



THINKING SCHOOLS
ACADEMY TRUST



SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Paignton Academy
Waterleat Road
Paignton
Devon
TQ3 3WA

Paignton Academy
Borough Road
Paignton
Devon
TQ4 7DH

Policy Change Control and Approval

Committee Responsible	AGB Trust Board
PA AGB SEND link Governor	Sarah Clover
RGB link Governor	TBC
Nominated lead member of staff	Simon Dossett
Status & review cycle	Annually
Next review date:	January 26

Date	Version	Person	Change / Action
06/01/23	1.0	SAD	<ul style="list-style-type: none"> ● Full Policy rewrite
29/01/24	1.1	SAD	<ul style="list-style-type: none"> ● Policy review <ul style="list-style-type: none"> ○ Updates to sections (2) Vision and Values, (6) Roles and Responsibilities, and (11) Admission and accessibility arrangements.
16/10/24	1.2	SAD	<ul style="list-style-type: none"> ● Revision and date updates, and removal of duplication of next review date. ● Sarah Clover added as the PA AGB SEND link Governor as per communication from Tracey Litt 12/07/2024. ● Section 2 – wording update to Vision and Values to outline continued intervention offers. Changes to wording to reflect the new SEND structure having been embedded. ● Section 6.1 – addition of Inclusion Lead noted. ● Section 6.3 – noted that we are awaiting confirmation of the RGB link Governor. ● Section 8.2 – removal of wording around the One Page Profile and updated to SEND Learning Plan. ● Section 8.5 – Addition of SEND Learning Walks. ● Section 12 – TSAT Complaints Procedure: link to policy added.

DOCUMENT VERSION	1.2
APPROVAL DATE	January 2025

Contents

1. Aims and objectives	4
2. Vision and values	4
3. Legislation and guidance	5
4. Inclusion and equal opportunities	5
5. Definitions	5
6. Roles and responsibilities	7
7. SEN information report	10
8. Our approach to SEND support	10
9. Expertise and training of staff	13
10. Links with external professional agencies	14
11. Admission and accessibility arrangements	14
12. Complaints about SEND provision	15
13. Monitoring and evaluation arrangements	15
14. Links with other policies and documents	16

1. 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
 - Help pupils with SEND make a successful transition into adulthood
 - 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

2. Vision and values

We are committed to making sure all Paignton Academy pupils have the chance to thrive and are supported to meet their full potential, and are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

The academy offers all pupils with access to a broad and balanced curriculum, and additionally a comprehensive programme of support for students with SEND needs. Alongside this, we run a comprehensive programme of targeted interventions ramping up in the Autumn Term focusing on literacy (reading, writing, oracy) and numeracy at Key Stage 3. This is being delivered by specifically trained members of staff in small groups or in one-to-one settings.

Specific software packages and programmes that students can access to help further improve their outcomes so that they are not in any way disadvantaged, and also available. At Key Stage 4 we have an alternative curriculum (Additional Studies) for specific students based on their need, allowing them extra time 'topping up' their learning in their other subjects e.g., such as English and Maths.

A new structure for the Learning Support department was introduced 2023, and we continue to review the impact of this new system. It is now embedded across the school and we will continue to monitor and to make changes where necessary in order to meet the SEND needs of our students. There is also regular training and Continued Professional Development for all staff, and particularly key staff, as we further build up our intervention programmes.

3. Legislation and guidance

This 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 SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (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 trustees' 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

4. 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.

5. Definitions

5.1 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.

5.2 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.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that span across more than one 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	<p>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.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> ● 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	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder ● Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Simon Dossett. The Learning Support Department is line managed by the Deputy Principal for Pastoral and Inclusion, Tamsin Summers.

The SENCO, or by delegation for some activities, the Learning Support team 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 Deputy Principal 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 coordination 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
- Work with the Principal 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

- With the Principal, 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 Principal, 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 Principal 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
- The SENCO is supported by the Deputy SENCO's, Learning Support Coordinators, SEND House Liaisons and SEND administrators.

6.2 The board of trustees

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:

- Cooperate 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
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- 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
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

6.3 The RGB link governor

The RGB link governor is awaiting confirmation at a Trust level.

The RGB link governor will:

- Help to raise awareness of SEND issues at board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this

- Work with the Principal, Deputy Principal and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The Principal

The Principal 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, through the SENCO
- 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

6.5 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 Learning Support Assistants, the SEND House Liaisons 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 respond appropriately

6.6 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:

- Offered termly reviews 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 a termly report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.7 The pupil

Pupils will always 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 taken into account in making decisions that affect them, whenever possible.

7. 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.

