


Document

SEND Policy

APPROVED

Approved by:	Board of Trustees
Oversight by:	CEO
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Relating to:	 DURHAM SIXTH FORM CENTRE

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Links with other policies:

This Policy is linked to:

- SEND Information Report
- Climate for Learning and Attendance Policy
- Teaching, Learning and Assessment Policy
- Admissions Arrangements
- Equality Information and Objectives
- Statement of Intent - Curriculum
- Statement of Intent - Most Able
- Statement of Intent - Disadvantaged
- Statement of Intent - Oracy
- Accessibility Plan
- Safeguarding/Child Protection Policy
- Complaints Procedure

Please note, this is not an exhaustive list and does not include all Academy specific policies.

1. Policy Introduction and Purpose Statement

- 1.1. At Durham Sixth Form Centre (DSFC), we have high expectations of all of our students and aim to ensure that we provide them with a high quality education and effective support so that they are able to maximise their fullest potential both academically and personally. We believe in creating an inclusive learning community that recognises achievements and celebrates the successes of all young people and as an integral part of our inclusion and equal opportunities agenda we endeavour to actively cater to the needs of our students with special educational needs and disabilities (SEND). We achieve this by making reasonable adjustments to teaching, the curriculum and, where possible, the Academy environment to make sure that students with SEND are included in all aspects of Academy life.
- 1.2. DSFC is committed to providing high quality teaching and learning, as well as excellent support, care and guidance for all students, whilst recognising that every student is an individual who may have a variety of educational and personal needs. We aim to support every student in an inclusive learning environment which provides them the opportunity to achieve their potential by identifying need, providing appropriate support, and removing barriers to learning if necessary. We aim to encourage all students to become confident, resilient individuals who can make a successful transition into adulthood and progress to positive and meaningful destinations, including employment, further or higher education or training.
- 1.3. In order to provide a high quality provision for our students with SEND we aim to:
- Identify a SEND cohort.
 - Create a comprehensive profile of this cohort to inform the provision offered.
 - Ensure the identified students have access to high-quality pastoral support, which will include but is not exhaustive of the following additional support for students with SEND:
 - Access to a Student Support Mentor.
 - A one-to-one interview with their Student Support Mentor at the beginning of Y12 to ensure they have settled in well, are engaging positively in the curriculum and have attendance in line with Academy expectations of 95%+.
 - The development of a Student Support Plan or the implementation of an Education, Health and Care Plan (EHCP), as appropriate, which is reviewed in line with statutory requirements (three times per year).
 - Support in overcoming any barriers to learning and bespoke support, as required, in order to ensure they have a positive experience of learning, are retained in education and achieve positive outcomes.
 - Raise the profile of the cohort with subject teachers to ensure they know which students have SEND within their teaching groups.
 - Provide quality first teaching inclusive of the needs of every student including supporting those with SEND.
 - Conduct bespoke teaching and learning monitoring of this cohort to inform our provision including targeted learning walks; student voice (which includes a focus on whether students feel safe, valued and included in the Academy community) and work scrutiny, sharing the good practice which exists in the Academy.
 - Track and monitor the progress of students with SEND at regular data capture points and intervene accordingly.
 - Ensure that robust systems are in place and monitored to ensure young people with SEND do not feel directly or indirectly discriminated against, harassed or victimised.
 - Promote enrichment activities which complement teaching and help identify students' talents/interests.
 - Track the engagement of students with SEND in these enrichment activities to encourage a strong take up.
 - Monitor the retention data of students with SEND to identify if any in-Academy gaps exist so that we can investigate the reasons for this and address them as appropriate.
 - Monitor the attendance data of students with SEND to identify if any in-Academy gaps exist so that we can investigate the reasons for this and address them as appropriate.

