



# SEN Information Report

## 2023 - 2024

**Director of Student Support** | September 2023

---

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.



**Minsthorpe**  
Community College

# Contents

## Section 1

Vision	-	3
--------	---	---

## Section 2

What is a special educational need?	-	4
-------------------------------------	---	---

## Section 3

What is a disability?	-	4
-----------------------	---	---

## Section 4

What are the areas of SEND for which Minsthorpe Community College make provision for currently	-	5-6
--	---	-----

## Section 5

What are the areas of SEND for which Minsthorpe Community College make provision for currently	-	6-11
--	---	------

## Section 6

What are the areas of SEND for which Minsthorpe Community College make provision for currently	-	6-11
--	---	------

## Section 7

Information Sharing and Training	-	12
----------------------------------	---	----

## Section 8

Wakefield Local Offer	-	13-17
-----------------------	---	-------

## Section 1

# Vision

Minsthorpe Community College is an inclusive school with a strong belief that all students' needs should be met as fully as possible irrespective of gender, race or disability. The Student Support team offers a continuum of Support which begins in Year 5 and extends to Year 13. The Special Educational Needs and Disability (SEND) Code of Practice (2015) advocates a graduated response to meeting students' needs. The Director of Student Support (the schools nominated SENCO) and staff continuously review and adapt to students needs as they present in our efforts to remove barriers to learning.

**It is important to stress that we do not use the Local Authority My Support Plans due to the number of students requiring support. We do all that we can to ensure that the student and parent/carers will be at the centre of this procedure having full involvement at each and every stage.**

Ofsted 2018 inspection reported that that 'Staff are trained to a high standard and governors now have a much keener awareness of the work being done to improve the outcomes of these pupils. There is now more effective targeted support for pupils who have SEN and/or disabilities in classrooms, and where this is the case, pupils make much stronger progress.'

Improving outcomes for students with Special Educational Needs and/or disabilities (SEND) is a College Strategic Priority (2022-25) and is the responsibility of all stakeholders at Minsthorpe Community College.

Ofsted (2018) reported that "Safeguarding is effective" and there are strong links in college between students with SEND and safeguarding due to the vulnerability of this group of learners.

The overriding aim of the Student Support department is to enable students with additional needs to reach their academic potential, give realistic and achievable aspirations and support them in developing their independence and resilience. We do this by ensuring individuals receive support, information and guidance, which is well timed and at an appropriate level and type to meet their needs. At every stage of the above graduated approach, the college will offer a range of provision, support and intervention and regularly review the needs of students as they develop.

The graduated response set out in this report details how we provide facilities that enable disabled students to access the college and the reasonable adjustments we make that prevent them from being treated less favourably than others.

The support and interventions are aimed at keeping students in lessons as much as possible whilst also ensuring that they are given the opportunity and time required to develop skills that they can apply in their learning. The college structure of double lessons means that students having intervention will only miss a part of their lessons.

## Section 2

# What is a special educational need?

A child or young person has SEN if they have learning difficulty or learning disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

- (a) Have a significantly greater need in learning than the majority of others of the same age: or
- (b) Have a disability which prevents or hinders them from making use of educational 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.

*(Special educational needs and disability code of practice: 0 to 25 years, January 2015)*

## Section 3

# What is a disability?

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...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’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

*(Special educational needs and disability code of practice: 0 – 25 years, January 2015)*

## Section 4

# What are the areas of SEND for which Minsthorpe Community College make provision for currently.

### Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### Sensory and / or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with a visual impairment (VI) or a hearing impairment (HI) require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the facilities available to their peers.

At Minsthorpe Community College we are led by the presenting needs of a student rather than any diagnosed condition although this will help when considering what may be impacting on the student or how and what support may be put in place.

