

Essex Primary Headteachers' meetings Spring Term 2022

Local Authority Education Team: Assistant Directors, Heads of Education, Anita Kemp and Ralph Holloway

1.LA input includes:

- **Work of the Essex Taskforce and Year of Reading**
- **Essex RE Syllabus for implementation September 2022**
- **Leadership Well-being update**
- **Bringing the Inclusion Framework to life: Case studies from pilot schools**
- **SEND workstream focus**

Essex Education Taskforce and Year of Reading update



Anita Kemp
Head of Strategy Planning and Performance

Essex Education Taskforce

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Essex Year of Reading

Visibility & Engagement

- Reading in unusual places
- Currently Reading
- Author Visits to Libraries
- Author Visits – Virtual School
- Queen's Jubilee
- Adopt a library display
- World Book Day
- Reading volunteers
- Collaboration with Fire & Rescue

Access to Texts

- Library Cards
- Library Apps
- Book Boxes
- Discounted purchases
- E-books
- Kindles for marginalised pupils
- School library visits
- Book Bag Projects

Reading Skills

- Reading for Comprehension Training
- Herts 4 Learning Training
- Thinking Reading
- Parent Ambassadors
- ACL referral route

Language Development

- Family Learning
- Library Parent and Child
- LD in the Early Years
- Care Home Partnerships
- Memory Café
- Reminiscence Project

Year of Reading App

Audience and activities

Early Years

Reading in unusual places

Library Cards

Author Visits

Discounted purchases

Family Learning

Book Bag Projects

Library Events

Queen's Jubilee

LD in the Early Years

Primary

Reading in unusual places

Library Cards

Author Visits

Discounted purchases

E-books

Volunteer Readers

Book Bag projects

Library Events

Queen's Jubilee

Secondary

Reading in unusual places

Library Cards

Author Visits

Discounted Purchases

E-Books

Volunteer Readers

Library Events

Queen's Jubilee

Special

Reading in unusual places

Library Cards

Author Visits

Discounted purchases

E-books

Volunteer Readers

Book Bag projects

Sensory Stories

Library Events

Queen's Jubilee

Parents & Community

Reading in unusual places

Library Cards

Author Visits

ACL Sessions

Family Learning

Reminiscence& Memory
Cafe

Library Events

Queen's Jubilee

Vulnerable and Marginalised People

To highlight today



- Year of Reading App
- Dermot O'Leary – 17 March 2022
- Library card to all children and young people
- Parent Champions – Adult Community Learning

Essex RE Syllabus for implementation September 2022

Alison Fiala
Head of Education & EY, Mid

Statutory Requirements

In brief, legislation requires that:

- In maintained, community, foundation or voluntary schools without a religious character, RE is taught in accordance with the Local Agreed Syllabus
- Academies and Free schools must teach RE within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the fact that the religious traditions of Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

Statutory Requirements

- For Foundation and Voluntary Controlled schools with a religious character, RE must be taught according to the Agreed Syllabus unless, parents request RE in accordance with the trust deed of the school.
- In Voluntary Aided schools RE must be taught in accordance with the trust deed.

Statutory Requirements

- RE must be included in the curriculum for all registered pupils, including pupils in reception classes and sixth form, but excluding:
- Pupils in nursery schools or nursery classes in primary schools;
- Any person aged nineteen or above for whom further education is being provided at school; and
- Any person over compulsory school age who is receiving part-time education.

www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010

www.gov.uk/government/publications/re-and-collective-worship-in-academies-and-free-schools

Local Agreed Syllabus

- The current Essex Agreed Syllabus for Religious Education March 2015 will remain in place during the year of implementation 2022/2023
- From Autumn 2023 the current syllabus will be withdrawn.
- Initial training for the New Essex Agreed Syllabus for Religious Education begins this Spring Term 2022 and all schools are invited to attend virtually.
- During the Summer Term 2022 there will be an opportunity to attend a Q and A session virtually in response to the initial training. Further support will be offered by Essex SACRE in the summer and during the year of implementation. This will include consultation with schools and networks.

Training opportunities

Initial training cross phase for all schools within Essex.

