



Falconer's Hill Infant School

Special Educational Needs and Disability policy

Updated: September 2022

CONTENTS

Mission Statement
Compliance and key staff
Introduction
Aims and Objectives
Equal Opportunities and Inclusion
The four areas of Special Educational Needs and Disability
Admissions
Related policies
Identifying SEND
Cycle of assessment
Monitoring progress
How we work with specialist services
Statutory assessment
Interventions
Evaluating SEND provision
Listening to the views of SEND pupils
Staff training on SEND
The Role of the SENDCo and What Provision Looks Like at FHIS
The Role of the Governing Body
Complaints regarding SEND provision
Storing and managing information
Policy review

MISSION STATEMENT

Green Learning Tree

The tree represents the growth journey of our children as they progress through the school. Starting at the beginning, at the base of our Learning Tree we ensure all children feel Safe, Happy and Loved because it is only when these roots are established that we can successfully move onto learning how to behave and manage our feelings (represented by our Values images).



The next stage in our learning journey, as we move up the trunk, is learning how to learn (represented by our Learning Stars) and we crown our learning with an enriched Green Values Curriculum that teaches children to be Good Citizens and Guardians of our World.

Together, home and school can create a strong partnership which can engender and nurture that essential aspect of children's education, a love for learning, which is why we actively encourage your involvement.

The whole school community is committed to a collective responsibility for the **implementation of the values inherent in this statement**

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavor to ensure that all our children fulfill their potential and, within this context, we emphasize health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

COMPLIANCE AND KEY STAFF

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (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 (Sept 2014)
- Keeping Children Safe in Education (2021)
- Safeguarding Policy
- Standards (2012)

It was developed in line with Northamptonshire's Local Offer, and the framework for the Schools Information Report. We have a separate policy for Medical needs.

Our Executive Head Teacher - Mrs Rachel Edkins – provides leadership on inclusion and high achievement for all.

Our SENDCO – Miss Phoebe Giles- lead on the day to day operation of our SEN procedures following guidance in the SEN Code of Practice.

Our SEND Governor – Miss Rachel Nafzger – has responsibility for monitoring and supporting the school on SEND matters on our governing body.

Our School Office Administrators – Miss Michniewska – can give you copies of our policies.

Our Safeguarding Child Protection Governor – Mrs Gloria Edwards-Davison– has responsibility for monitoring and supporting the school on Safeguarding matters on our governing body.

All members of staff can be contacted by e mail: admin@fhis.inmat.org.uk

INTRODUCTION

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

SEND

Every teacher at FHis is a teacher of pupils with SEND

- We welcome difference and diversity – learning from and about diversity strengthens our Community.
- We value, respect and celebrate the achievements of all children.
- We will always involve carers/families in planning and reviewing progress; we know that parents are the first educators of their child - we need their knowledge to plan effectively. We call these meetings 'structured conversations' and they are a chance for you as a parent to share your expertise regarding your child.
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be.
- We will provide expert support and resources for children with SEND to fulfil their potential.
- Our starting point is to guarantee a whole school approach to making provision for children with SEND: we make sure that all staff have the knowledge and skills to support all children with SEND in our school.

AIMS AND OBJECTIVES

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN;
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships with the Local Education Authority/ InMat and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

EQUAL OPPORTUNITIES AND INCLUSION

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

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

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage and own their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

THE FOUR AREAS OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

The four areas:

- **Communication and interaction** – This can include speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning** – This can include Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)
- **Social, mental and emotional health**– This can include attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury
- **Sensory and/ or physical needs** – This can include Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.
- **Medical needs:** refer to the policy on Medical Conditions. Where a child has a medical need and SEN, provision is well-coordinated and managed by the SENDCo.

We recognise that some children may have more than one Special Educational Need.

ADMISSIONS

At FHS we welcome all children including those who have Special Educational Needs (SEN) and/ or Learning Difficulties and Disabilities (LDD). We have high expectations for our pupils and will ensure that all children make progress in their academic as well as social and emotional development.

Inclusion is at the center of our school's aims and values. Our admissions policy can be found on the school website.

FHS has an Accessibility plan, which ensures all learners are able to access our environment and curriculum.

RELATED POLICIES

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Equalities Plan
- Values, Wellbeing and Safety Policy
- Behaviour Policy

The school follows the national guidance on Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD), which is set out in the Code of Practice (2014). We use Northamptonshire's Local Offer which can be found at:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/Pages/default.aspx>

We use government guidance on the definition of disabilities. The benefits of early identification

are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

IDENTIFYING SEND

The 2014 SEND Code of practice states:

- 6.15 *A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.*
- 6.16 *Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.*
- 6.17 *Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:*
- *is significantly slower than that of their peers starting from the same baseline;*
 - *fails to match or better the child's previous rate of progress;*
 - *fails to close the attainment gap between the child and their peers;*
 - *widens the attainment gap.*
- 6.18 *It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.*
- 6.19 *The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.*
- 6.20 *For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.*
- 6.21 *Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.*
- 6.23 *Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, 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.*

We use our best endeavours to secure special educational provision for pupils for whom this is

required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

We recognise that some children may have more than one Special Educational Need.

