



Trust Wide SEND Policy & Information Report

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For the purpose of this policy the following representatives need to sign off this document:	
Role/Department & Responsibilities	Name
SENDCo	Ms Hall
Physical Provision - Lead Teacher	Ms Ahronson
Hearing Provision - Lead Teacher	Mr Stephens

Website:	
Yes	YES

Contents

1. Aims	4
2. Roles and responsibilities	6
3. SEND information report	9
4. Monitoring arrangements	19
5. Links with other policies and documents	19

1. Aims

1.1. Impact Academies:

- are communities where hearts and minds connect. Each Academy is built around a clear set of values which are focused on transforming the lives of our students
- transform learning through high quality teaching, coaching and using what works best from research. All our academies are on a journey of continuous improvement, whilst ensuring student and staff wellbeing is at the heart of our work
- have high expectations of all students. Ambitious academic and personal development targets are set to ensure each student makes outstanding progress.
- reinforce positive attitudes to learning; reasoning, resilience, responsibility, reflection and respect are key learning characteristics cultivated in our academies
- provide clarity of vision enabling us to develop shared goals with leaders feeling empowered to share their skills and knowledge for the benefit of the wider trust. Our leaders inspire, motivate and lead with emotional intelligence
- place the development of effective relationships at the heart of their work. How we connect with each other, the community, culture, our learning and the wider world is the foundation of everything we do. Our relationships are built on mutual respect, professional trust and challenge
- invest in the personal development of students and professional development of staff. Impact
- provide all students with opportunities to make a contribution to their communities and beyond.

Newsome Academy is a comprehensive school with approximately 635 students on roll. Within school, there are two specialist resourced provisions for students with Hearing Impairment and Physical Impairment. Newsome Academy has 113 students on the Special Educational Needs and Disabilities (SEND) Register. There are 40 students who have Educational Health Care Plans (EHCP) for a range of needs including: physical disabilities, hearing impairments, specific learning difficulties, general cognitive delay and social, emotional and mental health.

At Newsome Academy we are committed to the equal inclusion of all students in all areas of school life. We recognise the diverse and individual needs of all of our students and take into account the additional support required by those young people with Special Educational Needs and Disabilities (SEND).

We believe in positive intervention; removing barriers to learning and raising expectations of our students. We work in partnership with parents and other agencies in order to provide a positive educational experience for all SEND students.

The provision is flexible and continually under review and there is a regular recording of the students Special Educational Need, the actions taken and the outcomes following the assess, plan, do, review cycle.

The school has a large SEND provision with over 30 members of staff. Within the team, many members of staff hold qualifications in specific areas of SEND. All students have access to the school nurse who is employed through the health authority to support the medical needs of some of the students in the resourced provisions. The school also has a nursing support assistant. Students in both resourced provisions also have access to speech therapy, occupational therapy and physiotherapy as part of their provision. SEND students have access to the Transitional Learning Centre (TLC) as well as our existing learning rooms, specialist toilets and physiotherapy facilities. A school counsellor has been employed to support the growing need for SEMH support in school.

1.2. This policy will:

- Demonstrate how we live out the values and principles set out above through our care and attention to those pupils/students who have additional learning needs
- Set out how our academies will support and make provision for all pupils/students with special educational needs (SEND) by
 - listening to children as individuals and ensure that we are meeting all their needs
 - working with parents as partners to ensure that the views of the child and the family are an integral part of any SEND decision making process
 - ensuring the early identification of learning difficulties
 - providing the appropriate resources and support to enable all children to access education
 - making all reasonable adjustments to help a child overcome any barriers to learning, enabling them to close any academic gap with their peers
 - monitoring the outcomes and progress for all children
 - ensuring that all children can participate fully in all aspects of academy life, including off-site visits and residential trips
 - regularly reviewing all accessibility arrangements
 - ensuring that all children develop life skills, confidence and social skills to enable them to become successful and independent adults
 - Explain the roles and responsibilities of everyone involved in providing for pupils/students with SEND.

1.3. This policy satisfies the requirement for the Trust to comply with relevant legislation and statutory guidance and is based on the following advice from the Department for Education (DfE):

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils/students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report.

This policy complies with our Funding Agreement and Articles of Association.

1.4. Definitions

- A pupil/student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:
 - A significantly greater difficulty in learning than the majority of the others of the same age, or
 - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools/academies.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools/academies.

2. Roles and responsibilities

2.1. The SENDCO

The SENDCO is Anna Hall - ahall@newsomehigh.kirklees.sch.uk

The assistant SENDCO is Janine Taylor - jtaylor@newsomehigh.kirklees.sch.uk

The role of the SENDCO is to:

- Work with the Headteacher/Principal, SLT and SEND governor to determine the strategic development of the SEND policy and provision in the academy
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils/students with SEND, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils/students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise and support on applications for additional funding to support the delivery of targeted provision
- Advise on the deployment of the academy's delegated budget and other resources to meet pupils'/students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the academy keeps the records of all pupils/students with SEND up to date ● Ensure the academy archives and retains records for the requisite period of time.