An Introduction to the Syllabus

Friday 4th March 2022 9am-12pm via Zoom – (repeat from Tuesday 8th February 2022)

An Introduction to Human and Social Science Lens

Thursday 10th March 2022 4pm-5pm via Zoom – (repeat from Thursday 3rd March 2022)

An Introduction to Theology Lens

Tuesday 15th March 2022 4pm -5pm via Zoom

An Introduction to Philosophy Lens

Tuesday 29th March 2022 4pm – 5pm via Zoom

Key messages – The Purpose of RE

Religious Literacy

Religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Key messages – Designing a progressive, coherent and balanced curriculum for Key Stages 1,2 and 3

1. Religions and worldviews
2. The suggested core questions
3. Ensuring continuity and progression
4. The core knowledge and non-statutory age-related expectations
5. Check for balance
6. Creating YOUR scheme of learning

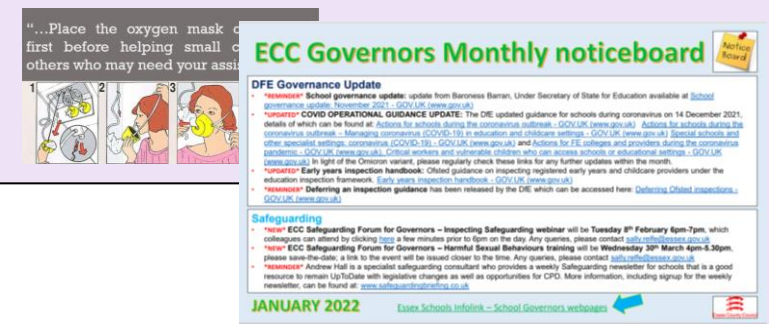
Leadership wellbeing update

Stephen J. Chynoweth
Head of Education & EY, North

Headteacher wellbeing

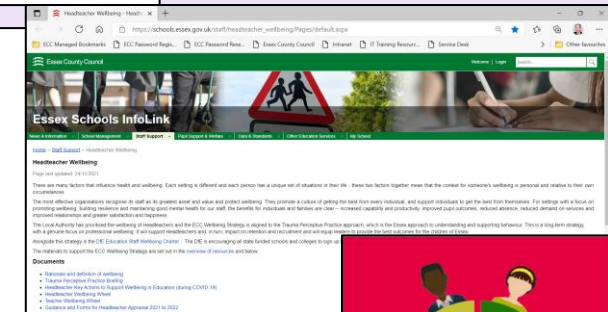
LA support for → Governance & schools

- [Essex Schools Infolink - Headteacher wellbeing](#)
 - Governor, Headteacher and SLT/ staff training videos
 - Promotion of TPP & NHS 5 steps to Positive Mental wellbeing
 - Additional materials and resources, Headteacher PMR objective process
- [Essex Education Task Force](#)
 - Launch of Leadership Wellbeing toolkit available [here](#)



DfE support for → Governance & schools

- [DfE Education Staff Wellbeing Charter](#)
- [Senior mental health lead training - GOV.UK \(www.gov.uk\)](#)
- [Peer to peer support and individual telephone support for school leaders \(educationsupport.org.uk\)](#)
- [Teacher Wellbeing Resources | Yes Futures](#)



Provision	Location	What it offers	Link / contact:
Mental Health & Wellbeing - Essex Info Link Covid-19 Updates Page	All Essex	Covid-19 Mental Health & Wellbeing Resources	https://schools.essex.gov.uk/admin/COVID-19/Pages/default.aspx
Recovery & Return Part 1 - Looking After Staff Wellbeing	All Essex	Recorded webinar	https://www.youtube.com/watch?v=qxKagTE6bv8&feature=youtu.be
ACL Mental Health Wellbeing & Recovery Programme	All Essex	Free workshops and training programmes	https://www.aclessex.com/mental-health/
EPUT	All Essex	Therapeutic input for adults living in Essex	https://eput.nhs.uk/our-services/essex/essex-mental-health-services/
Anna Freud Centre	National	Training, resources, advice & guidance	https://www.annafreud.org/what-we-do/schools-in-mind/resources-for-schools/
Pursuit Wellbeing	National	Online resource to help teachers and school leaders manage stress, anxiety and daily school pressures, with practical, research-driven information and support.	https://pursuitwellbeing.com/
Education Support	National	Website and helpline dedicated to supporting the mental health and wellbeing of education staff in schools, colleges and universities.	https://www.educationsupport.org.uk/
Headrest	National	FREE daily wellbeing telephone support service for headteachers and CEOs.	https://www.headrestuk.co.uk/
Welbee	National	Resource to help improve staff wellbeing at your school, college or MAT	https://welbee.co.uk/
Centre for Mental Health	National	Training, resources, advice & guidance	https://www.centreformentalhealth.org.uk/
NHS 5 steps for positive mental wellbeing	National	Evidence based research of 5 steps you can take to improve your mental health and wellbeing.	https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/

**Stressed?
Overwhelmed?
Need someone to come to
talk to?**



**HEAD
REST**

HeadRest offer a FREE daily wellbeing telephone support service for headteachers and CEOs.

