



**Tickton Pre-school and Play Pals,**  
**Supporting Children with Special Educational Needs and Disabilities**  
**Policy (SEND).**

**EYFS 2-year developmental progress check.**

**Working in conjunction with the Early Years Foundation Stage Statutory Framework**  
**(EYFS).**

Quality and Consistency.

A Secure Foundation.

Partnership Working.

Equality of Opportunity.

Unique Child

Positive Partnerships

Enabling Environment

Learning and Developing

**EYFS** (*'providers must have arrangements in place to support children with SEN or disabilities'*.)

**SEND code of practice: 0 to 25 years.**

**Children and Families Act.**

**The Equality Act.**

**The Special Educational Needs and Disability Regulations.**

**As a setting, we have regard to and follow the statutory 'Special educational needs and disability code of practice: 0 to 25 years'. This is statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.**

## **Equality of Opportunity.**

### **Policy Statement.**

Tickton Pre-school and Play Pals provides an environment in which all children, including those with special educational needs and disabilities are supported to reach their full potential, all children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- to become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

**As a setting, we have regard to and follow the statutory 'Special educational needs and disability code of practice: 0 to 25 years'. This is statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.**

### **Parent Partnership.**

**Parents/carers are children's primary educators and carers and understand their child's needs. Our setting will work in close partnership with parents/carers at all times.**

### **SEND Policy.**

The staff practitioners and management team at Tickton Pre-school and Play Pals ensures that our setting provision is inclusive to all children with special educational needs and disabilities. Our aim is to support all children to achieve well in their early years.

The EYFS framework sets the standards that all Ofsted-registered early year's providers, and schools offering early years provision, **must** meet to ensure that children learn and develop well and are kept healthy and safe.

We support parents and carers with special educational needs and/or disabilities.

We aim to support and 'pick up signs of' additional needs and disabilities at the earliest point, putting in any support strategies required as soon as possible. The benefits of early identification are widely recognised – identifying need at the earliest point, and then making effective provision, improves long-term outcomes for children.

As a setting we support and identify the specific needs of children working in partnership with parents and together plan to meet those needs through a range of strategies - (working with the East Riding Early Support (ES) and inclusion teams as required).

**Parent/carer partnership is essential.**

Tickton Pre-school and Play Pals will work in partnership with parents/carers and other professional agencies in meeting individual children's needs. As a setting, we will support parents in understanding what services they can reasonably expect to be provided (using referral and 'sign posting' strategies). **Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve.**

**We will arrange meetings with external support agencies/teams as required and/or requested by the parent/carers.**

**Children have a right to receive and impart information, to express an opinion and to have that opinion taken into account in any matters affecting them from the early years. Their views should be given due weight according to their age, maturity and capability (Articles 12 and 13 of the United Nations Convention on the Rights of the Child).**

Collaboration between education, health and social care services to provide support for children with additional needs and/or disabilities is vital. Tickton Pre-school and Play Pals must actively seek this partnership working under the co-ordination of the setting SENCO.

All early years providers **must** follow the safeguarding and welfare requirements of the EYFS and the learning and development requirements, unless an exemption from these has been granted. Early years providers should regularly review and evaluate the quality and breadth of the support they offer or can access for children with SEN or disabilities.

**The provision for children with any special educational need is the responsibility of all members of the setting.**

We ensure that our inclusive admissions practice ensures equality of access and opportunity for all children and families.

As a setting, we promote and value diversity through our policies, procedures, information, advertising, provision, equipment and attitudes. Inappropriate attitudes will be challenged through communication and if necessary in the case of staff and/or volunteers through our disciplinary procedure.

We encourage children to value and respect everyone through discussion, stories, play, and role-play and through the provision/resources provided.

We understand that all children learn in different ways and at different rates and that every child is unique. All children are constantly learning and can be resilient, capable, confident and self-assured. We consider the individual needs, interests, and stage of developmental of all children and use this information to plan challenging and enjoyable experiences for all children, at whatever stage of development.

We will provide parents with information on sources of independent advice, support and home learning – through one-to-one discussion, workshops, information provision and newsletters.

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We provide resources (human and financial) to implement our SEND policy and provide in-service training for parents, practitioners and volunteers.

We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources (Individual Education Plan reviews, SEN audits, staff and management meetings, training parental and external agency views reports, inspections and complaints). This information is collated, evaluated and reviewed regularly by the setting manager, SENCO and staff team.

As a setting we will remove any barriers that prevent children accessing early education and work with parents to give each child support to fulfil their potential. As a setting we are committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible, working together across Education, Health and Care for joint outcomes. The Local Offer (set out by ERYC) sets out clearly what support is available from different services, including early years, and how it can be accessed.

We will monitor and review our policy, practice and provision with regards to SEND on a regular basis and, if necessary make any adjustments.

