# Brixham College

# SEND INFORMATION REPORT 2026-27

Updated 15/07/2026 by Mrs J Marcham

**SEND INFORMATION**

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| **Associate Principal - SENDCO and Head of The Harbour (ASC Enhanced Resource Provision)** | **Mrs Jeanne-Marie Marcham**<br>jeannemarie.marcham@brixhamcollege.tsat.uk |
| **Teachers of SEND** | **Ms Fraya Dolman**<br>fraya.dolman@brixhamcollege.tsat.uk<br>**Mrs Jodie Curzon**<br>jodie.curzon@brixhamcollege.tsat.uk<br>**Miss Natasha Farmer**<br>natasha.farmer@brixhamcollege.tsat.uk |
| **SEND Administrator** | **Mrs Antonia Wells**<br>Antonia.wells@brixhamcollege.tsat.uk |
| **SEND/Inclusion Governors** | **Simone Lowen** |
| **Assistant Principal, Designated Mental Health Lead and Designated Teacher for Looked After Children** | **Mrs Jeanne-Marie Marcham**<br>jeannemarie.marcham@brixhamcollege.tsat.uk |
| **Designated Safeguarding Lead** | **Ms Beth Chitty**<br>beth.chitty@brixhamcollege.tsat.uk |
| **Pastoral Leaders** | **Mrs Raechel DeLaat**<br>raechel.delaat@brixhamcollege.tsat.uk<br>**Mr Michael Douglas**<br>michael.douglas@brixhamcollege.tsat.uk<br>**Mrs Lisa Hill**<br>lisa.hill@brixhamcollege.tsat.uk<br>**Mrs Sarah Stone**<br>Sarah.Stone@brixhamcollege.tsat.uk<br>**Mrs Charlie Harris**<br>Charlie.Harris@brixhamcollege.tsat.uk |
| **Intervention Lead** | **Mrs Vicki Whelan**<br>victoria.whelan@brixhamcollege.tsat.uk |
| **Contact Details:** | **0333 360 2250 main switchboard**<br>office@brixham-college.org.uk |
| **Web address of SEND Policy:** | https://brixhamcollege.co.uk/site-penhale/assets/files/1364/send_policy_extended_version_v3.pdf |

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| **Latest SIR Update:** | **31st March 2026 – Reviewed and updated by J Marcham** |
| **Torbay SEND Local Offer** | Torbay SEND Local Offer - Family Hub |

## SEND at Brixham College

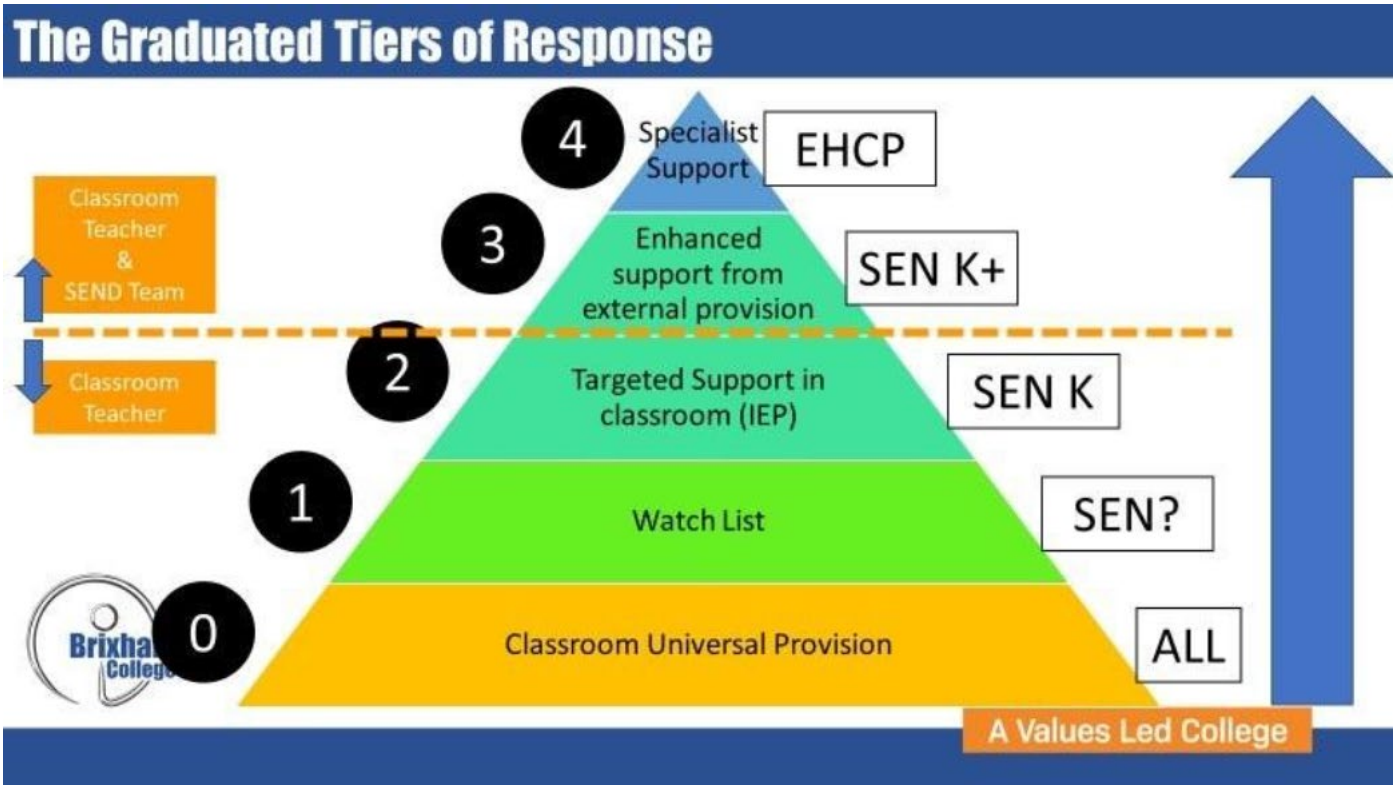
Brixham College believes in the importance of 'high quality teaching'. All teachers are fully qualified and value inclusive education. The teachers have the highest possible expectations for all students including those with SEND and support is provided using a graduated response model.

