



Special Educational Needs and Disabilities Policy

Approval date: December 2023

Review date: December 2024

Our Christian Vision

Learning, Loving, Living in God's Family.

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever. Psalm 52:8



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Our Christian Vision is that as part of God’s faithful and fruitful family, we start as seeds, and from our roots in learning, loving and living we branch out and grow into flourishing trees.

Our vision mirrors that of the Parable of the Sower (Matthew 13:1-13). In the story the seed is God’s word. The seed takes root and grows in the fertile soil. We are like the seeds flourishing in our rich learning at St Nicholas School.

At St Nicholas we strive to unlock the hidden treasures within each child in a happy, safe and caring Christian environment. Through nurturing and motivation, we strive to shape confident, creative and independent learners, who embrace Christian values, and who will become responsible, compassionate and inspirational members of society.



In the spirit of current reform, this policy was created by the school Inclusion Leader in liaison with the SLT, school governors, parents of pupils with

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SEND and all staff. It reflects the 'Special Educational Needs and Disabilities Code of Practice: 0 – 25 Years' which came into force in September 2014.

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

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice: 0 – 25 Years (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

This policy is monitored by the Governing Body and Inclusion Leader and it will be reviewed every year or earlier if necessary.

The Inclusion Leader for St Nicholas Church of England Primary School and Nursery since 1st September 2019 is Miss Ellie Onur. Miss Onur can be contacted via the school office on 01438 352706 or by email on senco@stnicholas120.herts.sch.uk or eonur@stnicholas120.herts.sch.uk

Introduction

At St Nicholas, we want all of our children to feel that they are fully-included and valued members of our school community. We recognise that all children are unique individuals and endeavour to enable each child to achieve their full potential, whatever their ability or specific needs by providing equal opportunities for all within our school. We aim to achieve this through 'Quality First Teaching' and the removal of barriers to learning and participation.

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Our curriculum promotes the development of the whole child as a confident, creative and independent learner who will become responsible, caring and inspirational members of society.

Through appropriate curricular provision, we respect and acknowledge that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning and participation;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

At St Nicholas, every teacher is a teacher of every child or young person including those with SEN. As such teachers are held accountable for the progress of all their pupils. We also firmly believe in the 'parents as partners' philosophy and include parents as much as possible in the learning journey for their child.

We will have regard to the *Special Educational Needs Code of Practice 2014* when carrying out our duties toward all pupils with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. At our school we recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with SEND will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with SEND often have a unique knowledge of their own needs. We encourage them to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

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Aims

In keeping with the aims of St. Nicholas School, staff and governors are committed to ensuring that every child will receive the best possible education to enable each child to meet his/her full potential. Learning activities are planned to enable all pupils to make continual progress and for all to experience success, therefore enabling them to gain in confidence, independence and self-worth. The school also aims to foster in its pupils a sense of dignity and sensitivity towards other children's abilities, in a caring and supportive way.

Objectives

We wish to raise the aspirations of and expectations for all pupils with SEN, with a clear focus on outcomes for children and young people which goes beyond the planning of provision/support.

We will ensure the delivery of this overall aim through ensuring the following objectives are met:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide an Inclusion Leader who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

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Identifying Special Educational Needs

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.

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.

The SEND Code of Practice 2014 identifies the following 4 broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, mental emotional health
- Sensory and/or physical disability

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

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At St Nicholas we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Other factors which are not classed as SEN may have impact on progress and attainment;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being a child of serviceman/ woman

Identifying behaviour as a need is no longer an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour should be explored and described as an underlying response to a need which we can recognise and identify through our knowledge and understanding of the unique child.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the relevant interventions/ adjustments and good quality personalised teaching. In our school all pupils have access to quality first teaching on a daily basis and the

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role of the class teacher is to provide appropriately for all their pupils. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

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. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

When possible SEND is identified, the class teacher will organise interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be detailed on the class provision map. The triggers for intervention will be supported by evidence about a child who despite being provided with differentiated learning opportunities:

- makes little or no progress, even when teaching strategies are targeted particularly in a child's identified area of weakness.
- is working at levels substantially below that expected of children of a similar age.
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the Inclusion leader, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the school SEND Support list.

