



HOOK JUNIOR SCHOOL

Special Educational Needs and Disabilities Policy

Date Reviewed:	September 2026
Next Review:	September 2027
Review Cycle:	Annual
Reviewing committee:	FGB
Lead Governor Responsible:	Bruce Anderson
Reviewers:	Jo Carne (SENDCo)
Linked Policies:	Teaching and Learning Policy Curriculum Policy Equality Policy Assessment for Learning and strategic marking Policy Behaviour Policy Attendance Policy Child Protection Policy Safeguarding Policy Staff Code of Conduct Policy Accessibility Plan SEND Information Report
Policy is based upon:	HCC model SEND Policy and DfE guidelines
Ratification Date:	
Signed by Headteacher:	
Signed by Chair of Governors:	

At Hook Junior School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. We value the contribution that every child can make and welcome the diversity of culture, religion and ability. The school seeks to raise achievement and remove barriers to learning. The needs of pupils requiring special education are met primarily through providing a differentiated and appropriately planned, inclusive curriculum within the classroom. Assessment forms an integral part of the planning, teaching and learning process at Hook Junior School. It provides information for teachers to enable them to identify children with Special Education Needs, evaluate their strengths and weaknesses and so plan the next step in their learning. This ensures effective, quality learning through meeting, wherever possible, all the needs of children with Special Education Needs - intellectually, socially, emotionally and physically.

Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff
- Ensure pupils with SEND are safeguarded and protected from additional vulnerabilities they may face

Legislation and Guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs
- Keeping Children Safe in Education (KCSIE) 2026, which sets out safeguarding requirements including recognition of additional vulnerabilities of pupils with SEND
- The Data Protection Act 2018, UK GDPR and the Data (Use and Access) Act 2025, which govern how we handle and protect pupil information
- The Crime and Policing Act 2026, which affects volunteer supervision and DBS checking requirements

Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Safeguarding Pupils with SEND

We recognise that pupils with SEND may face additional safeguarding challenges and may be more vulnerable to exploitation, abuse, and other safeguarding risks. These can include:

- Increased vulnerability to peer-on-peer abuse, including bullying and sexual harassment
- Communication barriers that may make it more difficult to report concerns or express discomfort
- Additional risks of exploitation, including modern slavery and financial exploitation
- Potential for assumptions that indicators of abuse are related to the pupil's SEND rather than a safeguarding concern
- Greater vulnerability to online risks and harmful content
- Difficulty understanding or recognising inappropriate behaviour from others

All staff will:

- Be alert to additional safeguarding risks affecting pupils with SEND
- Understand that behaviour and mental health concerns may be indicators of safeguarding issues or unmet needs, rather than solely being related to a pupil's SEND
- Never assume that behavioural issues are only due to a pupil's SEND
- Report any safeguarding concerns about pupils with SEND promptly to the Designated Safeguarding Lead (DSL)
- Be aware that pupils with SEND may be less likely to report abuse or may communicate concerns in different ways

The SENCO will work closely with the DSL to:

- Ensure appropriate safeguarding support is in place for vulnerable pupils
- Monitor patterns and trends in safeguarding concerns for pupils with SEND
- Ensure staff receive appropriate training on safeguarding pupils with SEND
- Contribute to risk assessments for pupils with SEND who may be particularly vulnerable
- Ensure that support plans for pupils with SEND include consideration of safeguarding needs

Parents and carers will:

- Be informed of any safeguarding concerns relating to their child
- Work in partnership with the school to ensure their child is safe and supported
- Be involved in decisions about safeguarding support for their child

Definitions

Special educational needs

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

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Roles and responsibilities

The SENCO

The SENCO at our school is Jo Carne

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Work closely with the Designated Safeguarding Lead (DSL) to ensure pupils with SEND receive appropriate safeguarding support and that staff understand their additional vulnerabilities
- Monitor safeguarding concerns and patterns affecting pupils with SEND