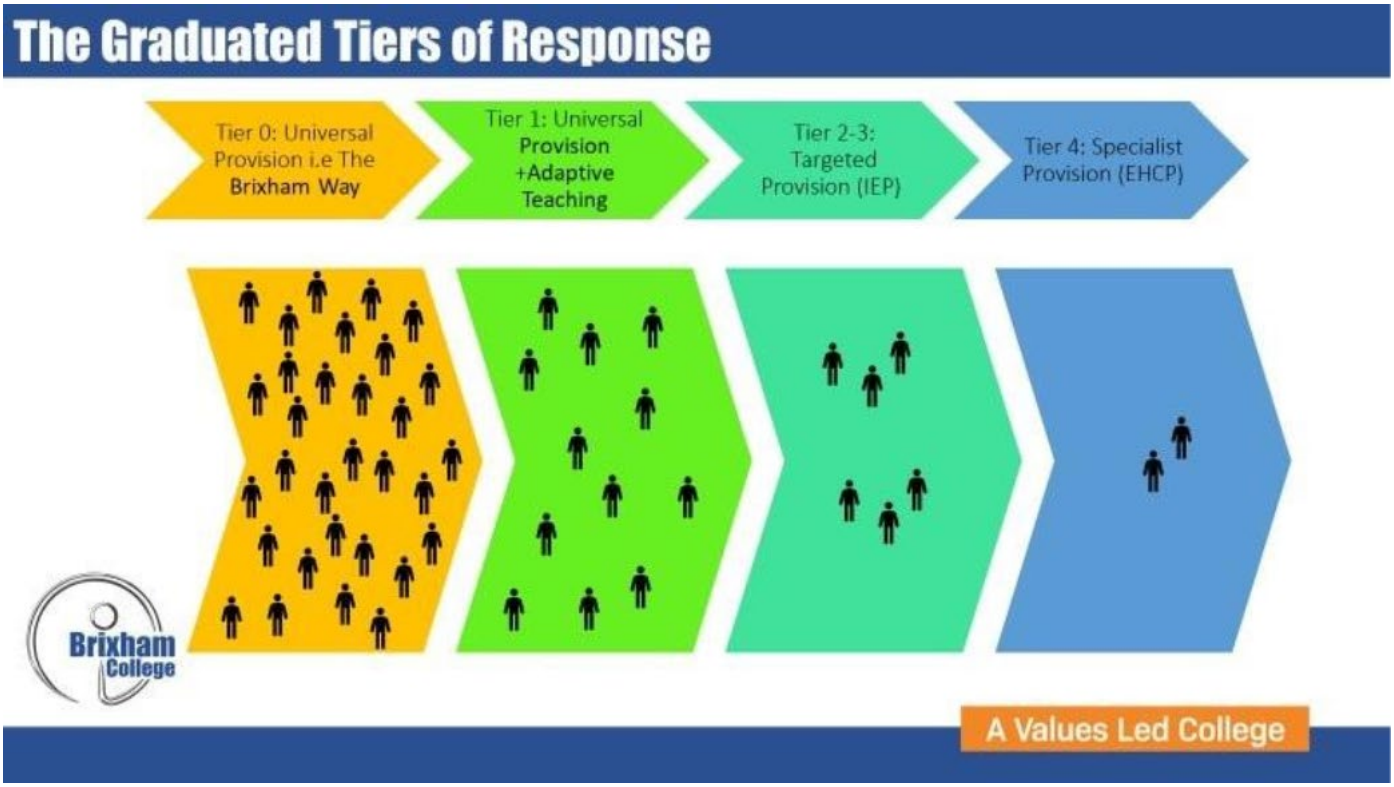
## SEND at Brixham College – A Graduated Response