HeadRest offer a sympathetic and confidential listening ear by phone.

Telephone: 08008620110

<https://www.headrestuk.co.uk/>



Offering 6 x FREE peer support groups run by a professional facilitator, who is a trained coach with experience of working within the education sector. In addition, they offer individual telephone support an accredited counsellor. **Telephone: 08000562561**

www.educationsupport.org.uk

ACL

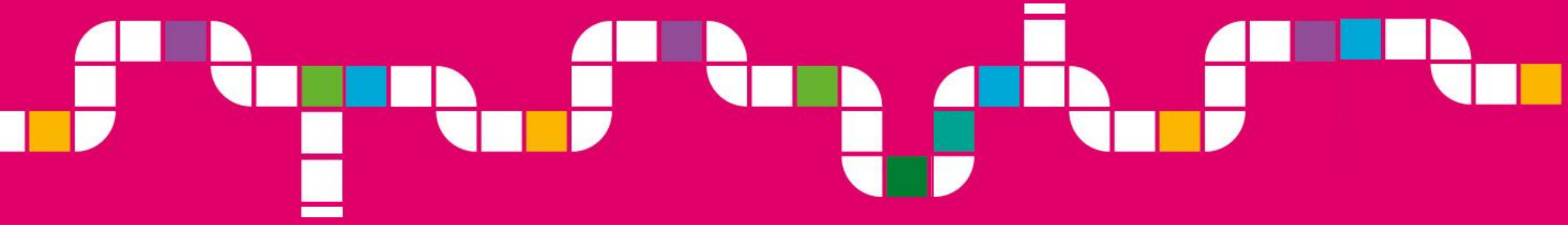
Offer a FREE range of courses for anyone wishing to improve their mental wellbeing or recovering from a period of mental ill-health.

The programme is available for those who live or work in Essex. **Telephone: 03456037635**

[Mental Health Wellbeing & Recovery Programme - ACL Essex](#)

Bringing the Inclusion Framework to life: Case studies from pilot schools

Catherine Hutley
Assistant Director Education, Mid



The Inclusion Framework: Lives without Labels



What are the ambitions for the Inclusion Framework

The ultimate ambition of the Inclusion Framework is that children and young people can be effectively supported to access education and prepare for adult life, without the need for a label, diagnosis or protracted statutory process.

More children and young people have a positive journey through an inclusive mainstream education and into adult life

- All schools, settings and other professionals consider the Inclusion Framework non-academic outcomes in their assessment, planning and provision for children and young people.
- Children and young people are enabled to build and maintain essential skills for adult life.
- Increased aspirations for children and young people because collaboration with families, preparation for adulthood, CIAG and PHSE provision is improved and starts at the earliest age.
- Young people are able to engage in society and access employment and enterprise opportunities.

Reduced drive for diagnosis or EHCP from parents/ carers and reduction in appeals and tribunals

- Collaboration with families is made easier and parental confidence in support and provision is improved.
- Barriers and needs are identified early and accurately with action plans implemented in a timely way, appropriately linked to outcomes and progress is measured regularly.
- Children/ young people are not 'labelled', no assumptions are placed on young people's abilities or ambitions.

Reduced demand on statutory processes and specialist provision around SEND, exclusion, attendance and social care.

- Barriers to education, learning, development and preparation for adulthood are identified and then removed before they escalate.
- Timely intervention is made possible because processes are streamlined and support available in an effective way.
- Mainstream schools and colleges are supported to effectively meet the needs of their cohort of children and young people. More children and young people will attend their local school, remain in their placement without the need to move throughout their education.