## Section 5

# Provision, Support and Intervention at Minsthorpe Community College

### In and Out of Class Support

Access Arrangements – Students with access arrangement requirements for exams are highlighted to staff to ensure that the adaptations they require are in place to ensure it is part of their normal way of working;

Home Learning Club – to support with the organisation of, development of independence and completion of home learning tasks;

In class interventions – targeted reminders to students for using positive coping strategies, applying skills taught through interventions and advocacy to teachers to enable students to progress in their lessons;

Key Worker Intervention – students can request a short time out from their class with a member of staff from Student Support when feeling dysregulated in class, giving opportunities to share difficulties and reminders of positive strategies to use when returning to their learning. There is provision available for those rare occasions when a student needs a longer time out;

Laptops – where students have been identified through assessments and/or specialist advice they are issued with a laptop to record their work in lessons;

Lockers – for students with specific requirements for holding items and/or clothing lockers are assigned;

Risk Assessments – where a student has a short or longer term need regarding their medical and emotional needs risk assessments are completed with parents and students to confirm arrangements, shared with staff, and reviewed regularly until agreed to cease;

ST Medical Pass – for students with evidenced medical needs enabling them to leave lesson as required and go to safe place for support;

Snack Break Support – for vulnerable students a safe place for snack breaks is available to attend to keep them safe and encourage social interactions with peers under supervision;  
Student Profile – additional strategies for staff to personalising learning for identified students.

### **Identification of Literacy/Numeracy Needs**

All students have a suite of assessments to identify any potential learning needs on entry to the college.

### **Speech Language, Physical and Literacy Focussed Interventions**

General literacy, Handwriting; ICT/Touch type, Numeracy, Precision Teaching, Reading, Spelling, Thinking Skills, Use of Language, English reading lesson intervention, Lexia.

### **Social Communication and Social Emotional and Mental Health Focussed Interventions**

Actions and consequences, Anxiety, Aspirations, Attribution theory, Behaviour management, Bereavement, Body image, Emotional support, End of College Day debrief, Exam stress, Friendship, Lego Therapy, Managing emotions and feelings, Personal hygiene, Resilience, Self-confidence, Self-esteem, Social skills.

### **Nurture Curriculum**

The Nurture Curriculum is a curriculum that enables students, identified through a mix of primary schools completing Boxall Profiles and information shared by schools, to have additional support in giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life. The students attend the Nurture lessons instead of attending specific mainstream lessons (French, Geography and History) initially and are carefully integrated into these subjects through their preferences as they demonstrate improved regulation. They have topic-based learning that gives experiences of the French, Geography and History whilst accessing the Nurture curriculum. The students access the curriculum for a maximum of 4 terms, starting in Y7 and ending at the end of Y8 Autumn term.

## **Step Back**

Identified Key Stage 3 (KS3) students who are having difficulty due to their behaviour accessing the mainstream curriculum. They are transferred to Step Back full time and after a period of intensive support in Step Back for Social Emotional Mental Health (SEMH) needs alongside English, Maths, Science, Art and elements of Hospitality and Catering are slowly reintegrated into lessons. This is typically for six to 12 weeks. Students cover a range of intensive interventions including:

Alcohol awareness (effects on behaviour and reasons why young people drink), Anger management, Body Language, Body image, Bullying – appropriate relationships and interactions with others, Choices, and consequences – cause and effect, Drug awareness, Feelings and emotions, looking beyond the behaviour, Positive classroom behaviour – understanding boundaries, Retracking, Rights and responsibilities – self efficacy and self-reflection, Self-awareness, and Self-esteem.

## **Structured Provision**

Structured provision is the available provision for students who, for a variety of reasons, are not accessing their full timetable of mainstream lesson. They will be supported in working to complete learning from other lessons either taught in discreet groups or through specific support with tasks set by their teachers.

## **Alternative Curriculum**

Provide an engaging and ambitious curriculum which meets the College's Curriculum Intent and all statutory content, as well as addressing students' needs;

Ensure rigorous and responsive assessment and tracking of progress achieving appropriate qualifications;

Be delivered by suitably qualified and skilled subject specialists who can help students make excellent progress;

Provide strong pastoral support in order that the students feel part of Minsthorpe Community College;

Follow systems which allow timely communication with the wider College, such as the Inclusion Team, CTLs, Progress Team Meetings, exams office, EWO, parents/carers and relevant external agencies;

Prepare the students for the next step in their education.

## **Inclusion Panel**

Wakefield Local Authority have an Inclusion Panel for schools to raise students either on a pathway towards or at risk of permanent exclusion. With the permission of home, we will raise students and ask for additional support that is not typically available such as specialist services and step outs for periods of 6 and 12 weeks.



## Alternative Curriculum

### KS3 RP (Alternative Curriculum)

A low demand, student-centred, inclusive curriculum to build developmentally on skills already acquired, with a focus on basic skills, communication, social skills and independence. The learning experience will be cross-curricular in nature and will take place in the main in their own allocated classroom. There will be a focus on personalised progress of students and they will have the opportunity to access subject specialist facilities and teaching, as appropriate to their development, strengths and interests if they demonstrate the ability and interest in doing so. Additionally, there is access to specialist support services to support identification and meeting of needs.