**What is SEND?**

According to the statutory guidance: **SEND Code of Practice 2015**, a child is designated to have an SEN (Special Educational Need) *if they have a learning difficulty or disability which calls for special educational provision to be made for him or her* (p15 xiii). *A learning difficulty or disability is acknowledged if the child is of compulsory school age and has a significantly greater difficulty in learning than the majority of others of the same age (**SEN**), or has a disability (**D**) prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools ..or post-16 institutions* (p 16 xiv).

Click Here for a copy of The SEND Code of Practice – 2015.



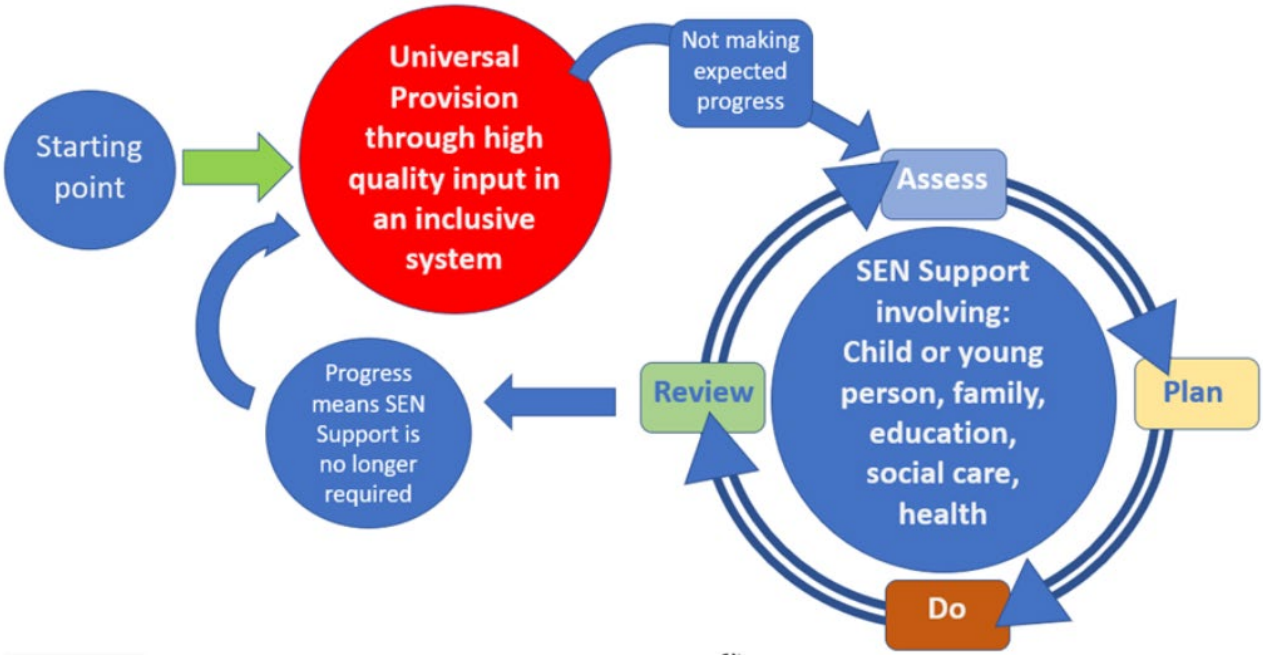



For most young people, their learning needs can be met through **Universal Provision** – high-quality teaching in the classroom.

