Curriculum Policy 2025/26

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Supporting Documents

- Safeguarding Policy (especially contextual safeguarding and curriculum contribution)
- RSHE Policy (statutory coverage and delivery expectations)
- Alternative Provision Policy (curriculum oversight and QA for off-site learning)
- SEND Policy (curriculum access and EHCP alignment)
- Equality & Diversity Policy (representation and inclusion in curriculum content)
- Independent School Standards (parts 1 and 2 – Quality of Education and SMSC development of pupils)
- SEND Code of Practice
- Education Inspection Framework (EIF)

1. Introduction and Aims

This policy outlines the principles, structure, and expectations for delivering a broad, balanced, and ambitious curriculum across our independent special schools. It ensures full compliance with the Education (Independent School Standards) Regulations 2014 (as amended 2019) and aligns with the National Curriculum in England, while being tailored to meet the complex and diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs.

Our curriculum is designed to:-

- Ensure every pupil has access to the knowledge, skills, and cultural capital needed to thrive in modern Britain.
- Place emotional development, wellbeing, and resilience at the heart of learning.
- Support academic progress while nurturing personal growth and independence.
- Provide flexibility and differentiation to meet the wide-ranging needs of our learners, including those with EHCPs and additional vulnerabilities.

This policy also reflects the expectations of the Non-Association Independent School Inspection Handbook, particularly in relation to how curriculum intent, implementation, and impact are evaluated. It evidences our commitment to meeting the educational needs of pupils with Special Educational Needs and Disabilities (SEND), and supports

inspection readiness across all judgement areas of the Education Inspection Framework (EIF).

We recognise that many of our pupils arrive having faced significant barriers to learning, including disrupted education, placement breakdowns, and adverse life experiences. As a result, they often present with gaps in learning and are working below age-related expectations. Our curriculum is therefore designed to be responsive, relational, and aspirational, ensuring that every pupil is supported to make meaningful progress from their individual starting point.

At our school, the curriculum encompasses every planned learning experience, both formal and informal, throughout the school day. This includes lessons, enrichment activities, therapeutic interventions, and social learning opportunities. All staff are responsible for planning and structuring these experiences to maximise their impact on attainment, progress, and personal development.

Our E.P.I.C. values—Excellence, Passion, Integrity, and Care—are embedded throughout the curriculum. We set aspirational end points for each pupil, informed by their baseline assessments, EHCP outcomes, and individual needs. Each subject is planned with explicit, sequential building blocks of knowledge, ensuring that pupils can build towards meaningful qualifications, independence, and successful transitions into adulthood.

2.   Curriculum Content

Our curriculum is designed to be broad, balanced, and ambitious, fully compliant with the Independent School Standards and aligned with statutory expectations, including the National Curriculum in England. It is carefully adapted to meet the diverse needs of pupils with Social, Emotional and Mental Health (SEMH) needs and those with Special Educational Needs and Disabilities (SEND).

Curriculum Content

We ensure structured and meaningful learning across the following domains:-

- **Linguistic** – English, communication, literacy, and where appropriate, modern foreign languages.
- **Mathematical** – Mathematics, numeracy, and problem-solving.
- **Scientific** – Science and technology.
- **Technological** – Computing and/or design and technology.
- **Human and Social** – History, geography, religious education and/or social studies.
- **Physical** – Physical education, movement, health, and fitness.
- **Aesthetic and Creative** – Art, music, drama, and/or design.

In addition, our curriculum:-

- Delivers core knowledge and skills aligned with the National Curriculum, with appropriate adaptation for pupils with SEND.
- Provides Personal, Social, Health and Economic Education (PSHE), including Relationships and Sex Education (RSE) where statutory.
- Promotes Spiritual, Moral, Social and Cultural (SMSC) development and British Values—democracy, rule of law, individual liberty, mutual respect, and tolerance.
- Embeds a strong focus on independence, life skills, and personal development, placing emotional wellbeing and SEMH growth at the centre.
- Prepares pupils for further education, training, employment, and confident participation in adult and community life.

Where appropriate, and with the approval of the Director of Education/ Regional Director, the school may adopt nationally recognised curriculum designs and frameworks to support consistency, quality, and statutory alignment. Examples include the use of White Rose Maths for mathematics, Jigsaw for PSHE and RSHE, and other accredited schemes that support progression, adaptation, and inspection readiness. These resources are selected to ensure accessibility for pupils with SEND and SEMH needs, and to support staff in delivering sequenced, ambitious learning across settings.