### KS4 RP (Alternative Curriculum)

A low demand, student-centred, inclusive curriculum to build developmentally on skills already acquired, with a focus on basic skills, communication, social skills and independence. The students will benefit from all lessons being delivered through the skills of subject specialists. This will be a mixture of certification, such as First Aid, and appropriate qualifications in core and wider subjects at Entry Level, Level 1 and GCSE. The focus will be on developing the students' independence and self-advocacy skills and integration into mainstream lessons in line with their wishes, abilities, strengths and career aspirations. Additionally, there is access to specialist support services to support identification and meeting of needs.

### Reset and Off Site Direction Alternative Provision and Curriculum (Alternative Curriculum)

For a small number of students a full time mainstream experience does not support their needs. We provide opportunities for students to access learning in small groups, with a focus on core and practical subjects that are personalised to their ability and offer a range of qualifications and positive outcomes. Students can be directed off site for parts of their week to have out of college experiences that are a part of their overall learning experiences. This includes:

Action 2 Change – Typically used for step outs and to give students intensive support in improving behaviours for return to college;

Balance – Providing a combination of academic, vocational and life skills;

Early College Transfer – Opportunities to achieve qualifications in vocational subjects in Year 11 that also supports transition to Post 16 and progress in learning;

Oak Forest School – A range of independence building life skills taught through learning within a woodland environment;

Reverse the Cycle – Opportunities to engage with disenfranchised young people through repairing and building bikes, including the opportunity to build their own;

UCAN – Vocational experiences for a range of potential careers including hair & beauty, motor mechanics and sport;

Wells Academy – delivery of core subjects and emotional support offering input to students as step out and for longer term placements where appropriate.

Students can be on the RESET pathway for a period of time or as part of a long-term plan. This is kept under review on a termly basis. Regular communication with home and other involved professionals and formal meetings are held to ensure that there is a shared understanding and clear planning following the Assess, Plan, Do and Review model.

## **Transition**

### **KS2 to KS3**

An extensive transition programme is available to all students transferring from KS2 to KS3 includes the contribution of a number of staff in the primary schools and at Minsthorpe Community College. Information is shared at appropriate points and a Transition Joint Consultation Meeting (JCM) is held at the start of June each year. The primary schools, Minsthorpe staff and specialist agencies meet to discuss all students that may require additional support as they transition and plans are made to make that experience as smooth an experience as possible. All information on support mechanisms being introduced are shared with parent/carers to ensure they are aware of how their child is being catered for.

### **KS3 to KS4**

All students who may require additional support as they move to GCSE curriculum are identified and discuss to ensure that they receive the additional support necessary to make informed decisions about the choices they are making. Parent/carers are included in all the decisions to ensure that we work in partnership to give a broad and balanced curriculum with the right balance of aspiration raising and personalisation.

### **KS4 to KS5**

Student Support work closely with the Minsthorpe Careers Advisor to support students with Education, Health and Care (EHC) Plans to ensure they have their statutory access to careers guidance from Year 9. Additionally, any identified student from year 9 where it is identified that there is a risk of the child being Not in Education Employment or Training (NEET) or potential for disengagement from learning will be interviewed to support them and parent/carers in maintaining ambition for the future. Additionally, we work closely with all local colleges for where students move to ensure we share all information relating to support and access arrangements.

### **Identification and Support**

Underpinning all the above support and provision is the range of meetings and professionals the college engages with to support students. There are weekly meetings with all year groups to identify students where identification and further support are discussed, a weekly meeting involving senior leaders to consider the more complex students and to plan strategically next steps. The Assistant Principal Behaviour and Attendance chairs Pastoral Support Plan (PSP) meetings termly to plan further support for students whose behaviours is resulting in fixed term exclusions. The Director of Student Support meets with specialist agencies regularly and formally, once a term to discuss the most complex students to ensure that a multi-agency approach is in place to support the child. The Director of Student Support and Principal also attend a meeting once a month to raise students at risk of permanent exclusion

to access further Local Authority provision that could remove barriers to learning where in college provision has not succeeded in doing so.

