

Curriculum and Assessment Policy



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School Context: Mackworth House School is an independent special school for pupils aged 6-19 with autism. We are an inclusive school that has the specialist knowledge, skills and understanding to meet the needs of children with autism and associated learning disabilities.

We believe that Mackworth House School is unique in its approach to working with children and young people with autism, where the staff, pupils and their families work together to make ensure that time at Mackworth House School is a happy one. The curriculum is personalised so children feel safe, supported and cared for and so can engage in activities that are meaningful and enjoyable. Communication, positive behaviour support, sensory support needs and the environment is at the forefront of everything we do, so children are able to learn, progress and develop.

Date of last review: September 2017

Date of next review: September 2018

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
September 2017	Phil Jones (Curriculum Manager) Richard Battson (Curriculum Manager) Kirsten Gibson (Headteacher)	<ul style="list-style-type: none"> • Update to reflect EHCP learning outcomes • Update on accredited learning through AQA • Update on assessment documents now in use • The introduction of themed weeks • Update on the introduction of curriculum reviews with parents each term • Appendices 1: Spiritual, Moral, Social and Cultural curriculum overview across MHS • Appendices 2: British values curriculum overview across MHS 	November 2017
November 2018			

Curriculum Policy

Mackworth House School aims to provide a high quality personalised curriculum for all students, supporting them to achieve, learn and develop the wider skills, attitudes and behaviours for life and work.

The aim of the school curriculum is to maximise learning opportunities using a range of meaningful and functional activities to prepare the children and young people for adult life. Motivators for learning are identified through person centred planning, and an individual learning programme is designed and implemented to support the learning aims and objectives of this pathway. Our methodology is to work in collaboration with families, the multi-disciplinary team and the local community to provide a balanced and broad curriculum for our students. Whilst we use the National Curriculum Framework, and the P Level Assessment Framework, individual learning programmes concentrate on those areas of the curriculum which are felt to be a priority for each of our students such as the learning outcomes from the Education, Health and Care Plan.

Values and Purposes Underpinning the School Curriculum

- At Mackworth House School we believe that education is about developing the “whole child” by encouraging and supporting intellectual, social, cultural, emotional, spiritual, moral and physical growth.
- At Mackworth House School we believe that education is a route to equality of opportunity for all.
- Our curriculum reflects the values and attributes that support students to value themselves, value relationships and value the individual differences in society and the environment we live in.
- Our curriculum is designed to support students to understand honesty, justice, equality, trust and belonging.
- Our educational philosophy is founded upon the belief that the full potential of children and young people may only be realised when their sense of well-being and belonging is at its optimum.
- Our curriculum is designed to respond positively to the opportunities and challenges of the world and community we live in.

Aims of the School Curriculum

- To offer a thorough, fun and stimulating journey to inspire enjoyment for learning, self-discovery and expression.
- To maximise learning opportunities using a range of meaningful and functional activities to prepare the children and young people for adult life.
- To identify motivators for learning through person centred approaches.
- To understand that it is essential to work with the child’s natural skills, strengths, interests and learning methods to respond to the unique nature of students and develop self-confidence.
- To design and implement individual learning programmes to support the learning aims and objectives set for individuals by their multi-disciplinary team and the Education, Health and Care Plan.
- To work in collaboration with families and the local community to provide a balanced and broad curriculum for our students.
- To use the National Curriculum framework and the P Scales Assessment Framework to set targets and track progression.

- For our post 16 pupils, we design a bespoke vocational programme through accredited learning.
- To identify and prioritise areas of the curriculum and learning which are felt to be most important to each student.
- To support each child to think independently, to enquire and explore and to make connections with their own lives, the school and wider community.
- The curriculum is delivered in an active way to support and facilitate experiential learning.
- The curriculum is designed to be flexible and ever changing, operating within a flexible timetable.
- Assessment procedures are designed to be accessible for all students and integrated in to everyday activities. Our aim is that assessments are therefore fun, interesting and challenging.
- The school curriculum is designed to develop the pupil's sense of identity through knowledge and understanding of the social, cultural, moral and spiritual aspects of life and society.
- To provide rich and varied contexts for pupils to gain, maintain and generalise a range of knowledge, understanding and skills.
- To support students to develop their knowledge and understanding of their own beliefs and cultures and those of other people.
- The curriculum aims to develop awareness, understanding and respect for the school environment and wider community
- To support students in developing self-esteem and emotional wellbeing and form and maintain satisfying relationships.
- To work in collaboration with the individual needs of the child, with families, multi-disciplinary teams and the local and global community.

