



**St Giles C of E Academy
Special Educational Needs
and Disability Policy**

2025-26

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Purpose

The purpose of this policy is to describe our practices with regards to children with special educational needs and/or disabilities from September 2015 and the principles upon which these are based.

We endeavour to:

1. Meet the needs of all children with special educational needs and/ disabilities.
2. Ensure the entitlement of children with SEND to the same broad and balanced curriculum as other children, with the additional provision of relevant individual education programmes.
3. Provide for the early identification and assessment of children with SEN so that support can start as soon as possible.
4. Involve parents in partnership with the school.
5. Promote close co-operation with any outside agencies concerned.
6. Provide support and advice for school and all staff working with children with SEND.
7. Comply with the legal requirements, following the Code of Practice 2015 and Local Authority procedures.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training
(SEND Code of Practice 0 – 25 (2015))

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- SEND Code of Practice 0 – 25 (2015)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Behavioural Policy
- Accessibility Policy
- Teachers Standards 2012

Definition of Special Educational Needs (SEN)

According to the SEN Code of Practice 2015 a child or young person has a 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

Definition of Disabled

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.

Identification of SEN

It is important that a pupil is identified as having a special educational need as early as possible.

Some early indications that a pupil may have a special educational need are;

- If a parent has concerns about how their child is progressing.
- If the child themselves identifies concerns or worries about their own development.
- If a pupil has been identified as making less than expected progress given their age and individual circumstances by a member of staff. 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
- If a child fails to make 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.
- After quality first teaching and interventions have been put in place to target the areas of weakness and the child still fails to make expected progress, evidence will continue to be gathered from parents, the child, staff and sometimes outside agencies. We may feel that it is necessary for other agencies to be consulted in order for school to receive advice from a specialist. Whilst we endeavour to refer children to external agencies as early as possible, (e.g. the School Nurse, an Educational Psychologist, a Speech and Language Therapist etc), once the referral

process has commenced the waiting time for each agency can vary which is regrettably beyond our control.

Four Areas of Needs

Taken from the SEND Code of Practice 0 – 25 (2015) the four broad areas of special educational need are categorised as;

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. These needs can change overtime and be evident in one or all situations when the child is communicating or interacting. Children with Autism Spectrum Disorder (ASD) including Asperger's Syndrome and Autism often have problems with social interaction and communication.

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, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Slow progress and low attainment do not necessarily mean that a child has SEN but they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Social, emotional and mental health difficulties (SEMH)

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.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. If these behaviours occur assessments will be carried out to determine whether there is an underlying cause such as undiagnosed learning difficulties, difficulties with communication or mental health issues. Other factors which may be taken into consideration may be family and housing circumstances, reactions to a particular situation and domestic circumstances.

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 change over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning or living support. Children and young people with an MSI have a combination of vision and hearing difficulties.

At St Giles 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.

We are aware that though a child may not be identified as having SEN other factors may affect a child's progress and/ or attainment during the short or long term. These may include

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

A Graduated Approach to SEN

Quality first teaching (**Wave 1 provision**) in school meets the needs of the majority of children in school. However, some children need support above or different to this to meet their needs. St Giles C of E Academy employ an Assess, Plan, Do Review approach to meeting the needs of all children including those with SEN as advocated by the SEN Code of Practice 2015. All children identified as having a SEN are now listed as **SEN support** on the register which replaces the old system of **School Action** and **School Action plus** and acknowledges the wide variety of needs and individuality of children with SEN. If a child has an EHCP plan this is recorded on the register and replaces the Statement of SEN.

1. Class teachers at St Giles are responsible for ensuring teaching is differentiated appropriately and all children within their class reach their potential.
2. Class teachers will strive to provide appropriate resources, teaching aids, support and methods of teaching to monitor and support all children and will ask for advice and support from the SENCO and appropriate agencies to do so. They will plan differentiated and personalised learning sessions to meet the needs of children in their class and support groups or individual children within the class.
3. At St Giles we continually monitor and **assess** children's attainment and progress using a range of methods including observations, work scrutiny, achievement of Learning Objectives, formal assessments, Assessment for Learning strategies, children's and parents own views of learning. Using the school's assessment system, children's progress is recorded and analysed at least three times a year and is shared with parents three times a year and more frequently if appropriate.