## Section 6

# Specialist Support

The college has a great deal of expertise within the staff body but are not specialists. We commission and have commissioned a range of expertise in offering further guidance and adaptation for curriculum and individual students:

Assistant Educational Psychology, Educational Psychology Service, Wakefield Inclusion Special Educational Needs and/or Disabilities Specialist Support(WISENDSS), Speech and Language Therapy, Children's Sensory Impairment Team (CSIT), Ethnic Minority Assessment Team (EMAT), Primary Practitioner CAMHS, Kooth Counsellor, Special Educational Needs and Disability Independent Advice and Support Service (SENDIASS), Youth Offending Team (YOT), Safer Schools Partnership Officer (SSPO), Occupational Therapy and paediatric services.

## Referrals for Autism (ASD) and Attention Deficit/Hyperactivity Disorder (ADD/ADHD)

Minsthorpe Community College work closely with and support and respond to the recommendations of health services. The pathway to seek diagnosis for ASD and/or ADHD requires for parental and school views to be shared with the service for it to be accepted. This requires a lot of time and detail from college and consideration for agreeing to make referrals.

To ensure an appropriate referral can be made, the College will take the following steps:

1. We will always collect parent views first. We will follow up if we do not receive them back but will not collect any further information until we have received them as all referrals are declined without parent views and consent.
2. We will not start a referral for these potential disabilities until the child has been with us at least two terms and had good attendance. To try to refer to the services without these expectations results in referrals not being accepted as the quality of information is not evident and we have to manage the amount of time we dedicate to asking teachers to complete these forms.
3. It is anticipated that it could take up to 6 months from the start of the process to the referral depending on the time in year when the process begins.
4. We will send parent/carer a copy of everything we send to the assessment pathway, so they know exactly what we are stating and have a copy to support their discussions with health professionals.

## Section 7

# Information Sharing and Training

A range of training for areas of SEND, targeted to specific groups of need in college and individual students to ensure that staff are confident in their skills in meeting their needs within and out of class is planned each year. The above, specialist practitioners are available to support in that whole staff, targeted and individual information sharing and training to support students and their families.

The college is confident in its ability to meet the needs of students attending Minsthorpe Community College but do accept that it will not be successful with each and every child despite our best endeavours and following the SEND Code of Practice (2015) using the process of Assess, Plan Do and Review and graduating our approach. Parent/carers can be assured that we will work with them to give their child every chance to succeed.

We have recently been published by the DfE in Deployment of Specialists in schools to improve outcomes for learners with SEND as an exemplar of good practice, the Director of Student Support is a Specialist Leader in Education (SLE) for SEND, leads the SENCo network for Wakefield Learning Community (WLC) and is an SEN expert for First Tier Tribunals advising on legality of decision made by Local Authorities and schools for children and young people with SEND.

## Section 8

# Wakefield Local Offer

Provides information and support available for families with children and young people ages 0-25 years with special educational needs and/or disabilities. Find out more about the Local Offer by [clicking here](#).

### Parent Questions

Parent Questions	Answers
<i>How does the college know if my child needs extra help and what should I do if I think my child may have special educational needs?</i>	Early identification of pupils with additional needs is a priority at Minsthorpe Community College. On entry to the college each student's learning abilities will be assessed through a suite of assessments. We will periodically reassess where necessary so we can identify any possible areas of learning or social needs requiring interventions and further investigation. This will allow for evidence to be collected to assess if a child has SEND and any support in exams. Additionally, internal meetings take place weekly to discuss any arising concerns and allow for opportunities to respond. Parent/carers are always informed of these support measures and also when any support is no longer required. If a parent/care believes that their child may have SEND then call the Student Support department and/or year CCTL to discuss.
<i>How will the college staff support my child?</i>	Minsthorpe Community College will work together with students and their parents using the information from assessments to design appropriate personalised programmes for students with identified additional needs, including: <ul style="list-style-type: none"><li>• Providing starting points for an appropriate curriculum;</li><li>• Identifying the need for support within the class;</li><li>• Assessing learning difficulties;</li><li>• Ensuring on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning;</li><li>• Involving parents in a joint home-school learning approach.</li></ul>