2.2. The SEND governor

The role of the SEND governor is to:

- Help raise awareness of SEND issues at governor meetings
- Advocate on behalf of the cohorts of pupils/students within the academy who have additional needs and experience any barriers to achieving their potential
- Monitor the quality and effectiveness of SEND and disability provision within the academy and update the governing board on this
- Work with the Headteacher/Principal, SLT and SENDCO to determine the strategic development of the SEND policy and provision in the academy.

2.3. The Headteacher/Principal

The role of the Headteacher/Principal is to:

- Work with the SENDCO, SLT and SEND governor to determine the strategic development of the SEND policy and provision within the academy
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

2.4. Class teachers

The role of every class teacher is to:

- Manage the effective progress and development of every pupil/student in their class ● Work 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
- Work with the SENDCO to review each pupil's/student's progress and development and decide on any changes to provision ● Ensure they follow this SEND policy.

2.5. Teaching Assistants/Learning Mentors/Learning Support Assistants

The role of specialist support staff is to:

- Support the effective progress and development of every pupil/student to whom they are allocated
- Work closely with teachers to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENDCO to review each pupil's/student's progress and development and decide on any changes to provision ● Ensure they follow this SEND policy.

2.6. Parents

The role of parents is to:

- Engage with the academy to effectively plan provision to meet the needs of their children
- Support academy staff in their efforts to deliver maximum positive outcomes for their children
- Share with academies appropriate information that will help the academy to best support and meet the needs of their children

2.7. Local Authorities

The role of local authorities is to:

- Exercise their legal duties to identify and assess the special educational needs of children and young people for whom they are responsible
- Facilitate the development of these children and young people and to help them achieve the best possible educational and other outcomes

- Carry out Education, Health and Care Needs Assessments. These assessments may lead to an Education, Health and Care Plan (EHC plan) being produced. An EHC plan sets out the additional support the child or young person needs and the school/academy or other institution they will go to
- Once special educational provision has been specified in an EHC plan, the LA has a legal duty to provide it
- Publish a Local Offer containing information about all the services and support it expects to be available for children and young people with SEND and/or disabilities for whom they are responsible
- Consult children, parents and young people in developing the Local Offer and in periodically reviewing it.

3. SEND Information Report

3.1. The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

3.2. Identifying pupils with SEND and assessing their needs

On entry to school, a student with SEND will be identified through:

- Information from the previous school.
- Information from parents.
- National Curriculum results.
- Evidence obtained by staff observation / assessment.
- NGRT Reading test / spelling test.
- If dyslexia is suspected, a specialist teacher will carry out diagnostic screening with the pupil on an individual basis.
- Consultation with external agencies e.g. LEA educational psychologist.

Occasionally, students arrive without any information from their previous schools. In such situations, a short assessment period takes place to ascertain whether they have any special educational needs.

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.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3.3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- · Everyone develops a good understanding of the pupil's areas of strength and difficulty
- · We take into account the parents' concerns
- · Everyone understands the agreed outcomes sought for the child
- · Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Newsome Academy welcomes parental involvement. The knowledge and understanding of their child is crucial when identifying, assessing and meeting needs and planning for the future. Parents are encouraged to contact the SENDCo and other SEND staff in order to discuss their child's needs at any time, in addition to regular points of contact e.g. Parents Evenings and Annual Reviews.

3.4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

3.5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition is a key focus for our department. We work closely with feeder schools from very early in the transition process, we offer visits, support and care for students and families at this significant time in a child's life. We recognise how important relationships are in aiding the transition to secondary school so work hard to get to know our families before they even start at Newsome Academy in order to ensure that we can better meet their needs. We work with STARS - school transition and reach service to offer extra sessions and that added support that some students need at such a crucial time in their school career.

Students in KS4 are supported in making decisions about further education and the academy works with a number of providers to support the transition into further education. Transition support is provided even after students leave to ensure consistency and stability for students. Training is provided for staff where needed. Students are given travel training and support in life skills in preparation for adulthood and in line with our intent of promoting independence.

Preparation for adulthood is a key focus for our students. We aim to ensure that all SEND students leave with the independence and skill set to thrive in society as global citizens. We do this through our KS4 curriculum and through our enrichment / RSHE programme. Key concepts are taught weekly in seminar style sessions covering a range of subjects relevant to the world today.