Purpose of the School Curriculum

- To establish an entitlement for all students to access an interesting range of meaningful and functional activities that develop knowledge, understanding, skills and attitudes necessary to prepare for adult life and become a member of society.
- To ensure entitlement for all students to a broad, balanced and holistic curriculum.
- To establish high standards that take in to account the particular and unique needs of each pupil and can identify targets for improvement, measure progress and monitor and compare the performance of the students and school as a whole.
- To design a curriculum that is both coherent and consistent with flexible learning programmes that facilitate progression in all pupils throughout their education and in to adult life.
- To equip children and young people with the essential social, intellectual and moral skills and awareness to prepare them for adulthood.
- To help pupils become more aware and engage with the school and wider community.
- To support students to develop a strong sense of self responsibility, take responsibility for their actions, their emotions and their health and safety by making informed choices.

Planning and Review

Pre-admission

- Once a referral has been made arrangements will be made to start to gather information about the child and young person in question from their multi-disciplinary team. We will begin to develop a personal profile about the potential student by developing the following:
 - Educational Initial Assessment
 - Occupational Therapy Assessment
 - Speech and Language Therapy Assessment

Induction: 6 Weeks

- Curriculum Managers and Teaching Assistants will use this time to learn about students and build on the child's personal profile by enhancing the documents mentioned above and also developing:
 - Student Information and Support Plan
 - Positive Behaviour Management Plan
 - Educational Profile
 - Assessment Schedule
- During the first 6 weeks, all students will be given the opportunity to explore and investigate a range of activities and facilities within the school to enable Curriculum Managers and Teaching Assistants the time to get to know each individual and their motivators and reinforcers.
- Students will be given the time to explore any experiences and environments that may be new to them to establish existing coping mechanisms and triggers for particular behaviours.
- The information gained during induction will feed in to each child's Individual Educational Plan (IEP) in relation to the learning outcomes of the Education, Health and Care Plan

Reviews

- After the first term a placement meeting will be held and initial assessments will be reviewed and discussed to identify any adaptations or changes we need to make to individual learning programmes.
- An assessment schedule will then be generated to map out the next stages for students and reviewed at least every term.
- Curriculum Managers will work with the Teaching Assistants to periodically review learning programmes every week and this information will be used to amend target setting and schemes of work according to progress.

Student Feedback - Standards

- Students will be supported to express their views, feelings and concerns and teaching and learning staff will work with our children and young people to help them understand that their wishes have been acted upon where appropriate.

- Ways in which we gain student feedback will be wholly dependent on the needs of the child and this will be personalised.
- A plenary should be included in all sessions to establish enjoyment, engagement, understanding and interest.
- Learning should be reviewed with the student periodically through methods such as scrapbook, photographs and group work.
- Where there are barriers to communication, teaching and learning staff will encourage student voice through preferred methods of communication. In some cases however, this may be limited to the observation and gauging of reactions and responses.
- Staff will at all times have the best interest of the child at the centre of everything they do. Should the students wishes not be acted upon for any reason (e.g. safeguarding or welfare), they will be supported to understand why.
- The main focus of this work will be to establish and build on relationships and self-esteem and encourage the recognition of progress.
- Student feedback will be analysed by the teaching team and acted upon appropriately.

Progress Reports

- Progress reports will be produced on a termly basis to provide an informative review to parents/carers about a child or young person's progress.
- Progress reports will involve feedback on all areas of the curriculum and including communication, behavioural and emotional progression.

Person Centred Planning

- At Mackworth House School we gain information from our students, their parents or carers and the multi-disciplinary team of support that know and understand the child or young person to plan the individualised programmes that all our students will follow.
- We support our students to build their confidence to take part in new experiences, trust other people, explore the world they live in and gain an understanding of others.
- To do this we have to provide a safe, structured and stimulating environment and support our students to build satisfying relationships between staff and peers.
- Parents and carers will be invited to an annual review as standard, and could be asked to attend other meetings if required.