If the class teacher identifies a group of children with a particular need based on these assessments they may use (**do**) an intervention in or out of class (For example Time to talk, Socially Speaking, Lego Therapy, phonics or maths boosters) **a full list of interventions offered at St Giles C of E Academy are listed on our provision map (Wave 2 provision)**. These may be carried out by the class teacher, another member of staff, a teaching assistant or the SENCO and will always be planned, progress recorded and assessments made at regular intervals to ensure progress is being made or if adjustments are needed to meet the needs of every child.

3. If a child is identified as having a SEN and requires individual support in particular areas (**Wave 3 provision**) they will be listed on the SEN and Disabilities Register in school and will have a **Supporting Me To Learn Plan (SMTLP)**, **My Support Plan (MSP)** and/or **Education Health Care Plan (EHCP)**.

3.1 A child may have a **learner profile (LP)** (See Appendix 1a) which is a one-page document which captures a learner's essential needs and provides basic information for staff to enable them to support a child at the universal, quality first teaching level. This is written with the involvement of the child, family and school and may include some reasonable adjustments needed to support the child's progress or wellbeing. This may be a medical or disability need and the child will **not** be placed on the SEN register for this. The LP will be reviewed/updated at least once a year unless circumstances change.

3.2 A child may have a **Supporting Me to Learn Plan (SMTLP)**. (See Appendix 1b) This is a document which is created and agreed by school, parents and pupils highlighting strengths and concerns of the child, SMART outcomes (Specific, Measurable, Achievable, Realistic, Time specific) and **plan** how all involved are going to work together to achieve (**do**) these. Outside agencies may also give advice on strategies and resources to support the child. The supporting me to learn plans are usually reviewed and updated three times a year (more if deemed appropriate) in a meeting with all involved with signed copy given to parents, SENCo and kept by the class teacher and any other members of staff working with that child. During transition between classes information, regarding all children with SEN, is discussed and passed on to the appropriate staff member.

3.3 If a child is identified as having more complex needs and is usually receiving support and advice from more than one agency, they may require a **My Support Plan (MSP)**. This document is designed to record relevant information from the child, parents and families, school, other agencies to document relevant past history, medical information, strengths and weaknesses, strategies used, everyone involved in the child and family, long term aspirations, short term outcomes and who will do what when. The MSP is a working document which can be updated with new information (such as a diagnosis, or evidence towards an outcome) at any point by school including parental input. A copy of the MSP is given to parents and kept in school and the short-term outcomes are usually included in a

supporting me to learn plan, broken down into smaller steps showing how these will be achieved. The SENCo along with parents and class teachers will determine on an individual basis whether an MSP is appropriate for a child depending on their needs and under advisement from supporting agencies.

3.4. If a child has a medical or health need (e.g., epilepsy) they may need a **Health Care Plan (HCP)** These are usually completed by parents, SENCO, Class teacher any relevant staff, and relevant outside agencies (e.g., epilepsy nurse) and is reviewed yearly.

3.5 Some children may have complex, developmental needs or sensory needs that have been identified at birth or in the early years. Parents of these children may have already received advice or assistance from health professionals and the local authority may have already considered whether the child's needs are sufficiently severe/complex and long term to require an **Education, Health and Care Plan (EHCP)**. Sometimes these complex, developmental needs do not become apparent until after the child has started nursery/school; if this is the case the school can refer the child to the local authority for assessment whom will decide if an Education, Health and Care Plan is required. School, alongside parents will be required to provide evidence regarding support already provided for the child and usually includes at least three cycles of reviewing the MSP to be submitted. An EHCP includes all the information from the MSP as well as any additional funding implications and resources required. The EHCP is reviewed, updated and agreed once a year with all involved and submitted to the Special Educational Needs Access and Review Team (SENART) panel to be discussed and a new EHCP given if appropriate. (This process replaces the old Statements for children with SEN)

Children with Medical Needs

The school recognises that pupils at school with medical conditions should be supported so that they have full access to the Curriculum, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