Reduction in out of county placements and transfers

- The Essex education system is able to make best use of the resources available to us to effectively meet the needs of all CYP
- Statutory plans are regularly and appropriately ceased because outcomes are met and de-escalation is achievable



What is the Inclusion Framework: Lives without Labels

- The Inclusion Framework: Lives without Labels is a practical **way of working** supported by an **outcomes framework**, a **digital solution** and a **‘tool kit’**, which together supports inclusive practice at whole school/setting and individual child/ young person level.
- The Inclusion Framework: Lives without Labels has been created to enable both early/accurate identification of need and appropriate outcomes focused intervention. With the aim of supporting inclusion of children and young people in mainstream schools, settings and colleges without the need to label, or escalate to statutory intervention.
- The Inclusion Framework enables anyone working with CYP, or CYP themselves, to identify barriers to learning, development and preparation to successfully engage in employment or enterprise opportunities.
- The process follows the Assess-Plan-Do-Review cycle and aligns seamlessly with the Disadvantaged Strategy, Ordinarily Available, Trauma Perceptive Practice (TPP), One Planning and Preparation for Adulthood.
- The Inclusion Framework will be made available for **all schools, settings, colleges and other professionals** working with children and young people and their families in Essex.

The series of non-academic outcomes focus on building and retaining the essential skills and experiences, which enable a child or young person to have a positive journey through education and into adult life:

- Resilience and confidence
- Wellbeing
- Opportunity
- Independence

Inclusion Framework: Lives without Labels									
Developing Resilience and Confidence			Improving Well-Being			Increasing Opportunity		Encouraging Independence	
Creative Thinking	Critical Thinking	Problem Solving	Social	Emotional	Physical	Enterprise	Curriculum and Community Inclusion	Decision-Making	Self-Awareness
Able to interpret and deliver outcomes imaginatively	Able to keep an open mind in all contexts and formulate opinions and arguments accordingly	Able to adapt thinking based on evidence and to accept that there can be more than one solution to a problem	Able to adapt communication and behaviours to any situation	Demonstrates empathy by adjusting their own behaviours in support of others (leadership). Has the confidence to act as an advocate/speak out about emotional wellbeing & mental health	Has the confidence to discuss health issues appropriately and with appropriate people	Actively seeks out opportunities to take on new challenges	Exposed to work experience and enterprise opportunities which raise aspiration and allows informed choices to be taken, including opportunities to actively engage in voluntary work	Confident decision making and reflective learning from decisions	Able to use self-regulation to adapt behaviours according to situation and context, based on skill set and past performance
Able to improvise in any situation	Able to question information, ideas and argument	Show initiative when solving problems, after analysing all options	Able to sustain mutually respectful friendships	Demonstrates self-awareness and displays positive self-esteem	Has an awareness of/engages in healthy physical relationships	Able to tackle courageous projects confidently	Exposure through the curriculum to career/education/life CIAG.Has opportunity for interaction with inspiring role models, including those in the local community.	Able to review decisions and consequences, taking on board the opinions of others	Able to seek out support/co-regulation for areas of difficulty
		Able to solve a problem							Able to share their

The journey so far...



The Inclusion Framework in Schools



Clare Griffiths

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Feedback to date – from Children, young people and their families

‘I don’t feel so lonely anymore’

‘If I have an incident in class I know that she [allocated TA] is there to help me’

‘I have noticed that my child is happier going into school’

M was profiled against the IF outcomes, before and after the action plan was completed. M's parents were impressed with the progress that had been made over the 5/6 months and had noticed the change in him but felt quite shocked to see how much change when they compared the two documents.

‘My child benefitted from the consistency of having one person to support him with his medical needs. **More things were being noticed about him around his condition and fed back to me’.**



Feedback to date – from schools

The Inclusion Framework has been invaluable in allowing us to provide specialist support to a student at a point of acute, time-sensitive need.

As a consequence, we were able to **avoid a permanent exclusion** at a time when it appeared the only available course of action.

“The inclusion framework looks excellent and I cannot wait to get profiling.”

‘It gives trust and ownership to the school’

We knew there was a need- we just didn’t know **how to identify the need**. The Inclusion Framework helped us do that.

‘We have a child, we see the need, it is done – there is **less paperwork** and it is **child focussed** and allows for **early support**’

TPP training alongside IF gave the support staff the understanding to support the changes made through the Inclusion Framework

It meant we were not worried about being scrutinised as we felt we had the **Local Authority backing us**

We found the IF particularly useful in identifying children with **SEMH needs** and **next steps** for those children

We used IF framework built into foundation lessons and were able to take the learning objectives from the Framework



Feedback to date – colleagues from Education and Social Care

The Inclusion Framework provides a structure around which to develop a creative response and also the possibility of funding, which is **enabling many options which would have been discounted previously.**

A fundamental shift in attitudes and beliefs aligned with initiatives such as TPP

When the Inclusion Framework came along, it was a lifeline. We were at a point of complete breakdown of relationship.

