

Kisimul

# **EDAC09 | Acacia School** **SEND and Inclusion**

Policy and Procedure

## Document Information

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## Equality, Diversity & Inclusion Statement

No person or group should suffer oppression or lack of opportunity because of a protected characteristic. Kisimul Group opposes all forms of unlawful discrimination, and we are committed to encouraging equality, diversity, fairness and inclusion in the application of our policies so that everyone has equal access and feels welcome and at ease. To achieve this aim, the application and accessibility of our policies, and the decisions and outcomes arising from our policies, may be monitored to ensure their use is fair, equal and consistent irrespective of any characteristic as may be defined by the *Equality Act 2010*. This is to ensure that we are listening to people and appropriately understanding their needs, and are tailoring the way we interact and publish or act on our policies to ensure we are promoting equal access and opportunity at all times.

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## 1. Introduction

This policy references and was prepared with regard to:

- Part 6, paragraph 24 (3) (b) of *The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations 2010*.
- Part 3 of the *Children and Families Act 2014* and associated regulations including the *Special Educational Needs and Disability Regulations 2014*, relevant to the Code of Practice and relating to children/young people and young people with special educational needs (SEN) and disabilities.
- *Equality Act 2010*
- *Public Sector Equality Duty 2011*
- *Race Relations (Amendment) Act 2000*
- *Sex Discrimination Act 1986*
- *Children Act 2004*
- *Special Educational Needs and Disability Act 2014*

## 2. Scope

This policy applies to all staff (teaching and non-teaching), the Governors and volunteers working in Acacia School, and affects all learners.

## 3. Definitions

### 3.1 Special Educational Needs

Children/young people have special educational needs and disabilities (SEND) if they have a learning, communication or social and emotional difficulty which calls for additional educational provision to be made for them. Children/young people have SEND if they:

- Have a significantly greater difficulty in learning than the majority of children/young people of the same age.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children/young people of the same age in schools within the area of the local education authority
- Are under/over compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

### 3.2 Special Education Provision

Special education provision means educational provision which is additional to, or different from, the educational provision made generally for children/young people of their age in schools maintained by the LA, other than special schools, in the area. All of our learners attending Acacia School have a SEND and attend Kisimul because it has been identified that their needs cannot be met within their Local Authority provision.

### **3.3 Autism**

Autism is a lifelong condition that affects the way a person communicates with, and relates to, people around them. Autism can influence every aspect of daily functioning and is often linked high levels of anxiety. Autistic learners may have difficulty processing information and are therefore likely to have problems with understanding and using language. In addition, they might lack the motivation or inclination to communicate either verbally or nonverbally, so that interaction may be limited. Different social settings and group work can often cause significant difficulty and stress for autistic pupils. Their inability to fully understand other people and therefore form meaningful relationships has to be considered throughout their school day. All staff who work at Acacia School will receive positional training including that which is provided by the Therapy team to help them understand both autism and approaches to enable better access to education. Each autistic learner is unique, and their neurodivergence will impact on their support needs in different ways. It is more helpful to relate the higher or lower support needs of individuals in various circumstances or conditions, rather than signifying higher or lower functioning individuals.

### **3.4 English as an Additional Language (EAL)**

Identifying and assessing SEN for children/ young people or young people whose first language is not English requires particular care. Acacia School will look carefully at all aspects of learner performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However, difficulties related solely to limitations in English as an additional language are not classed as SEN. When reviewing and managing special educational provision the broad areas of need and support, Acacia School will review how well-equipped we are to provide support across these areas. See ***EDAC21 Acacia School English as an Additional Language Policy and Procedure*** for considerations when assessing the needs of learners with EAL.

### **3.5 Speech, Language and Communication Needs**

Learners 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 learner 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. Autistic learners are likely to have particular challenges with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. Support for learning difficulties may be required when learners learn at a slower pace than their peers, even with appropriate

differentiation. Learning difficulties cover a wide range of needs. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## **4. SEND Aims and Principles**

### **4.1 Intent**

**4.1.1** Ensure clarity in roles and responsibilities of everyone involved in providing for learners with SEND.

**4.1.2** Ensure there are clear and effective systems in place to meet the needs of all learners in order that they make the necessary progress to fulfil their potential.

**4.1.3** Provide all learners with their legal entitlement to a broad, balanced and relevant curriculum that is differentiated according to their individual needs.