<p><i>How will the curriculum be matched to my child's needs?</i></p>	<ul style="list-style-type: none"> <li>• Teachers are skilled at adapting teaching to meet the diverse range of needs in each class;</li> <li>• Daily planning takes into account individual student's needs and teaching is delivered in a range of ways to support access and ensure that all students can experience success and challenge in their learning;</li> <li>• Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all;</li> <li>• Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills;</li> <li>• Interventions, strategies and provision for support are tailored to individual needs following discussions with parents, students, subject teachers, outside agencies (as required) and Student Support.</li> </ul> <p>The main methods of intervention and support are:</p> <ul style="list-style-type: none"> <li>• Full-time education in classes, with additional help and support by the subject teacher through a personalised curriculum;</li> <li>• Periods of withdrawal individually or in groups;</li> <li>• Support from specialists within class or as part of a withdrawal programme;</li> <li>• Pastoral care;</li> <li>• Support to improve attendance including support from Education Welfare Officer (EWO);</li> <li>• From the wide range of support, interventions and provision available from the college.</li> </ul>
---	---

<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>The progress of students at every stage of the above graduated approach will be tracked using assessment data. Progress will be shared with parents, at least termly. Minsthorpe Community College do not use the Local Authority My Support Plan documents as due to the level of needs within the school it would be too time consuming to manage this process. A provision mapping approach is used that allows for all students support and interventions to be recorded and monitored. For the small number of students whose needs are more complex there is an internal document, the Minsthorpe Support Framework (MSF) to allow for request further support from the LA through the needs assessment process, if successful, resulting in the child being issued with a EHC Plan. Students with an EHCP will have annual reviews where progress is reported to the Local Authority.</p>
<p><i>How are the college's resources allocated and matched to children's special educational needs?</i></p>	<p>Every Year 7 student is assessed within the first half-term of starting at Minsthorpe Community College. Students have a range of diagnostic assessments to identify any support students may require. This also allows identification of students who may require access arrangements in examinations. For those with the most significant need a programme of withdrawal for intervention takes place. Alongside this information we also use transition information, KS2 data, outside agency reports, subject teacher assessment, pastoral information and parent/carers information to help match the needs of our students.</p>
<p><i>How is the decision made about the type and how much support my child will receive?</i></p>	<p>After discussions with key staff and parents, additional support will be put into place to provide enhanced resources and/or targeted small group and/or individual support to help overcome any difficulties. The views of the student or young person about their support will be given consideration throughout each stage.</p> <p>This additional support is documented and short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Formal review meetings are held as required. Parents, relevant external agencies and when appropriate, students are invited to meetings.</p>

<i>How is the decision made about the type and how much support my child will receive? Continued ...</i>	The impact of support offered is considered along with the progress towards set targets. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding can be available for children who meet the Local Authority set criteria.
<i>Tests and Examinations: Access Arrangements</i>	For some student's additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The College will inform you about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ can be accepted for access arrangements for public examinations. There is an Access Arrangements Policy available on the college website.
<i>Who can I contact for further information?</i>	Parents are encouraged to contact individual subject teachers. If this is not leading to improvements or concerns are not lesson based, please contact the year group CCTL and/or the Student Support department.



## Questions from a Young Person's Point of View

Young person's Questions	Answers
<i>How does the college know if I need help?</i>	<p>Before starting at Minsthorpe Community College we will speak to your previous school and look at all the information about you in order to ensure you are supported. If needed you will visit Minsthorpe Community College as part of our transition plan so that you feel confident in September.</p> <p>Throughout your time at Minsthorpe College we will continue to track your progress, speak to your teachers, you and home. We also ask all our new students to complete a short assessment which will identify if you need any support.</p>
<i>What should I do if I think I need extra help?</i>	If you think you need extra help then you speak to your subject teacher, Head of year and Student Support. If you do not feel comfortable in doing this then you could ask your parent / carer to contact someone at the college to discuss your concerns.
<i>How will my course work be organised to meet my individual needs?</i>	We look at all the information on you to help us meet your needs. Sometimes we will speak to outside agencies or advisors who may know you better and are able to help us to support you in school. You and your family will always be kept informed and be part of this process.
<i>How will I be involved in planning for my needs and who will explain it and help me?</i>	At Minsthorpe Community College we work together with all our students. You will be part of meetings and a teacher will explain anything you do not understand. Dependant on the support that is needed will depend on who will help you. Once again, that will be explained to you and your parent / carer
<i>Who will tell me what I can do to help myself and be more independent?</i>	At each assessment point and parents evening teaching staff will work closely with you to set targets that you are able to achieve. Any reviews that take place will also identify how you can be more independent and strategies to support this.