- Provide bespoke progression support for students with SEND to encourage them to make confident, possibly aspirational but informed applications to ensure that they have the information and support they need to make applications to the most academic courses at the most competitive universities or the most highly sought apprenticeships.
- Promote access to university support to the identified students e.g. Newcastle University Partners scheme supports students in receiving contextual offers which can be up to three grades lower.
- Monitor the destination data of students with SEND to identify if any in-Academy gaps exist so that we can investigate the reasons for this and address them as appropriate.

2. Legislation and Guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out academies' responsibilities for students with SEND.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and academies' responsibilities for Education, Health and Care Plans (EHCP), SEND co-ordinators (SENCOs) and the Special Educational Needs and Disabilities Information Report.
- The [Equality Act 2010](#) (section 20), which sets out academies' duties to make reasonable adjustments for students with disabilities.
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out academies' 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 those with a disability) and those who don't share it.
- The [Academy Trust Governance Guide](#), which sets out Governors'/Trustees' responsibilities for students with SEND.
- The [School Admissions Code](#), which sets out academies' obligation to admit all students whose EHCP names the Academy, and their duty not to unfairly disadvantage children with a disability or with special education needs.
- [SEN Information Report Disability and Accessibility Equalities \(Durham County Council\)](#).
- The Providence Learning Partnership Funding Agreement and Articles of Association.

3. Definitions

Special educational needs

3.1. 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her' (SEND COP 2015, p15).

Disability

3.2. Somebody is disabled under the Equality Act 2010 if they have 'a physical or mental impairment' which has a 'long-term' and 'substantial' adverse effect on their ability to carry out normal day-to-day activities (Equality Act 2010, part 2, chapter 1, section 6 (1)).

3.3. The four broad areas of special educational need are:

Area of need	Description
Communication and interaction	<p>Students 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>This includes students with Autism Spectrum Condition and those with speech, language and communication needs.</p>
Area of need	Description
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. 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 students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Area of need	Description
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students 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 hyperactive 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 student becoming withdrawn or isolated.</p>
Area of need	Description
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students 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 students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

SEND and medical needs

3.4. DSFC recognises that students with medical conditions should be properly supported to enable them to fully access all parts of the curriculum. These arrangements are detailed in our Climate for Learning Policy - Section 5 Fit to Study. It is worth noting that a student who has a medical condition may not necessarily have SEND but there may be some overlap of provision. Where this student also has SEND, support for

their needs **may** be co-ordinated and planned alongside their Individual Healthcare Plan (if an IHCP is deemed appropriate and not disproportionate) or a Fit to Study Plan. Any student who has a medical condition can also be disabled and, where this is the case, the Academy complies with its duties under the Equality Act 2010.

4. Key Roles and Responsibilities

SENCo

- 4.1. Although we believe that all colleagues have an important role to play when working with young people with additional needs, we do have a specialist Student Support Team in place which is led by our SENCo.
- 4.2. The SENCo, working closely with the Deputy SENCo:
 - Liaises with students and parents/carers about student's needs and any provision made.
 - Works with the Vice Principal and SEND Link Governor to determine the strategic development of the SEND policy and provision in the Academy.
 - Works in partnership with the Health & Wellbeing Officer in regards to support for students with disabilities, medical conditions and mental health conditions.
 - Has day-to-day responsibility for the operation of the SEND Policy and the co-ordination of specific provisions made to support individual students with SEND, including those who have EHCPs.
 - Provides professional guidance to colleagues and liaises and works with staff, parents/carers and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching.
 - Advises on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students.
 - Advises on the deployment of the Academy's resources to meet students' needs effectively.
 - Is the point of contact for external agencies and works with external agencies to ensure that appropriate provision is provided.
 - Liaises with potential next providers of education to make sure that the student and their parents/carers are informed about options and that a smooth transition is planned.
 - Ensures when a student moves to a different school or institution, that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority or institution, in a timely manner.
 - Works with the Vice Principal, Principal and Local Governing Body to make sure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
 - Ensures that the Academy keeps its records of all students with SEND up to date and accurate.
 - Works with the Vice Principal to identify and monitor any staff who have specific training needs regarding SEND, and incorporate this into the Academy's plans for continuous professional development.
 - Works with the Vice Principal to regularly review and evaluate the breadth and impact of the SEND support the Academy offers or can access.
 - Prepares and reviews information for inclusion in the Academy's SEND Information Report, along with any updates to the SEND Policy.
 - Works with the Vice Principal and teaching staff, to identify any patterns in the Academy's identification of SEND, both within the Academy and in comparison with national data, and uses these to reflect on and reinforce the quality of teaching.
- 4.3. Please note: The above list is not an exhaustive description of the SENCo's role.
- 4.4. Any queries about the information contained in this document should be directed to the SENCo in the first instance: **Ms Amanda Eggett** amanda.eggett@durhamsixthformcentre.org.uk