**What is Universal Provision at Brixham College?**
At Brixham College, this is the ordinarily available provision, delivered by teaching staff within the classroom, using high-quality teaching and learning techniques.

If the initial universal provisions are not effective, we follow Torbay Local Authorities SEND Graduated Response Toolkit and will trial a variety of different universal strategies in an attempt to meet the child or young person's needs at this stage:

Please click here a link here to Torbay's Graduated Response .



**What does Tier 1 support look like at Brixham College?**

If your child's level of SEND means that they require Tier 1 support – Adaptive and Responsive Teaching, i.e differentiated, scaffolded or adapted work or resources to meet their individual needs alongside their peers, with no need for extended extraction from the classroom for more targeted support, they sit at Pastoral **WATCH** level.

At this stage they are NOT on the SEND register, but this additional classroom/pastoral level of support is being closely monitored by classroom teachers and department leads and/or, by the pastoral team of tutor, pastoral leader and head of year. As long as the identified adaptive and responsive teaching techniques mean they are making progress at a level matching their individual abilities, there is no need for more intense forms of targeted support to achieve this, so they do not need SEND specific monitoring.

**What is Tier 2 - Targeted Support at Brixham College?**

Pupils with SEND that require additional **Targeted Provision**, that lead them to be extracted from the classroom for that support, beyond a short-term (up to 6 weeks) one-off period of intervention, would be considered as needing to be placed upon the **SEND Register** and coded as **SEND – K**. Once a child or young person is placed upon the SEND register, they will be issued a PP (Pupil Passport), which is a one-page profile and will indicate to staff both the bespoke strategies that should be employed within the classroom and the targeted provisions and/or interventions that will be regularly accessed by the child or young person beyond the classroom each week. Occasionally we will seek professional advice for a child at this level of need to ensure the support is suitable and effective.

A child on SEND – K, can expect to have their PP reviewed three times a year, with parents and the child or young person being invited to be part of both the initial collaborative PP production and the subsequent termly review process. This generally happens with a named member of the SEND Team (Send Case-holder) at three pre-published occasions across the year – generally near the end of each long-term (Christmas, Easter and end of Summer Term).

A child or young person will only remain on the SEND Register for the period of time that they continue to require bespoke and/or targeted interventions or provisions to fill gaps in knowledge and/or skills to allow them to return to universal/ordinarily available provision support. At this point they will be stepped down from the SEND register and only if deemed necessary, could be monitored for ½ a term at WATCH level.

**What is Specialist Provision –Tiers 3 and 4, at Brixham College?**

Occasionally, a child or young person's needs are such that despite targeted support being implemented, more **Specialist Provision** is required to allow them to make satisfactory progress; fill the gaps in their knowledge and/or skills, to be able to manage within the mainstream classroom.

At this point the school is likely to refer into a specialist service to access specialist assessment to access a possible diagnosis or recommendations around specialist provisions that are likely to be required to meet this child or young person's bespoke needs. As a college we would need to be able to evidence, through multiple rounds of the Assess–Plan-Do-Review cycle, at Tiers 1 and 2, that we have followed

a graduated response before being able to access specialist support. Then once received, would need to evidence that we are following the specialist recommendations to the best of our ability and the impact of this provision on the child or young person. At this stage (Tier 3) the child is still SEND-K on the SEND register.

Children or young people at the highest end of this phase of support, are likely to have long-term, profound, complex needs and/or disabilities, requiring long-term and on-going specialist support. It would only be at this level that we would be seeking an **Educational, Health and Care Needs Assessment** (**EHCNA**) from Torbay Local Authority because we have assess-plan-do-review evidence of a systematic, graduated response to the child or young person's needs, across all 3 tiers, which have still not been able to fully meet their specific requirements and allow them to thrive within mainstream education. It would then be for the local authority to decide whether to agree to an EHCNA and later to decide if the issuing of an **EHCP (Education, Health and Care Plan)** is appropriate.

If an EHCP is issued, the college would be consulted to ensure they feel able to meet the needs as laid out in the statutory requirements/provisions section of the EHCP, given the agreed level of E3 funding that accompanies the plan. If so, the college will discuss how they would fulfil the provisions and spend the funding to meet the child or young person's individual targets. At this stage (Tier 4) the child remans on the SEND register but is now coded as **SEND -E**.

