



Determination Respect Engagement Ambition Motivation Success

Trafford Alternative Education Provision

SEND Policy

STATUTORY

[2025]



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Trafford Alternative Education Provision

Our Mission Statement:

Trafford Alternative Education Provision is committed to providing....

A 21st Century education that promotes the academic, emotional, and social development of our students. Our aim is to create a holistic, nurturing, and inspiring environment where students are supported and encouraged to take charge of their lives, their learning, and their decisions. Every student will have an understanding of their personal journey, challenges, and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools, and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development, and frequently reviewing, debating, and developing the curriculum.



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Hannah McMurray	Updated	September 2025

Approvals

Name	Position	Date
Full Governing Body	Executive Head teacher	January 2025

Links to

Links to policies and documents
<ul style="list-style-type: none">• The local offer• Accessibility Plan• Behaviour and Positive Relationships Policy• Equality Information and Objectives• Supporting Pupils with Medical Conditions Policy• Attendance Policy• Safeguarding and Child Protection Policy• Complaints Policy

Website
General Data Protection Regulation (GDPR)
This policy document has been reviewed in compliance with GDPR (May 2018) Linda H Thompson, Executive Head teacher 



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1. School Context

TAEP is a complex Pupil Referral Unit (PRU), and Alternative Provision (AP) designed to support students who have faced challenges in accessing education for various reasons. All our students have additional needs. We provide bespoke learning packages tailored to each individual student and teaching that addresses their specific needs.

Every student who arrives at TAEP is classified as being at the 'SEND Support' (Special Educational Needs Support) stage. This classification indicates that they have been identified as requiring a higher and more sustained level of support to successfully navigate the educational system. Some students may be referred while they are in the process of a statutory assessment for an Educational Health and Care Plan (EHCP), while others may arrive with an existing EHCP.

Many students are navigating their educational journeys with undiagnosed SEND needs, and it's important to recognise that some may still be awaiting a neurodivergent diagnosis. This can be a challenging time for them, especially since they may or may not be on the NDP pathways.

Some of our students who have experienced ACEs are at a higher risk of developing emotional, behavioral, and academic difficulties. This can include mental health challenges, learning difficulties, difficulty regulating emotions, and issues with building relationships. Children with Special Educational Needs and Disabilities (SEND) are especially vulnerable to the long-term effects of ACEs, as their additional needs can complicate their ability to cope with trauma.

TAEP is working towards a **trauma-informed approach** to supporting children with ACEs, focusing on recognising the impact of trauma on development and behaviour, and responding in a way that fosters safety, trust, and healing. At TAEP there is a high prevalence of attachment and trauma needs; almost all of our young people have experienced trauma and for some of our young people this may be ongoing during their time at TAEP.

- At TAEP there is a high prevalence of attachment and trauma needs; almost all of our young people have experienced trauma and for some of our young people this may be ongoing during their time at TAEP.
- Over 10% of young people at TAEP are identified as either child looked after, previously child looked after or have ongoing social care involvement.

- Over 95% percent of the young people at TAEPE have an identified special educational need, with most students' primary need identified as social, emotional mental health.
- At TMES all of our young people have had historic entrenched ESBNA and subsequently large gaps in learning ranging back to primary school.
- Over 50% of our young people have neurodiverse traits of ADHD or ASC. A large percentage are already on the neurodevelopmental pathway or are currently exploring this. A number of our families share that they have neurodivergent traits within the family home. We have identified that a number of our young people also have siblings that have a recognised special educational need and/or EHCP and or have previously attended a PRU,
- 50 - 70% of the THS cohort (depending on year group) are identified as 'heightened risk' in terms of presenting with dangerous behaviours to themselves and others when in the Team Teach stages of a crisis.

2. Aims and Objectives

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

- Set out your school's aims and objectives. They may resemble the following:
- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Set out how our school will:
 1. Support and make provision for pupils with special educational needs and disabilities.
 2. Help pupils with SEND fulfil their aspirations and achieve their best.
 3. Help pupils with SEND become confident individuals living fulfilling lives.
 4. Secondary schools: Help pupils with SEND make a successful transition into adulthood.
 5. 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.

3. Vision and Values

At TAEPE, we are dedicated to providing all students with access to a diverse and well-rounded curriculum. We are committed to ensuring that every student has the opportunity to excel and that we support them in reaching their full potential. Our goal is to create an inclusive environment where we tailor our provisions to meet the individual needs and abilities of each student, regardless of their differences.