8. 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 during a transition process from primary 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. The school may choose to conduct further baseline assessments to assess cognition of new pupils, recognising the benefits of early identification.

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 SEND House Liaison to have an initial discussion about whether this lack of progress may be due to a special educational need.

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.

8.2 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. The initial point of contact for parents is the SEND House Liaison, who will work with parents, teaching and pastoral staff and the Learning Support Team to communicate important information.

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 take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Information gathered during this process will be shared with relevant staff and added to the student's SEND Learning Plan. We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 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 four-part cycle known as the graduated approach.

1. **Assess**

The pupil's teachers 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.

2. **Plan**

In consultation with the parents and the pupil, the teachers 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 a SEND Learning Plan on ClassCharts, which is accessible to all staff working with the student.

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.

They will work closely with the SEND House Liaison, any Learning Support 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 SENCO 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 parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

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. The SEND House Liaison will be an important part of this process.

8.4 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.

8.5 Evaluating the effectiveness of SEN provision

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

- Quality first classroom teaching
- SEND Learning Walks
- Tracking and observing pupils' progress against targets
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Obtaining the voice of the pupil
- Monitoring of data and information by the SENCO
- Holding annual reviews for pupils with EHC plans
- Obtaining feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Principal, Deputy Principal 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. New staff, including ECT's and ITT students will access a bespoke programme to ensure they have the appropriate training to meet the needs of all students.

The school, via the Trust, offers professional growth opportunities via robust target setting and monitoring. The SEND department is externally audited by the Local Authority, and internally by the Trust. The SEND team also looks to utilise knowledge and CPD opportunities from outside of the school, and within the Trust.

10. 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
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nursing
- MHST
- Child and adolescent mental health services (CAMHS)
- Alternative Provision Providers
- Social services
- The LA SEND team
- The LA Vulnerable Pupils team

11. Admission and accessibility arrangements

11.1 Admission arrangements

- Children with an EHCP which names Paignton Academy will be allocated a place at the school.
- Other students with SEND will be allocated a place based on meeting the criteria outlined in the Admissions Policy, which can be found here: [paignton_academy_admissions_policy_2025-26_final.pdf](#)
- Paignton Academy works with parents and carers to ensure that their child is allocated a place in accordance with the Admissions Policy. No pupil will be discriminated against or refused the offer of a school place due to a SEN need or disability.

11.2 Accessibility arrangements

- Paignton Academy is committed to increasing the extent to which disabled pupils can participate in the curriculum. In addition, Paignton Academy and TSAT are working to:
 - Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to disabled pupils
 - Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
 - Provide a fully accessible environment, on and offsite, which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

- Challenge negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Treat all children with respect and dignity and working with parents to meet the needs of all children.
- Provide suitable access for all individuals which will be achieved through the implementation of the accessibility action plan. This will be subject to a process of continuous monitoring and improvement.
- Continue to seek and follow advice of LA services such as specialist teachers, advisors and health and social care professionals.
- Respond to any change in working practices, equipment or legislation with regard to accessibility.
- Paignton Academy's Accessibility Policy can be found here: [pa-accessibility-policy-2021_reviewed-april-22_rev-april-24.pdf](#)

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SEND House Liaison, or SENCO (Simon Dossett) or Deputy SENCO's (Dean Stacey and Fenella Cooke). 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 SENCO or Deputy Principal Tamsin Summers in the first instance. They will be handled in line with the school's complaints policy found here [TSAT complaints procedure](#)

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](#). Complaints can be raised at a Trust level in line with the policy found here [TSAT complaints procedure \(tsatrust.org.uk\)](#)

Parents can also access SENDIASS Torbay, who provide information, advice and support for young people & parents/carers of children with special educational needs and/or disabilities aged 0-25. They can be contacted via their website <http://sendiasstorbay.org.uk/>

13. Monitoring and evaluation arrangements

13.1 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 section 1.

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 and throughout the academic year through Quality Assurance and Coaching
- Pupils' progress and attainment once they have been identified as having SEND
- The progress of students with an EHCP towards achieving their outcomes
- Whether pupils with SEND feel safe, valued and included in the school community

- Comments and feedback from pupils and their parents
- The successful transition of students with SEND to appropriate post 16 providers

13.2 Monitoring the policy

This policy will be reviewed by the SENCO Simon Dossett, **annually**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the TSAT board.

14. Links with other policies and documents

This policy links to the following documents;

- SEN information report
- The Torbay local offer
- Accessibility plan
- Rewards and Behaviour policy
- Equality information and objectives
- Medicines and Supporting Medical Conditions policy
- Attendance policy
- Child Protection and Safeguarding policy
- Complaints policy