Curriculum Implementation

Our curriculum is delivered through:-

- Small class sizes, or in some cases on a 1:1 basis, with appropriately qualified and trained staff.
- Balanced weekly timetables that ensure depth in core subjects while allowing time for SEMH enrichment and therapeutic input.
- Trauma-informed and relational pedagogy, tailored to SEMH needs.
- Individualised pathways based on EHCP outcomes, baseline assessments, and ongoing review.
- Access to external accreditation at appropriate levels, including GCSEs, Entry Level, Functional Skills, ASDAN, AQA awards, and vocational qualifications.
- A consistent emphasis on inclusion, safeguarding, and wellbeing across all subjects and settings.

Measuring Curriculum Impact

We evaluate the effectiveness of our curriculum through:-

- Academic progress tracked against personalised and nationally recognised benchmarks, reviewed by school and organisational leadership, including governors.
- Social, emotional, and behavioural development, using validated tools and frameworks.

- Achievement of external qualifications, evidencing readiness for next steps.
- Preparation for adulthood, including employment, further study, and independent living, tracked against EHCP targets and aspirations.
- Attendance, engagement, and participation data, analysed to inform interventions and support.
- Feedback from pupils, parents, carers, and professionals, ensuring the curriculum remains responsive and relevant.
- External quality assurance, including Ofsted inspections, local authority reviews, and commissioner feedback.

Ultimate Measure of Success

Pupils leave our schools with:-

- Improved life chances through successful progression to the next stage of their education and/or chosen vocation.
- Greater self-confidence, independence, and resilience.
- The skills, knowledge, and qualifications to progress successfully into adulthood.

3. Roles and Responsibilities

Delivering a high-quality curriculum is a collective responsibility. Every member of staff plays a role in ensuring that pupils access learning that is ambitious, broad, balanced, and responsive to their SEMH needs. Responsibilities are defined at each level of leadership and practice:

The Director of Education and Regional Directors will hold strategic oversight for curriculum quality across schools. They will:-

- Ensure that the curriculum policy aligns with the Independent School Standards and wider statutory requirements.

- Provide strategic direction for curriculum design, ensuring breadth, balance, and SEMH relevance across all phases.

- Monitor curriculum intent, implementation, and impact across schools through reports, data reviews, audits, and visits.

- Support schools in preparing for external scrutiny (Ofsted, commissioning reviews).

Headteachers are responsible for implementing this policy within their school and ensuring the curriculum meets the needs of all pupils. They will:-

- Lead on curriculum vision, ensuring alignment with the school's ethos, SEMH principles, and company policy.

- Ensure that the timetable provides statutory coverage, as well as appropriate time spent on subjects and therapeutic provision which reflects the needs of the cohort.

- Oversee and quality-assure teaching, learning, and curriculum planning and delivery through regular learning walks, observations, and reviews which are planned throughout the year through a monitoring timeline.

- Ensure assessment systems track both academic progress and social/emotional development, linked to EHCP outcomes.

- Deploy resources (staffing, environment, budgets) to enable effective curriculum delivery.

- Ensure staff receive induction, training, and supervision to deliver the curriculum effectively, with SEMH needs in mind.

- Report termly to governing board on curriculum standards and pupil progress.

Curriculum and subject leaders are responsible for the quality and consistency of curriculum provision in their areas. They will:-

- Develop and maintain schemes of work and progression maps that reflect both National Curriculum expectations and SEMH adaptations.

- Ensure subject content is accessible, engaging, and relevant to pupils' needs and aspirations.

- Provide colleagues with subject expertise, advice, and resources to support teaching.

- Monitor teaching quality, pupil work, and outcomes within their subject through moderation and data analysis which feeds into the school's monitrng timeline and school development plan.

- Ensure that subject delivery contributes to pupils' SMSC development, British Values, and equality objectives.

- Liaise with SENCOs, specialist advisors, clinical team, and pastoral staff to ensure subject content is personalised for pupils with EHCPs. This may include liaising with other agencies.

