



1.0 Background

1.1 Legislative framework:

Huddersfield New College's SEND policy for children and young people with special educational needs or disabilities is governed and informed by the statutory framework set out in:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Education and Skills Act 2006
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice July 2014

A '*young person*' is defined in the Special Educational Needs and Disability Code of Practice: 0-25 2014 Page 1, as '*a person over compulsory school age and under 25*'.

This policy should be read in conjunction with the following Huddersfield New College policies:

- The Safeguarding Policy
- The Equal Opportunities Policy
- The Anti-Bullying and Harassment Policy
- The e-Safety Policy
- The Health and Safety Policy
- The Social Networking Policy
- Learner Voice Policy
- Fitness to Study Policy

2.0 Policy statement

2.1 This SEND Policy details how Huddersfield New College will do its best to ensure that the necessary provision is made for any student who has special educational needs/disabilities, and those needs are made known to all who are likely to be involved in their college experience. Huddersfield New College will use its '*best endeavours*' to ensure that teachers in the College are able to identify and provide for those students who have special educational needs/disabilities. This will provide them with the opportunity to join in the activities of the College, together with students who do not have special educational needs/disabilities. This will be reasonably practical and compatible with the child/young person receiving the special educational provision and the '*efficient education*' of the students with whom they are educated.

2.2 The staff and governors of Huddersfield New College will endeavour to ensure that all SEND students reach their full potential, are fully included within the College community and are able to make successful transitions between educational establishments.

- 2.3 This policy aims to support all members of staff in providing positive and effective approaches towards the learning, progress and achievement of SEND students. All teachers are teachers of SEND students. Teaching and supporting such students is therefore a whole college responsibility, in line with the College mission statement.
- 2.4 Meeting the needs of SEND students requires partnership working between all those involved – Local Authority, college governors and staff, parents/carers, students, children’s services and all other relevant agencies.
- 2.5 Huddersfield New College is committed to welcoming all students, who meet the published entry requirements. ‘*Reasonable adjustments*’ will be made where necessary and where possible, to enable all students for whom Huddersfield New College is the best placement, to access lessons, social environments and enrichment activities as freely as possible. Needs and adjustments will be considered on an individual basis.

3.0 Fundamental principles

3.1 Huddersfield New College aims to ensure that:

- It uses its ‘best endeavours’ to secure the SEND provision that a young person needs.
- There is a smooth transition at each transition stage for the student.
- All staff are aware of the importance of early identification and of providing for SEND students whom they teach and/or support.
- All staff have access to information about the student’s needs, which will enable them to meet those needs in the classroom.
- The views of the students and parents/guardians are sought and taken into account.
- All college staff recognise that parents/guardians play a key role in supporting their son/daughter’s education and enabling them to achieve their potential. The College will endeavour to support parents/guardians through the process of transition and adjustment.
- SEND students are offered full access to a broad, balanced and relevant education.
- SEND students have full access to all college activities, as far as is reasonably practical, which relate to the student’s needs.
- The College works in partnership with external agencies to meet the needs of the student.

3.2 In accordance with The Special Educational Needs and Disability Code of Practice 2014, Huddersfield New College will:

- Have a written SEND policy, containing the information as set out in the SEND Code of Practice, and report to parents on it in the College prospectus, including the name of the person responsible for coordinating SEND provision and the governor with responsibility for SEND.
- Screen all incoming students for SPLDs and literacy and numeracy, and provide guidance and support, depending on the results, which will lead to higher achievement.

- Bring together the relevant information from school, the student, external agencies and screening/assessment to plan the right support.
- Assess or request assessment for any student who is not achieving their expected grades, where appropriate.
- Inform the student's parents/guardians that special educational provision is being made for them.
- Ensure that parents/guardians have knowledge about the SEND provision that the College makes, through the Local Offer.
- Ensure that parents/guardians are able to make their views known about how their son/daughter is educated and have access to information, support and advice regarding their son/daughter's requirements.
- Ensure that teachers in the College are aware of the importance of identifying, and providing for, those students who have SEND, through inclusive, high quality teaching.
- Ensure that a student with SEND can participate in the activities of the College together with those who do not have SEND.
- Be ambitious and supportive about the aspirations of children and young people in their care.

