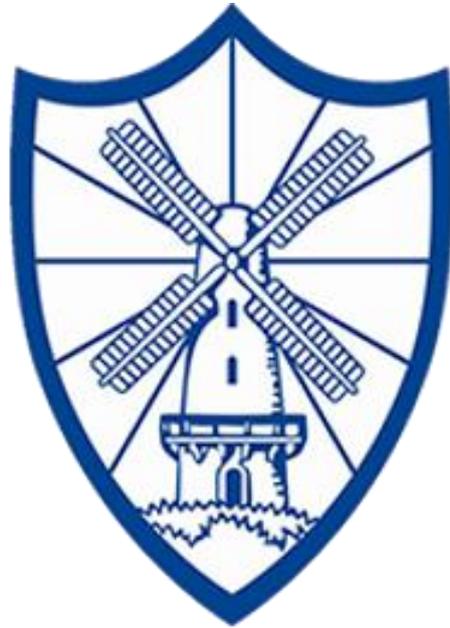


Meopham Community Academy



Enjoy, Learn, Aspire

Special Educational Needs and Disability Policy

This policy was reviewed by: Rebecca Nicholson, Headteacher
Date: July 2019
Approved by Governors: July 2019
Next Review Date: July 2021

Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Introduction

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy should be read in conjunction with the following policies and guidelines:

Behaviour Policy, Safeguarding Policy, Medical Needs Policy, Anti-Bullying Policy, Restraining and Comforting Policy, LAC/ CIC Policy, Pupil Premium Statement, EAL guidelines

This SEN and Disability Policy was developed across school in consultation with SEN Governors, the Senior Leadership Team (SLT) and a cross-section of parents. This policy will be reviewed annually.

Definition of SEN and Disability

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO

The SENCO will:

- Work with Miss Nicholson and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with Miss Nicholson and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with Miss Nicholson and the SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher is Miss Nicholson. She will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Special Educational Needs Provision

Meopham Community Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

As advised by Kent Education Authority, the school adopts a graduated response to Special Educational Needs provision. The Meopham Community Academy provision map details how this is provided. (see appendix 1)

Identification and Assessment of Pupils with SEN

At Meopham Community Academy we monitor the progress of all pupils at least three times a year to review their academic progress. We also use a range of assessments at various points including: teacher assessment, phonics screening, Accelerated Reader tests, Cognitive Ability Tests, Cognitive profiling and National Curriculum assessments.

We identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a child is identified as needing additional support, this is planned by the relevant Meopham Community Academy staff members working alongside the child and the child's parents. Where necessary, further help can be sought from outside agencies through the Local Inclusion Forum Team (LIFT). This may involve advice from professionals including: Specialist Teachers, Speech and Language Therapists or an Educational Psychologist. In some cases, parents may be advised to seek further advice from a paediatrician.

When necessary, we can use a range of assessment tools to identify any barrier to learning or specific learning difficulty. At Meopham Community Academy we are experienced in using the following assessment tools: Lucid Assessment System and Cognitive Profiling, LanguageLink, SpeechLink, Boxall, Accelerator Reader reading age assessments, Salford and Sandwell.

As a school, we also have access to external advisors who are able to use their own assessment tools accessed via the LIFT process or own service level agreements.

The purpose of more detailed assessment is to identify any additional resources and approaches that may be needed to enable the pupil to make better progress. These will be shared with parents, recorded in a provision map and reviewed regularly at pupil progress meetings.

Once a child's needs have been identified, interventions are planned to address them (see Appendix 2). Provision maps are used to track the impact of the interventions. Targeted support may be given in the form of additional resources, adaptations to classwork, small group work or 1:1 support from a Learning Support Assistant.

Individual Support Plan

If a child's needs require a higher level of support, the child will be given an Individual Support Plan. This will identify the planned outcomes for the child and the interventions which will be put in place in order support their needs. Each intervention will have a measurable target so that progress can be tracked. The plan is written in collaboration with the child and the child's family, with a focus on the process of 'Assess, Plan, Do, Review.'

For many children, targets will be connected to learning. For others, they may be to do with communicating with other children and adults or overcoming physical issues

(for example problems to do with fine-motor control). Most importantly, the targets set must reflect the needs of the child.

If to make progress a pupil needs on-going provision which is additional or different (and would not be able to maintain progress without it) we will identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified as having special educational needs. When any change in identification of SEN is made parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Educational Health Care Plan

A very small number of children with complex needs may need an Education and Health Care Plan (EHCP). An EHCP describes the child's special educational needs (SEN) and the help they will get to meet them. An EHCP also includes any health and care provision that is needed. EHC assessments are made by the local authority. Applications can be made by the parents or the school. If successful the plan is statutory and describes the outcomes, strategies and interventions required to meet the child's needs. EHC Plans are reviewed with parents three times each year.