**4.1.4** Ensure the teaching and learning environment is effective and improve the educational outcomes for all learners including those with SEND.

**4.1.5** Ensure there are planned, robust and transparent systems in place, that are understood by everyone, to support an efficient and consistent approach to the identification and assessment of all learners' special educational needs and/or disabilities.

**4.1.6** Provide appropriate intervention programmes and resources to ensure the individual needs of all learners are met.

**4.1.7** Ensure we work in partnership with parents/carers and maintain close links with external support services and professionals.

**4.1.8** Ensure the school environment and expectations of staff are designed to promote independence and provide appropriate level of challenge and support.

**4.1.9** Provide effective assessment procedures to ensure early identification of any areas of difficulty and inform intervention programmes.

**4.1.10** Enhance self-esteem and celebrate the success of all learners.

### **4.2 Principles**

**4.2.1** Our learners typically have additional needs such as: Autism, Anxiety Disorder, Attention Deficit Hyperactivity, Emotional Difficulties, and Attachment Conditions. Acacia School regularly reviews and evaluates the quality and breadth of the support we can offer or can access for young people with SEND. We also consider our duties, as they apply to us as an independent school, under the *Equality Act 2010*. We give careful consideration in advance to what disabled young people we can accommodate in our independent school.

**4.2.2** Our senior management teams have specific oversight of Acacia School's arrangements for SEND and disability. School leaders will regularly review how expertise and resources used to address SEND can be used to build the quality of whole-school provision as part of their approach to improvement.

**4.2.3** Learners who have been accepted into the school will be offered appropriate support to enable them to access the curriculum effectively and fulfil their potential. We are an inclusive school, determined to meet the needs of all our learners.

**4.2.4** There is a whole school, multi-disciplinary team (MDT) approach in which staff from different teams are involved in understanding how young people learn, promoting positive emotional well-being and supporting learners

**4.2.5** Teachers and therapists at Acacia School will use appropriate assessments to set targets which are ambitious. Potential areas of difficulty will be identified and addressed at the outset and regularly reviewed. Learning will be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

**4.2.6** The school will make adaptations to the physical environment, teaching approach and resources used to meet the need of pupils with SEN.

## **5. Equality Act 2010**

All learners have the right to an inclusive education regardless of sexual orientation, sex, age, pregnancy, marriage, maternity, race, disability, religion, belief and gender reassignment. All our learners will be respected, supported to achieve beyond what is expected and be empowered to make positive choices about their own lives. Expectations for all learners will be high. Our planned provision will support learners to make a positive inclusive contribution to their community. Through equipping learners with the tools they need for different stages in their life, we will seek to improve the current and future lives of the learners, their families and members of the local community. Acacia School has an Accessibility Plan that details specific arrangements to improve accessibility for learners with disabilities. The school will ensure it has appropriate disabled access, toilets and changing facilities and these will consider the learners' need for dignity and privacy.

## **6. Roles and Responsibilities**

### **6.1 The Chief Executive Officer**

Has overall responsibility for ensuring compliance with national and local standards that are reflected in the organisation's policies.

### **6.2 The Headteacher**

Is responsible for:

**6.2.1** Determining the strategic development of SEND policy and provision in the school with the Group Executive Education Lead and the governing body.

**6.2.2** Day-to-day operation of SEND policy, and coordination of specific provision made to support individual learners with SEND, including those who have EHC plans.

**6.2.3** Providing professional guidance to colleagues and working closely with colleagues, parents and other agencies.

**6.2.4** Awareness of the provision in the Local Offer and ability to work with professionals providing a support role to families, to ensure that learners with SEND receive appropriate support and high-quality teaching.

**6.2.5** Liaising with the relevant Designated Teacher where a looked after pupil has SEND.

**6.2.6** Advising on the graduated approach to providing SEND support.

**6.2.7** Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

**6.2.8** Being a key point of contact with external agencies, especially the local authority and its support services.

**6.2.9** Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.

**6.2.10** Ensuring that the school meets its responsibilities under the *Equality Act 2010* with regard to reasonable adjustments and access arrangements.

**6.2.11** Ensuring that the school keeps the records of all learners with SEND up-to-date.

**6.2.12** Delegating responsibility for coordinating SEN provision or learners within the school. This will include ensuring access to appropriate therapy services and external professionals as identified in the pupil's EHCP, as well as responsibility for coordinating personalised plans.