Teaching Staff are central to curriculum delivery. They will:-

- Plan and deliver lessons that are ambitious, engaging, and tailored to pupils' SEMH and learning needs.

- Use trauma-informed, relational, and adaptive pedagogy to ensure pupils feel safe, valued, and motivated.

- Set clear learning objectives linked to EHCP outcomes, National Curriculum content, and wider SEMH development.

- Adapt resources and approaches to ensure accessibility for all pupils, including those with additional needs.

- Monitor and record pupil progress in both academic and personal development areas using company platforms to ensure effective oversight.

- Foster positive relationships and role-model respectful behaviour, embedding British Values and SMSC through everyday practice.

- Work collaboratively with therapists, pastoral teams, and parents to ensure consistent approaches to SEMH support.

Support Staff play a vital role in enabling access to the curriculum and providing targeted SEMH interventions. They will:-

- Support individual and small-group learning, using strategies which are appropriately research-led and agreed with teachers and the wider team around the child.

- Provide emotional and behavioural support, helping pupils regulate and re-engage in learning.

- Reinforce and model positive learning behaviours and social interaction.

- Record observations of pupil progress and SEMH development, feeding back to teachers and leaders.

- Deliver specific interventions as needed in line with pupil need, and provide evidence to allow for the quality assurance and impact of these interventions.

- Act as trusted adults, ensuring pupils feel safe, understood, and supported in accessing the curriculum.

The Governance Board and Proprietor Body holds schools accountable for the quality and impact of the curriculum. They will:-

- Ensure that the curriculum complies with the Independent School Standards , the Education Inspection Framework, and other regulatory statutory requirements.

- Monitor the implementation and impact of the curriculum through reports, visits, and scrutiny of evidence.

- Provide challenge and support to school leaders to ensure continuous improvement.

- Review progress against strategic objectives, including pupil outcomes, curriculum breadth, and equality of opportunity.

- Ensure that the curriculum reflects the ethos of the organisation and serves the best interests of pupils.

4.   Equality and inclusion

We are committed to ensuring that all pupils, regardless of background, need or ability, have equal access to a broad, balanced and ambitious curriculum. Our approach to inclusion and equality is underpinned by the principles of the **Independent School Standards**, the **Equality Act 2010**, and the **SEND Code of Practice (2015)**.

Our curriculum ensures that:-

- **Access for all:** Every pupil is entitled to a curriculum that meets their individual needs, abilities, and aspirations, including those with Education, Health and Care Plans (EHCPs).

- **Differentiation and adaptation:** Teachers adapt planning, resources, and teaching strategies to enable access for pupils with a wide range of SEMH, cognitive, sensory, or physical needs.

- **High expectations:** We maintain ambitious expectations for all pupils, regardless of background or prior attainment, ensuring they can make progress from their individual starting points.

- **Equality of opportunity:** No pupil is denied access to any area of learning on the grounds of gender, ethnicity, disability, religion, sexual orientation, or socio-economic status.

- **Closing gaps:** The curriculum is regularly reviewed to address barriers to learning and to close achievement gaps between disadvantaged pupils and their peers.

- **Representation:** Curriculum content reflects diversity in culture, race, gender, family structures, ability and belief, promoting respect and inclusion.

- **Reasonable adjustments:** Physical environment, teaching approaches, and assessment methods are adapted to remove barriers and enable full participation.

- **Language development:** Specific provision is made for pupils with communication difficulties, including input from specialist clinical staff where appropriate.

- **Trauma-informed practice:** Staff use trauma-aware approaches to create psychologically safe learning environments where pupils feel valued and understood.

- **Pupil voice:** Pupils are encouraged to contribute to the development of their curriculum pathways and are supported to make informed choices about options and careers.

- **Preparation for adulthood:** The curriculum supports all pupils, particularly those with additional needs, to develop independence, resilience, and the skills required for life beyond school.

- **Monitoring and accountability:** Leaders monitor curriculum access and outcomes for different groups of pupils, reporting regularly to governors and acting swiftly to address inequities

5.   Assessment

Staff will assess pupils' subject knowledge and skills as soon as is practical following entry to the school in order to inform planning and teaching, using a range of well-researched and strategies to meet individual needs. Information should always be requested from other former education providers in order to create the clearest overview possible.