4.0 Definition of SEND

4.1

- A child or young person has SEN if they have a 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, or
 - 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 or mainstream post-16 institutions

(SEND Code Of Practice January 2015, pg 16)

5.0 Transition

- ##### 5.1
- The HNC Study Centre Team is involved in transition planning between schools and college to prepare to meet the student's needs and ensure a successful transition into college life. We work very closely with our partner schools and other schools, as well as the Local Authority and relevant external agencies to ensure that the transition to Huddersfield New College is as smooth as possible for students with SEND. Study Centre staff will visit all schools where students have disclosed SEND and are planning

to attend Huddersfield New College. The EHCP Co-Ordinator regularly attends EHCP review meetings in schools for prospective students and liaises closely with the Local Authority regarding prospective students. SEND students who disclose at interview will subsequently be invited to:

- complete a Needs Assessment Form
- attend college for a transition visit(s)
- discuss their needs on enrolment

6.0 Admissions Policy

6.1 When a young person has expressed a preference for HNC as an institution he/she would like to attend, the local authority will be under a duty to consult the college with the request, unless the institution is unsuitable for the:

- age
- ability,
- aptitude or special educational needs/disability of that young person

or that to place the young person at Huddersfield New College would be incompatible with the efficient use of resources or the efficient education of others.

6.2 Students with a disclosed SEND are required to meet our entry criteria for the level of course to which they are applying. If this is not the case, the student application may be referred to our senior admissions staff (Assistant Principal – Admissions and Progression and Director of Student Services). We have an admissions process in place to deal with such requests, which culminates in authorisation from the Principal.

For students with an EHCP in place, any offer will not be made immediately at interview as all potential offers will be referred for approval to a specialist admissions panel consisting of the Assistant Principal – Admissions and Progression, Director of Student Services, the Additional Learning Support Staff. This is to ensure we are able to provide the best support possible for potential students.

6.3 Final decisions regarding the offer of a place with Huddersfield New College will be made by The Assistant Principal – Admissions and Progression, or other members of the Senior Leadership Team.

7.0 Initial Screening

7.1 All new Level 3 students will be screened for SPLDs via an online screening programme (QuickScan). Level 1 and 2 students via Lucid Exact, and referred for support accordingly.

7.2 Initial screening will usually be completed within the induction period for new students and any vocational students needing extra support will be referred for further diagnostic assessment with a Specialist Teacher/Assessor.

8.0 Assessment of Support

8.1 Having brought together all the relevant information from the school, from parents/guardians, from the student, from those working with the student and from any screening test or assessment the College has carried out, the information will be discussed with the student on enrolment. The student will then be offered support at this meeting and may be accompanied by a parent/guardian. This discussion may identify the need for a more specialist assessment from within the College or beyond. The College will then request this through the formal channels. Triggers for support include:

- EHCP
- My Support Plan

9.0 Support Offered by HNC

9.1 The College offers inclusive quality first classroom teaching. Support needs and medical information is disseminated to staff via the College VLE. Additional Learning Support is deployed by the Additional Learning Support Manager after evidence from all relevant sources has been taken into consideration.

9.2 Reasonable adjustments may include:

- Assistive Technology and Resources (Read and Write Gold 11.5/Dragon Naturally Speaking)
- Support for students with SpLDs by Specialist Teachers (PATOSS L7)
- In class support including note-takers and prompts
- One-to-one and small group learning support
- Accessible information including AltFormat/MP3/enlargements/coloured handouts/overlays
- Equipment loan (Dictaphones/laptops etc)
- Access Arrangements for examinations (Extra Time, Rest Breaks e.t.c)

9.3 Accessibility – we provide:

- Lifts
- Ramps where needed
- A 'Quiet Room' and Quiet Areas – for students not comfortable in the busier areas of college
- Access to Disabled Toilet facilities
- Risk Assessments and Personal Emergency Evacuation Plans (PEEP's) are provided for students requiring them

10.0 Referrals

10.1 The progress made by all students is regularly tracked and monitored on the MIS systems (Unit-e and Cedar). Initially, concerns registered by teachers, progress tutors, parents/guardians or other agencies are addressed by appropriate strategies for differentiation within the classroom and through inclusive Quality First Teaching. Subsequent concerns can be raised at any point by any member of staff, by alerting the Study Centre team and/or the Pastoral Team. Appropriate interventions can then be actioned.