Vice Principal

- 4.5. The Vice Principal, **Mr Lee Bone**, Senior Leadership Team (SLT) lead:

- Works with the SENCo and SEN Link Governor to determine the strategic development of the SEND Policy and provision within the Academy.
- Works with the SENCo and Link Governor to make sure the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Has overall responsibility for, and awareness of, the provision for students with SEND in the Academy, and their progress.
- Makes sure that the SENCo has enough time to carry out their duties.
- Has an overview of the needs of the current cohort of students on the SEND Register.
- Advises the LA when a student needs an EHCP needs assessment, or when an EHCP needs an early review.
- Works with the SENCo to monitor and identify any staff who have specific training needs regarding SEND, and incorporates this into the Academy's plan for continuous professional development.
- Works with the SENCo to regularly review and evaluate the breadth and impact of the SEND support the Academy offers or can access.
- Works with the SENCo and teaching staff to identify any patterns in the Academy's identification of SEND, both within the Academy and in comparison with national data, and uses these to reflect on and reinforce the quality of teaching.

SEND Link Governor

4.6. The SEND Link Governor:

- Helps to raise awareness of SEND issues at Local Governing Body meetings.
- Monitors the quality and effectiveness of SEND provision within the Academy and updates the Local Governing Body/Trust Board as appropriate.
- Work with the Vice Principal and SENCo to determine the strategic development of the SEND Policy and provision in the Academy.

4.7. The SEND Link Governor is to be confirmed, following the first meeting of the Local Governing Body in the autumn term.

5. SEND Provision

Admissions Arrangements

5.1. We aim to ensure equal opportunities by offering places to all applicants, provided that they meet the minimum entry requirements and as long as we are certain that we can meet individual needs. Please see our Admissions Arrangements for more details.

Identification and Assessment of Students' Needs

5.2. All applicants have a number of opportunities to declare if they have a learning need, disability, are considered vulnerable or have a medical condition which may affect their learning even before enrolment at DSFC. These opportunities include:

- On the initial application form.
- During a transition interview (which parents/carers can also attend) or school visit by the DSFC team.
- At Open Evenings, where specialist staff, including the SENCo, are available.
- At enrolment, which again also includes a one-to-one meeting.

5.3. Information in relation to SEND is also collected during transition meetings, which take place between our Pastoral Team and Heads of Year/Pastoral Teams in many of our partner schools, prior to enrolment. This supports information gleaned from Common Transfer Files (CTF), which are sent from partner schools when students enrol at DSFC.

5.4. Collection of this information allows us to liaise with students, their feeder school and parents/carers to ensure the study programme is appropriate and that any additional support is carefully planned. This may also involve partnership work with external agencies. This is one of the reasons why we expect students

and their parents/carers to be open and honest with us about a student's additional needs at the earliest opportunity. It is important that the student or parents/carers provide evidence of need in relation to a formal diagnosis.

- 5.5. We also understand that some learner needs may only become apparent after a student has embarked upon a study programme with us. If this is the case, our subject teams will work with specialist staff to identify and address emergent needs in situations where it is suspected that a student is having difficulty because they may have a special educational need, disability or be considered vulnerable.