A Medical Register is kept in the Office and updated on the computer system Integris. This records any long-term medical condition, for example asthma, ADHD, Autism or diabetes; any child's allergy to any form of medication, food products or insect stings; and details of any children whose health might give cause for concern. Parents are relied upon to keep this list up to date including contact details and providing in date medication and equipment. Staff will be asked to read the register and sign when they have. Any parent with a child with a medical condition such as asthma has a specific medical form to fill in providing relevant information and permission to administer medication as and when required. The school office has copies of these forms and class teachers keep inhalers, creams etc. alongside forms for the children in medical boxes in their classrooms away from children.

Some children may need to have a **Health Care Plan (HCP)** which provides more detailed information about conditions (e.g. Epilepsy etc.) including relevant background, the needs of the child, the agreed method of treatment, signs and symptoms, the medication/ treatment needed along with dosage, times etc, who to contact and what to do in an emergency. These plans are drawn up in partnership between school, parents and a relevant healthcare professional if necessary and reviewed and updated at least once yearly. Any advice given from other professionals will inform decisions made regarding adult roles in meeting the child's needs. Individual Healthcare Plans are kept in the school Office, the class teacher and SENCo also keeps a copy of individual children's Healthcare Plans.

Partnership with Parents/Carers

In accordance with the Code of Practice's '**assess, plan, do, review**' approach to supporting pupils with SEND, partnership with parents is a fundamental part of our practice. Parents of pupils with SEND will be kept informed at each stage of the process:

- Parents will **always** be consulted before their child is placed on the Special Educational Needs and Disabilities Register.
- Parents of pupils with a supporting me to learn plan will be invited to review progress towards expected outcomes and adapt outcomes or set new outcomes and strategies with the child's class teacher or SENCO regularly (usually three times a year).

- For some pupils with SEND, parents will be invited to consult with external specialists, e.g., Educational Psychologists, in order to discuss and plan additional support for their child.
- For pupils with an Education Health and Care Plan, parents will be invited to annual review meetings, to discuss their child's progress with all professionals involved, including the Headteacher
- Regular informal contact with the class teacher/SENCO will help parents discuss ongoing progress/needs/concerns
- Parents are signposted to agencies and given information which may offer further support for their families and children by school.

Involvement of the child

The Children and Families Act 2014 makes it clear that we have a duty to consult with children with SEND in order to gain an insight into their views, wishes and feelings. At St Giles C of E Academy, we aspire to listen and respond to children in order to show them we value and respect their opinions. Our approach will depend on the nature of SEND and the understanding and age of the child will be taken into account.

- A trusted, key member of staff (SENCO/Class teacher/TA) will find the most appropriate way to gain the views and feelings of children with SEND - if verbal communication is difficult, other methods are used (e.g., play/photographs/objects/observations).
- Wherever possible, children with SEND will also be consulted when setting new targets and discussing the progress they have made.

Monitoring Pupil Progress

We keep records of the progress of children with SEN according to usual school policy and procedures and any extra individualised records are kept as needed.

- Class teachers use assessment data and ongoing assessment strategies/observations to inform targets on intervention plans and Individual supporting me to learn plans.
- The SENCO alongside the head teacher and deputy head will monitor intervention plans and progress of all children and report to the Senior Management Team on the following:
 - Progress made towards expected outcomes/targets;
 - Progress and attainment of SEN pupils in Maths, Reading and Writing at each assessment point throughout the year.

"Special Care"

We recognise that some children have additional needs, not SEN, relating to problems concerning health, family or a temporary difficulty. Staff are incredibly used to sharing information about special care children and use opportunities such as staff meetings to share relevant information.

Examples of "Special Care" circumstances may include:

- Medical issues such as asthma, glasses, skin sensitivity, dietary needs;
- Emotional issues such as family separation, bereavement, new baby, friendship issues.

Information regarding children will be shared with relevant members of staff via our confidential system 'CPOMs'. All staff have a responsibility to update and share information regarding **any** child they have concerns about.