11.0 Reviewing Support

- 11.1 The effectiveness and impact of support is monitored continuously and regularly reviewed by teaching and support staff and recorded on Cedar through Learner Support Notes (for high needs students). Support is flexible and may be increased or reduced, depending on student need. Reductions in support are actioned to support the student to work towards more independent study, in anticipation of the next stage of their education or employment and in preparation for adulthood.

12.0 Expertise within the College

- 12.1 The governing body ensures that all members of staff are enabled, through effective dissemination of information and through CPD, to interact appropriately and inclusively with students who have SEND. They also ensure that curriculum staff are enabled to develop their skills, are aware of effective practice and keep their knowledge up to date. HNC has access to specialist skills and expertise to support the learning of students with SEND and have contact with other agencies (including mental health services, such as CAMHS, and specialist organisations). There is a named person in the College with oversight of SEND provision to ensure co-ordination of support.

This person contributes to the strategic and operational management of the College. Curriculum and support staff know who to go to if they need help in identifying a student's SEND, or are concerned about their progress or need further advice, i.e. the Study Centre Team.

13.0 Student Voice

- 13.1 Students with SEND are invited to contribute to the decision-making process at college at various points on their student journey and to provide feedback through various channels (as outlined in the Learner Voice Policy) including:

- 'Yellow' disclosure form at interview
- Transition visits
- Enrolment interview
- Through contact with Specialist Teachers
- Through Progress Tutors
- Through curriculum staff
- Through Student Support Assistants
- Support Survey
- Learner group/focus groups
- Equality and Diversity Survey
- Student Voices (video)

14.0 Parent/Guardian Voice

- 14.1 Parents/guardians of students with SEND are invited to contribute to the decision-making process at various points in their son/daughter's student journey and to provide feedback through various channels. These include:

- Open Evenings
- 'Yellow' disclosure form on interview
- Transition visits
- Enrolment interview

- Through contact with Specialist Support Teachers
- Through Progress Tutors
- Through curriculum staff
- Through Student Support Assistants
- Parents' Support Survey
- By telephone or email contact at any time

15.0 The Role of the Governing Body

15.1 Governors have responsibility for the strategic overview of and the implementation of the SEND Policy. The day-to-day management and organisation of SEND support is the responsibility of the Principal, Vice Principal - Student Support and Guidance and the ALS Manager, in conjunction with the support of colleagues in the Study Centre team. All governors, especially the SEND Governor, will ensure that they are fully informed and knowledgeable regarding the College's SEND provision.

16.0 The Role of the Vice Principal – Student Support and Guidance

16.1 The Vice Principal – Student Support and Guidance will oversee and contribute to all policies and decisions which contribute to or impact upon the SEND provision at HNC; ensuring that they comply with the College vision and mission statement and to fulfil all statutory requirements of the Children and Families Act 2014, and the SEND Code of Practice 2014.

17.0 The Role of the Additional Learning Support Manager

17.1 The ALS Manager will:

- In collaboration with the Principal, Vice Principal - Student Support and Guidance, SLT and Governing body, will determine the strategic development of the SEND policy and provision at Huddersfield New College with the ultimate aim of raising the success rates of students with SEND.
- Manage the team of Student Support Assistants.
- Liaise with partner schools in order to facilitate smooth transition.
- Provide appropriate information to promote inclusive teaching.
- Liaise with and advise colleagues on all matters relating to SEND
- Contribute to the continuing development and training of college staff.
- Formally assess the impact of the SEND policy through the annual Self-Assessment process.
- Implement an Action Plan to address any issues raised in the above.
- Assess students for Access Arrangements and specialist support
- Manage the work of the specialist assessors
- Collate information for SEND students from school liaison visits.
- Organise and maintain the records of all SEND students.
- Liaise with parents/guardians of SEND students
- Liaise with external agencies as relevant/appropriate, to promote achievement in SEND students.