## **6.3 Teachers**

Are responsible for:

**6.3.1** The progress and development of every pupil in their class.

**6.3.2** Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

**6.3.3** Working with the **Headteacher** and multi-disciplinary team to review each pupil's progress and development and decide on any changes to provision.

**6.3.4** Following this SEND policy and procedure.

## **7. Provision and Approach**

### **7.1 Support Provision**

**7.1.1** The *Code of Practice (May 2015)* puts increased focus on the outcomes that learners and their families want to achieve. It therefore increases the involvement of parents in the assessment, planning and reviewing process.

**7.1.2** At Acacia School, we do what is necessary to enable learners to develop, learn, participate and achieve the best possible outcomes. We recognise emerging difficulties arising with young people and respond promptly. We understand parents and carers know their young person best and we place great importance when parents/carers

express concerns about their young person's development. We listen to and address any concerns raised by learners themselves.

**7.1.3** The model of action and intervention at Acacia School provides a graduated approach to help learners who have SEND.

**7.1.4** Our approach recognises that there is a continuum of special educational needs and that where necessary, increasing specialist expertise should reflect the difficulties that a child or young person may be experiencing.

**7.1.5** The support provided takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner's needs and of what supports the learner requires and if they are making good progress and securing good outcomes.

**7.1.6** This is known as the graduated approach of the Assess/Plan/Do/Review cycle. It draws upon more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of young people.

## **7.2 Our Approach**

**7.2.1** Learners are grouped according to individual need, age and ability. Staff are allocated according to the needs of the group, their experience and the specific requirements of their role. Learners are usually taught in small groups, but this is fluid and interventions may be necessary that support group dynamics or require children to be taught on an individual basis for a short time.

**7.2.2** We support all learners to understand their own learning needs and develop their emotional regulation skills and toolkits for learning to learn. We recognise that different learners require different teaching approaches. We deliver personalised learning that builds on strengths and minimises barriers to learning enabling all learners to reach their potential and thrive. We use a variety of pedagogical styles and intervention strategies, as outlined below:

- Structure and routines embedded into the school day.
- Planning for changes to routine.
- Visual supports to promote understanding of routine and the school day.
- Clear and concise communication with adequate time to process information.
- Social stories to develop greater social understanding.
- Adaptations to the classroom and school environment based on individual need e.g. sensory diets, sensory circuits and specialist seating.
- Promoting awareness of autism, learning difficulties, and the potential related challenges accessing education.
- Carefully planned curricula and lessons which take into account the developmental levels, interest, needs and aspirations of learners.
- Emotional coaching.
- Co-regulation and relational approaches.

- Dedicated safe and quiet place for learners to go to when they feel anxiety building or are overloaded by sensory stimuli.
- Emotional literacy support.
- Visual reward systems.
- Small class groups.
- Structured personalised teaching with visible success criteria.
- Practical, experiential and creative learning opportunities.
- Personalised timetable with creative learning opportunities.
- High level of pastoral input to support personal and social education.
- Curriculum targets are provided for each learner for each subject area and reviewed on a termly basis.
- Clear boundaries, rewards with emotional coaching.
- Summative and formative evidence-based assessments and close tracking of progress in order to identify gaps in learning.
- Intervention sessions such as those for reading, therapeutic support such as music therapy and physical and mental well-being through activities such as swimming, trampolining and horse-riding.
- Opportunities to develop social, moral, spiritual and cultural education through regular access to the wider community.

## **8. Annual Reviews**

**8.1.1** Regular multi-disciplinary team meetings are vital in ensuring seamless working across different agencies. Learners who are looked after (LAC) by the local authority have at least two statutory reviews each year (one of which is normally combined with the annual review). Acacia School facilitates regular meetings for learners, which may be combined with a LAC or annual review. This ensures that every learner's EHCP is updated at least annually. For those learners for whom there are particular concerns about their progress, the frequency of these meetings may be increased. Meetings are attended by representatives from each relevant agency. The pupil and his/her parents are encouraged to attend the meeting. Personalised targets are co-produced by the learner, parents/carer, commissioners and the school at the meeting.

**8.1.2** Annual reviews will include the following elements:

- Learner contribution.
- Review reports and assessments.
- Review of appropriateness of EHC plan and provision.
- Transition planning.
- Action plan.