- Ensure staff training includes awareness of safeguarding risks for pupils with SEND
- Contribute to the school's approach to filtering and monitoring to protect vulnerable pupils online
- Ensure that Individual Learning Plans (ILPs) and support plans consider safeguarding needs where appropriate

The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Monitor all pupils' access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Ensure that safeguarding arrangements for pupils with SEND are robust and effective

The SEND link governor

The SEND link governor is Bruce Anderson

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- Monitor safeguarding arrangements for pupils with SEND

The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching
- Ensure that safeguarding is prioritised for pupils with SEND
- Work with the SENCO and DSL to ensure staff understand the additional vulnerabilities of pupils with SEND

Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

- Being alert to additional safeguarding risks that may affect pupils with SEND
- Understanding that changes in behaviour or presentation may indicate safeguarding concerns rather than being solely related to SEND
- Reporting any safeguarding concerns about pupils with SEND promptly to the DSL
- Working with the SENCO and DSL to ensure appropriate support is in place for vulnerable pupils
- Never assuming that behavioural issues are only due to a pupil's SEND

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress
- Informed of any safeguarding concerns relating to their child
- Involved in decisions about safeguarding support for their child
- The school will consider the views of the parent or carer in any decisions made about the pupil.

The pupil

Pupils will be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

When identifying pupils with SEND, we will also consider:

- Whether behavioural concerns might indicate underlying SEND, safeguarding issues, or unmet needs, rather than assuming poor behaviour
- Whether changes in behaviour or presentation may indicate trauma, adverse childhood experiences, or other safeguarding concerns
- The potential impact of communication barriers on a pupil's ability to express concerns or report problems

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

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

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

The assessment will also consider any safeguarding factors that may be impacting the pupil's presentation or behaviour.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Provision Map, and will be made accessible to staff in an Individual Learning Plan (ILP)

Where appropriate, the plan will also include consideration of any safeguarding needs or vulnerabilities.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the pupils and where possible the parents
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil
- Any changes in the pupil's presentation, behaviour, or wellbeing that may indicate safeguarding concerns

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding ILP termly meetings
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Monitoring safeguarding concerns and patterns for pupils with SEND
- Evaluating whether pupils with SEND feel safe, valued and included in the school community

Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Staff training will include:

- Understanding the four areas of SEND
- Implementing the graduated approach effectively
- Differentiating teaching and learning for pupils with SEND
- Recognising and responding to safeguarding risks for pupils with SEND
- Understanding that behavioural changes may indicate safeguarding concerns rather than being solely related to SEND
- Supporting pupils with SEND to stay safe online
- Working effectively with parents and external agencies

Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Children's social care (where safeguarding concerns arise)
- Early Help services

Admission and accessibility arrangements

Admission arrangements

Admissions arrangements for prospective pupils with SEN or disability, including those with EHCPs is set out in our admissions policy and accessibility policy. This can be found on the policies page in the Our School area of the website.

Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo, Jo Carne. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, Hampshire County Council. You can request mediation by contacting Hampshire County Council.

Monitoring and evaluation arrangements

Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in this policy.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents
- The effectiveness of safeguarding arrangements for pupils with SEND
- Staff confidence in identifying and responding to safeguarding concerns for pupils with SEND

Monitoring the policy

This policy will be reviewed by The SENDCo and Link Governor every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

Key contacts:

SENDCo- Jo Carne SEND Governor- Bruce Anderson	Contact via: adminoffice@hook-jun.hants.sch.uk 01256 762468
Hampshire SEN Service	https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/contacts
SENDIASS Impartial Special Educational Needs and Disability Information, Advice and Support (SENDIASS) in Hampshire	https://www.hampshiresendiass.co.uk/ 0808 164 5504 info@hampshiresendiass.co.uk
Designated Safeguarding Lead (DSL)	Contact via: adminoffice@hook-jun.hants.sch.uk 01256 762468