Annually the child or young person's progress against the EHCP targets has to be reviewed (**EHCP Annual Review Meeting**) with parent/carers and the individual present, with planned provisions tweaked as required. Following each review, a decision must be made whether or not to **Cease**, **Amend** or **Proceed** with the plan for the following year. Amendments can only be made if they child or young person is at a natural transition point or if there is updated professional advice/reports to assert this. A plan will cease when the child or young person has made sufficient progress towards their targets that they no-longer require the additional funding for specialist provision for them to maintain their school place and/or make satisfactory academic progress in line with their age and individual cognitive ability. If a cease is agreed, the child or young person will be stepped down to SEND-K in the first instance.

**What is the Assess-Plan-Do-Review Cycle and how does it work at Brixham College?**




It is the working cycle that allows us as a college to be continually checking that the provisions we are using from the graduated response toolkit are fit for purpose and are having the expected outcome to meet the needs of your child or young person. This cycle will be used regardless of the stage your child is at. With each cycle of review, we can refine provisions; strategies and/or interventions, until we

achieve the desired outcome. Both the child or young person and parental views are sought as part of each review cycle.

**Do I need a diagnosis to access SEND support at Brixham College?**
No – Brixham College is a needs-led, inclusive college, that means your child or young person can access support at an appropriate level through a Graduated Response. This also means that the needs can be identified by a wide range of professionals (with or without a diagnosis), all of whom should be sharing information with the college to ensure your child or young person's needs are able to be met effectively.

**If my child/young person has a diagnosis, will they *always* need to be on the SEND register?**
No, following diagnosis, if your child/young person has learned and developed strategies through initial interventions and their teachers have refined appropriate adaptive and responsive teaching strategies in the classroom that means the needs are now being met inside the classroom without the need for additional out of class targeted support, they will be stepped down to Pastoral WATCH. This is for monitoring purposes only and to ensure each child's needs are known and continue to be supported at transition points across their time in college e.g. at a change of year group or to a new teacher.

**So, if I believe my child has a SEND, how do I get them tested or the support that they need?**

With all potential Special Education Needs and/or Disabilities – we have to follow a Graduated Response around possible needs, assessments and/or referrals to external professionals. Which means we have to have evidence of a difficulty, across more than one area of their life i.e Home and School.

For a difficulty be identified in school, it has to be significant and impact negatively in more than one subject area and that despite appropriate Tier 1 support having been put in place in the classroom, across a variety of subjects, this has still been insufficient to meet the child's needs, before we can step up to look at more bespoke or specific SEND support or interventions... this includes requesting assessments.

We would anticipate that for a full Tier 1 graduated response (at least x2 Assess, Plan Do, Review cycles) have been completed, which is likely to take at least 6 weeks/half term, before we have the evidence that there is a need to consider Tier 2 or above support/assessments/referrals etc. In many instances, once appropriate Tier 1 is consistently put in place, there is no need for a child to be passed up to Tier 2, as their needs are now being sufficiently met.

If the decision is made to further assess and/or place a child on the SEND Register at K – SEND Support, parents will be informed and invited to collaboratively produce a Pupil Passport document and any referral paperwork that is deemed to be necessary.

## Brixham College INCLUSION Provision Map

**School Organisation:**

| **How the school organises its curriculum for children/young people with SEND** |
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| • We are a 7 form entry school, comprising of an ASC-ERP (22 places) in addition to the mainstream places.<br>• There are approx. 190 pupils per year group Y7-11 with an additional Post 16 Sixth Form Provision also on-site.<br>• Typical class size is 28-30 pupils, with some slight variation between upper and lower sets.<br>• All lessons are taught mixed gender and ability except PE where we set by gender and in English and Maths, and Ks4 Science where the groups are ability set.<br>• Each Year group is split into x2 Bands (A and B) - A Band is x4 classes and B band is x3 classes. With EHCP pupils placed in A Band on entry in Y7, to allow suitable groupings and access to nurture classes or lower sets with additional adult support, where appropriate.<br>• All pupils attend mainstream classes, with Harbour ASC-ERP pupils required to access a min. 60% of their timetable in mainstream (with the view to this increasing over time).<br>• All pupils, regardless of need, are afforded the full curriculum entitlement, including the full range of option subjects when making their guided subject choices in Year 9, ready for Ks4 courses to start in Y10.<br>• We attempt to provide additional adult (TA) support in A band set 4, for all core lessons, across Y7-11, which is funded out of E2 whole college provision, with some other lessons also covered where needs are identified as highest (at the college's discretion).<br>• All SEND Pupils (on the SEND register) will have a Pupil Passport and named SEND Teacher as a Case Holder, who will oversee termly/regular Passport/Target reviews.<br>• Ordinarily Available Provision means that that ALL pupils can expect Quality First Teaching (QFT) that takes into account Autism Friendly, PACE/Trauma Informed and PANDA approaches as standard, in addition to scaffolding through Adapted Teaching Strategies in the classroom.<br>• We offer an extended enhanced transition "nurture group" for Y7 pupils with an EHCP that require support to: gap fill, build attachments with key adults and form safe/supported peer group relationships. This runs for x2 long-terms (max.), where the group are taught their English, Maths and Humanities (high literacy-based subjects) in a small group, within a single classroom, by a specialist SEND Teacher, while attending all other practical and specialist lessons within their mainstream classrooms alongside their peers. |