It is important to consider what is not SEN, to ensure identification is accurate. At FHIS we recognise that the following examples would not be considered as a reason to identify a child as SEN:

- short term lapse in progress and learning
- attendance and punctuality
- health and welfare
- housing difficulties
- English as an additional language
- being in receipt of the Pupil premium
- Being a looked after child

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and Learning Support Assistants, have important day-to-day responsibilities and contact with the children. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's Nursery experience. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting. If it is not, then FHIS will actively seek this information.

The class teacher and SENCO will use all gathered information to:

- Provide strong starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the school assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- Make referral to external agencies for relevant assessment

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

CYCLE OF ASSESSMENT AND IDENTIFYING AT FHIS

1. Teacher/parent/carer raises concern or pupil progress data indicates a lack of progress
2. Monitoring by class teacher and SENDCo
3. Targeted intervention put in place and monitored.
4. Child's progress is reviewed.
5. Next steps:
 - Child has made progress and the gap is closedOr
 - Child has not made progress and more personalised targets and provision are required
 - Child is added to SEND profile. A referral could also be made to outside agency, if appropriate.

If a child is added to or removed from the SEND profile, the parents/carers will always be informed.

MONITORING CHILDREN'S PROGRESS

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The SENDCo and head thoroughly analyse all pupil progress data (including SEND data) termly, to track progress and ensure current provision is targeted effectively.

At FHIS the SENDCo may also observe the child and liaise with all adults involved to form agreed strategies. Parents are always involved in this process from the beginning and school staff have regular meetings with parents to discuss provision and progress.

The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, FHIS will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan or Smart target), which will be in a child friendly format, provision maps and the SENDCo will have responsibility for ensuring that records are kept and available when needed. Children and parents are fully involved in the target setting process.

FHIS is provided with a delegated fund to support our pupils with SEN. The SENDCo is responsible

for managing this, in conjunction with the school bursar and head teacher.

HOW WE WORK WITH SPECIALIST SERVICES

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or very occasionally be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. Ensuring the delivery and recording in of continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

The services provide a range of support including:

- working one to one and with small groups children;
- providing training for teaching and support staff;
- helping us to assess needs and plan next steps and review progress.

Specialist Service	Frequency	Examples of what they do
Educational Psychologists	5 visits a year	Observation of children. Advice to staff, parents + children Support for assessments
The Northamptonshire Hearing Impaired service The Northamptonshire Visually Impaired service	By referrals for specific children	Support and advice to parents, children school staff on meeting the needs of HI and VI children Staff training
Occupational Therapists	3 per term	Support children with sensory difficulties.
Northamptonshire Language and Communication Service	Termly	Support children with speech and language difficulties.
Northamptonshire Physical Disability (PD) Outreach Service	When required	Support children with physical disabilities.
The CAMHS Team	When required	Support for the emotional and personal development of children Staff training
Social Services	When required	Support complex families

Health visitor/school nurse	When required	Support children with health difficulties and carries out health checks in Reception and year 6.
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SCHOOL REQUEST FOR STATUTORY ASSESSMENT OR EDUCATION HEALTH AND CARE PLANS (FROM SEPTEMBER 2014)

A request will be made by the school to the LEA and academy trust if the child has demonstrated significant cause for concern due to lack of progress. The LEA will be provided with information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

Views of the parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an Education Health Care Plan will be reviewed each half term in addition to the statutory annual assessment.

If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a case history of the child to date. Parents have the right to request a statutory assessment.

INTERVENTIONS PROVIDED AT FHIS

We follow the graduated response to support, which is a three wave model.

- **Wave 1**- High quality "inclusive", differentiated lessons to all children
- **Wave 2**– Small group intervention for children who can be expected to catch up with their peers as a result
- **Wave 3**– specifically targeted interventions and personalised support for individual children

How the school adapts the curriculum and learning environment for pupils with special educational needs

The SENDCo and the child's class teacher and/or an external agency will decide on the action needed to help the child progress in the light of earlier assessments.