Our school will ensure that all students have access to a broad and balanced curriculum. We are focused on helping every pupil thrive and supporting them in achieving their full potential. We strive to create an inclusive environment where our offerings are tailored to the varied needs and abilities of our students.

School, we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

4. 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 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 pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/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

5. 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 fulfill 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.

6. Definitions

6.1 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 that 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.

6.2 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.

6.3 The 4 Areas of Need

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

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

AREA OF NEED	
Communication and interaction	<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 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 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>

7. Roles and Responsibilities

7.1 The SENCO

The SENCO at our school is Hannah McMurray

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school, or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- 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.

7.2 The Management Committee

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

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
- Do all it can to make sure that every pupil with SEND gets the support they need.
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
- Inform parents when the school is making special educational provision for their child.
- 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.
- Provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with 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.

7.3 The SEND Link Governor

The SEND governor is Stuart Beesley. He will:

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

7.4 The Headteacher

The headteacher will:

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

7.5 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 teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil and the school.
 - Listen to the parents' concerns and agree their aspirations for the pupil.

7.6 Parents/Carers

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

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

- Invited to termly meetings to review the provision that is in place for their child.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.

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

7.7 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.

8. SEND Information Report

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

This report provides important details on how the school supports students with special educational needs and disabilities, outlining how the policy is implemented. It is updated annually, or whenever there are changes to the information.

- **Overview of SEND provision:** A clear explanation of how the school supports students with SEND, including the types of needs addressed and the strategies or interventions used.
- **Identification and assessment:** Information on how the school identifies students with SEND, including referral processes, assessments, and involvement of specialists.
- **Support available:** A description of the resources, services, and staff available to support SEND students. This could include teaching assistants, specialist teachers, or external services.
- **Inclusion strategies:** How the school ensures students with SEND are included in all aspects of school life, including the curriculum, extracurricular activities, and social opportunities.
- **Partnership with parents and carers:** How the school works together with families to support the child's needs, including communication and involvement in decision-making.
- **Staff training and development:** Information on the training staff receive to ensure they are well-equipped to support SEND students.
- **Monitoring and reviewing progress:** How the school tracks and reviews the progress of students with SEND and adjusts support as necessary.

- **Complaints procedure:** Information on how parents and carers can raise concerns or complaints about SEND provision.

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

9. Our Approach to SEND Support

9.1 Identifying pupils with SEND and Assessing their Needs.

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

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

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

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

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

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.

9.2 Consulting and Involving Pupils and Parents/Carers

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

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

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We 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.

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

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

9.3 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 4-part cycle known as the graduated approach.

Assess

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

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

Plan

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

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, SIMS, and will be made accessible to staff in a pupil passport.

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

Do

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

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

The 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.

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.

9.4 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.

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

9.5 Evaluating the effectiveness of SEN provision.

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

- Tracking pupils' progress, including by using provision maps.
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

10. Expertise and Training of Staff

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

2024-25, two projects will target neurodivergent practices and trauma-informed approaches . TAEF offers bespoke face-to-face training, and staff can access a range of SEND training via The National College.

11. Links with external professional agencies

The school acknowledges that it cannot meet every pupil's needs. Whenever necessary, the school will collaborate with external support services such as:

- **Educational Psychologists** – To assess and provide support for students with learning difficulties or behavioural issues.
- **Speech and Language Therapists** – For students with speech, language, and communication needs.
- **Occupational Therapists** – To assist with students who require support in developing motor skills and managing sensory challenges.
- **Specialist Teachers** – For students who need additional support in subjects such as literacy, numeracy, or specific learning disabilities.
- **Social Workers** – To support students facing emotional or social challenges that impact their learning.
- **Counsellors** – For mental health support, including counselling services for students with emotional or psychological needs.
- **Health Professionals** – Such as doctors or nurses who can offer guidance on health-related concerns affecting students' education.
- **External Agencies and Charities** – For students requiring additional or specialized services, such as for mental health, autism, or other specific needs.
- **Alternative Education Providers** – For students who may require alternative learning environments or interventions outside the traditional school setting.

Our goal is to ensure that all students receive the necessary support to thrive academically, socially, and emotionally.

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12. Complaints about SEND provision

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Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the [class teacher/SENCO/headteacher]. 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 business manager in the first instance. They will be handled in line with the school's complaints policy.

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

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

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 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
- How early pupils are identified as having SEND.
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents

13.2 Monitoring the policy.

This policy will be reviewed by Hannah McMurray (SENDCO) **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.