**Resources available in School:**

| **The resources and facilities which are available to the school for children/young people with SEND (funded through E2 notional budget and a contribution from the Harbour pupils specialist place funding)** |
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| **Typically, a child with SEND can expect support through a graduated response, where appropriate, in the following ways:**<br><br>Teaching assistants and SEND Team Staff provide small-scale, focused and targeted support for all four broad areas of need:<br>o **Social Emotional and mental health**<br>o **Cognition and learning,**<br>o **Speech, language and communication** |

- **Physical/ sensory difficulties**

- Enhanced Transition sessions prior to whole cohort Transition Days.
- Comprehensive and enhanced pastoral support through their Head of Year, Pastoral Leader and tutor
- Whole college support for students with needs– in addition to Quality First Teaching, Adaptive Teaching Strategies, ASC friendly classrooms, PACE, PDA and Trauma Informed approaches.
- Comprehensive wellbeing support in our Student Wellbeing Area (including but not limited to: WAVE Anti-Bullying and/or Behaviour support, Mentoring, ELSA, EBSA Groups, Emotional Regulation Support, Art Therapy, Draw and Talk, Trauma Informed Support work; Healing Together Groups, CBT, Counselling).
- Literacy Support & Intervention – in addition to Quality First teaching including DEAR Small Reading Groups; Lexia; Bedrock; Fresh Start Phonics; Morphology Mastery
- Numeracy Support & Intervention – in addition to Quality First teaching
- Assessment for Exam Concessions (EAA).
- Use of diagnostic assessment for EAA, Literacy, SLCN and dyslexia screening (where evidence of need indicates suitability).
- Values, Character, Personal Development and Careers Education
- SENDIASS support with college liaison as required.
- Family Support Services through Family Hubs
- Access to Hearing and Visual Impairment Advisory Teachers
- Access and referrals to Mental Health and Well-Being Support services such as CAMHS, MHST, Checkpoint and My Way.
- Access to outreach support from specialist services, such as Mayfield School and Loadstar Academy
- Pupils on the SEND register will have an individual Pupil Passport and a named SEND Staff member as their allocated Case-holder.
- Consideration (where appropriate) for Early Exit, Brain Break and (in exceptional circumstances) Time Out passes.
- Access to supported breaktimes in SWS/LZ/Coke Bottle Club (needs dependent)
- Access to After-School SEND Seminar Study Club for bespoke homework support/Reasonably adjusted homework expectations (needs dependent).
- Termly SEND Reviews with their SEND Case-holder, the student and parents (in addition to EHCP Annual Reviews as applicable).
- Onward referrals for specialist Health assessments e.g. through CFHD and SPA.
- "SEND us a TEXT" service to their named Case Holder in college.
- Speech & Language Interventions – as recommended and resourced through Speech and Language Therapy Service.
- Support from the Educational Psychology Service (as part of the college's Graduate Response offer).
- We offer an extended enhanced transition "nurture group" for Y7 pupils with an EHCP that require support to: gap fill, build attachments with key adults and form safe/supported peer group relationships. This runs for x2 long-terms (max.), where they are taught their English, Maths and Humanities (high literacy-based subjects) in a small group, within a single classroom, by a specialist SEND Teacher, while attending all other practical and specialist lessons within their mainstream classrooms alongside their peers.
- Access to external counselling service (up to 6 weeks, if required)

**The additional resources and facilities which are available to the pupils allocated to the Harbour ASC-ERP (funded through £10K specialist place funding)**

*Entrance to the ASC-Enhanced Resource Provision, is decided by Torbay LA SEND Specialist Placement Panel. Pupils need to meet several set criteria that include a formal diagnosis of Autism, an EHCP with the primary area of need recognised as ASC on their plan and it should be noted that Harbour pupils are required on admission to access a min. 60% of their timetable in mainstream (with the view to this increasing over time).*