Individual Educational Plans

- Each child will have an Individualised Educational Plan (IEP) that will document and collate information about a child's learning programme in relation to the learning outcomes from their Education, Health and Care Plan.
- An IEP comprises of a number of documents that will track progress against the learning outcomes from the Education, Health and Care Plan such as:
 - Initial Assessments
 - Positive Behaviour Management Plan
 - Student Information and Support Plan
 - Assessment Schedule
 - Pupil Progress
 - Curriculum Reviews
 - Annual Reviews
 - Impact Study

- The IEP will be used to provide information during reviews and will be shared with parents and the multi-disciplinary team at least annually.
- The IEP is owned by the child themselves they will be encouraged to get involved in updating and developing it where possible.
- Where decisions have been made which are not consistent with the wishes or concerns of the child, children will be supported to understand why.

Student Timetables

- Each student will have an individualised timetable which takes in to account students likes and interests and captures the priority target areas a student needs to work on throughout the week.
- Each session will include learning tracked against the national curriculum and p level assessment framework in relation to the learning outcomes from the Education, Health and Care Plan.
- Physical education should occur on each student's timetable at least 3 times per week - age
- Student timetables will be the responsibility of the Curriculum Managers

Curriculum Planning

Aims

- Curriculum planning will aim to develop a productive school community to enable pupils to build on their strengths, develop new skills and will provide opportunities for all students to learn and achieve.
- Session plans will be designed, prepared and implemented by Curriculum Managers in consultation with the teaching and learning team.
- Each student will be supported to engage with their personalised pathway which will enhance and develop skills, understanding, knowledge, and confidence.
- The school curriculum will be designed around themes and these will change per term

The school curriculum will aim to enable pupils to:

- Develop and use communication, language and literacy
- Access the National Curriculum and / or P Level Assessment Framework
- Generalise skills learned across wide ranging contexts
- Interact and communicate with a range of people
- Build and sustain relationships
- Express need and make preferences and choices
- Increase understanding and knowledge about the environment and the world
- Explore and learn from new experiences
- Participate in and learn from academic, physical and social activities
- Manage behaviours and emotions
- Participate, develop and learn skills in independence, creative expression, well-being, academic and vocational studies and physical education

Methodology and Implementation

- Individualised assessment schedules will be written once a student is enrolled and the assessment process has taken place
- Assessment schedules are written with an individualised goal focus, and will map out the short term goals a student will work towards to achieve a long term goal.
- The National Curriculum and P Scale Assessment Framework will be used to ascertain baseline ability and plan a suitable and progressive educational plan for each student, integrating elements of the curriculum in to meaningful and functional activities.
- All session plans will use active and experiential teaching strategies.
- The Head Teacher, Curriculum Managers and Teaching Assistants will share their teaching and learning approaches and strategies to implement a range of activities to promote and facilitate learning.
- The National Curriculum will be used as a tool to map and track progression. The personal needs of all pupils in preparing for adult life and student interest will be a focus for subject topics
- The curriculum will be broken down in to 5 key areas to enable accurate and developmental records to be kept
 - Independence
 - Creative Expression
 - Physical Education
 - Well-being
 - Academic and Vocational Studies

Session Plans

- A session will be produced for each activity that occurs on a student timetable.
- Each session of learning may include a period of time to encourage students to explore, experience new things, relax, take part in activities that they really enjoy, initiate interactions and build relationships.
- Session plans are the responsibility of the Curriculum Managers and are produced collaboratively with the teaching and learning team.

Cross Curriculum Dimensions

- The National Curriculum will not be taught in isolation, but mapped in to interesting and motivating learning activities.
- Individualised learning programmes will enable connections to be made between every day, real lives and curriculum frameworks.
- The curriculum and individualised learning programmes provide each pupil with a broad range of opportunities to develop different skills important for learning and the transition into adult life.
- Students are encouraged and supported to practice and apply their different skills to a variety of situations and environments.

- Students are encouraged and supported to make learning and lifestyle choices and decisions and to think creatively and independently.
- Learning will be tracked against the national curriculum and p level assessment framework dependent on age and ability.
- Pupils will be given the opportunity to fully express themselves in a variety of environments.