Our setting must establish and maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.

All professionals working with families should look to enable children and young people to make choices for themselves from an early age and support them in making friends and staying safe and healthy.

### **Setting SENCO:**

Our setting SENCO (Special Educational Needs Co-ordinator) for both Tickton Pre-school and Play Pals is:

#### **Karen Shaw.**

- **The SENCO is encouraged to attend any training courses that may support the needs of children with special educational needs and/or disabilities and enhances the knowledge of the SENCO with regards to SEND.**
- **The SENCO must keep detailed records of additional support put in place for any child (this includes, but is not limited to referrals, agency/professional records, transitions, EHC (education, health care plans/assessments), Individual support plans).**

- **The SENCO will keep a file of advice, contacts and information to support individual needs and as a source of guidance for practitioners and parents.**
- **The SENCO is expected to lead and organise any internal training with other staff members with regards to SEND and SEND updates (with the support of the setting manager).**
- **The SENCO is encouraged to organise SEND, support meetings/plans, and to attend appropriate training – feeding-back to other staff members and parents as appropriate.**
- **The SENCO must meet regularly with parents/carers of children with any additional needs and or disabilities to discuss needs, plans and progress.**
- **Our SENCO ensures the detailed implementation of support for children with SEN. Our SENCO should have the prescribed qualification for SEN Co-ordination from the ERYC and relevant experience.**
- **The SENCO ensures all practitioners in our setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEND, advising and supporting colleagues, ensuring parents are closely involved throughout and that their insights inform action taken by the setting, and liaising with professionals or agencies beyond the setting.**

### **Equality Act 2010**

All early years providers have duties under the Equality Act 2010. In particular, they **must not** discriminate against, harass or victimise disabled children, and they **must** make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage.

### **Medical conditions**

Tickton Pre-school and Play Pals must take steps to ensure that children with medical conditions get the support required to meet those needs. As a setting we must seek and apply for specialist support as required.

All staff are encouraged to attend local training with regard to SEND.

### **Record keeping:**

Practitioners **must** maintain a record of children under their care as required under the EYFS framework. Such records about their children **must** be available to parents and they **must** include how the setting supports children with SEN and disabilities.

### **Keeping provision under review:**

Providers should review how well equipped they are to provide support across the four broad areas of SEN. Information on these areas is collected through the Early Years Census, and forms part of the statutory publication '*Children and Young People with SEN: an analysis*' which is issued by DfE each year.

### **Observation, Assessing, tracking progress and planning to meet children's needs.**

#### **Tickton Pre-school and Play Pals' approach to assessing SEN.**

#### **Assess, Plan, Do, and Review – A graduated approach.**

In assessing the progress of all children in the early years, practitioners use the cycle of observation, assessment and planning – also using the non-statutory Early Years Outcomes guidance (DVM) as a tool to assess the extent to which a young child is developing at expected levels for their age. The guidance sets out what most children do at each stage of their learning and development. These includes typical behaviours across the seven areas of learning:

- Communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding of the world and expressive arts and design.

**All children at Tickton Pre-school and Play Pals are assessed using this guidance (Developmental Matters - DVM) through observation, assessment and then the planning of next steps.**

#### **Progress check at age two**

When a child is aged between two and three, early years practitioners **must** review progress and provide parents with a written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development. This progress check **must** identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns (or identified SEN or disability). After additional needs have been identified practitioners should develop a targeted plan) to support the child, working in partnership with parents/carers and involving other professionals as required.

#### **Tracking development.**

As a setting we must know precisely where our children with SEN are in their learning and development, ensuring decisions are informed by the insights of parents and those of children

themselves. We must have high ambitions for all children and set stretching SMART targets - We must track their progress towards these goals. We must keep under review the additional or different provision that is made for children and promote positive outcomes in the wider areas of personal and social development. We must ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, practitioners should consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners should particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond the setting, this should also inform decisions about whether or not a child has SEN. All the information should be brought together and considered with parents/carers.

A delay in learning and development in the early years may or may not indicate that a child has SEN, that is, that they have a learning difficulty or disability that calls for special educational provision. Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEN. However, where there are concerns, there should be an assessment to determine whether there are any causal factors such as an underlying learning or communication difficulty. 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, should be adopted.

Where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders a child from making use of the facilities in the setting and requires special educational provision, the setting should make that provision. In all cases, early identification and intervention can significantly reduce the need for more costly interventions at a later stage.

### **An Initial assessment**

An Initial assessment will be completed by the setting SENCO in partnership with a child's key person and parents/carers – this is done with regards to any concerns raised about a child who may have additional needs.