**In addition to that listed above, pupils in The Harbour – ASC-ERP will benefit from:**

- Separate college entrance into and out of school daily, where a "meet and greet" by specialist staff and a soft landing is available for all pupils as they come off school transport or are handed over by parent/carers.
- Harbour Tutor Group, daily for use by pupils on occasions when mainstream attendance is incompatible.
- Daily AM ELSA support for Harbour pupils, as required.
- Access to a specialist Sensory Room.
- Access to additional quiet break-out spaces within The Harbour.
- Outdoor safe-space including: hard court, garden seating, outdoor fitness equipment and Sensory Garden (under construction).
- High-level Enhanced Pastoral Support from specialist SEND Staff, on entry and as required across the day (bespoke and adaptable to need).
- Supported Social Times/Breaks across the day (at a high staff to pupil ratio).
- Enhanced (more immediate) home-parent contact.
- Specialist Time Out space within Harbour and support to co-regulate, as required.
- Bespoke VALUES curriculum, where required.

- Lesson withdrawal/safe space available where appropriate and reasonable, as part of an individual's plan.
- Designated work-space and work storage within Harbour Work room.
- Reasonably adjusted behaviour system, linked to Individual Behaviour Support Plans, as required.
- Adapted/Amended Timetables will be considered where needs and plans support (supported within Harbour, a TA small group level, with specialist HLTAs to complete assigned work).
- Access to academic mentoring, with a particular focus around Ks4, where min. bi-weekly staff support on a 1:1 basis.
- Y7-9 Life-skills Interventions (with recognised ASDAN certification)

**NB – we are NOT able to provide the following unless the child has additional top up funding:**

- Additional blocks of/on-going 1:1 or small group bespoke or specialist support such as External Counselling, available only if top up funding allows.
- Access to external tutors where appropriate providing top up funding allows.
- Access to and support from additional alternative provisions such as Evolve Psychotherapy, SWIS, CST, YMCA, Sirona, CST, Regroup, Yellow Frog Cafe etc. Providing top up funding allows.
- 1:1 in class TA support or 1:1 in Harbour learning support/extraction providing top up funding allows.

## Further information about Inclusion and SEND at Brixham College

### How are pupils taught at Brixham College?

At Brixham College all students have access to a broad
and balanced curriculum. We recognise that some students may need 'something different from or in addit ion to' support to enable them to make the expected progress to achieve in line with their peers. This could also be in the form of small group intervention work, additional support from Teaching Assistants in class, 1:1 support or use of additional equipment to help them achieve their potential.

Some students might need additional diagnostic assessments to identify areas of strength and difficulty. These students will be placed on the confidential college SEND Register as requiring targeted support. More specialist support may be required if the students have been granted an Education Health and Care Plan (EHCP) or are identified as needing an EHCNA.

The curriculum is scaffolded and adapted to meet the needs of individual students:

- Teaching styles are flexible, responsive and adapted according to the needs of the students
- Schemes of work will reflect the college's approaches to Teaching and Learning and take SEN into account with resources in place, scaffolding, adaptive teaching techniques etc.
- TA support is available within the classroom or for small group work
- Any additional resources, if appropriate
- Adapting timetable to suit needs
- Support from outside agencies

### How are an individual's SEND needs identified at Brixham College?

Identification of SEND is achieved from a variety of means. For example:

- Information from parents and parental concerns
- Identification by the subject teacher of the student failing to make expected levels of progress despi te using a range of Tier 1 Adaptive Teaching Techniques in the classroom.
- Continual assessment to follow student's progress by subject teachers and department leads and liaison with SENDCO, Pastoral Leaders and Head of Year
- Presentation of current difficulties outside of the classroom

- Learning assessments early in Year 7
- Information from Primary/Feeder Schools
- Observations, Screeners and Assessments.
- Reports from outside agencies

**How is Parent and Pupil Voice gathered to support Inclusion and SEND at Brixham College?**

Consulting with parents and students is vital. This is done at Annual Reviews, Parents' evening, or SEND review meetings/professional meetings. You can also contact the Pastoral or SEND Team directly if you would like to discuss your child and their needs further. The Local Authority can also be contacted for support. The SENDCo contributes to a report to Trustees annually which can be viewed. The college is also subject to an Ofsted inspection.