Roles and Responsibilities

The class teacher

Responsible for:

- Checking on the progress of children and identifying, planning and delivering any additional help a child may need (this could be targeted work or additional support) and letting the SENCO know as necessary;
- Writing Learner profiles (at least once a year) and if needed Supporting me to learn plans regularly (usually 3 times a year); sharing and reviewing these with parents.
- Ensuring that all staff working with children in their class are able to deliver the planned work/programme/ and Intervention Plans for them, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources;
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO: Mrs Rebecca Winwood

Responsible for:

- Developing and reviewing the school's SEND and Inclusion policies;
- Co-ordinating all the support for children with special educational needs or disabilities alongside the Headteacher;

- Ensuring that parents are:
 - involved in supporting their child's learning;
 - kept informed about the support their child is getting;
 - involved in reviewing how they are doing;
- Liaising with external agencies who may be coming in to school to help support children's learning, e.g. Speech and Language Therapy, Educational Psychology Service;
- Updating the school's SEND register, provision maps and making sure that records of children's progress and needs are kept;
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Headteacher: Mr Richard Grace

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND and managing the funding for these children;
- The Headteacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that each child's needs are met;
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Mr L. Magniez

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.

Staff training/ CPD

Training is provided by

- The SENCO attends relevant local and national training to keep up to date with all aspects of SEND related to schools e.g. introducing EHCPs and changing SEN legislation.
- Whole school training to meet the needs of particular children e.g. asthma, epilepsy etc

- Whole school training to meet the needs of children in our school e.g. speech and language training, Safeguarding, REACT training, CAMHs support etc.
- Training for class teachers/ TAs to support the needs of particular children in their class, for example training to deliver intervention programmes.

Training can also be flexible to respond to the changing nature of SEND and to meet the needs of the children in our school.

Transitions

Prior to entry into Nursery, the staff liaise with parents, playgroups and any pre-school setting to discuss information about each child. Families Enjoying Everything Together (FEET) sessions are offered to parents the half term prior to entering nursery to allow the children, staff and parents to get to know each other and identify and share any potential concerns.

Prior to transition to the next classes staff will meet to review individual children regarding SEN support. SEN records will be passed directly to the next teacher with copies shared with the SENCO.

Prior to transition to High School, staff will liaise with the relevant high school to pass on information and records relevant for the child. Transition arrangements for SEND children will be scrutinised and arrangements made to meet the needs of specific children and families, for example early visits to the next school, trusted members of staff accompanying the child, parent visits. If appropriate the SENCO will liaise with the appropriate staff to aid transition and help parents with paperwork if needed.

Liaison with schools receiving children from our school at other times of year will be actively pursued so that arrangements to communicate SEN records can be made.

Pupils who are on the SEN register in school will automatically have additional transition visits and support when moving to KS3. At St Giles we take pride in our transfer of information that will ensure that pupils are not anxious when they leave us at the end of year 6. The school SENCO will pass up relevant information

to the chosen high school, as well as the child's class teacher.
All pupils - regardless of SEN- have opportunities for transition meetings and information is shared thoroughly.

Admissions

We have an inclusive admissions policy and welcome all children to the school. It is an important aspect of the school's ethos that we facilitate provision for children with special educational needs wherever possible.

The admission procedure is determined by the LA's admission policy, a copy of which can be requested from the LA.

Local Offer

Information regarding the Local Authority's Local Offer can be found on the following webpage:

[Wakefield Local Offer](#)

Monitoring and Evaluation of SEND

The quality and effectiveness of the school's SEN provision is carefully monitored by the SENCO and/or the Headteacher. This is carried out by gaining staff's views, parents' views and pupils' views via different methods (e.g. SEN surveys, review meetings and discussions with children.) The SENCO will carry out learning walks and class-based observations of children in order to monitor the high-quality teaching of children with SEN. These monitoring and evaluation arrangements promote an active process of continual review and improvement of provision for all children.

Complaints

Complaints about SEN issues should follow the usual complaints procedure – i.e. for the class teacher / SENCO / Headteacher to be approached first and the LA Complaints Procedure followed if necessary.

