



Huxlow Academy

Ambition • Respect • Pride

Policy Owner	Department	Effective Date	Approval Date	Review Cycle	Revision Due Date
H Huchet	SEND	Sept 2025	Sept 2024	Annual	Sept 2026

SEND Policy

Policy Approver: Local Governing Body

Contents

1.	Policy Name	3
2.	Policy Aims	3
3.	Policy Overview and Purpose	3
4.	Key Definitions	5
5.	Responsibilities	6
6.	SEND Information Report	7
7.	Equality Duty	7
8.	Supporting Learning and the Curriculum	7
9.	Inclusion	8
10.	Processes for Identification, Provision and Review of SEND	8
11.	Medical Needs	10
12.	Accessibility	10
13.	Student/Parent Voice	10
14.	Admissions, Transitions and School Transfers	11
15.	Other Agencies	11
16.	Complaints	12
17.	Related Policies	12

1. Policy Name

SEND Policy

2. Policy Aims

The Huxlow Academy vision, mission and values sets out our commitment to high expectations and aspirations to improve outcomes for all students ensuring successful transition to adulthood.

At Huxlow Academy, we are committed to ensuring that all students, including those with Special Educational Needs and Disabilities (SEND), have access to a broad and balanced curriculum that supports both academic and personal development which we call our Universal Offer. Our Universal offer is an entitlement for everyone with the intention that no child is left behind. We believe in equity of opportunity, fostering an inclusive environment where every student can thrive and achieve their full potential. High expectations underpin our approach, with high-quality adaptive teaching ensuring that learning is accessible, engaging, and ambitious for all. Our aim is to remove barriers to learning, enabling SEND students to participate fully in the rich academic and extracurricular experiences our school offers. Through targeted support and a culture of respect and inclusion, we empower students to develop the skills required to make a successful transition into adulthood.

At Huxlow Academy, all staff who work with children are informed of emerging difficulties and respond early so that need can be met. Families know their children best, and it is important that all practitioners listen and understand when families express concerns about their child's development. Staff will listen to and address concerns raised by children themselves.

OUR VISION

"Thriving through excellence"

OUR MISSION

"Building a learning community of aspirational, responsible citizens"

OUR VALUES

- Ambition
- Respect
- Pride

In making provision for children with SEND and/or Disabilities this policy and the Information Report aim to:

- ensure that all stakeholders, including academy staff, students, parents and commissioners, have a clear understanding of the academy approach to SEND support; what is expected of them and what they can expect in terms of provision.
- ensure the duties set out in the SEND Code of Practice (2015) and the Equality Act 2010 are fully met, enabling those with special educational needs or disabilities full access to the normal activities of the academy and the appropriate aspects of the Local Offer
- develop a culture of high aspiration supported by high quality provision placing significant emphasis upon "powerful knowledge" to meet individual needs
- promote early identification of need and appropriate intervention
- focus on outcomes that ensure successful preparation for adulthood
- involve children, young people and their parents in decision-making, communicating with them so that they can participate as fully as possible
- ensure that training provided to staff aligns with the specific expertise and knowledge needed within the academy to support its children with SEND
- facilitate collaboration between education, health and social services.

3. Policy Overview and Purpose

The purpose of the Policy is to outline how the Huxlow Academy identifies and addresses the needs of all students with Special Education Needs (SEND) and/or Disabilities (D).

It outlines the principle aims of Huxlow Academy in addressing the needs of all students (2-19) identified with Special Education Needs and Disabilities (SEND).

This Policy is based on the statutory 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 with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Key Definitions

Special Educational Needs (SEND) – Definition

A child or young person has special educational needs if he or she has a Learning Difficulty or Disability (LDD) 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 children of a similar age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition (i or ii) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

3.2. The term SEND includes Disability - Definition Equality Act 2010 legislation defines a disability as:

"a physical or mental impairment which has a substantial and long-term adverse effect on (a person's) ability to carry out normal day to day activities".