English, Mathematics and Science

- Students will work towards English, mathematics and science goals which will be practiced by being embedded throughout the curriculum
- For some students, discreet core curricular sessions will be appropriate
- Long term and short term goals will be identified, tracked and reviewed with a multi-disciplinary approach according to individual progress.

The Use of Information Communication Technology across the Curriculum

- All students will be given the opportunity to access Information Communication Technology (ICT) a variety of suitable and stimulating ICT software and hardware.
- ICT may be taught as a discreet subject or embedded into other areas of the curriculum.
- Pupils will be encouraged to explore and communicate using a variety of media platforms through work with text, signs and symbols, images and sounds.

Students will be supported to make choices about using different devices to produce different and interesting outcomes.

Teaching British values

At Mackworth House School we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance towards those with different faiths and beliefs.

To that end we do the following:

- Encourage students to have their say in matters that concern them in school. We do this by involving students in activities that impact upon the school at a level that is appropriate to their needs, this involves students from across the age and ability range in school.
- Teaching pupils the difference between right and wrong, by working with them to manage their own behaviour and develop positive attitudes towards each other. Pupils devise rules for the promotion of self-regulatory behaviour and where appropriate conduct they expect everyone to follow.
- Support pupils to make positive choices to communicate their needs and help themselves and others.
- Actively involve pupils in community activities such as visiting public amenities, museums, parks, shops, cafes and public services, police and the fire brigade for example. These activities are to promote awareness and tolerance of others as well as bolstering self-confidence and self-esteem. This includes learning about different faiths and beliefs and visiting a wide range of places of worship as part of the Religious Education curriculum.

Personal, Social and Health Education & Citizenship

- Individual learning programmes are designed to promote and support personal, learning and thinking skills (PLTS) which are embedded across the curriculum so pupils are able to develop independence, creativity, working with and building relationships with others, self-management, effective participation and evaluation skills.
- Long term and short term goals will be identified, tracked and reviewed with a multi-disciplinary approach using person centred techniques.
- Sex and relationship education will be taught at an appropriate age identified through collaboration with parents and is described further in our Sex and Relationships Education Policy.

Promoting Spiritual, Moral, Social and Cultural Development

- All individualised pathways will provide opportunities for students to develop their spiritual, moral, social and cultural awareness and understanding.
- Students will be supported to gain an understanding of themselves and others and their responsibilities and rights as members of society, to build on and work towards effective, fulfilling relationships that are an essential part of life and learning.
- The school curriculum will include opportunities to:
 - Develop confidence and responsibility and make the most of individual ability
 - Prepare to plan an active role as citizens
 - Develop a healthy, safer lifestyle
 - Develop good relationships and respect the differences of others
 - Explore and learn about and practice religious beliefs and cultures
- Students will gain experience and knowledge of local and national public services appropriate to their abilities and level of understanding through methods including:
 - Visits to the school from local public services including regular visits from local police officers, local councillor, fire service.
 - Visits to local churches and faith organisations to practice worship where appropriate and learn about different religions and festivals
 - Supported work experience with local council services and industries as appropriate
 - Educational programmes to become as independent as possible in accessing the local community including
 - Supported access to local shops and amenities, where appropriate students will be encouraged to make use of post offices and banks.
 - Regular scheduled access to local leisure facilities
 - Supported access to local transport networks

Faith and Religion

- Children and young people will be supported to practice their faith and religion while at Mackworth House School and this will be built in to individual learning programmes where appropriate and will be agreed with parents/carers.
- Children and young people at Mackworth House School will be given the opportunity to share their faith and beliefs while studying curriculum subjects such as music, art and drama.
- Themed curriculum weeks will be identified and developed across all individualised learning programmes which will provide students with the opportunity to learn more about and experience the different dimensions of other faiths, religions and calendar events.

Political Views

- Mackworth House School will not promote partisan political views in any areas of the curriculum or teaching.
- Where political views are brought to the attention of students, reasonably practicable steps have been taken to offer a balanced presentation of opposing views to the pupils.