This may include:

- Different learning materials or specialist equipment e.g sloped writing desk, social stories, visual timetables, task checklists.
- Evidenced based interventions including:
 - For reading and writing – RWI, Fast Track Tutoring, 10 minutes a day reading catch up, phonics boosters, 1:1 tuition, 1:3 tuition.
 - For maths – Power maths, 1:1 tuition, 1:3 tuition.
 - For Language and communication – Socially speaking group, Lego club, Box Clever,

- Time to Talk, Bucket Therapy and Colourful Semantics.
- -For social and emotional needs – Nurture group, circle of friends, Jellyfish intervention, Play Therapy, Drawing and Talking, Protective Behaviours and Theraplay
- Support from our Inclusion team
- Environment adaptations – Large screen TV, painted steps and specialist equipment for pupil with Visual Impairment, ramps and adapted toilets for pupils with cerebral palsy.
- Exam arrangements for SATs tests e.g adult reader, extra time, individual workspace

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and SENDCo to discuss learning targets and progress on a termly basis. IN some complex cases this may be more frequent.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

PARTNERSHIP WITH PARENTS

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. All parents of children with Special educational needs will be invited for a meeting which follows the outline of a 'structured conversation'.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. Where appropriate they will be encouraged to contribute to the assessment of their needs, the review and transition process. This is supported by our 'All About Me' document.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENDCo through a school office email address.

EVALUATING THE EFFECTIVENESS OF PROVISION AT FHIS

The head and SENCo monitor the effectiveness of our SEND provision in the following ways:

- Half termly data analysis
- Pupil observations
- SEN book looks
- IEP/Smart target reviews
- Impact of intervention analysis

- Teaching assistant and Learning support assistant observations
- Performance management targets of LSAs and key workers
- Learning walks with SEN governor
- Consultation with outside agencies

LISTENING TO THE VIEW OF SEND PUPILS

Pupils with SEND at FHIS are listened to and involved in their own target setting. They have the opportunity to share their views in the following ways:

- Personalised IEPs and 'Smart targets' – Children are always consulted on their views, their own view of their strengths and weaknesses
- Pupil questionnaires
- School council (Fizz's Friends)
- IEP reviews
- Class circle times/ Sunshine Circles
- PSHE lessons
- Annual Reviews

Pupils with SEND have the same opportunities as all pupils to join the school council, become a playground friend and share their views and opinions.

STAFF TRAINING AT FHIS

All staff at FHIS are regularly given the opportunity to attend relevant SEND training. SEND training is divided into three level of training/development:

- ✓ Basic Awareness – for those in contact with pupils with particular SENs.
- ✓ Enhanced – for those working regularly with pupils with particular SENs – e.g. adapt teaching + learning.
- ✓ Specialist – in depth training: for staff in the school advising and supporting on specific needs.

The SENCO and head are proactive in targeting training in the event of a new child with SEN starting at school. In house training is regular and on-going.

THE ROLE OF THE SENDCO

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- overseeing the day to day operation of the school's SEN policy;
- coordinating provision for pupils with SEND;
- liaising with and advising teachers and support staff, e.g. on overcoming barriers to learning and effective teaching for pupils with different needs;
- managing Teaching Assistants;
- overseeing the records of pupils with SEND;
- liaising with parents/carers of pupils with SEND;
- planning effective transitions to new class groups and new schools;
- providing specialist training and advice to ensure all staff are skilled and confident about meeting a range of needs;
 - liaising with external agencies including LA support and educational psychology, health and special services and voluntary and community groups.

THE ROLE OF THE GOVERNING BODY

The SEN code of practice (2014) states:

“There should be a member of the governing body or a sub-committee with specific oversight of the school’s arrangements for SEN and disability”

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school’s agreed admissions policy.

The Senco and Head meet regularly with the SEN Governor.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

TRANSITION PROCEDURES

When a child comes into our Reception class, a member of staff will make a home visit and, where relevant, collect information and records from previous Nursery provision. We always encourage parents to visit our Reception classes. We plan carefully to help children to feel safe and settle in.

We create a document called ‘My Transition Book’ to help the child get to know teachers and support staff and become familiar with the building.

When a child moves up to the next class, we organise “Hand-Over” meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children.

We also provide an opportunity for parents and their children with SEND to meet the new teacher and TA before the start of the school year.

Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them, during our open evening events.

When a child comes to our school in the middle of a term, we plan a range of support – depending on the particular needs of each child. This often involves a team of “Play friends” to help her/him settle in to the new class and provide help to find their way around the school.

Transition between Key stage – Teachers hold handover meetings with an item on the agenda to discuss the specific needs of pupils with SEND.

The SENDCo has visited many schools with parents of SEND pupils to support them in making a confident choice. The SENDCo meets with junior SENDCos to pass over relevant documents and information.

SEND Complaints

The school follows a complaint procedure and this will be followed for any SEND complaints.

If you have a query or complaint regarding your child and their special educational need please initially talk to the class teacher/phase leader. This query will then be discussed and resolved or passed on to the SENCO.

If you feel this issue has not been dealt with sufficiently or you still need further advice please inform the Head teacher or governing body.

STORING AND MANAGING INFORMATION

SEND files are stored in the Headteacher's Office.

'Smart Targets/ IEPs are saved on the school's shared system and teachers are expected to store paper versions in their Inclusion files.

SEND files follow children though to their junior school or transitioning school.

POLICY REVIEW

This policy will be reviewed annually by the SENDCo, head and governing body.

Date – September 2022

Review date – September 2023