Activities are defined as: mobility; manual dexterity; physical coordination; continence; ability to lift; speech, hearing, eyesight; memory or ability to concentrate, learn or understand; understanding of risk of physical danger.

For the purpose of this Act, these words have the following meanings:

- 'substantial' means more than trivial or minor
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve (12) months (there are special rules covering recurring or fluctuating conditions).

This definition includes:

- Sensory impairments such as those affecting sight or hearing
- Long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.
- Progressive conditions: people with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis.

The extension of the Disability definition to include issues of mental health and facial disfigurements highlights the importance of recognising that 'impairment' can only be viewed within the context of its impact. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition (SEND and Disability Code of Practice - January 2015).

5. Responsibilities

The Local Governing Body of Huxlow Academy has the overall responsibility of ensuring that Huxlow Academy has systems to effectively discharge its statutory responsibilities in relation to SEND, as outlined in the SEND and Disability Code of Practice 2015.

The Local Governing Body is responsible for approving the SEND policy. This responsibility cannot be delegated to any other committee or officer.

The Governor for SEND, Headteacher, designated Senior Leader and SENDCo will take all reasonable steps, within the limitations of resources available, to fulfil the requirements outlined in this policy document.

The Headteacher will monitor the academy SEND and Disability Policy and practices, working closely with the relevant staff, including the designated Senior Leader for Inclusion and SENDCo. The SENDCo must be a qualified teacher.

The Headteacher, via the Local Governing Body, has the responsibility for reporting back to the Local Governing Body to demonstrate that the SEND policy and practice are being properly applied within the Academy.

The Headteacher, Designated Senior Leader and SENDCo have oversight of the policy and have the responsibility of recommending any necessary changes to the policy for the Local Governing Body to approve.

The Headteacher or designated Senior Leader will line manage the SENDCo, keeping themselves fully up to date with working practice and ensuring compliance.

The Huxlow Academy SENDCo will be responsible for:

- the day-to-day operation of this policy
- co-ordinating the provision for children with SEND and/or Disabilities by working closely with other staff
- liaising with parents and other professionals in respect of SEND and/or Disability needs
- providing related professional guidance to other colleagues with the aim of securing high quality teaching
- supporting teachers to monitor the standards of student achievement
- reviewing targets for improvement
- collaborating with Learning Leaders to ensure that learning for all children is given equal priority
- ensuring that appropriate records are kept
- contributing to the in-service training of staff
- using available resources to maximum effect
- managing support staff who work with SEND and disabled children
- maintaining records of work done by external agencies in support of children with SEND and/or Disabilities
- ensuring that the published SEND Information Report is accessible and remains current, along with the relevant links to the Local Offer and Accessibility Plan on the Academy website.

6. SEND Information Report

Huxlow Academy publishes its SEND Information Report on the website and regularly reviews and updates this. This is also available, on request, in paper form. The Information Report provides the important details of how SEND needs are assessed, provided for and reviewed in consultation with parents¹ and other appropriate agencies. The following information is published:

- The kinds of SEND that are provided for at the Academy
- Processes for identifying children and young people with SEND and assessing their needs, including the name and contact details of the Special Educational Needs Co-ordinator (SENDCo) (mainstream schools)
- Arrangements for consulting parents of children with SEND and involving them in their child's education
- Arrangements for consulting young people with SEND and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- The approach to teaching children and young people with SEND
- How adaptations are made to the curriculum and the learning environment of children and young people with SEND
- Additional support for learning that is available to children with SEND
- The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- How equipment and facilities to support children and young people with SEND will be secured
- Evaluating the effectiveness of the provision made for children and young people with SEND
- How children and young people with SEND are enabled to engage in activities available with children and young people in the Academy who do not have SEND
- Support for improving Social, Emotional and Mental health development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- How the Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- Contact details of support services for parents of children with SEND
- Where the Local Authority's Local Offer is published
- Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy.

¹ * Here, and throughout this policy, the term 'parents' is to be construed in accordance with the Education Act 1996 and therefore includes anyone who:

- i) is the child's natural parent;
- ii) has parental responsibility for the child;
- iii) has care for the child.