Human and Social Education

As part of the individualised curriculum, students will be taught human and social education appropriate to their level of understanding:

- Students will be taught about peoples and their environments, this may be embedded in activities such as music or creative arts or exist as a stand-alone element.
- Where appropriate students will be taught about the historical context in their personal experience during independence studies
- Where appropriate students will be taught History and Geography in alignment with their personal interests and where applicable in accordance with the National Curriculum

Communication and Social Development

- Each student will have an individualised communication programme reviewed regularly with the speech and language therapist.
- A range of tools will be used where appropriate to develop and progress communication for our pupils such as Intensive Interaction, PECS, TEACCH and Makaton
- A total communication approach is embedded throughout the ethos of the school

Behavioural and Emotional Development

- Implementing a Positive Behaviour Management Plan will be a priority for students starting at Mackworth House School.
- Supporting our students to self-manage in a variety of situations and environments forms the basis our behaviour support programmes.
- Mackworth House School employs the PROACT-SCIPr-UK® methodology and embeds the principles in to all areas of the curriculum, school culture, policies, procedures and practices.
- At Mackworth House School we believe that all of our students should be supported positively to lead a fulfilling life and we do this by the implementation of the PROACT-SCIPr-UK® management system which supports our staff to provide consistent and appropriate programmes.

- PROACTSCIPr-UK® involves a positive approach to behaviour management through the use of proactive responses, active and reactive strategies.
- Gaining an understanding of individual students through the analysis of behaviours and collected data will provide information about reasons and triggers and the most effective support strategies to use.

Making Choices

At Mackworth House School we believe in supporting our students to gain the skills required to reach their potential in all areas of the curriculum, to make choices and express their feelings.

- School staff will work intensively with students, families and professionals to develop individualised systems of communication.
- To support the development of independence, all of our students will have opportunities built in to their individualised learning programmes to make choices and decisions to promote a sense of autonomy and control.
- These choices and decisions may be based around preferences for particular activities, sensory stimulation, social interactions, anxieties, behaviour management, interests and motivators and likes and dislikes.
- We aim to provide an environment and culture where all of our pupils can learn from experience about what is successful and unsuccessful for them.
- To do this all pupils will have a range of choices to select from across the entire school curriculum and progress will be documented, monitored, reviewed and developed throughout the individual learning programmes designed.

Setting Suitable Learning Challenges

- Initial assessment and person centred planning will provide the staff teams with information and guidance to enable specific, measurable, achievable and realistic learning targets to be set.
- Short term and long term targets from the Education, Health and Care Plan for curriculum areas will be established through the IEP.
- An individualised assessment schedule will be developed by the Curriculum Manager and teaching and learning team
- The national curriculum and Progression Guidance provide a framework to establish starting points and targets for core subjects.
- Core subject targets set for students between the ages of 6 to 16 will vary but will include English, Mathematics, Science, Personal, Social and Health Education, Information Communication Technology.
- Positive behaviour and will be tracked, reviewed and monitored through the incident reporting system.
- Targets set for students who are 16+ will focus on independent living skills, accessing the community, employability skills, work experience and exploring vocational interests.
- Positive behaviour and will be tracked, reviewed and monitored through the incident reporting system.
- When planning and developing individual learning programmes and schemes of work Curriculum Managers will set challenging and achievable learning targets with high expectations for all learners.
- The Curriculum Manager and learning support team will teach understanding, knowledge and skills that suit each pupils learning styles.

- Learning outcomes identified from the Education, Health and Care Plan will inform the assessment schedule and curriculum targets are identified through the goals tracker and shared with the team

Responding to Pupils Diverse Learning Needs

- As a small independent school we are able to address the unique needs of each child and young person at the school.
- Suitable and accessible initial assessments and person centred planning techniques will be used to gain a full understanding of all pupils and will inform the development of a personalised IEP.
- Each pupil will have a dedicated and consistent team of support that will work with them throughout.
- Curriculum Managers and the learning support team will recognise and celebrate the different experiences, interests, learning styles and strengths each student brings with them.
- Individual learning programmes and pathways will be designed and implemented in collaboration with the pupil, parents, carers and professionals.
- All staff will be trained to have a thorough and empathetic understanding of the autism spectrum
- All staff are trained to be aware of the significance of the sensory support needs for people with autism which will be reflected in each child's individualised learning programme.
- Learning will be mapped against the National Curriculum Framework, P Scales Assessment and vocational curriculum to provide measurable outcomes, progression and achievement.
- Individual learning programmes will be revised, adapted and developed on a regular basis throughout the year.
- The school will provide a range of effective, interesting, stimulating and motivating activities and environments for all learners both on site and in the local community where appropriate.
- All students will be provided with the necessary specialist equipment they need and require to access the curriculum.
- All students will be taught individually and small group work will be incorporated into their individualised learning programmes.
- Students will be encouraged to engage in learning through curriculum planning to recognise positive and appropriate behaviour and communication and be supported to gain an understanding of their emotions, actions and the conduct of others.
- The Curriculum Managers and Teaching Assistants will ensure learners feel and are safe and comfortable with the challenges they face.
- Students should be supported to feel confident in their ability to learn.
- Perso PROACTSCIPr-UK® methodologies will be embedded across the entire school curriculum and school culture.

