b>	GHPS March 2020	NAT
SEN	50%	34%
Not SEN	79%	80%
<b><u>Reading GD</u></b>	GHPS March 2020	NAT
SEN	13%	
Not SEN	21%	
<b><u>Y2 Writing ARE</u></b>	GHPS March 2020	NAT
SEN	25%	30%
Not SEN	68%	86%
<b><u>Writing GD</u></b>	GHPS March 2020	NAT
SEN	0%	
Not SEN	0%	
<b><u>Y2 Maths ARE</u></b>	GHPS March 2020	NAT
SEN	50%	36%
Not SEN	79%	83%
<b><u>Maths GD</u></b>	GHPS March 2020	NAT
SEN	13%	
Not SEN	13%	

## Expertise the school can offer

- ELSA
- Build to Express
- RWI
- Specific Training in ASD
- Team Teach
- Makaton
- Play Therapist
- Canine Assisted Learning

## Evaluating the effectiveness of our provision

The effectiveness of the support and interventions and their impact on the pupil's progress, will be reviewed in line with the agreed date. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents/carers. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

Where a pupil has an Education and Health Care Plan the local authority, in cooperation with the school, must review that plan, at a minimum, every twelve months.

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

- Monitoring of classroom practice by the Headteacher, Deputy Headteacher, SENDCo and Phase Leaders
- Analysis of pupil data
- Monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document (SEF)
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents/carers and staff, both formal and informal

## Complaints

Parents or carers who have concerns relating to their child's SEND are welcome to discuss them with the class teacher, SENDCo or FSA, who may be able to offer support or signpost where more advice may be available. The school policy for dealing with complaints can also be found on the school website.

## Who to contact

Your child's class teacher will be the first person to discuss any issues you may have. You can ring 01344 424911 to arrange to talk to the class teacher. The school's SENDCo, Mrs Watson, can also be contacted if you have SEND concerns.

The school has a Family Support Advisor, Sarah Tranter, who can be contacted through the office on 01344 424911.

## Appendix A – A Guide to Interventions and SEND support at Great Hollands Primary School using the Graduated Approach

Over two years below ARE	Over one year below ARE and limited progress being made	Below ARE with gaps in learning identified and slow progress being made	Just below ARE	ARE
<p>These children will be known by SENDCo. They will follow programmes and advice provided by external agencies and specialists.</p> <p>The same rate of progress is expected as their peers.</p>	<p>These children will be placed on the SEND register if a SEND need has been identified and teachers will be liaising closely with the SENDCo and SENTAs to meet the individual needs of these children.</p> <p>Referrals will be made to outside agency, if needed.</p> <p>Parents should be working closely with the teacher and SENDCo to develop Child Learning Profiles/ ASD plans and Behaviour plans/ adaptations for the pupils in class</p>	<p>Children will be placed in an intervention group with the aim that they are ARE after the time specific intervention programme.</p> <p>Some children will not make the required progress after the intervention programmes; SEND Concern sheet should now be filled in reviewing quality first teaching, adaptations made and interventions put in place.</p> <p>A meeting must be held between the class teacher and parents to discuss SEND support. The aim of the meeting is to create a secure partnership with home to plan out a strategy to enable accelerated learning to take place.</p>	<p>Children here are falling behind and they may need to be in an intervention/ Pixl therapy if they have been in this box for over a term.</p> <p>Pre-teaching to be considered to ensure these pupils keep up.</p> <p>If they have recently appeared in this box then they can be boosted back up by quality first teaching and normal classroom practice.</p> <p>Parents should be informed at scheduled parent meetings about their child's progress.</p>	<p>Children here are working at ARE (Age Related Expectation)</p>
Wave 3	Wave 3/ Wave 2	Wave 2	Quality First Teaching	Quality First Teaching
<ul style="list-style-type: none"> <li>• Outside Agency advice and programmes followed</li> <li>• SENDCo involved</li> <li>• Child Learning Profiles/ ASD plans/ Behaviour plans reviewed</li> <li>• TAC meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Inform SENDCo by filling in SEN Concern sheet</li> <li>• Child Learning Profile written and shared with parents/ careers</li> <li>• ASD/ behaviour plans written and shared with parents/ careers</li> <li>• Placed on SEND register</li> <li>• Referrals made to outside agency if required</li> </ul>	<ul style="list-style-type: none"> <li>• Gap analysis undertaken and intervention/ Pixl therapy put in place</li> <li>• Intervention group</li> <li>• Intervention Tracking sheet filled in</li> <li>• End data reviewed and the required actions taken</li> <li>• Meeting with parents about concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Review Quality First Teaching and adjust accordingly</li> </ul>	<p>Quality First Teaching</p>

Appendix B - Great Hollands Primary SEND Concern Sheet

NAME					
DoB		PP PPUPIL		AREA OF CONCERN	Cognition & Learning Sensory and/or Physical Communication & Interaction Social, Emotional and Mental Health
YEAR		CLASS		SPECIFIC CONCERN	Reading Writing Maths Emotions Attention Speech Sensory Listening Hearing Vision Gross Motor Fine Motor Medical Attachment
DATE REFERRED				ACTION BY SENDCo	
AREAS OF CONCERN				ACTION TAKEN at WAVE 2 ( Quality First Teaching strategies implemented, Interventions used	

AREAS OF STRENGTH	ASSESSMENTS ( Analysis of data)

LEARNING SKILLS	SOCIAL SKILLS		SUBJECT SPECIFIC SKILLS
Attention to tasks Comprehension of tasks Completion of tasks Interest in tasks Confidence in attempting task Gross / Fine motor skills Visual Memory Working Memory Processing	Relationships with other pupils Relationships with adults Attention seeking / withdrawn Behaviour Self-control Play times Regular attendance Home / school co-operation	Ability to work well in a group Ability to take responsibility for work Motivation 1:1 Working independently Organisation of possessions Asking for help Perseverance	Speaking Listening Reading Comprehension Writing Spelling or Phonics Numeracy Science

CLASSTEACHER \_\_\_\_\_ SENDCo \_\_\_\_\_