This policy was amended in consideration of the following UN Convention on the rights of the child articles; Articles 2/23/28

SEND POLICY

Policy Number	0013		**Policy Author**	G Smith
Date of Last Review	Oct 2026		**Policy Ownership**	Finance & Operations
Agreed by Governors	July 2017		**Policy Updated by**	M Woodard & Z Grannon
Reviewed by Trust Board	Sept 2026		**Date of Next Review**	Oct 2027
SEND Governor	LM Smith			

Aims

At The Basildon Academies Trust, we believe in providing every possible opportunity to develop the full potential of all children. Inclusive education is at the heart of our ethos. We actively foster pathways to ensure all children, regardless of vulnerability, disadvantage or circumstance, complete a successful educational journey with us.

We are committed to ensuring that every learner is supported not only to achieve academically, but also to thrive, belong and participate fully in academy life. We believe that high standards and inclusion are mutually reinforcing and that all learners should have access to ambitious learning opportunities, meaningful relationships, enrichment experiences and successful preparation for adulthood.

All children deserve access to a full, broad and balanced curriculum in which their strengths are recognised, barriers to learning are reduced and their individual aspirations are nurtured.

Our SEND policy and information report aims to:

- Set out how our academies will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

The Basildon Academies provides support for learners with SEND, in line with the following *'Ordinarily Available'* (OA) framework. The OA is a framework that explains what support is available in mainstream schools within Essex.

Ordinarily Available Segment	**Teachers Standard**
A. Expectations and Values	Supports Teacher Standard 1: Set high expectations which inspire, motivate and challenge students
B. Relationships and Behaviour	Supports Teacher Standard 7: Manage behaviour effectively to ensure a good and safe learning environment
C. Learning Environment	Supports Teacher Standard 1: Establish a safe and stimulating environment for students, rooted in mutual respect
D. Speech, Language and Communication	Supports Teacher Standard 5: Adapt teaching to respond to the strengths and needs of all students
E. Pedagogy, Memory and Metacognition	Supports Teacher Standard 2: Promote good progress and outcomes by students
F. Assessment, Planning and Teaching	Supports Teacher Standard 4: Plan and teach well-structured lessons Supports Teacher Standard 6: Make accurate and productive use of assessment
G. Literacy and Maths	Supports Teacher Standard 3: Demonstrate good subject and curriculum knowledge Including - Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject

H. Adaptations, Support and Scaffolds	Supports Teacher Standard 5: Adapt teaching to respond to the strengths and needs of all students
I. Motivation, Recognition and Feedback	Supports Teacher Standard 2: Promote good progress and outcomes by students and Teacher Standard 6: Make accurate and productive use of assessment

Provisions within the academies at departmental and subject level will be organised to ensure that these principles are met. All teachers are responsible for ensuring that all students have access to high-quality teaching, learning and assessment, adapting the curriculum to meet individual students' needs.

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 students 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 Co-ordinators (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 students 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 do not share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for students with SEND
- The School Admissions Code, which sets out the school's obligation to admit all students 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.
  This policy also complies with our funding agreement and articles of association.

Roles and responsibilities

The SENCOs

The Lower Academy	
SENCO	Chloe O'Keefe cokeefe@basildonacademies.org.uk
Deputy SENCO	Rebecca Payne rpayne@basildonacademies.org.uk
The Upper Academy	

SENCO	Zoe Grannon zgrannon@basildonacademies.org.uk
Deputy SENCO	Clare Maynard cmaynard@basildonacademies.org.uk

Our SEND team can be contacted directly via their email addresses above, via our Contact Us page (The Basildon Academies - Contact Us) or via our reception switchboard on 01268 552536.

