

# Special Educational Needs Policy

Oakwood Primary School



<b>Oakwood Primary School Special Educational Needs Policy</b>			
<b>Date last amended</b>	23/01/2024	<b>Approved by</b>	The governing body of Oakwood Primary School
<b>Review date</b>	January 2025	<b>Approval date</b>	February 2024

## **Key Persons**

**SENDCo:** Becky Wilson (NASENDCo Award)

**SEND Governor:** Rachel Gander

## **Vision**

At Oakwood Primary School, we are committed to our motto of **Respect, Believe, Achieve** and our values of resilience, empathy, strength, pride, excellence, curiosity and teamwork.

This includes all pupils with Special Educational Needs and Disabilities (SEND).

At Oakwood we believe that all teachers are teachers of all pupils and that "Quality First Teaching" and inclusive teaching strategies should be embedded in all classrooms. Ensuring that, where possible, individuals needs are made available through teaching strategies ordinarily available, as stated in the Southampton Ordinarily Available Provision Guidance.

## **Aims**

We aim to create a strong partnership between pupils, parents, the school and outside agencies. As a school we prioritise pupils' wellbeing and creating a sense of belonging within our school community, as this sits at the centre of inclusion.

The aims of our SEND Policy are:

- To identify and make provision for pupils that have special educational needs and additional needs
- To ensure staff work in collaboration to create an inclusive, engaging environment that promotes trust, care and respect for our learners
- To ensure that all pupils have access to a broad and balanced curriculum
- That pupils with SEND have access to all aspects of school life
- To support pupils with SEND to meet their full potential and achieve their aspirations
- To support pupils in preparing for the next stage of their life and adulthood, by building self-esteem, confidence and independence.
- To work within the guidance provided in the SEND Code of Practice, 2014

All stakeholders have a responsibility for the delivery of this policy (See Appendix C).

## **Definitions**

The SEND Code of Practice 2014 defines SEN as those pupils who have learning needs requiring provision that is different from or additional to what is normally available to pupils of the same age.

Section 20 of the Children and Families Act 2014, section 20 states:

(1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

(2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—

(a) has a significantly greater difficulty in learning than the majority of others of the same age, or

(b) 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.

Pupils identified as having SEND will have significant needs in relation to one or more of the 4 areas of SEND:

### **1. Communication and Interaction**

This includes pupils that face challenges with their speech or who may not yet be able to understand spoken language or communicate non-verbally. For example, Autism, mutism, speech and language difficulties

### **2. Cognition and Learning**

This includes pupils who find learning challenging as a result of delayed development or other barriers to one or more areas of learning. For example, literacy difficulties, dyslexia, dyspraxia

### **3. Social, Emotional and Mental Health**

This involves pupils who show delay or challenges in their social skills, awareness or friendships; pupils who find maintaining attention difficult; pupils who are not yet able to recognise emotions and regulate themselves. For example, anxiety, ADHD

### **4. Sensory or/ and Physical Needs**

This includes pupils with physical needs or disability and pupils who experience challenges managing or receiving sensory information. For example, visual impairments, hearing impairments, epilepsy and type 1 diabetes

A more detailed explanation of these areas can be found in the [Code of Practice](#).

It is recognised at Oakwood Primary School that at any point in their school life a child may have a special educational need and some children may require additional support outlined in an Education, Health and Care Plan.

A child displaying challenging behaviour, slow progress or low attainment might not necessarily have special educational needs. Pupils that use English as an additional language may have a slower rate of progress while the language is still developing. The school will work with the parent to identify the barriers and consider the most appropriate next steps.

## **Disability**

Some children with a special educational need may have a disability under the Equality Act 2010 – defined as ‘... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Within this definition ‘long term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. Pupils that have a disability do not necessarily have SEND. Where a disabled child requires special educational provision, they will also be covered by the Special Educational Needs definitions above.

The school follows the key duties outlined in the Code of Practice and the Equality Act.

## **Supporting Pupils at School with Medical Conditions**

All children with medical needs have an Individual Health Care Plan. Children with medical needs may or may not also have a special educational need or disability. The school has a policy for “Supporting Pupils with Medical Conditions”.

## **Identification, Assessment and Review**

The class teacher, SENDCo and appropriate support staff work together to identify where a child might have a special educational need.