I find it helpful to focus on non-academic barriers which, in turn impact on academic attainment.

Initially it all felt uncertain, because it was new and a very different approach to the process from the familiar IPRA/EHCP processes.

Now, it feels quite **liberating** to be able to support schools in requests which are different and have quite a **quick response.**

For schools who already prioritise non-academic progress/ development, the IF provides a useful tool to really **unpick what barriers exist** and then plan to remove/reduce them.



Progress to date

- Creation of the prototype Inclusion Framework outcomes grid and associated processes
- School based pilots have continued to provide valuable test and learn experience
- Inclusion Framework Panel has been established, to consider resource requests and track pilots
- Research related to early intervention in education, the impact on outcomes and avoidance of escalating need and resource, is underway by independent provider
- Evaluation of the current Inclusion Framework pilots is underway by independent provider
- A survey for all schools to capture views on early intervention and support for schools around identification of need and inclusion
- Early Years pilot has commenced



Research and evaluation – early findings

Literature review : to gather data relating to exclusion rates.

- SEN, complex social and emotional wellbeing or trauma, existing behavioural policy, and a reliance upon existing statutory process by both parents and settings.
- Cost per child data is also examined alongside life trajectory studies to reveal a need for a shift in practice to accommodate growing need with a view to increasing inclusion.

Evaluation of the IF pilots with schools trialling the process.

- Staff reported that the IF was different to other schemes, offered greater flexibility and enabled their teams to better understand the needs of children.
- Some issues reported around understanding the aims and objectives of the IF and its potential for wider, whole school use. These points will be reflected in the recommendations.
- For evaluation purposes, case study information is being collated to create a 360° view of each pilot scheme.

School survey to establish need for a tool, such as the IF

- Once we have a robust response rate, data will be analysed to establish whether there is a need for an inclusion framework tool.
- So far, our early data indicates that settings feel that they need more help and resources, and more timely help in the form of early intervention to support children and young people.
- We are awaiting further participation in order to complete the evaluation phase.

Recommendations to follow based upon the literature review findings, evaluation data and stakeholder insight.



Getting involved

Our teams are now trained in this approach and we are capturing learning and feeding this into the ongoing development work.

If you would like to hear more about The Inclusion Framework: Lives without Labels approach please **speak to your Inclusion Partner.**

PLEASE COMPLETE THE SURVEY:

<https://takepart.mackmanresearch.co.uk/s3/ECC-Schools-Survey-Feb-2022>

SEND workstream focus

Ralph Holloway
Head of SEND Strategy & Innovation

Our challenges

- Capacity and sufficiency – budget pressures, specialist provision, resource/support for mainstream, therapies and EPs – we are running out, ECC SEND Ops teams under increasing pressure;
- Quality – Ofsted/CQC findings, parental feedback/complaints, tribunals, feedback from partners;
- Inclusive Essex – do we have a consistent approach across our schools and settings.

What does the data tell us? Is this sustainable?

- Tribunals – 178 registered in 2017 (2% of all appealable decisions); 334 registered in 2020 (3% of all appealable decisions). National average is 1.7%.
- EHCPs – 7,288 in 2016 to 10,254 in 2021 (and now over 11,000);
- Forecast – if current trends continue we will have 12,254 EHCPs in 2025;
- Special school places – 2293 pupils in Essex special schools in 2015; 3217 pupils in Essex special schools in 2021 (40% increase).
- Cost implications – over £9 million in place funding alone.
- Forecast – another 516 special school places needed by 2025 if the trends continue.