3.6. Our approach to teaching pupils with SEND

Quality first teaching is used to meet the needs of our SEND students through the use of scaffold and differentiation. *‘Every teacher is a teacher of every child, including those with SEND. All teachers are committed to reducing barriers to learning for students with SEND, by planning work which is appropriately differentiated.*

At Newsome Academy, *‘teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants and specialist staff.’* Code of Practice 2014 (6.36)

In reality this means, wherever possible students with SEND should have their needs met in a mainstream classroom. This means our school is adapted to the needs of wheelchair users and has adapted mobility equipment such as desks that can change height. Wheelchair users have access to all parts of the school via 3 lifts and they also have access to all social areas. Science, PE and technology all have adapted equipment for students with physical impairments.

Hearing impaired (HI) students are supported with carpeted and curtained classrooms to improve acoustics. Where it is necessary for HI students a communicator will sign the lesson and technological devices like radio systems, sound field systems, hearing aids or cochlear implants are commonly used. All members of staff receive annual training on how to support hearing impaired students in their class and around school.

There are a huge variety of enrichment activities that the school provides, that are fully inclusive. This includes a disabled sports club and wheelchair basketball which all students, not only those with disabilities can attend. SEND students regularly go out to compete in the local area in sports such as boccia, deaf cricket and deaf tennis.

SEND students are supported through;

- Personalised curriculum
- Appropriate examination options -access arrangements
- Support from support assistants (In class, In small groups and individual support)
- Targeted intervention strategies and nurture sessions

- Support from teachers of SEN (in class, in small groups or on an individual basis)
- Specialist dyslexia provision and screening
- Targeted support for dyspraxia, communication difficulties, weak reading and literacy skills,
- Resourced provision base time
- Access to RISE (inclusion) for students who find a mainstream setting difficult ● Support from external agencies.
- Access to key members of staff and a SEND base
- Access to a safe space (TLC) during social times and at other times through the day
- Therapeutic stories and Emotional literacy support assistant sessions
- Added academic interventions such as Lexonik and numeracy
- Sensory room and equipment
- Bespoke KS4 curriculum including more vocational subjects including life skills
- English as an additional language intervention programmes
- Students have the opportunity to take part in SPIN (sports programmes in Newsome) activities. Many activities include disability sports, wheelchair club, boccia and many more. Students have the opportunities to be sports leaders and to engage with key stakeholders in developing their social skills, communication skills, physical fitness and emotional wellbeing.

3.7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

At Newsome Academy, inclusion is at the heart of what we do. Having two resourced provisions on site means that accessibility is key to our daily practice. Please see our [accessibility plan](#) for a more comprehensive outline of our adaptations and accessible school.

3.8. Additional support for learning

The SEND team provide bespoke support to students in school with need or disability that prevents them from accessing the curriculum. We provide personalised interventions in literacy, additional skills, numeracy, SALT and nurture at KS3 and KS4 where necessary. Students have access to an OT and regular physiotherapy sessions, BSL sessions, specialist advanced ETAs, a school counsellor and external agencies. The PI and HI provision provide outreach support to learners across the local authority. We aim to be a fully inclusive school and to promote SEND as a whole school focus.

We have 23 teaching assistants who are trained to deliver interventions such as

- British sign language
- Emotional literacy
- Lego therapy
- Therapeutic stories
- EAL intervention
- ASDAN
- Entry level subjects
- SALT and SULP

Newsome Academy recognises the importance of liaising with external support agencies in order to gain the optimum outcome for students. Where it is considered necessary, colleagues from the following services will be involved with our pupils:

- Educational Psychology
- SENDACT
- Kirklees Specialist Provisions and outreach services
- School Health
- CAMHS / CHEWS
- Educational Social worker
- Reach KS3 Pupil Referral Unit
- Ethos KS4 Pupil Referral Unit
- Physiotherapists
- Occupational therapists
- INAT
- Early Help
- MHST - mental health support team
- STARS - school transition and reach service
- TFTF - Think for The Future behaviour and resilience mentoring service

3.9. Expertise and training of staff

The SEND team continues to grow as numbers of students requiring support continue to increase. There are 34 members of staff in the department.

The SENDCo has completed her NASENCO qualification and is a certified DSL. She has been at the school since 2014 as an English Teacher and has been in post since 2018.

They are allocated 20 hours a week to manage SEND provision.

We have dedicated teachers of the deaf, teachers of PI and teachers of SEND in school as well as qualified BSL teaching assistants.

We have a team of 23 teaching assistants, including 8 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in autism, therapeutic stories, adverse childhood experiences, attachment and trauma, nurture, emotional literacy, emotion coaching, assessment and identification of SEMH needs, reluctant talkers and selective mutism, Lexonik reading intervention.

Our staff in the resourced provisions support other primary and secondary schools within the area in the form of outreach. Currently, the hearing impaired provision on site has 8 students and is supporting 133 students within the local area. The physically impaired provision has 13 students on site and supports 90 students within the local area - of which 59 are primary students and 31 secondary.