7. Equality Duty

The SEND and Disability Code of Practice: 0 to 25 years (January 2015) emphasises the requirements of The Equality Act 2010 which places a duty to promote equality on all public bodies, including Huxlow Academy.

Huxlow Academy has due regard to the need to:

- eliminate direct or indirect discrimination
- eliminate harassment or victimisation related to a disability
- make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- promote equality of opportunity between disabled people and non-disabled people
- promote good relationships between disabled and non-disabled children and young people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even when that involves treating disabled people more favourably than non-disabled people.

These duties combine to ensure access to education and the inclusion of disabled students in every area of Huxlow life. The disability discrimination duties provide protection from discrimination, the planning duties provide for improvements in access and the SEND framework provides auxiliary aids and services.

Provision and planning for improved access, including reasonable adjustments for children and young people with SEND is published in Huxlow Academy's Accessibility Plan (see the Academy website for the SEND Information Report).

8. Supporting Learning and the Curriculum

The SENDCo for Huxlow Academy site is responsible for coordinating the provision for children with SEND.

The Headteacher, Senior Leadership Team and SENDCo support all colleagues to ensure that the Academy:

- provides good quality teaching in all classes, setting suitable learning challenges and giving every student the opportunity to experience success in learning and achieve as high a standard as possible
- promotes an ethos of high aspirations for all children regardless of ability where every teacher is accountable for the progress of all children in their classes
- allows, where possible, adaptive teaching according to individual needs, i.e., teaching strategies used will reflect the needs of children with disabilities, for example children with visual problems, information normally provided in writing will be made available in alternative formats that are clear and user friendly e.g., large print, audio. The SENDCo will convene appropriate training for staff
- responds to children's diverse learning needs – considering the different backgrounds, experiences, interests and strengths which influence the way in which they learn, when planning teaching and learning
- offers children and young people equality of opportunity and access, i.e. the curriculum and assemblies. Encourages staff and children to respond positively to the diversity and richness that persons with disabilities bring and positive images will be shown
- staff maintain current good practice in relation to the education of students with disabilities
- has inclusive careers and employability provision in place with aims to break down traditional barriers and areas of discrimination – particular emphasis is to be placed on raising aspirations, broadening horizons, developing confidence and employability skills, and helping children believe they can succeed in the world of work
- provides access to high quality, independent and impartial careers advice to students from year 7 through to Post-16 students
- communicates well with parents and carers, particularly where students have additional SEND
- staff are updated on a regular basis with regards to the changing needs of students' SEND and disabilities and the training provided.

9. Inclusion and Universal offer

Huxlow Academy welcomes all children and young people from their local area to attend their Academy. The Academy strives to meet the needs of **all** its children and young people, considering their varied backgrounds, learning and abilities.

Huxlow Academy also wants to ensure children and young people feel a sense of belonging and are equally valued, allowing them to fully participate and contribute in all aspects of Academy life.

Inclusion at its simplest is about being 'included'. The Academy ensures equal access and opportunities to all and will endeavour to remove any barriers to ensure everyone is successful and able to reach their potential.'

Our universal offer is based on Quality -First teaching available to every student:

Curriculum & Teaching

- *High, ambitious success criteria and learning objectives* shared orally and visually at the start of each lesson
- *Carefully sequenced, chunked explanations* with regular pauses for checking understanding
- *Pre-teaching of key vocabulary* and consistent use of dual coding (words + visuals) modelling, and structured questioning embedded in everyday teaching.
- Scaffolded tasks (e.g., writing frames, sentence starters) designed to fade over time, promoting independence through the gradual release model.
- Use of *Knowledge organisers* to support learning at home
- *Choice of response formats* (oral, typed, scribed, recorded, diagrammatic) to show knowledge without undue literacy barriers
- *Regular, low-stakes retrieval practice* to strengthen memory and spot misconceptions early
- *Modelling and worked examples* followed by guided and independent practice ("I do – We do – You do")
- *Live verbal feedback* during tasks; written feedback that is specific, actionable and time-bound
- *Homework set through an accessible digital platform* with audio/text instructions and exemplars