SEND Workplan

SEND Strategy	Continuous Improvement	SEND Sufficiency Strategy	Preparing for Adulthood	Systems, Data and Recording	Emotional Wellbeing Work	SEND JWSOA	Inclusion Framework*
<ul style="list-style-type: none"> • Consultation • Analysis • Co-produce draft • Workshops with stakeholders • Headteachers Round Table • Partnership SENCOs • Training and Development for SENCOs 	<ul style="list-style-type: none"> • EY SEND Processes, response and support • 20 week process improvements • Transitions • Participation and Inclusion • Training • Review of SEND OD <ul style="list-style-type: none"> • EP/IP Working group • Links with social care • SEND Governance 	<ul style="list-style-type: none"> • SEND Capital Programme • HNB Spending Review • Forecasting – financial • Forecasting – special school places/ need • Governance process • Review of Enhanced Provisions • Role of Inclusion SEPs 	<ul style="list-style-type: none"> • Strategy • Vocational profiling tool • Essex standard for employers and audit • Employment board 	<ul style="list-style-type: none"> • Improve quality of recording - all users • SEND ops build/ Portal • Capita replacement/ link with SCCM • SEN2 new process • SEND data dashboard 	<ul style="list-style-type: none"> • TPP • Develop new SEMH provision in secondary schools • Recovery Task Force funding and support 	<ul style="list-style-type: none"> • Joint Commissioning • Quality of Plans • Accurate identification of need/MLD • Preparation for re-inspection 	<ul style="list-style-type: none"> • Profiling tool • Training • Processes • IT system • Evaluation of benefits • Case studies • Launch • Embed

*Clear link but outside of workplan

Rationale for a new SEND Strategy

Families, children and young people tell us that change is needed:

“My Life, My Rights”

Ofsted/CQC tell us that change is needed:

The 2019 SEND Local Area Inspection concluded that a joint written statement of action was needed to address three areas of significant weakness:

- Accurate identification of need
 - Quality of EHC plans
 - Joint commissioning

Professionals working within the system tell us that change is needed:

Challenges within the SEND system are becoming progressively more complex and increasingly require a system wide approach to resolve.



Alignment and Enablers



SEND Workplan and Strategy Delivery Plan
Joint Written Statement of Action
SEND Capital Programme
SEND Data Dashboard, forecasting and effectiveness measures
Effective early intervention and statutory processes

Improving the Quality of EHC Plans

- Initial multi-agency workshop set the **vision and plans** to improve the EHCNA process (Feb '20).
- **End to end review of EHC assessment, planning and review processes**, gathering feedback on the quality of EHC plans and planning in Essex (May – June '20).
- **Developed options to strengthen the quality of EHC plans and planning**. Representation from early years, schools, colleges, ECC SEND services, social care, health and Essex Family Forum (July – Dec 20).
- **Design and testing of new approaches** to decision making and quality assurance as well as EHCNA and medical needs guidance (Jan 21 – July '21).
- Implemented revised **EHCNA guidance** (Oct '21).
- **Implemented joint decision making processes** with education, health and social care including schools and settings (Oct '21).
- Implemented **multi-agency quality assurance framework and processes**, which assesses the quality of advice and of EHC plans as well as inform ongoing CPD activity and address consistency across the county (Oct '21).
- **Ordinarily Available Framework** launched with Early Adopters (Jan '22).

Addressing the over- identification of MLD

- Data analysis to identify any schools with **higher than the England average percentage of MLD and lower than England average percentages of SLCN.**
- Educational Psychologists (EPs) and Inclusion Partners (IPs) met with schools to understand and unpick the data in Autumn 2020.
- **Training and resources** were provided to schools, preschools and early years providers on identifying SEN needs and increasing awareness of SLCN.
- **Guidance** was shared with all schools on how to complete the School Census return correctly.
- When the 2021 census data was published, it showed a vast improvement in the data for MLD and SLCN, showing that Essex was **much more in line with the England averages.**
- We assessed the data again to ascertain any schools where the data hadn't changed, or where further support might be needed. Meetings with these schools were held in Autumn term '21.
- Schools have been supported to **further analyse their data regarding categories of need** in preparation for the census in January 2022.

Improving Joint Commissioning

- Developed **Joint Commissioning Framework** which demonstrates the commitment of local commissioners in Essex to develop shared commissioning and delivery models to meet the diverse needs of children and young people with SEND in the county.
- A programme of work has been set out to deliver the strategy which is divided into 3 phases, driven through **5 workstreams**:
 - SENDIASS
 - Speech and Language Therapy, Physiotherapy, Occupational Therapy,
 - Equipment
 - Neuro developmental (this includes ADHD, ASD and behavioural)
 - Local Offer
- **Phase 1:** September 2020-March 2021 to develop, review and map current services and develop a business case for each area, concluding with a joint commissioning strategy and plan of work for Phase 2.
- **Phase 2:** April 2021- March 2022 is focused on implementation.
- **Phase 3:** April 2022-March 2024

We wish you continued
success in 2021-2022
and look forward to
continuing our work
with you