In every lesson, teachers assess how well pupils are learning and how well they have retained previous learning and adapt approaches and activities appropriately. Each lesson should then be formulated around this information to inform same day interventions. Same day interventions take different forms. On occasion, allocation of time is given to support pupils whilst in others pre -teaching takes place and in others immediate support is given in the lesson. Each pupil receives the intervention dependent on their individual needs.

6.   Teaching staff expertise and development

Headteachers, alongside curriculum leads, are responsible for ensuring that all teaching and support staff receive a comprehensive and continuous programme of professional development to ensure they remain experts in their field and have the knowledge and skills to support pupils in making good and better progress.

For teaching staff teaching outside their first area of expertise, a structured programme of support and professional development exists to ensure an appropriate level of knowledge and understanding.

Governors are expected to appropriately quality assure the curriculum, including staff expertise and teaching at regular intervals (including on-site visits) and to examine data linked to progress. This will contribute to the development of school and staff specific CPD focus and school development.

7.   Monitoring, Evaluation and Review

The effectiveness of the curriculum will be monitored systematically to ensure that it remains broad, balanced, ambitious, and appropriate for pupils with SEMH needs. Monitoring and evaluation will provide evidence of both academic progress and personal development, demonstrating compliance with the Independent School Standards and alignment with Education Inspection Framework and our school ethos. Monitoring and review is robust, cyclical, and evidence-rich to ensure meaningful school development and improvement.

To ensure consistency and rigour, the following evidence sources will be used in evaluation:-
*   Pupil progress data (academic and social emotional, alongside EHCP outcomes).

- Attendance and behaviour records.
- Individual pupil case studies (including EHCP outcomes).
- Lesson observation records and feedback.
- Work scrutiny reports.
- Pupil and parent/carer surveys.
- Staff professional development logs.
- Careers and destinations data (post-16/19 pathways).
- Accreditation results.

Review Cycle

- **Ongoing** – continuous monitoring through lesson observations, pastoral tracking, and data collection via Arbor.

- **Termly** – formal review of curriculum outcomes at senior leadership and governor level.

- **Annually** – comprehensive curriculum audit, including stakeholder feedback, leading to updates in curriculum planning and provision.

- **Annually** – formal policy review by the Director of Education, or sooner if statutory guidance or ISS requirements change.

Reporting and Improvement

Findings from monitoring are shared with staff through briefings, CPD, and performance management discussions. Identified areas for development feed into the School Development Plan and Staff Development Plan.

Best practice is shared across schools across the company to ensure consistency and continuous improvement.

Appendix 1: Curriculum Evidence Portfolio – Checklist

Each school should maintain an up-to-date evidence portfolio. This must be saved and updated electronically on the Tutor Share One Drive.

This should be readily available for inspection, governor monitoring, and internal reviews.

A. Policy and Strategic Documents

- Whole-school **Curriculum Policy** (this document).

- Subject-specific and/or phase-specific curriculum statements.

- School Development Plan (with curriculum priorities identified).

- Equality and Inclusion Policy (showing curriculum adaptation).

- SEND Policy and Accessibility Plan.

- Safeguarding and RSE/PSHE Policies (linked to curriculum).

B. Curriculum Design and Planning

- Whole-school **curriculum map / long-term plan** clearly showing each phase and pathway.

- Timetables showing statutory coverage (ISS requirement for broad and balanced curriculum).

- Medium-term schemes of work for all subjects, showing progression.

- Examples of lesson planning that evidence SEND adaptation and SEMH focus.

- Vocational curriculum pathways (KS4/KS5) including accreditation routes.

- Evidence of cross-curricular links (e.g., SMSC, British Values).

C. Assessment and Progress

- Baseline assessment data (academic and SEMH).

- Rationale for assessment framework used (e.g., National Curriculum benchmarks, Equals Progression Steps, GCSE/Functional Skills criteria).

- EHCP outcome tracking documents.

- Progress data reports (termly and annual) showing pupil achievement.

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- Examples of moderated work across key subjects and pathways.

- Accreditation

D. Inclusion, Equality and Personal Development

- Evidence of curriculum differentiation/adaptation for SEND.

- Pupil case studies (to show personalised learning journeys).

- PSHE/RSE curriculum overviews.

- Careers programme evidence, including Gatsby Benchmark audit.

- SMSC mapping document (where SMSC is delivered across the curriculum).