Learning Environment

- *Clear, predictable routines* for entering, exiting and organising materials in every classroom
- *Calm, low-arousal spaces* (minimal clutter, neutral colours, controlled acoustics) with easy access to task instructions
- *Flexible seating plans* based on need (e.g. reduced glare, proximity to teacher, reduced distractions)
- *Safe-space / quiet room pass* system for emotional regulation breaks without penalty

Assessment & Tracking

- *Universal screening of reading, spelling and numeracy* on entry and at key stages
- *Progress conversations every half-term* between subject leads and SEND team to review data and classroom evidence

Pastoral & Wellbeing

- *Form tutor "check-ins"* each morning form time to assess
- *Whole-school restorative approach* to behaviour, focusing on repairing harm rather than punishment alone
- Strong emphasis on developing students' character and personal development via clubs, trips and bespoke curriculum for PSHE

Communication & Family Partnership

- *Plain-English learning plans* (one page, no jargon) shared with parents / carers and updated termly
- *Parent workshops* each term on topics such as supporting homework, NEA, ADHD strategies, social-communication skills
- *Dedicated SEND e-mail address and drop-in surgery* with 48-hour response commitment

Staff Expertise

- *Annual whole-staff SEND refresher* covering cognition & learning, communication & interaction, SEMH and sensory/physical needs
- *Subject-specific adjustment matrices* (e.g. “Maths & Dyslexia quick wins”) accessible on the intranet
- *Learning walks focusing on inclusive practice* with developmental feedback, not judgment
- Strong collaboration between TA and all teachers to achieve the best outcomes for each student

Culture & Ethos

- “*Nothing about me without me*” principle—pupils invited to every review meeting and contribute to their support plan
- *Celebration assemblies* that recognise progress and effort across academic and personal development
- *Student voice surveys* three times a year to gauge how inclusive teaching feels from the learner perspective

These elements together form the school’s **Universal Offer**—the guaranteed baseline of inclusive provision that every teacher delivers for every lesson, every day.

In some cases, it may be appropriate to withdraw a student from mainstream activities, for example when:

- the child will benefit from some intensive individual / small group work
- medical advice indicates that it is unsafe for the child to participate, and some alternative is provided

However, where this is necessary, the general principle that all children will be able to participate in a broad and balanced curriculum will not be compromised and the Academy will act in accordance with its duties under the Equality Act.

Where disability but no SEND is identified, the SENDCo will keep an accurate record of the nature of the disability and the additional support needed and provided for the child.

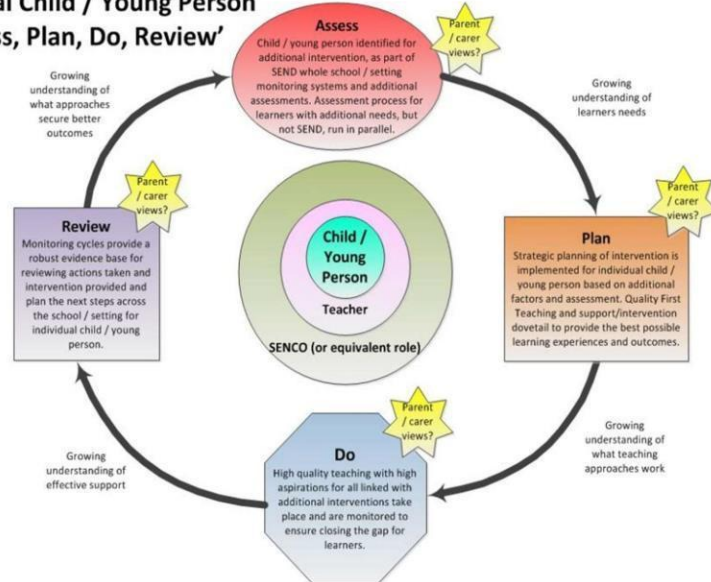
Prior to a child joining the Academy, the SENDCo will liaise with the previous school (where applicable) and outside agencies to assess the needs of the child. Once the child has joined the Academy, a teacher who is aware of the child’s needs and attainment and has a good understanding of their SEND (usually the child’s class teacher or form tutor), supported by the SENDCo, will liaise with parents regarding concerns and reporting progress in accordance with the SEND Code of Practice.