At Brixham College we actively seek involvement of parents in the education of students with SEND, in order to help them achieve their full potential:

- Parents are consulted before involvement of Local Authority Support
- Parents' Evenings
- Inviting students and families to look around the college setting
- Enhanced transition visits for Year 6 students
- Induction Day for Years 6-7 and Induction Evening
- Primary liaison visits
- Annual Reports
- Parents are invited to attend SEN Review meetings to discuss progress and appropriate SEND provision (at least x3 a year in addition to whole college parent partnership evenings).

**How else are we ensuring your child gets the support they need with their learning?**

- We apply for targeted funding where applicable and/or appropriate
- We provide regular SEND professional development for all our staff
- We work with outside agencies and link professionals – e.g. speech & language, sensory support, occupational therapy, CAMHS etc.
- We work closely with Torbay Local Authority

- We also monitoring effectiveness of our interventions and funding carefully

**How do we ensure we are supporting a pupil's wider social and emotional education?**

Whilst at Brixham College the pupils in need have access to:

- Personal Development Curriculum
- Clear College Values across the curriculum
- Attachment and trauma aware staff
- ASC aware staff
- In house support teams including well-being, safeguarding, pastoral, inclusion and behaviour support
- Counsellors and ELSA trained staff
- Student Well-being Services
- Extra-Curricular Clubs
- Family Support Workers – Early Help
- Assemblies and House Events
- Enhanced Pastoral Support

The aim is that the students feel valued and nurtured and have their needs met. We hold weekly TAC (Team Around the Child) Meetings where college support teams meet regularly to work collaboratively in the best interest of individual pupils and to maintain levels of awareness and training.

**How are transitions supported at Brixham College?**

For Y6-7 Transition - Brixham College has a structured transition programme. We visit all of the feeder primary schools and meet all of the students. There are 2 induction days (usually the first Thursday and Friday of July) and we offer other days if a student requires it. Primary Information is transferred securely to Brixham College, this includes sharing of SEND, Pastoral and Safeguarding information – usually through direct professional to professional meetings across the establishments. We recognise that each student is an individual; therefore, the additional support will be structured accordingly. For example, visits after college, away from break time, with a TA etc. where needs require this.

The college also offers: -

- Transitional Annual Reviews
- Taster sessions
- Options Evenings (Year 9)
- Induction Evenings for GCSE and Post 16
- Careers Advice and Guidance
- Support moving on from Year 11
- Records of students with SEN transferred to future establishments
- Transition into Key Stage 5 and beyond

**How do you know if the support being provided is meeting an individual's needs?**

The college uses a variety of assessment processes which are relevant to their stages. Progress is reviewed regularly. There are many opportunities for pupils to reflect on and improve on their progress and time for students to plan and work on their next steps. All students will be assessed at the end of KS4 using GCSE or vocational qualifications The College uses a family centred approach when assessing progress against an EHCP – this is formally reviewed at an Annual Review with the child and all adults involved with the child's education

- Annual Reviews
- Reports
- Progress checks
- Parents' Evenings
- Review Meetings
- Line Management Meetings
- Data checks
- Letters to parents

**How does Brixham College involve other professional organisations in the support of young people and/or looked after young people?**

The college is well supported by other organizations, for example, Sensory Impairment Advisory Services, Occupational Therapy, Physiotherapy, CFHD, Speech and Language Services, Social Care, Virtual School etc. Depending on the needs of the student, some of those organisations will attend meetings and reviews. The information and reports are shared appropriately and as needed. The lead professionals in

the college will liaise with the appropriate people to ensure looked after students have their needs met. This might include social workers, Medical Tuition Service, Evolve Psychotherapy, Adoption and Virtual School support, for example. If a request for Statutory Assessment is made then the lead professional (SENCo) will organise meetings accordingly.

Our designated teacher for Looked after children is Mrs Marcham, with support from Cerys Tisshaw. Mrs Marcham and Cery Tisshaw work with the SEND team to provide support to meet a child's needs. The on-going targets are actioned through the PEP (personal education plan). This will include working with the Virtual School, Social Workers and possibly Medical Tuition Service, Adoption and Support agencies. If a request for statutory assessment is made the lead professionals (SLT member or SENDCO) will organise support accordingly.

**What can parent/carers do if they are not happy with something that has happened in the college?**

If a parent has a worry or concern, they can raise the matter with any member of the college staff or make contact through the college office email to have the issue directed to the appropriate staff member: office@brixhamcollege.tsat.uk . If the issue then does not get resolved it can be referred to the Senior Leadership Team and the Principal. In the event of a further dispute the College Trustees, LA and Principal will work closely with the parents to resolve the matter. The complaint policy is set out on our website: TSAT complaints procedure