We then provide a graduated response to meeting pupils’ needs, as outlined in The Code of Practice - this is action that is additional to or different from the school’s usual Quality First Teaching, inclusive teaching and ordinarily available provision. (See Appendix A).

Teachers are responsible and accountable for all pupils’ provision by assessing the progress and development of all the pupils in their class, including those with SEND. The SENDCo supports this process.

The SENDCo reviews the progress of all children, with appropriate staff, on a regular basis.

We keep detailed records (the SEND Register) for all pupils who have special educational needs or disability. (See Appendix B). We comply with relevant data protection law.

If a child makes progress such that their needs can be met by Quality First Teaching, inclusive teaching and ordinarily available provision, we may agree with parents that they no longer have special educational needs.

## **Education, Health and Care Needs Assessments**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the child, over several plan, do, and review cycles, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

## **Supporting Families and Pupils**

We provide a [SEND Information Report](#). This is a statutory requirement which outlines our offer of support for all areas of SEND.

Our Behaviour Policy outlines how we support pupils who may be at risk of bullying because of their special educational needs or disability.

## **Monitoring and Evaluation of SEND**

The school regularly and carefully monitors and evaluates the quality of provision for all pupils and implementation of the SEND policy across the school.

The school does this by:

- Monitoring of classroom practice by the SENDCo, Middle Leaders and Senior Leadership Team
- Analysis of pupil tracking data
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Sampling of parents' views
- Sampling of pupils' views
- Staff views via staff meetings with teachers and teaching assistants
- Leadership meetings
- Monitoring and meetings with the school SEN governor and governors.

## **Transition arrangements for pupils with SEND**

We aim to make all transitions as smooth as possible, as we recognise that 'moving on' can be difficult for a child with SEND. The steps we take to make transitions as smooth as possible are:

### **When your child starts in a reception class:**

- If your child has been allocated a place in Year R through the local authority and they have a special educational need and/ or disability, please contact our office as soon as you receive the offer as we may not have the details of their needs at this stage
- The class teacher will arrange a home visit, where we can see your child in their familiar environment and you can discuss your child's needs with us.
- We will contact your child's preschool and discuss their needs with their SENDCo and keyworker
- If your child's understanding of starting school would be helped by a 'social story' these can be made

- We may suggest adaptations to the pupils settling in period to help them adjust to starting school, these would be discussed and in agreement with you

### **When moving to a different class at the end of an academic year:**

- Information will be passed to the new class teacher and a handover meeting will take place, the SENDCo will also be involved in this process
- If your child's understanding of moving classes would be helped by a 'social story' these can be made
- Transition opportunities will be set up, where children spend time with their new teachers and the adults that will be working with them

### **If your child is moving from or to another school:**

- We will make sure that their records are passed on as soon as possible
- The SENDCo will meet with you to share any information or concerns you may have about your child's learning
- We will contact the SENDCo at your child's previous school to ensure we have information regarding your child's current targets and the arrangements and support your child requires before starting at Oakwood

### **The Year 6/7 transition:**

- During the summer term, your child will take part in transition lessons, to support their understanding of the changes ahead
- The SENDCo and class teacher will meet with the secondary SENDCo and Year 7 Lead, to hand over information and share information about how your child's needs are met
- All pupils will participate in transition days, where they visit their secondary school
- Additional 'moving on' sessions are facilitated by our ELSAs for pupils that require additional emotional support with the transition

The SENDCo will liaise with the secondary SENDCo to arrange additional transition visits to the school if needed.

### **Training and Resources**

In order to maintain and develop high quality, inclusive teaching and provision which responds to the strengths and needs of all pupils, staff are encouraged to undertake training and development where appropriate.

SEND staff training takes a variety of forms including sessions delivered by the SENDCo, middle leaders, outside agencies, as well as training from the local authority (eg The Educational Psychology Service, Southampton Inclusion Partnership, Language Intervention Team or NHS colleagues).

The school's SENDCo regularly attends The Bridge Education Trust SENDCo network meetings in order to keep up to date with local and national updates in SEND. The SENDCo has also taken part in the Autism in Schools Project, a national project aimed at improving provision for autistic learners. The SENDCo is also the schools Autism Champion and the school has been part of this project for three years.

### **Complaints**

Complaints related to this policy are handled through the school's normal complaints procedure. This can be found on the website under the 'Policies' tab.