The SENCOs will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the Basildon Academies Executive team, 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 students 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 students 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 students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the Essex 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 student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- 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 students with SEND up to date and accurate
- With the headteacher, 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 headteacher, 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

- Lead and promote a whole-school culture of inclusion, ensuring that SEND learners are supported to participate fully in curriculum, enrichment and wider academy life.
- Monitor patterns relating to attendance, participation, belonging and engagement for learners with SEND and work collaboratively with academy leaders to remove barriers.
- Support staff development relating to adaptive teaching, evidence-informed practice and inclusive classroom approaches.

The SEN governor

The SEN governor is Leah Marie Smith and the aims of this role are to:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Executive Team and SENCO to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher of the Basildon Academies is a trained and experienced SENCO who strategically supports the wider SEND teams.

The Headteacher of Basildon Lower & Upper Academy is Rebecca Rees: rrees@basildonacademies.org.uk

The Headteacher will:

- Work with the SENCOs and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability
- 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 responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- 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

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- High-quality adaptive teaching remains the first response to meeting additional needs. All teachers are responsible for creating inclusive classrooms where learners with SEND can access learning, experience success, participate fully and develop increasing independence.
- The progress and development of every student 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 student'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 student and the school
    - Listen to the parents' concerns and agree their aspirations for the student

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 student on the SEND register will always be given the opportunity to provide information and express their views about the student'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 students' needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given assessment point reports on the students' progress

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

The Academies recognise parents and carers as key partners in their child's education. We are committed to working collaboratively with families through open communication, shared decision making and co-production of support strategies.

Wherever possible, support plans and outcomes will be developed jointly between school, parents, carers and learners to ensure provision reflects individual strengths, needs and aspirations

The Learner

Students 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 student:

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

The students' views will be taken into account in making decisions that affect them, whenever possible.

Definitions and Identifying Special Education Needs

A student has SEND if they have a learning difficulty or disability that calls for 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 the majority of the 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.

The areas of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Area of Need	**Condition**
Communication and Interaction	Difficulties in communicating with others, which may include problems with speech, understanding, or social interaction, such as: Autism Spectrum Disorder (ASD) - Speech, Language, and Communication Needs (SLCN)
Cognition and learning	Students 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 students 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. Students 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 student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

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

At Key Stage 3, students are monitored for progress in their subject areas, as well as through Reading and Numeracy Age standardized testing.

Assessment may include progress in areas other than attainment, for example, social needs. This can include use of Boxall profiles.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents/carers. 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.

Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account parent/carer and student views
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a student will receive SEND support.

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. We refer to this process as One Planning.

The SENCO and/or Deputy SENCO will work with class teachers and/or other professionals to carry out a clear analysis of the students' needs. This will draw on:

- Teachers assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other professionals' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The students' own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

If it is deemed by either the parents/carers or school that an application for an Education Health Care (EHC) plan is necessary, we will work together with Local Authority processes to support the young person in through this application. Formal medical diagnosis is not required to apply for an EHC Plan, but where a parent/carer is pursuing this with the NHS, we will support with necessary educational evidence.

Attendance, Participation and Belonging

The Academies recognise attendance, engagement and participation as important indicators of successful inclusion. We believe learners are most likely to achieve positive outcomes when they feel safe, valued, respected and connected to their school community.

Where SEND contributes to barriers to attendance, participation or engagement, the Academies will work proactively with learners, families and external agencies to identify and remove those barriers.

Strategies may include:

- enhanced transition arrangements;
- personalised support plans;
- environmental adaptations;
- wellbeing interventions;
- graduated reintegration support;
- multi-agency planning.

Attendance data for learners with SEND will be monitored regularly and used alongside attainment, wellbeing and participation information to inform planning and support.

The Academies are committed to ensuring that learners with SEND can engage meaningfully in all aspects of school life, including enrichment opportunities, leadership opportunities and wider academy experiences.

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Extensive support is available during transition stages. For Year 6 to 7 transition, there are orientation visits and meetings with relevant staff and parents/carers to ensure transition is successful. For Year 9 to 10 transitions, options, or Year 11, 12 and 13 applications, this includes careers support in line with the Gatsby Benchmarks. Year 9 students all receive an induction programme in the Summer Term to support their transition from the Lower Academy to the Upper Academy. We will work with students, their parents/carers and any external agencies to support learners with their post-16 and/or post-18 destinations.