3.10. Securing equipment and facilities

The school will request Statutory Assessment from the LEA when, despite sustained intervention, the child remains a significant cause for concern. Parents can also request this. When Statutory Assessment results in an EHCP, the school is given extra funding to help meet the needs of the child as outlined in the Statement. At Newsome, this includes funding of TA and specialist support as well as specific bespoke interventions. The SENCO is responsible for the deployment of the SEND budget, in consultation with the Assistant Headteacher for PDBW. SEND students have a 'My Learning Guide' based on the targets identified in their plan and the level of need.

An Educational Health Care Plan is a legal document which is reviewed annually. All teachers and support assistants are expected to contribute written advice to the Annual Review report for the students that they teach, outlining progress made towards National Curriculum levels

and strategies used. The Annual Review in Year 9 will lead to the drawing up of a Transition Plan which will begin to prepare the young person for: employment, further or higher education post-16. The Connexions Service will also be involved at this stage.

3.11. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after weeks following the assess, plan, do, review cycle
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans
- Liaising with parents and external agencies
- Regular feedback from staff

3.12. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to London, Germany and Italy.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Please refer to our [accessibility plan](#) to find more specific information on how school is made accessible for all students.

3.13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council and student senior leadership team

· Pupils with SEND are also encouraged to be part of healthy relationships club, being sports leaders and anti-bullying ambassadors to promote teamwork/building friendships etc.

· Students have access to a nurture curriculum and nurture room to support in their emotional and social development.

We have a zero tolerance approach to bullying.

3.14. Working with other agencies

Newsome Academy recognises the importance of liaising with external support agencies in order to gain the optimum outcome for students. Where it is considered necessary, colleagues from the following services will be involved with our pupils:

- Educational Psychology
- SENDACT
- Kirklees Specialist Provisions and outreach services
- School Health
- CAMHS / CHEWS
- Educational Social worker
- Reach KS3 Pupil Referral Unit
- Ethos KS4 Pupil Referral Unit
- Physiotherapists
- Occupational therapists
- INAT
- Early Help
- MHST - mental health support team
- STARS - school transition and reach service
- TFTF - Think for The Future behaviour and resilience mentoring service

3.15. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

3.16. Contact details of support services for parents of pupils with SEND



KIAS stands for the Kirklees Independent Advice and Support service and is the name of the SENDIAS service in Kirklees which is a service which has to be provided by law for families to get independent SEND information, advice and support. More information about what SENDIAS is can be found on the [Kids SENDIASS webpage](#) - opens in new window.

KIAS (formerly known as Parent Partnership Service) is a statutory, free, impartial and confidential service, working with Parents/Carers, Children and Young People.

The service offers information, advice and support relating to a child or young person's Special Educational Needs and/or disability and is available to anybody living within the Kirklees area.

A child or young person means aged 0-25 years.

Parents and Young People can self-refer via telephone, email or through the contact us page on this website – however a Professional can also refer with your consent.

You can contact KIAS via their [website](#)



PCAN (Parents of Children with Additional Needs Making a Difference in Kirklees)

PCAN is an independent, parent led forum for all parents and carers of children/young people (aged 0-25 years) with additional needs in Kirklees. PCAN welcomes any parent or carer, whether they are just becoming aware that their child may have additional needs or whether they have a child with a confirmed diagnosis.

PCAN provides information to help parents and their children, a chance to meet and network with other parents through events and social media, and works with local service providers

to ensure that parents have their say in the design and delivery of local services for their children.

You can contact PCAN via their [website](#)

3.17. Contact details for raising concerns

Please contact the SENDCo, Anna Hall via email on ahall@newsomehigh.kirkees.sch.uk or on the school phone number 01484 516712.

Alternatively, contact the Deputy Head for PDBA, Joel Hinchliffe via email on jhinchliffe@newsomehigh.kirklees.sch.uk or on the school phone number 01484 516712.

3.18. The local authority local offer

Our provision and policy is underpinned by the Kirklees local offer that provides information about the support and services that children and young people aged 0-25, who have special educational needs and disabilities, and their families can access and are entitled to.

Our local authority's local offer is published here: [Kirklees SEND Local Offer](#)

School works with the local authority in delivering the local offer and in supporting students, parents and families in accessing the support they need within the wider community.

4. Monitoring Arrangements

This policy and information report will be reviewed by Anna Hall - SENDCo, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the trust board and recommended by the academy governing body.

5. Links with other policies and documents

This policy links to our policies on:

- [Accessibility plan](#)
- [Behaviour](#)
- [Equality information and objectives](#)
- [Intimate and personal care](#)
- [Complaints policy](#)

Sign off	
Adopted by IMPACT Trust Board on:	Monday 7 February 2022
Chair of IMPACT Trust Board:	M Reddy
IMPACT Board Trustee:	
Next Review Date:	February 2023