### **We review this policy on an annual basis.**

Next review February 2025

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Southampton Ordinarily Available Provision Guidance

## **Appendix A**

### **A Graduated Approach to SEND Support**

At Oakwood, we adopt a “quality first”, inclusive teaching approach. The key characteristics of this are:

- highly focused lesson design with clear objectives
- ongoing assessment opportunities within the lesson, so support and misconceptions can be addressed promptly to maximise support and progress of all pupils
- learning scaffolded in a variety of ways to allow all learners to access the curriculum, where possible, alongside their peers through ordinarily available provision
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils
- effective use of teaching assistant support staff where appropriate

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. Quality First Teaching, scaffolded and/ or adapted for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of quality first, inclusive teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, work sampling and pupil progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and Quality First Teaching. We assess each pupil’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team and SENDCo, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

The first response to such progress should be Quality First, inclusive teaching targeted at their areas of development. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEN, schools should take action to remove any barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

## **1. Assess**

### **Where a pupil's support needs are identified and fully assessed**

In identifying a child as needing SEN support, the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs through the Pupil Passport.

This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCO, in partnership with the parents, should may contact them for additional advice.

## **2. Plan**

### **Where the strategies to be used with the pupil are selected, and this information is shared with the pupil and those that support them**

The teacher and the SENDCo should decide the adjustments, interventions and support that will be put in place.

The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be delivered by staff with appropriate skills and knowledge. Where appropriate, plans

should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. As part of the planning process advice from additional professionals may be sought. Targeted provision will be recorded on Pupils' Pupil Passport. A Pupil Passport includes personalised targets which can be tracked and measured, details of the provision and intervention used and a review point identified.

### **3. Do**

#### **Where strategies are implemented to meet the pupil's needs and an agreed provision is put in place**

The class teacher is responsible for the pupil's progress in line with their targets set out in their Pupil Passport. The class teacher should ensure that appropriate resources are available and appropriate provision is in place for pupils. The class teacher will continue to work with the pupil on a daily basis, even though pupils may be involved in one-to-one or small group interventions.

The intervention may be delivered by the class teacher and/ or teaching assistant or specialist. When teaching assistants are delivering interventions, class teachers must work closely with teaching assistants or specialist staff to monitor the pupil's progress to plan and assess the impact of the support and/or intervention and embed them into classroom teaching.

In some cases, additional support may be provided by the SENDCo or middle leaders to problem solve and suggest additional strategies and next steps.

For higher levels of need, if appropriate, referrals are made to external agencies and professionals to carry out more specialised assessments. For example, NHS speech and language therapy and physiotherapy.

### **4. Review**

#### **Where the success and impact of the support and level of pupil's progress are monitored and decisions are reviewed and revised**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the school's pupil progress monitoring cycle. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feedback into the analysis of the pupil's needs. The class teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes and inform pupils and parents. As a result of the review process next steps will be identified and the four-part cycle will repeat. On some occasions, where the long-term desired outcome has been reached, pupils may no longer require SEND support. In the situation, quality first, inclusive,

ordinarily available provision may be enough to meet the pupils' needs. At this point the SENDCo would liaise with the pupils' class teacher and parents, to remove the pupil from the SEND register.

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

**Oakwood Primary School**  
**Graduated response to support and intervention for pupils with Special Educational Needs**