10. Processes for Identification, Provision and Review of SEND

Huxlow Academy implements a graduated response - Assess, Plan, Do, Review (APDR) as outlined in the SEND Code of Practice (2015) and in the diagram below:

Individual Child / Young Person

'Assess, Plan, Do, Review'



The Academy liaises with parents and health professionals to collect and act upon disability information for every student, including reporting to the DfE on all Disability data. This information is accessible to Academy staff on a 'need to know' basis. The existence of an impairment which meets the legal definition of 'disability', whether formally diagnosed or not, is considered to be a disability.

To be classed as a disability, the child's impairment must satisfy the full legal definition of "disability" (as set out in the Equality Act 2010), whether or not it has a particular label.

The Academy should consider whether the child has difficulty with any of the following 'normal day-to-day activities':

- mobility; getting to/from the Academy, moving about the Academy and/or going on Academy visits
- manual dexterity; holding a pen, pencil or book, using tools in design and technology, playing a musical instrument, throwing and catching a ball
- physical co-ordination; washing or dressing, taking part in games and PE
- ability to lift, carry or otherwise move everyday objects; carrying a full school bag or other heavy objects
- continence; going to the toilet or controlling the need to go to the toilet
- speech; communicating with others or understanding what others are saying; how they express themselves orally or in writing
- hearing
- eyesight
- perception of the risk of physical danger; inability to recognise danger.

For the purpose of the definition, all treatments, except the use of spectacles, are ignored. The effect of the impairment has to be considered as it would be without any medication or other treatment. So a young person whose epilepsy is well controlled by drugs has to be considered as s/he would be if s/he were not having regular treatment. Children and young people are not regarded as having a learning difficulty solely because the home language or form of language is different from the language in which they are taught. The needs of such children are addressed by language immersion and by specialist English as Additional Language (EAL) teachers in the academy where there is a high proportion of non-English speaking students.

This ensures that parents, children and teaching staff are clear about how they will help the child reach the expected outcomes. The overriding purpose of early action is to help the child achieve the identified outcomes and remove any barriers to learning. Where it is decided that a child does have diagnosed SEND, the decision is recorded in the Academy records and the child's parents are formally informed by email or letter that special educational provision is being made. Arrangements for appropriate support is made through the Academy's graduated approach to SEND support.

Where a child continues not to make expected progress, despite appropriate support and interventions having been put in place by the Academy, the Academy will consider requesting further and detailed specialist support from external agencies and/or making a referral to the local authority for an Education, Health and Care needs assessment.

It is the responsibility of the local authority to take decisions relating to the assessment, issuing and content of an Education Health and Care Plan (EHC Plan) but the Academy will contribute to this process in accordance with the SEND Code of Practice and statutory framework. Details of the process and maintenance of an EHC plan can be found on the SEND section of the Local Authority website.

11. Medical Needs

We recognise that some children at the academy with medical conditions need support for full access to the curriculum, including off site visits and physical education. Children with medical conditions may have special educational needs and or a disability. For children and young people with medical needs this policy is applied in conjunction with the Supporting Students with Medical Needs Policy.

12. Accessibility

Huxlow Academy website publishes a copy of the Accessibility Plan which shows how we currently provide support (reasonable adjustments) and intend to improve accessibility for disabled students in the following areas:

- Improving the physical environment e.g. lifts and ramps to help physically impaired children
- Making improvements in the provision of written information e.g. providing items that are usually provided in writing (hand-outs, timetables etc.) in Braille, large print etc. for visually impaired children
- Increasing access to the curriculum e.g. by classroom organisation, assistive technology, (interactive whiteboards), easy to use keyboards.