Communication and consultation with parents/carers

- 5.6. Our Academy puts the student and their parents/carers at the heart of all decisions made about special educational provision. We engage in regular communication with the parents and carers of students with SEND. Each student identified as having a Student Support Plan has a Student Support Mentor who routinely communicates with parents/carers, as well as the SENCo and Deputy SENCo. Review meetings, to discuss progress with Support Plans, are held in line with guidance. These conversations ensure that everyone develops a good understanding of the student's areas of strength and difficulty, that we are aware and take into account any concerns that parents or carers have, that everyone understands the agreed outcomes sought for the student and that everyone is clear on the next steps. Parents/carers are also encouraged to attend Subject Consultation Evenings (SCEs).

6. Teaching and Learning

- 6.1. At DSFC, we offer a broad curriculum with a number of different study programmes which we believe should meet the needs and ambitions of all of our students. However, students must opt for three Level 3 courses and CORE in order to be classified as a full time student. We are able to offer students flexible, bespoke study programmes within which they can combine A-level, BTEC and other Level 3 courses, enabling them to follow an individualised programme which is most suited to their needs, ability and future outcomes.
- 6.2. We are also committed to providing high-quality, inspirational teaching and learning for all students; this is quality first teaching that each student will receive from their subject teacher and may include some very minor adaptations to match the specific needs of individual students.
- 6.3. We provide timely and ongoing professional development as is relevant and appropriate for all staff, ranging from new staff induction through to specialist training to ensure that teachers meet the needs of students with SEND.
- 6.4. Where high-quality teaching, which is differentiated and personalised, does not meet the individual needs of the young person, we will endeavour to put additional provision in place as appropriate.
- 6.5. This may include:
- Assessment of the student's needs by bringing together all relevant information from the Academy, from the student and from those working with the student.
 - Discussing all the relevant information gathered with the student and their parents/carers.
 - Planning for an implementation of support or intervention that is designed to meet the individual student's needs and aspirations.
 - Access to the Student Support Team (e.g. SENCo, Deputy SENCO, Student Support Mentor or the Health & Wellbeing Officer).
 - Offering one-to-one support (e.g. a Student Support Mentor).
 - Access to the in-house counselling and mentoring services.
 - Testing for, and implementation of, any approved access arrangements for examinations (e.g. extra time, reader or scribe).
 - Assistive technology e.g. the use of a laptop in class and for examinations.
 - Access to a quiet area.

The graduated approach to SEND support

- 6.6. Where a student is identified as having SEND, support is delivered through successive rounds of a 4-part cycle known as the graduated approach. We will assess the student's needs, plan for it, provide intervention to support with the removal of any barriers to learning and review the impact on the student's progress towards their outcomes, as outlined below:
- We will assess a young person's needs at interview, upon enrolment, and as they arise throughout the year, if applicable.
 - We will plan the provision to support meeting the outcomes in their Student Support Plans and EHCPs, including the commitment of associated funding, where appropriate.
 - We will put the provision in place to support meeting those outcomes.
 - We will review the support and progress at Subject Consultation Evenings, following the publication of Progress Indicator Letters, mock examination results, and external examinations, as well as at review meetings.
- 6.7. At review meetings, we will:
- Discuss with the student and parents/carers the impact and success of the intervention and support.
 - Consider the student's progress and any changes to their ambitions and aspirations.
 - Plan for any changes to the type and level of support as assessed from the evidence, as the need arises.