Making Provision for Pupils with SEN and Evaluating Effectiveness

Provision maps are reviewed at pupil progress meetings in conjunction with assessment information to judge whether adequate progress is being made. Parent and pupil views will be sought via the class teacher or SENCO.

The *SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- 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 rate of progress
- Widens the attainment gap

Provisions made for the child will be reviewed with the class teacher during parent consultation meetings. Children with individual plans or EHCPs are reviewed three times each year with the parents and SENCO. Progress is evaluated and provision adjusted where necessary.

The collation of all annual review evaluations of effectiveness are reported to the governing body.

Arrangements for Assessing and Reviewing the Progress of Pupils with SEN

Every pupil at Meopham Community Academy has their progress tracked at least three times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc.

When a child is identified as needing additional support are given SMART (Specific, Measurable, Attainable, Realistic and Timed) targets so that their progress can be accurately measured.

If these assessments do not show adequate progress is being made the provisions are reviewed and adjusted.

Approach to Teaching Pupils with Special Educational Needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. SEN Code of Practice (2014, 6.37)

Senior leaders at Meopham Community Academy regularly review the quality of teaching for all pupils, including those at risk of underachievement. This includes auditing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered

We follow the Mainstream Core Standards (link: <http://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>). These were developed by Kent County Council to ensure that our teaching conforms to best practice. Staff receive regular training to help them meet these standards.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting the Curriculum and Learning Environment for Pupils with SEN and Pupils with Disabilities

At Meopham Community Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of consultation with outside agencies, and the strategies described in Education, Health and Care Plans.

For further information see the Meopham Community Academy Accessibility Plan.

Additional support for learning that is available to pupils with Special Educational Needs

We have a team of teaching assistants who are trained to provide support in classrooms, through targeted small group interventions and with 1-1 support.

Meopham Community Academy enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs.

All clubs, trips and activities offered to pupils at Meopham Community Academy are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, Meopham Community Academy will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Support to Improve the Emotional and Social Development of Pupils with SEN

At Meopham Community Academy we understand that an important part of the curriculum is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, circle time, through the Rights Respecting Charter, Academy Values and assemblies and indirectly with every conversation adults have with pupils throughout the day.

For those pupils who most need for help in this area, we also can provide the following: access to the pupil support team, mentoring time, time-out space, supported play or nurture facilities at play time and lunch time.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

Details of the SEN Co-ordinator/Inclusion Manager

The SENCO at Meopham Community Academy is Johanna Brown. She is a qualified, experienced teacher and holds the National Award for SEN Co-ordination. Johanna Brown is available on 01474 812259, via the school office.

Information about the Expertise and Training of Staff in relation to Children and with SEN and how Specialist Expertise will be secured

All teachers and teaching assistants have regular training on supporting children with specific educational needs. Recent training has included: speech and language training, ASD awareness training, provision map training and supporting children who suffer anxiety.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: other schools, Educational Psychologist, Speech and Language therapist, specialist teachers, school nurse, the SMILE Centre, Rainbow Court, GLP (Gravesham Learning Partnership). The cost of training is covered by the notional SEN funding.

How Equipment and Facilities to Support Children with SEN will be Secured

Where external advisors recommend the use of equipment or facilities which Meopham Community Academy does not have, we will aim to purchase it using the notional SEN funding, or seek to loan the equipment. For highly specialist communication equipment Meopham Community Academy will seek the advice of the KCC Communication and Assistive Technology team.

Arrangements for Consulting and Involving Parents of Children with SEN

All parents of pupils at Meopham Community Academy are invited to discuss the progress of their children on three occasions a year and receive a written report once per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents at parent consultation meetings.

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the parents and the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood

years with the young person taking more responsibility and acting with greater independence in later years.

In addition to this, parents of pupils with an Individual Education Plan or an Education, Health and Care Plan will be invited to contribute to and attend three review meetings during the year with the SENCO, class teacher and key worker.

Arrangements made by the Governing Body Relating to the Treatment of Complaints from Parents of Pupils with SEN

The normal arrangements for the treatment of complaints at Meopham Community Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, members of the pupil support team, SENCO or Senior Leadership Team, to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by Meopham Community Academy.

How the Governing Body involves other organisations, including Health and Social Services, Local Authority Support Services and Voluntary Organisations, in Meeting the Needs of Pupils with SEN and in Supporting the Families of such Pupils

The governing body have engaged with the following organisations:-

- Access to specialist teaching and learning service via LIFT (local Inclusion Forum Team)
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Ability to make requests for advice and support from the Communication and Assistive Technology Team
- Membership of professional networks for the SENCO e.g. SENCO forum

Contact Details of Support Services for the Parents of Pupils with SEN

Further advice and support can be obtained via **IASK**. This service offers support to families of children and young people (0 – 25 years) with special educational needs or disabilities.