- Records of enrichment opportunities (cultural, sporting, community-based).

- Evidence of British Values teaching (schemes of work, displays, pupil voice).

E. Monitoring and Quality Assurance

- Lesson observation/learning walk reports.

- Work scrutiny/portfolio samples with feedback.

- Pupil voice evidence (surveys, focus groups, school council minutes).

- Parent/carer feedback surveys and responses.

- Curriculum audits (annual review against ISS).

- Staff CPD logs relating to curriculum and SEMH training.

- External review reports (peer reviews, consultant audits, Ofsted reports).

F. Outcomes and Impact

- Attendance and behaviour data analysis.

- Destinations data (post-16 / post-19).

- Case studies showing progress in SEMH development and independence skills.

- Celebrations of achievement (awards, exhibitions, performances, showcases).

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- Governor reports/minutes relating to curriculum oversight.

- Evidence of curriculum enrichment and cultural capital (visits, visitors, projects).

Organisation of Portfolio

- The portfolio must be held digitally via OneDrive.

- Each section should be clearly labelled and updated termly.

- A nominated senior leader (e.g., Deputy Headteacher for Curriculum or Assistant Headteacher for Quality of Education) should oversee its upkeep.

Appendix 2

School Level Curriculum Information

The current offer -

Academic Focus	Vocational Focus	Personal and social skills focus
English	Design Technology	ASDAN
Maths	Food Technology	PE
Science (Biology)	Offsite Placements	PSHE
ICT	ART	Careers
PSHE	Media Studies	PEAK
History		Enrichment activities (fishing, biking, hair and beauty)
Geography		

Example Long Term Planning documents

Computing

The intent of the KS4 (Key Stage 4) ICT (Information and Communication Technology) curriculum is to equip students with the necessary skills, knowledge, and understanding to navigate and utilise technology in an increasingly digital world. The focus is on ensuring students develop both practical and theoretical skills in ICT, which can be applied across a variety of contexts, including further education, the workplace, and their personal lives. Here are some key elements of its intent:

1. Digital Literacy: To develop students' ability to use technology confidently and creatively. This includes understanding how to use different software and tools, as well as developing the critical thinking skills necessary to analyse and evaluate digital information and systems.

2. Understanding the Impact of Technology: The curriculum aims to help students understand the wider impact of ICT on society, including issues like online safety, privacy, and the ethical use of technology.

3. Problem-Solving and Innovation: Encouraging students to apply their ICT skills to solve problems creatively and effectively. This includes understanding algorithms, data structures, and how to use ICT to design solutions to real-world challenges.

4. Preparation for Future Careers: By offering exposure to a variety of digital tools, the curriculum ensures that students are prepared for the technological demands of the workplace, whether in technical fields, business, or creative industries.

5. Application of ICT Across Subjects: Emphasizing the cross-curricular nature of ICT, allowing students to apply ICT skills in other areas of study (e.g., data analysis in science, creating digital presentations in humanities).

In summary, the KS4 ICT curriculum aims to develop students into capable, responsible, and informed users of technology, preparing them for future academic challenges, work environments, and everyday life

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	E Safety 117617 COMPUTING: SAFETY AND THE INTERNET (UNIT 1)Entry Level 110098 INTERNET SAFETY (UNIT 1) Level 1 111314 ONLINE SAFETY Level 2	Animation stop go animation 120263 STOP MOTION ANIMATION Entry Level 70373 INTRODUCTION TO ANIMATION Level 1 **Animating Rocks! – Stick Figure Animation** 118165 DIGITAL CREATIVITY: ANIMATION AND MUSIC Level 2	IT and the World of work 30383 Digital Employment Skills Online responsibility Level 1	Programming plan and test algorithms finding and fixing errors Scratch 87249 USING SCRATCH Entry Level 71628 PROGRAMMING WITH SCRATCH (UNIT 1) Level 1 71629 PROGRAMMING WITH SCRATCH (UNIT 2) Level 1 71631 PROGRAMMING WITH SCRATCH (UNIT 3) Level 1 There is 7 units in total to work through.	Power point. 111657 CREATING A POWERPOINT PRESENTATION Entry level 87579 DEVISING A POWERPOINT PRESENTATION Level 1 74411 PRESENTATION SKILLS Level 2	Internet 120529 ICT: INTRODUCTION TO REAL AND FAKE IMAGES AND INFORMATION Entry Level 112463 EDUCATION FOR A CONNECTED WORLD: ONLINE RELATIONSHIPS Level 1 PSE050 PERSONAL SAFETY Level 2