Our approach to teaching students with SEN

Support for learners with SEND is underpinned by evidence-informed practice, adaptive teaching and a graduated approach. Interventions are intended to complement, rather than replace, high-quality classroom teaching.

Staff will maintain high expectations for all learners and provide appropriate scaffolds, adaptations and support to enable participation in ambitious learning experiences

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will provide access points and scaffolding where required for individual students.

We will also provide the following short and medium interventions, such as:

- Withdrawal groups: These are generally short-term intervention groups based around the need to support a student, or a small group, to catch up or to improve in a specific way;
- In-classroom support: This is typically provided by a teaching assistant who will work within a classroom to support a student or several students;
- Between-classroom support: This is the support provided by teaching assistants who ensure that students reach classrooms safely and appropriately;
- Unstructured time support: This is the support provided through breakfast club, break and lunchtime clubs, so that students who are less able to cope with unstructured time have somewhere to go at those times;
- Mentoring: Provide support by working with students as necessary to support with a particular issue or concern;
- Software & Technology: This provides a way for students to practice particular skills and students may access specialist software whilst in class or they may be taken out of class to do so;
- Subject Interventions: This provides catch up support for students who have fallen behind, have learning gaps or require additional time to achieve a task.
- Wellbeing Centre Students have access to The Wellbeing Centre which provides opportunities to speak with the school nurse service regarding wellbeing support. Any referrals made to outside agencies will be supported through the Wellbeing Centre.
- Transition planning will place particular emphasis on inclusion, participation, wellbeing and preparation for future learning. Where necessary, enhanced transition arrangements may be implemented for vulnerable learners, including additional visits, personalised transition plans and collaborative work with families and receiving settings

Additional support is available, as necessary, from external agencies including Educational Psychology, Physiotherapy, Transition Pathways Team, Specialist teachers, Family Solutions, Occupational Therapy and Speech and Language Services. Further support may be provided from multi-agency working in many areas, such as Child & Family Consultation Service, Child & Adolescent Mental Health Services, the Youth Offending Team, Catch 22, Renew Counselling, Luke's Bereavement Services, etc.

Adaptations to the curriculum and learning environment

We make adaptations to ensure all students' needs are met. Examples of adaptations include:

- Planning our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing, providing scaffolding and access points
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Chunking our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Flexible groupings to ensure learners are able to access the right class and in class groups to support their development. Our sets are mixed ability with a streamed Express, which all students are only one step away from accessing.
- Learning episodes including symbols, which support learners across all their lessons in recognizing the expectation (e.g. teacher talk, peer work, silent work)
- Standard powerpoint formats to ensure learners can access necessary information in the same place (e.g. date, word of the day, learning objectives)
- Staggered breaks and lunches, including 3 curriculum lessons per day

All learners have access provided to all equipment required for their lessons.

The Academies Accessibility Plan can be found here

Additional support for learning

We have teaching assistants who are trained to deliver interventions in our dedicated SEND departments.

Teaching assistants will support students on a 1:1 basis (where necessary and approved) and in classrooms. We have Senior Teaching Assistants who will manage the day to day running of the SEND and wellbeing departments and should be the point of contact for day-to-day matters:

The Lower Academy Senior Teaching Assistant is Maria Harris.

The Upper Academy Senior Teaching Assistant is Sherrie Price.

Contact can be made via the Academy switchboard on 01268 552536 or via our contact page: The Basildon Academies - Contact Us

Expertise and training of staff

The Academies are committed to ensuring that all staff receive regular professional development relating to SEND, adaptive teaching, inclusion, wellbeing and evidence-informed practice.