The advice and support is confidential, impartial and independent from the council.

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: IASK on Facebook

Arrangements for Supporting Pupils with SEN in Transferring between Phases of Education or in Preparing for Adulthood and Independent Living

At Meopham Community Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

Information on The Local Authority's Offer

The local authority's local offer is published on

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

or it can be accessed through the school website

[Special Educational Needs and Disabilities](#)

Government's Guide to SEN

The government's guide to SEN for parents can be found at:

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Parents without internet access should make an appointment with the SENCO for support to gain the information they require.

Appendix 1 Meopham Community Academy Provision Map 2018-19

A : Whole School Response Quality First Teaching	B : Targeted support for Individual and small group short term interventions	C : Personalised Individualised Learning
<p>We aim to make reasonable adjustments to meet the needs of all learners. To do this we follow advice from the Kent Mainstream Core Standards.</p> <p>https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards</p> <p>The School leadership team analyses teacher assessment data in order to produce a development plan to meet the needs of all children.</p> <p>Teaching and learning</p> <p>We recognise that the most important way to support all learners is to ensure that all</p>	<p>Support staff are given specialist training to support individual needs. The mentor team is made up of staff with specialisms in Speech and language, behaviour support and Social communication difficulties.</p> <p>Interventions are planned according to the child's needs and recorded on a provision map. Children are given a SMART (specific, measurable, achievable, timed) target at the start of the intervention and progress is assessed at the end. Interventions usually last for 8-10 weeks.</p> <p>The impact of Interventions is evaluated by the SENCo three times each year.</p>	<p>Some children need intensive support to be able to make progress. They are given an individualised plan with SMART (Specific, Measurable, Attainable, Relevant and Timed) targets. These plans are reviewed with parents three times each year.</p> <p>If a child needs intensive support, and the provision required to meet this need exceeds the nationally prescribed threshold (£6,000), top up funding may be applied for.</p> <p>A small number of children with complex needs may need an Education and Health Care Plan (EHCP). An EHCP describes the child's special educational needs (SEN) and the help they will get to meet them. An EHCP</p>

<p>teaching is good or better. To ensure this is the case the following procedures are in place:</p> <ul style="list-style-type: none"> • All staff receive regular, good quality training. • Teaching and learning are closely monitored through lesson observations, book and planning scrutiny, pupil interviews and parent feedback. • Assessment data is used to track pupil progress • Regular pupil progress meetings are held to review pupil progress. Where, despite good quality teaching, insufficient progress is noticed, interventions are planned to secure their progress. <p>In order to make teaching as inclusive as possible, staff use the following strategies :</p> <ul style="list-style-type: none"> • visual timetables • task boards/ memory aids for children who need them • key vocabulary/ word lists / dictionaries available 	<p>The following interventions are currently used to support children in the school:</p> <p><u>Interventions to support cognition</u></p> <p>Pre and post teaching</p> <p>Stride ahead</p> <p>Phonic interventions</p> <p>Units of Sound</p> <p>Nessy</p> <p>Project X Comprehension</p> <p>Reciprocal reading</p> <p>Building reading stamina</p> <p>TRUGs (teaching reading through games)</p> <p><u>Interventions to support social emotional development</u></p> <p>Social skills interventions</p> <p>Play therapy</p>	<p>also includes any health and care provision that is needed. EHC assessments are made by the local authority. Applications can be made by the parents or the school. If successful the plan is statutory and describes the outcomes, strategies and interventions required to meet the child's needs. EHC Plans are reviewed with parents three times each year.</p>
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<ul style="list-style-type: none"> • coloured backgrounds used when using interactive whiteboards • concrete examples / objects/ practical equipment to help teach abstract concepts. • Instructions are chunked into simple steps. Visual reinforcements are provided to aid memory and understanding. • Time is given for processing instructions/ questions • time out tables / work stations • access to pupil support • practical resources (pencil grips/coloured overlays/writing slopes/ anti- rock chairs/ wobble cushions/ noise cancelling headphones) • movement breaks • clear rewards and sanctions • differentiated tasks • access to alternative learning environment • writing frames/ mind-maps • opportunities to record in ways other than writing • opportunities for multi-sensory learning 	<p>Lego therapy</p> <p>Sensory circuits</p> <p>Mentoring</p> <p>Support with transition</p> <p><u>Interventions to support physical development</u></p> <p>Beam</p> <p>Clever fingers</p> <p><u>Interventions to support language development</u></p> <p>Talk boost</p> <p>Individual/ small group speech and language programmes</p> <p>Active listening for active learners</p> <p><u>Medical needs</u></p> <p>If a child has medical needs a care plan is drawn up by the Medical Needs Coordinator, in consultation with parents.</p>	
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<p>Well-being</p> <p>To support emotional well-being, and good behaviour for learning, we have an effective pupil support team based in the Magnolia room.</p> <p>Communication</p> <p>We aim to build trusting relationships with the parents by promoting effective communication through parent consultation meetings, contact books, the SENCo clinic and easy access to the pupil support team via the school office.</p>	<p>Where more specialist support or advice is needed, Referrals may be sought to specialist services including:</p> <p>LIFT - Local Inclusion Forum Team</p> <p>Community Paediatrics (via GP)</p> <p>Speech and language</p> <p>Children and Young People's Mental Health Service (CYPMH)</p> <p>NHS's Child and Adolescent Mental Health Services (CAMHS)</p>	
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Appendix 2