## **9. Partnerships with Parents**

**9.1.1** Acacia School is committed to collaborative working with parents/carers and value their key role as the people who know the learner best. Collaboration with parents/carers and the learner is central to improving quality of services and outcomes for learners. We strive to nurture relationships with parents/carers by frequent and appropriate communication. The school also uses a range of strategies to provide parents/carers with accurate and accessible information regarding their child's progress.

**9.1.2** Regular meetings and annual reviews provide parents/carers with a regular opportunity to understand how the learner is progressing. Such meetings are also an opportunity to review individual education and behaviour plans. Where possible, the school will provide information to parents/carers in a user-friendly format that minimises the use of professional jargon.

**9.1.3** The school operates an open-door policy, so parents are welcome to arrange additional appointments to discuss how their child is progressing.

**9.1.4** Parents/carers will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during decision making processes about Special Educational provision.
- Be involved in supporting the assessment and target setting process for discussions about progress and to be involved in identifying appropriate intervention strategies to support both in school and at home.

## **10. Preparing for Adulthood**

All annual review meetings from Year 9 include a specific focus on preparing for adulthood. Acacia School provides stepping stones towards intended destinations from Year 9, including on-site enterprise and supported internships in the workplace. The curriculum includes significant emphasis on a pupil's next steps.

## **11. Evaluating the Effectiveness of SEN Provision**

We evaluate the effectiveness of provision for learners with SEN by:

- Reviewing learners' individual progress towards their goals.
- Reviewing the impact of interventions.
- Using learner feedback and engagement.
- Using external review and professional feedback
- Monitoring by senior leaders.
- Holding annual reviews for learners with EHC plans.

## **12. Complaints**

**12.1.1** Complaints about SEND provision at Acacia School should be made to the **Headteacher** in the first instance. They will then be referred to ***EDAC15 Acacia School Complaints Policy and Procedure***.

**12.1.2** The parents/carers of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that Acacia School has discriminated against their young person. They can make a claim about alleged discrimination regarding:

- Exclusions.
- Provision of education and associated services.
- Making reasonable adjustments, including the provision of auxiliary aids and services.

## **13. Linked Documents**

### **13.1 Kisimul Policies**

**13.1.1** EDAC02 Acacia School Safeguarding and Child Protection Policy

**13.1.2** EDAC07 Acacia School Accessibility Policy and Procedure

**13.1.3** EDAC08 Acacia School Equality, Diversity and Inclusion Policy and Procedure

**13.1.4** EDAC11 Acacia School Curriculum Policy and Procedure

**13.1.5** EDAC13 Acacia School Relationships, Health and Sex Education Policy and Procedure

**13.1.6** EDAC15 Acacia School Complaints Policy and Procedure

### **13.2 Legislation**

**13.2.1** Children Act 2004

**13.2.2** Children and Families Act 2014

**13.2.3** Equality Act 2010

**13.2.4** Public Sector Equality Duty 2011

**13.2.5** Race Relations (Amendment) Act 2000

**13.2.6** Sex Discrimination Act 1986

**13.2.7** Special Educational Needs and Disability Act 2014

**13.2.8** Special Educational Needs and Disability Regulations 2014

**13.2.9** The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations 2010

# Appendix 1 – SEND Information Report

## What is our approach to teaching learners with SEN?

- Our school has a clear approach to identifying and responding to SEN. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for the child or young person
- We want all adults and children to participate in learning, and we celebrate all members of our community, creating an inclusive culture both within our school and beyond into our local community.
- This is vital to the creation of a holistic environment that encompasses all staff and learners in our provisions.
- All staff who work at Kisimul are committed to working with children with complex educational needs and provide high-quality teaching for all learners and a rich educational environment in which everyone can learn together.
- Our school improvement and development plan emphasises developing learning for all and takes on board ideas and comments from our wider community to improve outcomes for our students.
- We monitor progress of all learners, and all teachers continually assess ensuring that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings.
- it is our role to ensure that they develop skills that are essential to life, learning and work.

## How do we identify SEN?

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

- a) have a significantly greater difficulty in learning than the majority of others of the same age:
- 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.”

### *SEN Code of Practice 2015*

- Observations by experienced staff.
- Liaison with previous school(s) prior to transition.
- Assessments by our therapeutic support team.
- Teacher baseline assessments.
- Local authority and parent/carer concerns.
- Monitor progress and other data.