Providing Access to Learning and Assessment

- All students will present individual learning and assessment needs and preferences, and if not identified, planned for or understood could produce an inappropriate and ineffective learning experience for our students.

- Personalised approaches will be used throughout all school policies, procedures and practices to ensure students have access to the most conducive environments, suitable tasks and materials to aid learning, achievement and understanding.
- A flexible assessment and teaching and learning framework is implemented throughout the school, designed to gain feedback from students and maximise progression.
- Individual learning programmes are regularly reviewed, adapted and advanced to enable learners to take part in learning effectively and safely.
- Curriculum reviews will happen at the end of term 1 and 2 and annual review at the end of the academic year

Assessment Procedures

- Assessment methods appropriate to each students level of functioning will be adopted to accurately ascertain academic ability in accordance with the National Curriculum.
- Assessment will provide the baseline from which opportunities will be provided to practice all skills in a variety of contexts.
- Assessment is integral to teaching and learning.
- Initial, formative and summative assessment will be implemented into individualised learning programmes that provide a view of the whole learner.
- Day to day and periodic assessments will be undertaken by Curriculum Managers and Teaching Assistants in collaboration.
- Where appropriate, students will be given the opportunity to work towards nationally recognised certificates of achievement where assessments will be on-going and work towards building a portfolio of evidence.

Providing for Personal Priority Needs

The students at Mackworth House School may have personal priority needs which are central to their learning. Access to differentiated therapy may be a pre-requisite for learning and is paramount to establishing an effective, motivating and stimulating learning programme. Therapy that could be addressed through the curriculum are:

- Speech and language therapy
- Occupational therapy
- Physiotherapy
- Swimming
- Sensory suite
- Animal therapy
- Psychology
- Manage eating and drinking
- Personal care programmes
- Relaxation

Quality Assurance

- The assessment schedule will be written and developed in collaboration with the Headteacher, Curriculum Managers and the teaching and learning team.

- Joint planning will be used to monitor quality and effectiveness and facilitate cross curricular development that works with staff expertise and the sharing of good practice.
- All schemes of work and individual learning programmes will address the following to maintain the inclusive ethos of the schools community and learning environments:
 - To set suitable learning challenges
 - To respond to pupils diverse learning needs
 - To provide access to learning and assessment
- The quality of IEP's, lesson plans, schemes of work and progression evidence will all be assessed through standardisation and moderation.
- All teaching and learning staff will be involved in the professional and personal development scheme which will include supervision and training specific to individual needs and job roles.
- All teaching and learning staff will be involved in the lesson observation process.

Gaining Student Feedback

- Mackworth House School will endeavour to respond to student feedback by operating a responsive approach to teaching and learning through flexible and dynamic schemes of work and timetables. Students responses to their experience at school will be carefully observed and discussed with the appropriate members of the teaching and learning team, including the Curriculum Manager who will action any changes such as timetabling, planning, teaching and support strategies.
- All staff will be expected to recognise signs and cues presented by students, whether verbal or non-verbal. This may be through spontaneous response, or through the tutorial process.
- Students feedback will be discussed on a regular basis through de-brief, team meetings, reviews and training.

Accredited learning

- All students will have the opportunity to access qualifications or certificates of learning dependent upon their aspirations, learning outcomes identified in their EHCP and their likes and interest
- Accredited learning will be assessed through the AQA framework using the unit award scheme and entry level certificates
- Students that show the aptitude and ability to study a more formal route of education for example G.C.S.E's will be given the opportunity to do so