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Physical Education

PHYSICAL EDUCATION

PE will provide students with the opportunity to become increasingly knowledgeable, skilful and intelligent performers as they acquire and develop skills and physical capabilities. Students will understand how to apply a variety of tactics and strategies in a range of activities and sport specific situations. Throughout their time here, each student will experience a number of different sports and activities. Each will be allocated sufficient time for students to bridge gaps and time to practice their knowledge so it becomes more fluent, building confidence. These activities will provide students with a depth of PE knowledge, understanding and development. Students will develop knowledge of the effects of exercise on their body and understand how different sports require different methods of training and attributes to be successful. Students will develop the ability to apply rules to different sports and also to be able to evaluate their own and others performances to identify methods to push their personal bests.

At North Bridge Enterprise College it is vital that PE develops personal skills and qualities. PE promotes opportunities for students to experience success and explore situations where they need to adapt and develop both physical and emotional resilience. In creating safe learning environments students can make an error and understand that this is part of their learning journey. PE lessons will also provide challenge for students to build and enhance their leaderships skills, ability to communicate clearly with peers, problem solve collectively and individually and the interpersonal skills to work in a team environment.

Our goal is for our students to leave PE more confident learners who have developed transferable life skills that have interest and passion for different sports and physically challenging activities. Students will be prepared for and have the motivation to participate in regular sporting and/or physical activities in their lives after leaving school.

Appendix 3

Example planning document:

	Learning Objective/ Outcomes:	Main Activities	Resources	Assessment
Week 1	To understand the different type of communication.	Ask children to discuss in groups what are the advantages and disadvantages of texting and email, both relatively new methods of communication. They divide a piece of paper into four: email advantages and disadvantages and texting - advantages and disadvantages. Discuss. What are emails text messages used for? Think about formal and informal context. Ensure by the end of the lesson all students are able to access their school email address.	Laptops Email accounts and log ins Q:\Education\Northbridge\Standardisation of documents for staff\CURRICULUM PLANNING\ICT\2024-2025\6 Medium Term Plan\Y11\Autumn 1\Resources	Assessment data Questioning Work completed
Week 2	To identify appropriate ways to communicate using email.	Lesson 1 Students can discuss in pairs the following questions and then feedback to the rest of the class, Ask the students if they use email as way of communicating. How often do they receive emails, write emails, or respond to emails? Do they use it at school? At home? In a part-time job? Use slide 2 to briefly check the students are familiar with how email works. Next, working in pairs, ask the students to create a set of Do's and Don'ts for writing emails. Prompt them to think about how an employer might expect an email to be written differently to a text, a post on social media or something sent through instant messenger. Example on the Barclay plan. Ask students if they can explain what etiquette means in the workplace. Agree a definition as a class collaboratively and display it on the board, then show next slide. Compare this definition with the one agreed by the class. Show next slide.	Laptops Email accounts and log ins Power point and resources in the folders Q:\Education\Northbridge\Standardisation of documents for staff\CURRICULUM PLANNING\ICT\2024-2025\6 Medium Term Plan\Y11\Autumn 1\Resources	Assessment data Questioning Work completed

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| | To identify different types of cyber threats. | Working in teams, ask the students to decide which of the potential consequences could be the most damaging to a brand/ organisation and to an individual.

Lesson 2
• Using Email: Getting it right student worksheet, ask the students to work in pairs and to note down the potential consequences of sending the emails as they are currently written. They should then rewrite the emails using a tablet, considering the rules and email etiquette they have learnt about in the lesson. Request students to email/display them on the class board and present their new email with reasoning to its improvements

• Explain that it is important for students to think about security themselves when responding to emails they receive, in addition to using the correct tone and information in an email, including paying attention to the address of the sender. Is the address what they expected? • Show slide 6. Ask the students to match the cyber threats to their names. After allowing a few minutes for discussion, ask pairs for feedback starting with the phishing scam. • Finally, ask students to reflect on the lesson by asking them suggest a way they might identify whether an email is legitimate or not in the future? | | |