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A Graduated Approach to SEN Support

This is the process by which St Nicholas identifies and manages the needs of children and young people with SEND. We follow a cyclical approach of Assess, Plan, Do, Review in line with the SEND code of practice to ensure we meet the needs of each individual child.



The cycle is outlined in more detail below:

Assess: Where a child may be experiencing a problem or not making progress, his/ her needs are analysed using a range of data and information. A need may be identified by a member of staff, parent or child.

Plan: Parents, pupils and teachers will meet to plan a way forward. A range of adjustments to remove barriers to learning may be made in the classroom or a targeted intervention plan put into place. The personal provision plan (PPP) will have targets and a set review date.

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Do: The execution of the plan is the responsibility of the class teacher. Where the intervention involves 1:1 teaching or group work away from the main teacher, the class teacher is still responsible for the implementation of the plan. The person running the intervention is required to record notes about the progress in the sessions in order to track progress.

Review: The plan is reviewed on the agreed date to see how effective it has been, using information gathered throughout the process. Pupils, parents and staff are all consulted. This information will determine what action, if any, needs to happen next.

Personal Provision Plans (PPP)

All pupils on our SEND Support list will have a personal provision plan (PPP) which sets out the Assess – Plan – Do – Review process as detailed in the SEN Code of Practice. The class teacher will remain responsible for planning and delivering individualised programmes as detailed in the child's PPP. For pupils with an Education Health Care Plan, provision will meet the recommendations on the plan. Strategies for pupils' progress will be recorded in a Personalised Provision Plan containing information on;

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- The outcomes recorded at review.

The PPP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The PPP will be created through discussion with both the pupil and the parent or carer. PPPs will be reviewed each term with the inclusion of parents, carers and pupils' views.

External Support

The school links with a wide range of support services including:

- Attendance Team

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- Behaviour Outreach
- Challenging Behaviour Psychology Service (PALMS)
- Child and Adolescent Mental Health Services (CAMHs)
- Child Development Centre (CDC)
- Educational Psychologist (EP)
- Education Support Centre (ESC)
- Educational Support Team for children with Medical Absences (ESTMA)
- Greenside School Outreach Support
- Herts Integrated Services for Learning SEND Specialist Advice and Support (SENDSAS)
- Occupational Therapist (OT)
- Physiotherapists
- Play and Arts Therapists including Nessie in Ed
- School Family Worker/ DSPL 2 High Needs Family Worker
- School Nurse
- Speech and Language Therapist (SALT)

Occasionally a child may need more specialist support from an outside agency. Referral forms are completed in conjunction with parents/ carers and the child, if appropriate, before being forwarded to the appropriate agency. Specialist involvement is sought where a child's needs are felt to be significant and they have not responded to the interventions put in place. When children's needs are identified, support and action is put in place as quickly as possible.

Education Health and Care Plans

Where there is significant cause for concern, a request for an Education, Health and Care statutory assessment is made to the local authority by the parents/carers and school.

Information provided in the request may include:

- Records from past interventions
- Current and past Personalised Provision Plans

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- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Levels of attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist, other professionals such as health, social services or education welfare service.
- The views of parents
- Where possible, the views of the pupil
- Examples of the child's unaided work
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

The local authority will consider the case for an Education, Health and Care assessment where the evidence presented suggests that:

- The child's learning difficulties have not responded to relevant and purposeful measures taken by the school.
- Progress is not being made even with external specialists.
- The child's needs may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools.

An Education, Health Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. A request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP is a legally binding document and its purpose is to make specific, personalised special educational provision:

- To meet the needs of the child or young person.
- To secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

All children with EHC plans will have short-term targets set for them that have been established after consultation with parents, child, other agencies

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and school. These targets will be set out in the personalised Provision Plan (PPP) and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the plan will continue to be the responsibility of the class teacher. As part of the EHC assessment process, parents, school and outside professionals complete a local authority High Needs Funding banding tool which identifies funding to be allocated.