Appendix 1a

St Giles CofE Academy

XXXXX – Learner Profile

Created: 04/10/2025

Review Date: 04/10/2026



Strengths

XXXXX is a dedicated and industrious individual with a natural aptitude for mathematics. He consistently demonstrates a strong work ethic and a genuine enthusiasm for learning. His writing is both engaging and compelling, often capturing the reader's attention and encouraging continued interest. XXXXX also has a keen sense of humour and enjoys sharing jokes, contributing positively to group dynamics. He maintains a strong circle of friends and thrives in collaborative environments, where his interpersonal skills and lively personality shine.

Teaching strategies areas of concern

Teacher check ins to help with XXXXX anxieties around work and support needed discretely offered

Low distraction/ calm environment to support XXXX maintain a calm/ alert state

Visual timetable- to support worries around what will be happening next

Warning of changes in routines to help with anxieties within the school day

Additional provisions - reasonable adjustments

Use of calm corner/ reflection area as needed.

Support from pastoral team.

Fiddle toy,

Support emotions group

Pupil comments

I like school. I find maths hard and sometimes get stuck. I don't like people looking at me in class. I enjoy being with my friends at break times.

Parent comments and signature

XXXX has always been an anxious child and I worry that he needs to develop a better way to manage his worries as he can sometimes explode at home. I will support anything school puts in place to help with this.

Teacher comments (Optional)

Appendix 1b.

XXXX – Supporting Me to Learn Plan



Start Date:	13/10/2025	Review Date:		Class Teacher:	
Year Group:	Year	Date of Birth:		Age:	
SEND Provision:	SEN Support	Broad Area of Need:	Cognition and learning	Attendance:	90%

You need to know

XXXX is happy at school. She has lots of friends.

She enjoys creative activities such as colouring and drawing.

XXXX says that she doesn't enjoy maths because she finds it tricky.

XXXX did not pass her phonics screening check in year 1. She struggles to segment and blend fluently which slows her reading down. She is reading

It is also having an impact on her writing. She is struggling to write independently.

XXXX is working below the expected standard in Maths. She is still not confident in recognising and recording numbers to 20.

Teaching strategies / reasonable adjustments that help me learn

XXXX is having daily phonics sessions.

She is a daily reader and reads 1:1 with a member of staff.

XXXX sits near the front of the class.

XXXX is sometimes offered alternative ways of recording (oral responses, scribing).

XXXX is offered scaffolds when she is working.

She sometimes works in a small focused group for English and Maths.

Assessments

XXXX is just below in reading, writing and maths. She didn't pass the phonics screening check and scored 23

Autumn Term Targets

Area of concern	Target	Success criteria	Strategies	Provisions	Review
Writing	XXXX will write simple CVC words correctly 3 out of 5 times.	XXXX will use some CVC words when writing independently.	XXXX will practice segmenting and blending CVC words with an adult. Give XXXX dictated sentences that include CVC words for her to practice.		
Maths .	XXXX will be able to write numbers 11-20 with the digits in the correct order 3 out of 5 times.	In maths lessons, XXXX will record her answers independently and accurately 3 out of 5 times.	XXXX will spend time in a maths intervention group working with numbers to 20. If XXXX writes a number 0-20 incorrectly in her book she will be asked to change it with her purple pen. Offer XXXX a choice when she makes a mistake. Give XXXX dojos and praise for correct work.		
Phonics	XXXX will be able to segment and blend words she doesn't know without being prompted when reading 3 out of 5 times.	When reading XXXX will attempt to decode words that she does not know without pausing. Her reading will be more fluent.	Provide books that matches XXXX's phonic ability. Read with XXXX 1:1 daily. Give her reminders before she reads that she is has to segment and blend words she doesn't know. Give XXXX time to think before giving her a prompt to segment and blend.		

Child's voice

I like colouring and art.
 I like playing with Barbies.
 I like to eat McDonalds.
 I don't like maths because it is tricky.
 I don't like vegetables.

Family comments

XXXX has always loved coming into school but I know she finds school work a struggle sometimes. Xxxx does not like reading at home so it is hard for me to help her practise reading. Xxxx can be hard work at home but I am glad she tries hard in school and has friends.

Family Signature