### **Individual Support Plans.**

As a setting, we will develop and provide all children with additional needs and/or disabilities with an ISP (Individual Support Plan) that is personalised to their individual needs and sets out SMART targets of progress (next steps) for that child. We will work in partnership with the child, parents/carers and any other relevant professional agencies to develop, review and implement any targets within our ISP system – helping children to make good progress in development and learning. We will also use SEN progress checks as required. All ISP's will be reviewed regularly.

### **Identified SEN**

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support.

- cognition and learning
- communication and interaction
- social, emotional and mental health
- sensory and/or physical needs

These areas give an overview of the range of needs that providers should plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Disorder may have needs across all areas. The special educational provision made for a child should always be based on an understanding of their particular strengths and needs and should seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. Support should be family centred and should consider the individual family's needs and the best ways to support them.

### **Working with and involving specialist professional agencies.**

Tickton Pre-school and Play Pals will work in partnership with other professional agencies to support a child's additional needs/ disability as required – using their expertise and knowledge to enhance our setting practice and provision to support the child. Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, practitioners should consider involving appropriate specialists, for example, health visitors, speech and language therapists, Portage workers, educational psychologists or specialist teachers, who may be able to identify effective strategies, equipment, programmes or other interventions to enable the child to make progress towards the desired learning and development outcomes. The decision to involve specialists should be taken with the child's parents.

### **Parent Partnership.**

**Parents/carers are children's primary educators and carers and understand their child's needs. Our setting will work in close partnership with parents/carers at all times.** Where a setting identifies a child as having SEND they **must** work in partnership with parents to establish the support the child needs. Where a setting makes special educational provision for a child with SEN they should inform parents. All settings should adopt a graduated approach with four stages of action: assess, plan, do and review.

Reviewing the effectiveness of interventions in enabling children to make progress can itself be part of the assessment of need, informing the next steps to be taken as part of a graduated approach to support. It may be necessary to test out interventions as part of this process, both



to judge their effectiveness for the child and to provide further information about the precise nature of their needs.

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Delay at this stage can give rise to learning difficulty and subsequently to loss of self-esteem, frustration in learning and to behaviour difficulties. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

### **English as an additional language.**

Identifying and assessing SEN for young children whose first language is not English requires particular care. Early year's practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEN and/or disability. Difficulties related solely to learning English as an additional language are not SEND.

### **Assess**

In identifying a child as needing SEND support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs (initial assessment). This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

All children who require any additional support must be recorded with Early support at the easting. AIS (additional inclusion support) can be applied for.

### **Plan**

Where it is decided to provide SEND support, and having formally notified the parents, the child's key person and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. This will be done in the form of an ISP (Individual Support Plan).

Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home, the SENCO and other professionals will help the parent with this.

### **Do**

Usually the child's key person, remains responsible for working with the child on a daily basis, with support from the SENCO - they should oversee the implementation of the ISP interventions,

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SMART targets and programmes agreed as part of SEND support. The SENCO should support the practitioner/key person in assessing the child's response to the action taken, in problem solving and advise on the effective implementation of support.

### **Review**

The effectiveness of the support provided and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner/key person and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

**The graduated approach will be led and co-ordinated by the setting SENCO working with the setting manager who will also support individual practitioners in the setting - informed by EYFS materials and Early Support resources/guidance. This cycle of action should be revisited in increasing detail and with increasing frequency, to identify the best way of securing good progress. At each stage parents should be engaged with the setting, contributing their insights to assessment and planning. Intended outcomes should be shared with parents and reviewed with them, along with action taken by the setting, at agreed times.**

### **Requesting an Education, Health and Care needs assessment.**

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting should consider requesting an Education, Health and Care needs assessment.

### **EHC (Education, Health and Care) assessments and plans.**

#### **(Section 9 of the SEND code of practice).**

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early year's settings. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

A local authority **must** conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan. The EHC assessment should not normally be the first step in the process, rather it should follow on from planning already undertaken with parents and young people in conjunction with an early year's provider.

**An EHC assessment will:-**

- Establish and record the views, interests and aspirations of the parents and child or young person.
- Provide a full description of the child or young person's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

The local authority will gather advice from relevant professionals about the child's education, health and care needs, desired outcomes and special educational, health and care provision that may be required to meet identified needs and achieve desired outcomes.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the pre-school can meet the child or young person's needs without an EHC plan.

EHC plans should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

**The statutory processes and timescales for EHC plans are set out in the SEND code of practice.**

**The local authority can ask settings to convene and hold the annual review meetings on its behalf.**

The following people have a specific right to ask a local authority to conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- the child's parent
- a young person over the age of 16 but under the age of 25, and
- a person acting on behalf of a school or post-16 institution (this should ideally be with the knowledge and agreement of the parent or young person where possible)

In addition, anyone else can bring a child or young person who has (or may have) SEN to the attention of the local authority, particularly where they think an EHC needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend. Bringing a child

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or young person to the attention of the local authority will be undertaken on an individual basis where there are specific concerns. This should be done with the knowledge and, where possible, agreement of the child's parent or the young person.