### **What we do to support learners with SEN?**

- Robust pastoral support, with strong focus on transition and integration.
- All students will have access to accredited courses in Key Stage 4 and 5 as well as at our college.
- Individualised timetables to ensure continuity and progression are working at the pace and level that suits their mental health and SEN needs.
- All pupils benefit from a personalised curriculum.
- We provide a nurturing and supportive environment in a small school setting.
- Pupils are taught in small, mixed-ability groups subject to their level of ability and pastoral needs.
- Our teachers use various strategies to adapt the curriculum to ensure access to learning for all children in their class.
- We carry out detailed assessments for education, as well as mental health functioning in education.
- Pupils are supported through the use of personalised plans for learning, communication and support their behavioural presentation.
- Our therapeutic support team provide both universal, targeted and direct intervention. This includes Educational Psychologists, Speech and Language Therapists, Occupational Therapists and Music Therapists.
- Specialist assessor able to carry out various assessments for exam access arrangements.
- Relevant and timely interventions.
- Flexible staffing levels across the school to ensure high level of supervision and monitoring of safety.

### **What do we do support pupils to improve their overall wellbeing?**

- Small class sizes.
- Specialist SEN-trained staff.
- Bespoke timetables.
- Semi-formal curriculum model.
- Specialist environment with access to large outdoor space, Sensory Multi-interactive Learning Environment, swimming pool, animal husbandry and theatre.
- Specialist resources.
- Education, Health and Care Plan (EHCP) support and advice.
- Visual support strategies.
- Visual Timetables.
- Intensive Interaction.
- Attention Autism.
- Social Thinking.
- Use of Blank level questioning.

- Modelling and expanding.
- Lego-based Therapy.
- Colourful Semantics.
- Assistive Augmentative Communication (AAC).
- Music Therapy.
- Polyvagal Informed Interactions.
- Emotion Coaching.
- Zones of regulation.
- Sensory Circuits.

### **What training do staff supporting young people with SEND have?**

All staff have core training in:

- Safeguarding.
- Trauma-Informed Practice.
- Autism.
- Communication.
- Wellbeing.

All staff have ongoing training, which includes in-service training days and bitesize training as a part of regular meeting cycles, and the impact of this is reviewed by the Group Executive Education Lead as a part of Quality and Assurance monitoring. The relevant governing body will evaluate the effectiveness by focusing on pupil outcomes.

### **How do we find out if this support is effective?**

- Monitoring progress is an integral part of teaching and leadership
- Parents/carers, pupils and staff are involved in reviewing the impact of what we do.
- The EHC plan will also be formally reviewed annually at the Annual Review meeting.
- LAC reviews are also held where parents and carers discuss progress and set targets.
- Progress data of all learners is collated by the whole school and monitored by Senior Leadership team.
- There is a whole school assessment system that is linked to the wider curriculum, EHCPs and also uses progress reviews across services including residential (if appropriate), parents, professionals and therapists.

### **How do we communicate progress to parents and stakeholders?**

- Progress is reported by regular liaison between teachers and parents; this is flexibly provided on an individual basis to suit need.
- LAC reviews, PEPs and EHCP reviews are also used to discuss progression with parents and other professionals. Targets are set to ensure progress for the overall well-being of the child.

- Parents are invited to call, email or visit school to discuss any concerns.

### **What other opportunities are available for learning?**

- At Kisimul we have a range of opportunities for learning. This includes both on-site and community-based learning which also provides contextual learning opportunities.
- There are opportunities to participate in fundraising and volunteering opportunities.
- This links with our assembly topics that cover a wide range of SMSC, PSHE and topical education.
- Work experience and visits to place of work are arranged where appropriate.
- We have regular trips, both educationally-focused and life skills-based.

### **How accessible is the school environment?**

- The school has up-to-date technology to ensure maximum impact for SEN students.
- There is an accessibility plan which outlines adaptations made to support learners, their families and supporting staff of all profiles to access the building.
- Visual support is available to enhance displays and signage so can be accessed by all.
- Support Plans will include approaches to enable young people to have successful transitions between school, home and/or other services.

### **How will we prepare and support pupils for next steps?**

- Quality transition work, visits and activities.
- Progressive accredited qualifications.
- Curriculum that has a focus on physical and mental wellbeing, communication and independent life skills.
- Careers and vocational input.
- Providing in-depth transitional documentation for next placement.