EHCPs must be reviewed every 6 months up to the age of 5 and then annually after that. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The Inclusion Leader will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- The Hertfordshire SEN Officer
- Any other person the Inclusion Leader or parent/carer considers appropriate e.g. Speech and Language Therapist, Specialist Teacher.

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Review the Higher Needs Funding allocation
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year.

At end of Key Stage 2 Annual Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the Inclusion Leader will complete

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the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

Admission and Transition

Pupils with SEND are admitted to the school as per the school's admission criteria. The school will seek appropriate support as necessary to ensure the children's needs are being met. Phased entry may be helpful to ensure smoother transition. When starting Nursery or Reception, records will be sought from the previous setting. The Inclusion Leader will contact the previous setting and the parents/carers will be contacted to discuss the child's needs. To support in-year admissions, the Inclusion Leader will contact the previous setting to discuss the child's needs. The school office staff will request a CTF electronic file and hard copy of any records. At the end of each school year, class teachers meet to share and pass on essential information and records about children with SEND. When a child with SEND leaves the school at the time of secondary transfer, records are passed on to the receiving school. Electronic records are passed on via Schools FX or CPOMs and folders containing paper copies of children's records are hand-delivered to the receiving school. The Inclusion Leader has a meeting with the secondary school Inclusion Leader to discuss the children's needs. Children with SEND may also take part in an enhanced transition project to their new school and/or class.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Leader to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual

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pupils. The training needs of staff are identified through lesson observations and in performance management discussions.

Staff receive regular training and updates regarding supporting children with SEND. This can take the form of attendance at an off-site training course, staff meetings and whole school INSET. Staff also receive targeted advice, strategies and training from the various outside professionals who are asked to support children in the school.

The school Inclusion Leader has achieved the National Award for SEN Coordination and is able to signpost staff towards additional sources of training and support. The school's Inclusion Leader regularly attend the local authority's Inclusion Leader network meetings in order to keep up to date with local and national updates in SEND.

Resources are allocated to pupils depending on their needs, within budgetary constraints. Where possible, this is provided through the resources we already have in school. However we will sometimes need to ask other services for support. This might be through the Local High Needs Funding Panel or the NHS Healthcare Panel.

Roles and Responsibilities

The school has a SEND governor who have a strategic role to ensure that SEND pupils get quality provision. Our SEND governor is Ellin Joseph. Our SEND governor will meet / liaise with the Inclusion Leader on a regular basis and monitors the provision of SEND through reports and visits to the school. The Inclusion Leader reports annually to the governing body on the provision for SEND within the school and attends relevant training.

We have a number of Learning Support Assistants who work under the direction of the class teachers and Miss Onur to support individual children throughout the day in school or in the delivery of specific, specialised programmes.

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The Designated Senior Person for Safeguarding at St Nicholas is Mrs Lisa King and Mrs Lorraine Collins is the Deputy Designated Senior Person.

Mrs Lisa King (Deputy Headteacher) is responsible for managing Pupil Premium and Mrs Lorraine (Headteacher) for Looked After Children funding in collaboration with the senior leadership team.

Mrs Lorraine Collins is responsible for managing the school's responsibility for meeting the medical needs of pupils.

Storing and Managing Information

SEND documents are scanned and secured securely in on the school server and are kept until the pupil leaves the school. Upon leaving St Nicholas SEND documents are passed onto the pupil's next setting. The school is careful to maintain the confidentiality of information that is stored about pupils.

Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

All Hertfordshire schools will comply with the Equality Act 2010 and will make reasonable adjustments. The school accessibility plan is regularly reviewed and updated. As a school we are happy to discuss individual access requirements. Where we need to make a reasonable adjustment to remove a barrier to learning we will do so. We aim to promote inclusion for pupils, staff and the wider community.

Where necessary, we ensure that we make written information that is normally provided by the school to its pupils available to disabled pupils.

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Possible adaptations include amendments to hand-outs, timetables, textbooks and information about school events through enlargement, colour changes or use of symbols (e.g. through use of 'Communicate in Print'). The information takes account of pupils' disabilities and pupils' and parents' preferred formats and is made available within a reasonable time frame.