In considering whether an EHC needs assessment is necessary, the local authority should consider whether there is evidence that despite the early year's provider, school or post-16 institution having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child or young person, the child or young person has not made expected progress. To inform their decision the local authority will need to take into account a wide range of evidence, and should pay particular attention to:

- Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress.
- Information about the nature, extent and context of the child or young person's SEN
- Evidence of the action already being taken by the early year's provider, school or post-16 institution to meet the child or young person's SEN.
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

Where, in the light of an EHC assessment, it is necessary for special educational provision to be made in accordance with an EHC plan, the local authority **must** prepare a plan. Where a local authority decides it is necessary to issue an EHC plan, it **must** notify the child's parent or the young person and give the reasons for its decision. The local authority should ensure it allows enough time to prepare the draft plan and complete the remaining steps in the process within the 20-week overall time limit within which it **must** issue the finalised EHC plan.

**The following principles and requirements apply to those contributing to the preparation of an EHC plan:**

Decisions about the content of EHC plans should be made openly and collaboratively with parents, children and young people. It should be clear how the child or young person has contributed to the plan and how their views are reflected in it

EHC plans should describe positively what the child or young person can do and has achieved

EHC plans should be clear, concise, understandable and accessible to parents, children, young people, providers and practitioners. They should be written so they can be understood by professionals in any local authority

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In preparing the EHC plan the local authority **must** consider how best to achieve the outcomes sought for the child or young person. The local authority **must** take into account the evidence received as part of the EHC needs assessment.

EHC plans **must** specify the outcomes sought for the child or young person. Outcomes in EHC plans should be SMART (specific, measurable, achievable, realistic, time-bound). See the section on 'Outcomes' (paragraph 9.64 onwards) for detailed guidance on outcomes.

Where a young person or parent is seeking an innovative or alternative way to receive their support services – particularly through a Personal Budget, but not exclusively so – then the planning process should include the consideration of those solutions with support and advice available to assist the parent or young person in deciding how best to receive their support.

EHC plans should show how education, health and care provision will be co-ordinated wherever possible to support the child or young person to achieve their outcomes. The plan should also show how the different types of provision contribute to specific outcomes.

EHC plans should be forward looking – for example, anticipating, planning and commissioning for important transition points in a child or young person's life, including planning and preparing for their transition to adult life.

EHC plans should describe how informal (family and community) support as well as formal support from statutory agencies can help in achieving agreed outcomes.

EHC plans should have a review date (which should link to other regular reviews, including the child in need plan or child protection plan reviews if appropriate).

Tickton Pre-school and Play Pals will work to implement EHC (Education, Health and Care) plans where required.

Parents' views are important during the process of carrying out an EHC needs assessment and drawing up or reviewing an EHC plan in relation to a child. We must enable parents to share their knowledge about their child and give them confidence that their views and contributions are valued and will be acted upon. At times, parents, teachers and others may have differing expectations of how a child's needs are best met. Sometimes these discussions can be challenging but it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken.

### **Transitions**

SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school.

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- Early Years Foundation Stage.
- SEND code of practice (0-25).
- Childcare Act.
- Children and families Act 2014
- Equality Act.
- Reasonable adjustments for disabled pupils.
- Working together to safeguard children.
- The Disability Discrimination Act
- Childcare Act 1989, 2006
- Special Educational Needs Information Act.
- Data Protection Act.

**Further Guidance**

Department for education website.

Early Support website

FISH website and the local offer.

PLA website.

Early Support (East Riding).

**Written and adapted by Helen Turner SEPTEMBER 1<sup>st</sup> 2017.**

<b>This policy was adopted at the meeting of: 1/9/2017</b>	<b>Tickton Pre-school &amp; Play Pals out of school club management committee.</b>
<b>Held on:</b>	<b>01/09/2017</b>
<b><u>Date to be Reviewed:</u></b>  <b>(this policy must be reviewed annually – ensuring the setting remains ERSCB and Ofsted compliant.)</b>	<b>01/09/2018</b>
<b>Signed and adopted on behalf of Tickton Pre-school and Play Pals setting management (Manager)</b>  <b>DATE:</b>	<b>Helen Turner:</b>
<b>Signed and adopted on behalf of the parent management committee (Chair Person)</b>  <b>DATE:</b>	<b>Sally Harling:</b>

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- The settings staff team, volunteers and parent committee members must read and sign this policy, demonstrating that they understand and adopt Tickton Pre-school and Play Pals Supporting Children with Special Educational Needs and Disabilities Policy (SEND).**

<b>Name</b>	<b>Signature</b>	<b>Date</b>	<b>Staff team (ST), Parent committee (PC), Volunteer (V).</b>