18.0 Working in Partnership with Students and Parents/Guardians

18.1 The impact of any assessment and intervention will be influenced by the involvement and interest of the student and his/her parents/guardians. Success for all is dependent

on active and positive collaboration between parents/guardians, student and college staff, supported when and where appropriate by other professionals and agencies.

18.2 Parental concerns are communicated to the College via letter, phone, e-mail, Parents' Evenings, Open Evenings and are responded to via the same range of channels. Staff concerns may be communicated to parents/guardians, prompted by curriculum staff, Progress Tutors or members of the Study Centre Team.

19.0 Concerns

19.1 HNC will cooperate fully with the young person and the local authority if a young person disagrees with and appeals against:

- The educational provision, outlined in the EHC plan
- Reviews
- Assessments
- Plan to cease an EHC plan.

21.0 Evaluating the success of the SEND Policy

20.1 The following quantitative and qualitative indicators will provide evidence of the impact of this policy:

- Annual success rates for SEND students
- Annual comparative success rates in learner groups
- Individual tracking and monitoring records
- Student feedback via various channels
- Parental feedback
- External stakeholder feedback
- Effective deployment of resources to the students who need it

Appendix 1 – Contacts

Names/job titles of College personnel are correct at the time of publication of this policy but may be subject to change from time to time.

| Version | Date | Policy Owner | Comments | Approval Route and Date | Provenance | Date of Next Review |
|---------|----------------|--------------------|----------------|-------------------------|-----------------------------|---------------------|
| 1 | September 2015 | Shelley Martin | New Policy | SLT 13.11.15 | Good practice in the sector | September 2016 |
| 2 | January 2017 | Samantha Wilkinson | Updated Policy | SLT 27/01/17 | Good practice in the sector | September 2017 |
| 3 | January 2018 | Andrea Lindley | Updated Policy | | Good practice in the sector | January 2019 |



EQUALITY IMPACT ASSESSMENT



INTRODUCTION

The purpose of carrying out an Equality Impact Assessment (EIA) is to provide the basis for creating equality objectives and performance indicators that will drive improvement and change in ensuring the College meets the needs of different groups of people with different protected characteristics, as defined in the Equality Act 2010.

What is an impact assessment?

An EIA is a systematic and thorough consideration of how every aspect of the College's functions (i.e. policies, procedures, practices and plans) is affecting, or is likely to affect different people. EIAs should be reviewed a part of a rolling programme and the Action Plan updated accordingly.

It is good practice to carry out EIAs, although they are no longer mandatory. When conducting EIAs must explicitly consider impact on students, staff and other key groups in terms of race, disability, gender (including gender identity), sexuality, age, and religion and belief, and publish the results. Consultation with customers and potential customers, external clients, staff and students will be part of the EIA procedure and will also link to the Self-Assessment Report (SAR) and strategic plan for the College. The involvement of different stakeholders will evidence our commitment to embedding equality and diversity within all our services and the curriculum. The EIAs will be led and monitored by the Senior Leadership Team.

What needs to be impact assessed?

The EIA process will encompass all policies, procedures, practices and plans. When and where these are identified, each will need an EIA or review as part of a rolling programme, to determine whether they have a differential impact in relation to equality.

Findings of EIAs

The findings of an EIA may provide a number of possible outcomes:

1. The EIA shows that employment practices or services have a different impact measured by one or more protected characteristic.
2. The EIA shows a different impact which is demonstrated to be adverse impact.
3. The EIA shows no differential impact in employment practices or service delivery.
4. There is insufficient evidence to judge whether there is differential impact.
5. The EIA indicates that there are needs that are not being met.