In addition, the Local Authority will make suitable arrangements for transport to and from Huxlow Academy for eligible disabled children or the Local Authority will give guidance around transport if it has outsourced this service.

13. Student/Parent Voice

In addition to the on-going dialogue with children and parents about individual provision for SEND and/or Disability (SEND), annual meetings will be convened with a sample of SEND children and their parents for the purpose of recording their views on SEND provision as part of the Quality Assurance measures.

14. Admissions, Transitions and School Transfers

Huxlow Academy aims to meet the needs of any children whose parent(s) wish to register him/her at the academy as long as a place is available and the admissions criteria fulfilled. No child will be refused admission solely on the grounds that he or she has SEND or a Disability. However, where he or she is the subject of an "Education, Health and Care Plan" and it is proposed that Huxlow Academy is named in that EHC Plan, the academy may make representations to the local authority that placement at the academy is incompatible with the efficient education of others, or the efficient use of resources, and no reasonable steps may be made to secure compatibility.

Smooth transitions between key stages are important for all children. For children with SEND and/or Disability this process may be more disruptive. Advanced planning for the transfer of students with SEND and/or Disability between phases is essential.

Individual Review meetings as required with the SENDCo will take particular account of any such transitions and provisions planned to meet needs.

Once children reach Year 9, we will work with them and other agencies to provide them with a flexible career plan so that they plan for what they want to achieve in their teenage years, to enable them to live as independently as possible as they move into adult life.

For young people reaching the statutory school leaving age and leaving Huxlow Academy the SENDCo will liaise with the school, college or workplace to ensure continuity of support and understanding of the needs of any student with SEND.

The SENDCo will arrange planning meetings with parents and other agencies when a student is moving on.

In the case of students joining Huxlow Academy, the SENDCo will attend meetings with the current education setting to gather information; plan provision with parents and arrange any necessary transition activities. New admissions that have SEND and/or Disability should have on transfer, information which includes: detailed background information, copies of written plans and information about external agency involvement. The SENDCo may wish to assess the child to supplement transfer information.

Planning for SEND children starting school for the first time will take place with parents and other agencies already working with the family. The SENDCo will ensure that all necessary information is recorded and shared with parents and academy staff.

When a student transfers to another academy or school, the SENDCo will forward all relevant information regarding the child's needs within fifteen (15) days of the student ceasing to be registered with Huxlow Academy.

15. Other Agencies

Huxlow Academy will engage with outside agencies to work with individual students when it is deemed appropriate, following discussion with parents. In order to ensure good quality provision for children's needs, SENDCos will liaise regularly with specialist agencies who offer support and guidance.

The following are examples of such specialist agencies: School Nurses

- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychology Services (EPs)
- Educational Inclusion and Partnership Team (EIPT)
- Local Authority Early Help Assessment (EHA) Co-ordinator
- Specialist SEND Services (SSS)
- Paediatricians
- Careers Advisers
- Police Liaison Officers
- Youth Offending Teams (YOT)

- Substance Misuse Agencies
- Other Youth Services
- Appropriate local voluntary agencies (often for an identified, individual student).

16. Complaints

If a parent has a concern regarding their child's SEND, they may wish to discuss this with the SENDCo in the first instance. If the matter is not resolved and the parent wishes to make a formal complaint, then the parent should follow the process set out in the academy's Complaint Policy. There is a formal Complaints Policy on the academy's website.

17. Related Policies

This policy is applied in conjunction with the following Huxlow Academy policies:

Equality and Diversity

Supporting Students with Medical Needs Safeguarding and Child Protection Children who are Looked After (LAC)

The policy is subject to annual review ensuring regular updating as new SEND reforms are developed and implemented. The annual review will reflect feedback from all stakeholders that will improve policy and practice of Huxlow Academy.



Signed: _____
Chair of Local Governing Body

Date: 08.10.2025