Transition and beyond

- 6.8. At DSFC we recognise that, whilst it can be very exciting to embark on a new learning journey in a new environment, for some students the transition can be quite a challenge. In order to support students to make a positive transition to DSFC, we offer a range of support, where appropriate. For example:
- We provide opportunities for students and their parents/carers to talk with the Student Support Team at Open Evenings.
 - We offer either an interview (which parents/carers can attend) or a school visit by the DSFC team. This provides opportunities where students with special educational needs can inform us of, and discuss, their individual needs.
 - We make provision for one of our Student Support Team to attend one-to-one transition interviews, if we are aware of student needs in advance.
 - We provide additional support for SEND/vulnerable students at our annual taster day.
 - We will organise separate support meetings with a member of the Student Support Team to discuss any individual needs, if required.
 - We can attend, if appropriate, review meetings from Year 11 onwards for students with an EHCP who are seriously considering Durham Sixth Form Centre as their next step and who are on track to achieve grades which meet our entry criteria.
 - We can provide opportunities which enable students with special educational needs, disabilities or those considered vulnerable to familiarise themselves with the environment and gain some experience of daily life here through smaller transition events led by the Student Support Team.
 - We can organise separate support meetings with a member of the Student Support Team to discuss any individual needs, if required.
- 6.9. We also recognise that some students with special educational needs, disabilities or those considered vulnerable may need additional support with transition to higher education, apprenticeships or employment. They may also need support in securing relevant experience to make such transitions. We will make this explicit in their planning and support. All students with SEND have a Progress Tutor as well as a Student Support Mentor, who supports each student with their progression plans. A dedicated member of our Progression Team works closely with the SENCo and takes responsibility for working with students with SEND.

Academy-based SEND support

- 6.10. Students receiving SEND support will be placed on the SEND Register. These students have needs that can be met by the support provided by the SENCo and their team. On the census these students will be marked with the code K.

Students with Education, Health and Care Plans (EHCP)

- 6.11. We recognise that it is important to carefully plan transition for students who have complex needs. We work in partnership with the Improving Progression of Young People Team and partner schools to ensure that we are able to fully meet the needs of students with an EHCP. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought. In addition to our transition support outlined above, we expect that a prospective student with an EHCP would:
- Attend transition events i.e. Open Evening in April Year 10 and/or October Year 11.
 - Make a formal application to Durham Sixth Form Centre and meet relevant entry requirements.
 - Meet with our SENCo to discuss possible options and the support required.
 - Invite our SENCo to attend the Year 11 EHCP review meeting, to discuss the outcomes and support required.
- 6.12. We are committed to attending these meetings to ensure that the support and staffing are in place to fully implement the EHCP and ensure that students can make a successful transition to DSFC. On the census these students will be marked with the code E.

7. Quality assurance and evaluation of provision

- 7.1. In order to ensure high quality provision for our students with SEND, we aim to:
- Name a member of the Senior Leadership Team (SLT) to be the SENCo's line manager and to strategically lead the Academy's provision.
 - Hold SLT meetings to focus on the SEND cohort and how each of us are quality assuring the provision in our respective areas of responsibility e.g. teaching and learning, pastoral and progression.
 - Conduct monitoring in line with Academy protocols.
 - Report on this monitoring to the SLT and the Link Governor for SEND.
 - Use the results of this monitoring to review practice.
 - Provide all teaching staff with professional development in meeting the needs of students with SEND.
 - Provide appropriate training to all trainee teachers, newly qualified teachers and new staff via the New Staff Induction Programme.
 - Monitor the work of the Student Support and Pastoral teams in their work with identified students with SEND and implement any further actions where appropriate or needed.
 - Review this Policy annually.
- 7.2. We evaluate the effectiveness of provision for students with SEND and ensure that we are having a positive impact on their outcomes by:
- Ensuring that the SEND Policy and associated policies are reviewed and amended annually in line with provision and statutory guidance.
 - Ensuring that all data pertaining to SEND student progress and attainment is included within the Academy Self-Assessment and in more detail in the SEND Self-Assessment Report. This data is reviewed annually and scrutinised by Governors and the SLT. Additional data is reviewed through quality assurance meetings with SLT following the publication of Progress Indicator Letters, mock examinations and external examinations. This data supports Academy improvement planning for this group via the SENCo's SEND Group Improvement Plan.
 - Ensuring the effectiveness of SEND provision is continually evaluated within whole Academy monitoring and evaluation processes, including work scrutiny, learning walks, lesson observations and performance management review.