Can I assess my own policies, procedures, practices and plans?

EIAs will usually be completed by the owner of the policy, procedure, practice and plan in conjunction with another colleague who is familiar with the process of conducting EIAs. The nominated person should not be involved with the design, maintenance or enforcement of the

policy, plan, practice or procedure. This is to ensure that the EIA process is objective and robust, as a neutral party is more likely to highlight elements that will lead to positive change.

Part One – The Impact Assessment

| | |
|---|------------------------------|
| Date of last assessment (if applicable) | 01/09/2015 |
| Date this assessment commenced | 01/01/2017 |
| Name of policy/procedure/practice/plan being assessed | SEND Policy |
| Name and job title of policy/procedure/practice/plan owner | Andrea Lindley - ALS Manager |
| Name(s) of independent colleague(s) appointed to contribute to the assessment | Sonia Ross Zoe Shackleton |
| Is this a new or existing policy/procedure/practice/plan? | Existing Policy |

INITIAL SCREENING

5.

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| <p>1. Please summarise the main aims of the policy/procedure/practice/plan. Include the intended benefits.</p> | <p>The SEND Policy sets out the College's approach to supporting students with special educational needs.</p> <p>The policy is intended to clarify the ways in which students with special educational needs will be supported during their time at the College, and the different parties who will be involved.</p> <p>The ultimate aim of the policy is to support students with special educational needs to fulfil their potential and to join in the many activities that take place within the College.</p> <p>Update 2018: The SEND Policy has been updated in line with the now fully complete EHCP transfer process and the changes in management within the Study Centre.</p> |
| <p>2. What consultation has been undertaken in the development of the policy/procedure/practice/plan?</p> | <p>The policy has been developed by the Director of Specialist Support, in conjunction with the ALS Manager, Study Centre Team and the Assistant Principal – Student Support and Guidance.</p> <p>The policy reflects the College's excellent reputation and track record for supporting students with special educational needs, and supports the College's mission and values.</p> |
| <p>3. What evidence, data or information is available to indicate how the</p> | <p>The nature of the policy is such that it naturally promotes equality by focusing on how we can support students who are potentially disadvantaged, because they have a physical</p> |

| | | | | | | | | | | | | | | | |
|--|--|-------------------|--------------------------|-------------|--------------------------|---|--------------------------|---------------|--------------------------|--------------------|--------------------------|------------|--------------------------|---------------------------|--------------------------|
| <p>policy/procedure/practice/plan might affect equality?</p> | <p>disability and/or learning difficulty, to access learning opportunities and to have a positive experience of studying with the College. There is no evidence to suggest that the policy might have an adverse effect on equality, but there is evidence to reinforce that the policy has a positive effect in terms of enabling young people with special educational needs to access education.</p> <p>Update 2018: The new addition of the EHCP Review team has been added to ensure that all students needs can be met whilst the learner is in college. This allows students to have equal access to college, however, if the college cannot meet the student's needs their place at college may be reviewed. This is to ensure that the best support possible is in place for potential students.</p> | | | | | | | | | | | | | | |
| <p>4. In what areas could the policy/procedure/practice/plan have a significant adverse differential impact? If you have selected one or more boxes for question 4, please go straight to question 5. If you have not selected any of the boxes for question 4 there is no need to complete the rest of this documentation. However, you must write the reasons why you believe there will be no differential impact, in respect of any of the protected characteristics listed, in the space opposite.</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Disability</td> <td style="text-align: center; width: 30px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Race</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Gender (including Gender Identity)</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Sexual</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Orientation</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Age</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Religion or belief</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table> <p>We believe that the SEND Policy actively seeks to address potential inequalities for students with special educational needs. The ethos of the policy is to ensure that we are meeting our duties as a provider of education and complying with relevant legislation. The College's commitment to being inclusive is longstanding and we have quantitative and qualitative evidence to reinforce that students with special educational needs are well supported and generally do well in their studies. For the reasons stated in this section, the detail provided in the policy and in this EIA, it is felt that the policy does not have a significant adverse differential impact on any individual or groups of students, and actually the proactive and responsible approach taken has a positive impact on the young people with whom we work and support.</p> | Disability | <input type="checkbox"/> | Race | <input type="checkbox"/> | Gender (including Gender Identity) | <input type="checkbox"/> | Sexual | <input type="checkbox"/> | Orientation | <input type="checkbox"/> | Age | <input type="checkbox"/> | Religion or belief | <input type="checkbox"/> |
| Disability | <input type="checkbox"/> | | | | | | | | | | | | | | |
| Race | <input type="checkbox"/> | | | | | | | | | | | | | | |
| Gender (including Gender Identity) | <input type="checkbox"/> | | | | | | | | | | | | | | |
| Sexual | <input type="checkbox"/> | | | | | | | | | | | | | | |
| Orientation | <input type="checkbox"/> | | | | | | | | | | | | | | |
| Age | <input type="checkbox"/> | | | | | | | | | | | | | | |
| Religion or belief | <input type="checkbox"/> | | | | | | | | | | | | | | |