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems
1	Universal provision	<ul style="list-style-type: none"> <li>● High quality first teaching</li> <li>● Adaptive teaching approach to learning</li> <li>● Lessons sequenced with small steps</li> <li>● A broad and balanced curriculum within an inclusive classroom</li> <li>● Personalised learning targets</li> <li>● Attention paid to different learning styles</li> <li>● Carefully planned scaffolding, including multisensory, practical, visual, concrete resources</li> <li>● Modelling by adults within the classroom</li> <li>● Curriculum assessment of progress to support target setting for pupils</li> <li>● Assessment for learning and constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Scaffolded and adaptive teaching planning and outcomes</li> <li>● Pupil aware of learning targets</li> <li>● Reviewed at Pupil Progress meetings with Senior Leadership Team</li> <li>● Assessment for Learning systems used to identify strengths/gaps</li> </ul>
2	Early intervention support	<p>In addition to Stage 1:</p> <ul style="list-style-type: none"> <li>● Support within class through small groups and individual support</li> <li>● Scaffolding and adaptations of the curriculum to meet individual learning needs</li> <li>● Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>● Scaffolded and adaptive teaching planning and outcomes</li> <li>● Pupil aware of learning targets</li> <li>● Reviewed at Pupil Progress meetings with Senior Leadership Team and/ or SENDCo</li> <li>● Assessment for Learning systems used to identify strengths/gaps</li> </ul>
3	Targeted, additional support	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> <li>● Early intervention and personalised provision</li> <li>● Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment</li> <li>● Targeted support within class through small groups and working individually with an adult (class teacher or teaching assistant)</li> <li>● Additional group or individual interventions</li> <li>● Evidence based interventions delivered individually or in small groups</li> <li>● Scaffolding and adaptations of the curriculum to individual learning needs e.g. alternative methods of recording, use of additional resources</li> <li>● Tools and resources to support access</li> </ul>	<ul style="list-style-type: none"> <li>● SENDCo made aware</li> <li>● GL Assessment Lucid COPs, LASS, Recall assessments may be completed</li> <li>● Scaffolded and adaptive planning and outcomes</li> <li>● Pupil aware of learning targets</li> <li>● Reviewed at Pupil Progress meetings with Senior Leadership Team and/ or SENDCo</li> <li>● Assessment for Learning systems used to identify strengths/gaps</li> <li>● Records of intervention</li> </ul>

4	Targeted, intensive additional support	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> <li>● Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG and CAMHS.</li> <li>● Personalised support, working on an individualised curriculum</li> <li>● High levels of adult support and modelling to enable access to the curriculum</li> <li>● Personalised resources e.g. work station if appropriate</li> <li>● Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>● Identified on class provision map and TA support timetable, reviewed at least termly</li> <li>● Access to an adapted environment if appropriate</li> <li>● Individual modifications to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● SEN register</li> <li>● GL Assessment Lucid COPs, LASS, Recall assessments may be completed</li> <li>● Pupil Passport with individual targets with at least termly review</li> <li>● Progress meeting with SENDCo</li> <li>● SENDCo monitoring provision</li> <li>● Intervention identified on whole school provision map.</li> </ul>
5	Provision over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.	<p>In addition to Stages 1 – 4:</p> <ul style="list-style-type: none"> <li>● Education, Health and Care Plan reviewed annually (Annual Review)</li> <li>● Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG and CAMHS.</li> <li>● Personalised support, working on an individualised curriculum</li> <li>● High levels of adult support and modelling to enable access to the curriculum</li> <li>● Personalised resources e.g. work station if appropriate</li> <li>● Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention</li> <li>● Access to an adapted environment if appropriate</li> <li>● Individual modifications to the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● Annual Review Meeting</li> <li>● Annual Review Report</li> <li>● Pupil Passport with individual targets with at least termly review</li> <li>● Termly progress meeting with SENDCo</li> <li>● Intervention identified on class provision map and TA support timetable</li> <li>● Weekly intervention timetable to record coverage of individual targets</li> </ul>

\*To access additional support at a higher stage, Class Teacher needs to evidence that pupil is not making progress despite consistent provision at current stage of support.

## **Appendix B**

### **Managing Pupils on the SEND Register**

All children on the SEND Register will have a Pupil Passport, which details important information about the child, including their areas of strengths and development, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the Pupil Passport where necessary. The Pupil Passport is designed to be a working document which is updated to reflect the current needs of the child.

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

In addition to a Pupil Passport additional documents and records may contribute to SEN provision for pupils, some include:

- Individual Behaviour Plans (IBPs)
- Risk assessments
- Positive Handling Plans
- Behaviour Response Systems
- Individual Health Care Plans – for pupils with health, medical or physical needs.
- Behaviour scatterplot tracking

## Appendix C

### Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

**Governors** will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole

The **Special Educational Needs Co-ordinator** (SENDCo) is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Passports, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special

educational needs and on the effective use of materials and personnel in the classroom

- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

**Class teachers** are responsible for:

- providing high quality, inclusive teaching for all children
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the child, including working with the child on a daily basis.
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND
- maintaining records of targets, provision and pupil's progress on Pupil Passports

**Teaching Assistants (TAs)** should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving feedback to teachers about pupils' progress.
- work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.