SEND training forms part of the Academies' wider professional development programme and aims to develop confidence in supporting learners across all areas of need

Our SENCOs are trained or training for the NASENCO or NPQSENCO qualification. They are supported by the Academies Headteacher who is a fully trained and experienced SENCO.

Each SENCO is allocated a Deputy SENCO to support the day-to-day management of SEND provisions.

We have a team of teaching assistants, including senior teaching assistants who are trained to deliver SEND provision. Many of our TAs have or are studying for Higher Level Teaching Assistant Qualifications. We also have specialist TAs who are studying for Social, Emotional & Mental Health (SEMH) qualifications. These colleagues work predominantly out of our Wellbeing Departments.

We use specialist SEND update training and this is accessible for all staff who work at the academies. It is also a regular feature in our teaching staff CPD cycle, delivered by our SENCOs.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN through a range of measures relating to achievement, attendance, engagement, wellbeing, participation and preparation for adulthood

- Reviewing students' individual progress towards their short- and long-term goals regularly (at least each term)
- Reviewing the impact of interventions regularly
- Using student, staff and parent/carer questionnaires
- Monitoring by the SEND team
- Holding annual reviews for students with EHC plans
- Reviewing assessment data with SEND as a monitored group
- Department reviews, learning observations and learning walks to monitor the in class experience of SEND learners
- Comparing outcomes with national benchmarks
- Review of provision maps for individual learners and groups of learners via EduKey Platform
- Working with the Inclusion Partners to assess, monitor and support effectiveness of SEND provisions.
- Regularly reporting on data to governors
- Monitoring attendance and persistent absence data for learners with SEND.
- Monitoring participation in enrichment activities, trips and wider academy opportunities.
- Gathering learner voice regarding belonging, inclusion and wellbeing.
- Reviewing parental feedback relating to SEND provision and communication.
- Monitoring engagement indicators and participation in learning.

Enabling students with SEND to engage in activities available to those in the school who do not have SEND

The Academies believe that enrichment opportunities are an important part of educational success. Learners with SEND will be encouraged and supported to access clubs, trips, leadership opportunities, student voice activities and wider academy experiences alongside their peers wherever possible

All of our extracurricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on trips and take part in all enrichment activities.

No student is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We are committed to fostering a culture of belonging where learners feel valued, respected and able to contribute positively to academy life. We recognise that emotional wellbeing, social inclusion and positive relationships are essential foundations for academic success.

We provide support for students to improve their emotional and social development in the following ways:

- All students have access to enrichment lessons with their peers as part of their core curriculum
- Students with SEND are encouraged to be part of student voice
- Students with SEND are also encouraged to be part of interventions that aim to develop their social skills and to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

All students have access to our non-teaching pastoral team alongside their SEND support, including our specialist wellbeing centres. The Wellbeing Centres and Heads of Year can be contacted via: The Basildon Academies - Contact Us

Complaints about SEN provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. 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.

Complaints about SEN provision in our school should be made to the relevant SENCO, contact can be made via the Academies Contact Us page: The Basildon Academies - Contact Us

They will then be referred to the school's complaints policy. 89E1509BD3D6DC7A9BA2E12AC807AFCD.pdf (basildonacademies.org.uk) and if required, contact can then be made via the dedicated email: complaints@basildonacademies.org.uk

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 student themselves.

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

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 **(subject to what is available in the local authority/county)** such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians

- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

Contact details of support services for parents of students with SEN

The Local Authority promote support services via their website. Details for local parent/carer support groups can be found here: Essex County Council: Special Educational Needs and Disabilities (SEND) | Essex Local Offer. The Essex Local Offer website has been developed following research with families and practitioners. It includes Information about SEND services and how to access them. The aim is to help families and professionals understand the breadth of support and early help on offer.

The local authority local offer

Our local authority's local offer is published here: Home - Essex Local OfferEssex Local Offer

Monitoring arrangements

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 the policy.

This policy will be reviewed by the nominated SENCOs **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will also be approved by the Trust Board.