ASSESSING IMPACT AND STRENGTHENING THE POLICY/PROCEDURE/PRACTICE/PLAN

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| <p>6. What general concerns are there that the policy/procedure/practice/plan could have a differential impact on the protected characteristics you have indicated in question 4? Please give details. What relevant evidence is available to support these concerns? Please use data/statistics where possible.</p> | <p>Update 2017: Concerns that the admission process will limit progression to HNC for some students. However, as the SEND Code of Practice outlines, reasonable adjustments will be made where applicable.</p> |
| <p>7. What are the risks associated with the effectiveness of the policy/procedure/practice/plan in relation to the differential impact?</p> | <p>The EHCP admissions process is in its infancy stages and as a result there may be a small risk that some learner's support needs/ package cannot be met within mainstream education. However, as a college we will '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.' SEND Code of Practice 2015 (xix)</p> |
| <p>8. What are the expected benefits of the policy/procedure/practice/plan?</p> | <p>Updated policy ensures that stakeholders, parents and other individuals have access to the information that they require. It also allows for consistency in practice and therefore ensures the policy is current.</p> |
| <p>9. Who are the 'interested parties' (i.e. adversely affected groups) in relation to this policy/procedure/practice/plan?</p> | <p>Stakeholders Parents/Carers</p> |
| <p>10. How will these interested parties be consulted and communicated with?</p> | <p>The Updated policy will be visible to all via the college website</p> |
| <p>11. Which relevant experts and/or equality groups have been approached to explore the issues with</p> | <p>N/A</p> |

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| <p>which the policy/procedure/practice/plan is concerned? How have the views of these experts/groups been sought? (Please be as specific as possible, e.g. by letter, meetings, interviews, workshops, questionnaires, or any other method.)</p> | |
| 11. Please give details of the views of the experts/groups on the issues involved. | N/A |
| 12. Taking into account these views, and the available evidence, please outline the risks associated with the policy/procedure/practice/plan weighed against the benefits. | N/A |
| 13. What changes/modifications will now be made to the policy/procedure/practice/plan in the light of this Impact Assessment? | N/A |
| 14. How will these changes/modifications be communicated to interested parties (i.e. the groups which were adversely affected) and those consulted? (This should form part of the Action Plan.) | N/A |
| Signed (completing officer 1) | Print Name and Job Title Zoe Shackleton, Assistant Principal |
| Signed (completing officer 2) Sonia Ross | Print Name and Job Title Sonia Ross, Assistant Principal |
| Date of completion of Impact Assessment | 07/02/17 |

Actions arising from screening

(R = Race/Ethnicity, R&B – Religion and Belief, D – Disabled People, G – Gender (including gender identity), SO – Sexual Orientation, A – Age)

| R | R&B | D | G | SO | A | Action Required | By Whom | By When | Intended Outcome | Change resulting from EIA and date (include evidence if possible) |
|---|-----|---|---|----|---|-----------------|---------|---------|------------------|---|
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