Interventions used at Meopham Community Academy Intervention Overview

Toe By Toe	Children work one to one with a teaching assistant. They learn to read by breaking down nonsense words and real words into phonemes. Words are then divided into syllables before moving on to reading sentences. The structured approach of small steps and repetition helps to improve reading speed and helps memory. It has been shown that if the reader can use less effort on the actual de-coding of text they can concentrate more on the understanding.
Stride Ahead	A follow up programme to Toe by Toe. It can be used with any child with a reading age of 8.5 years. The programme works on the same principles as Toe by Toe.
Totem and Talisman series.	This intervention is a phonics 'catch up' for readers aged 8-14. The children read books and complete workbooks which focus on a variety of literacy skills eg phonics, spelling rules and comprehension.
GAP	GAP addresses difficulties some children may have with auditory memory, verbal reasoning and visual sequencing.
SNIP	SNIP is aimed at increasing reading and spelling skills using the high frequency words taught in primary schools. The programme addresses gaps in phonics knowledge through the application of analytic phonics (drawing pupils' attention to the make- up of words as they break up the target word).
Write From The Start	This is a handwriting programme that guides children through the various stages of perceptual and fine-motor development. Children work through carefully graded exercises and activities that cover: <ul style="list-style-type: none"> • Hand – eye co-ordination • Form constancy • Spatial organisation • Figure-ground discrimination • Orientation and laterality
BEAM	BEAM was developed by Physiotherapists and Occupational Therapists. The programmes work on three specific areas- balance, ball skills and body awareness.
Clever fingers	Clever Fingers was developed by a Paediatric Occupational Therapist to support pupils who may have difficulties with their core stability, gross motor coordination and sequencing skills. Children are given a selection of activities designed to help them develop their fine motor skills.
Five minute box	This is an early intervention and screening tool. It uses a multi-sensory approach to help children who need extra time to learn or to consolidate basic reading and spelling skills.
Lego Therapy	A collaborative play intervention in which children work together to build LEGO models. Children work in pairs or teams of three. Children adopt different roles in order to complete the task. Key skills: Turn taking, sharing, joint attention, shared goals, social communication, mutual purpose, eye contact, problem solving, conflict resolution and language development.

Talk Boost	This programme breaks language and communication down into 5 separate components: attention & listening; vocabulary; building sentences; telling stories and conversation. Children work in small groups with a teaching assistant following a structured programme.
(TRUGS) Teaching Reading Using Games	A popular set of reading games designed to give children practice, reinforcement and consolidation of phonic knowledge no matter what their level of reading.
(SALLEY) Structured Activities for Language and Literacy in the Early Years	A structured programme of activities focusing on the key skills of listening, maintaining attention, developing memory and phonological awareness.
Numicon	Numicon is multi-sensory Maths intervention, built on a proven pedagogy that raises achievement across all mathematics ability levels. Numicon encourages children to explore Maths using structured imagery and apparatus in order to understand and explain mathematical concepts
Mathletics	Mathletics is a web-based learning program that integrates home and school learning via the internet. A teaching assistant runs a Mathletics group each morning in the computer suite for children who need extra practice to consolidate key concepts.
Project X Comprehension Express	A reading intervention designed to develop higher level reading skills. Aimed at children who are at risk of not attaining their expected level.
Sensory Circuits	A sensory motor skills programme. Sensory circuits are physical activities that help to alert, organise and then relax the senses of the children so that they are ready to take part in the school day.
Units of Sound	Units of Sound is an online literacy development programme developed by Dyslexia Action. It is suitable for those aged 8 years through to adults and develops reading (decoding), spelling and writing skills. Units of Sound encourages independent learning
Nessy	The Nessy programme is an online programme which uses a multisensory approach to teaching reading and spelling. It is designed to help children with dyslexic type difficulties.
Mentoring	1-1 and small group mentoring to identify and target barriers to learning e.g self-esteem, organisational skills.
Play Therapy/ Counselling	Intervention delivered by qualified therapists to help the child build resilience and increase the child's emotional availability to learn.