Activities and school trips are available to all children. Risk assessments are carried out and procedures are in place to enable all children to participate. Adjustments and additional arrangements will be made dependent on a child's individual needs. If a health and safety risk assessment suggests that an intensive level of one-to-one support is required, a parent/ carer may be asked to accompany their child during the activity or trip in addition to the usual school staff.

First aid training, including paediatric first aid, is regularly updated. Specific health care training such as epipen training is delivered annually (or as required) by a healthcare professional. Prescribed medicines may be administered in school, where signed consent is in place, in agreement with parents/ carers and school staff. Furthermore, the school health team is contactable via the school. The school's policy for supporting pupils with medical conditions complies with recent guidance published by the DfE and is available on request from the school office.

Dealing with Concerns and Complaints

In the event of any concern in relation to a child's special educational need, parents and carers are always encouraged to let the school know as soon as possible, no matter how small the issue may be. In all instances, parents should discuss any concern they may have about their child's specific needs and provision for their learning with the class teacher. Parents may also contact Miss Onur (Inclusion Leader) who will be happy to provide information or signpost you in the direction of additional sources of information. Miss Onur is contactable via email (eonur@stnicholas120.herts.sch.uk).

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Our aim is always to bring a speedy and mutually satisfactory resolution to any concern and we may involve relevant professionals as required in the interest of the child. The formal complaints procedure is available on request from the school office.

Other important SEN documents

- Schools Offer
- SEN Information Report

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Appendix

Class provision map:



STEVENAGE ST NICHOLAS CHURCH OF ENGLAND
PRIMARY SCHOOL AND NURSERY

YEAR GROUP:	CLASS:	TEACHER:	TERM:				
Quality teaching	<p>Use this section to explain the way your teachers meet the needs of learners on a day-to-day basis.</p> <p>Include:</p> <ul style="list-style-type: none"> • Differentiation: e.g. visual timetables, key vocabulary, ability grouping • Assessment for learning: e.g. steps to success, self-evaluations, • Behaviour management strategies: e.g. house points, class rules, • Inclusive learning strategies: e.g. number lines, modelling work, tasks broken into smaller chunks 						
INTERVENTION	STAFF/CHILD RATIO	FREQUENCY	PUPILS	TARGET	EXPECTED OUTCOME	ENTRY DATA E.G. 1-5	EXIT DATA E.G. 1-5

Personal Provision Plans:



St Nicholas Church of England Primary School and Nursery
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Assess, Plan, Do, Review

Name:	Class:	Pupil Premium? Y/N	Date:	Date for review:	
Area of need please tick.	Cognition and Learning	Communication and Interaction	SEMH Social Emotional	Physical and Sensory	Other

I am good at: I would like to get better at: It helps me when:	(Assess) My targets are...	(Plan/ Do) What support do I need to achieve my targets?	Review Progress and my next steps


Child's voice and signature:	
Parent's voice and signature:	
Teacher's voice and Signature:	

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Personalised provision plan for children with an ECHP or high needs:

 St Nicholas C of E Primary School and Nursery Personal Provision Plan														
Name:		Class:			DOB:			SEN Stage:						
Who am I working with? (outside agencies):		EAL:			Date:			Review Date:						
Name of adults who helped write this plan:		PP:			What is going well?			What are we concerned about?						
What is already in place to help me?		My Current Reading Level:			My Current Writing Level:			My Current Maths Level:						
What do we want to improve? (outcomes) Outcome 1: Outcome 2: Outcome 3:														
No. of outcome	Steps I will make towards achieving this outcome (each outcome may need more than one step)	What needs to happen to help me?					Who will do it?	How often? (frequency and duration)			Resources required			
1														
Measure of impact at the start:		1	2	3	4	5	Measure of impact at review date:			1	2	3	4	5
No. of outcome	Steps I will make towards achieving this outcome (each outcome may need more than one step)	What needs to happen to help me?					Who will do it?	How often? (frequency and duration)			Resources required			
2														

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