8. External agencies and partnerships

- 8.1. In our pledge to support parents/carers, we have clearly presented information about our SEND offer. This can be found as part of Durham County Council's Local Offer found at Families Information Services website: www.countydurhamfamilies.info.
- 8.2. We agree on a 'tell us once' approach so that families and young people do not have to repeat the same information unnecessarily. Where a student has an EHCP, we will cooperate with the annual review process. We work in partnership with other agencies or specialist organisations, and/or by employing practitioners directly to ensure access to specialist skills and expertise to support the learning of students with SEND.
- 8.3. Where the student's needs are not being met by the strong, evidence-based support provided by DSFC, specialist help will be sought from, for example general practitioners, Child and Adolescent Mental Health Services (CAMHS), specialist teachers and support services and supported employment services.
- 8.4. If, despite DSFC having taken relevant and purposeful action to identify, assess and meet the needs of a student, the student is still not making the expected progress, we or the young person will consider requesting an EHCP needs assessment. At all points of this process both the student and parent/carer(s) will be kept informed.

9. Accessibility

- 9.1. The oldest and main part of DSFC's buildings is over one hundred years old and access to the first floor is via two original staircases. Although it is not possible to make adaptations so that all of DSFC is fully accessible, reasonable adjustments have been made to the building to accommodate students with accessibility needs.
- 9.2. Further details are included in our [Accessibility Plan](#). Wherever possible, DSFC is committed to ensuring that all subjects and curriculum routes are accessible to all students and will make reasonable adjustments to the curriculum plan and individual study programmes to accommodate students with sensory or physical needs.

10. Finance

- 10.1. The CEO and Trustees will establish a clear picture of the funds available and consider their strategic approach to meeting SEND in the context of the total resources available. Where high needs funding is required, we will work with the Education and Skills Funding Agency (or DfE when they replace the ESFA) to secure additional funding support that is in excess of the nationally prescribed threshold.
- 10.2. We understand that in reference to personal budgets, where a direct payment is proposed for special educational provision, the ESFA must secure the agreement of DSFC, if any of the provision is to be delivered on that institution's premises or in the case of contributions from the top up funding.

11. Feedback and Complaints

- 11.1. We welcome feedback from parents/carers in relation to SEND provision in a variety of ways. This includes:
 - Reviews of Student Support Plans/EHCPs.
 - Ongoing discussions with the Student Support Worker/SENCo.
 - Regular attendance at Subject Consultation Evenings.
 - Our 'open door' policy where parents/carers are welcome to arrange to come into DSFC to discuss any concerns they may have or feedback they wish to give.
 - Our Parent Voice surveys.

- 11.2. We provide clear routes to resolve disagreements and complaints. In the first instance, a student or their parent/carer should approach the SENCo directly. If the complainant is dissatisfied with the outcome of any initial complaint, they should contact the Principal or follow the Complaints Procedure, which is accessible via our website.
- 11.3. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

12. Record Keeping

- 12.1. We recognise our responsibility to keep accurate records of information to evidence the SEND support for a student and its effectiveness and to record details of what additional or different provision we have made to meet a student's SEND and their progress towards specified outcomes. This will include information about the student's SEND, interventions and the support of specialists. This information will be used as part of regular discussions with the student and, where appropriate, the family, about the student's progress, the expected outcomes and planned next steps.
- 12.2. Where a student has an EHCP or high needs funding without an EHCP we will provide regular information in line with funding regulations and to assist in commissioning services.
- 12.3. This Policy will be reviewed and approved by the Providence Learning Partnership Trust Board every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

APPROVED

Providence
LEARNING PARTNERSHIP

Providence Learning Partnership is a company limited by guarantee [Companies House Number: 11652271] and an exempt charity registered in England and Wales.