Post-16 Curriculum Policy

Version 5

This policy applies to New College Bradford, New College Doncaster, New College Pontefract, New Brinsworth Sixth Form and New Dinnington Sixth Forms.

Contents

1. **New Collaborative Learning Trust – Post-16 Curriculum**

1.1 This policy applies across both sixth form colleges and school-based sixth forms within the Trust. The principles are consistent across settings, but implementation may differ according to size, staffing and operational context. Where the policy references structures most typical of college provision (e.g. progress tutors, ILP platforms, specialist tutorial teams), schools may implement equivalent systems appropriate to their context.

1.2 Our curriculum offer has been predicated on our unique Trust vision to increase social mobility and ensure that all students make outstanding progress regardless of starting point and background. It has been informed by the geographical location of our individual colleges and schools, with our central aim being to meet the needs and aspirations of students in these geographical areas. We see the curriculum as the broad mix of all the experiences gained by our students through our inter-woven **Academic and Personal Development Curriculum**. This is delivered through academic subject lessons, pastoral tutor time, trips and visits, world of work opportunities through meaningful engagement and a wide range of other enrichment experiences.

2. **Curriculum Intent**

2.1 The intention behind our academic and tutorial curriculum is to prepare students for life beyond college and school, allowing our students to flourish personally, socially and academically. This is achieved by providing a broad and balanced curriculum that is ambitious for all, with particular attention on students with Special Educational Needs and Disabilities (SEND), Looked After Child and young people known to social care,, and disadvantaged students.

2.2 A wide range of qualifications are available that include the opportunity to resit Level 2 GCSE maths and English language as well as study Level 3 academic qualifications that include A levels, Applied Generals (AGQs), Alternative Academic Qualifications (AAQs) and T Levels. These qualifications enable students to pursue their interests, gain outstanding outcomes and achieve their future aspirations. The Post-16 courses offered in each college and school are reviewed annually, taking into consideration student demand and the local context.

2.3 The main features include:

- Evidence based pedagogy to plan, structure and sequence delivery of the curriculum.
- Programmes of study/pathways which meet the needs of students across the ability spectrum and enable all to thrive and achieve outstanding outcomes.
- Regular review of pathways to ensure local and national skills shortages are met.
- Widen participation in enrichment, personal development, and work-related experiences ensuring that exposure to work provides meaningful encounters, develops career aspirations and allows students to benefit from employment opportunities.
- Opportunities and embedded employability skills which enable students to make informed decisions about their futures, be those at university, on a degree/higher apprenticeship or through employment (university visits, external speakers and one-to-one support).

- Access to programmes to raise aspirations and widen participation, developed at local level and responsive to need. For example, Oxbridge support, EPQ delivery and access to higher education widening participation programmes.
- Targeted support for disadvantaged students that includes developing confidence, skills, resilience and cultural capital.
- Develop students through an academic and extra-curricular enrichment programme and Personal Development Curriculum.
- Developing resilience, confidence and inclusivity.
- Staying safe and healthy.

3.   Curriculum Implementation

3.1   Our curriculum intent is successfully translated into practice through teachers who have expert knowledge in structuring and sequencing learning to allow knowledge to be stored in the long-term memory.

3.2   This is evidenced through:

- Challenging and engaging lessons delivered through sequenced and structured programmes of study: providing students with the 'bigger picture' and the ability to develop metacognitive skills.
- Teaching for Learning policy: encouraging pedagogical practices that allow for deep learning, retention, application and practice.
- Tutorials – one to one and group sessions focussing on a wide range of social and progression related issues.
- Enrichment offer – a wide range of opportunities to develop cultural capital and leadership skills.
- Assessment and Feedback Policy: including regular formative and summative assessments with interventions designed to improve curriculum access for all students.
- Mind the Gap: analysis of any gaps between groups of students – including gender, ethnicity, disadvantage, SEND,   prior attainment, looked after children and those known to social care, and students enrolling without a 4 in GCSE maths or English.
- Careers guidance   informed by Gatsby Benchmarks to ensure appropriate information and advice is given.
- Robust Quality Assurance and meeting schedule between teaching staff, pastoral teams, curriculum leaders, SLT and Trust Directors to retain sharp focus on broad and curriculum area specific intentions.

4.   Curriculum Impact

4.1   Curriculum impact is demonstrated through the acquisition of knowledge as well as the readiness of our students for their next stage.

4.2   It is evidenced in the following ways:
- Student outcomes – analysed at course, college, school and Trust level using value added data.
- Pathways evidence and destination data for our learners.
- Staff development walks and lesson observations.
- Meeting minutes.
- College / sixth form and individual course attendance, punctuality and retention.
- Extra-curricular engagement.

- Progress tracking, including by groups of students
- Well-established systems to support student voice, including Student Perception of Course (SPOC) surveys
- Young adults who understand their value and the value of others.
- Excellent careers, information, advice and guidance.
- Embedding a rich knowledge-based curriculum.
- Ambitious and challenging curriculum.
- Student and parent feedback.
- Students ready to be active citizens in their communities and understand the world around them, including fundamental British values.

5. GCSE Maths and English

5.1 Students who have not achieved a GCSE grade 4 in English language or maths will be required to work towards the achievement of these qualifications. This is a condition of funding and supports the Trust culture of high aspiration and achievement. These qualifications are critical for employment and social mobility.

5.2 Wherever relevant, teachers will seek opportunities to develop students' literacy and/or numeracy through the teaching of the subject.

6. ILT for Learning

6.1 Information learning technology (ILT) is a powerful tool for adding value in all aspects of learning. The aim of the Trust is to integrate a wide and creative use of ILT into lessons that complements the learning, as well as fully supporting student learning and achievement outside of the classroom. The Trust will actively encourage the development of ILT skills in all its students, including e-safety.

7. Enrichment and Personal Development

7.1 Enrichment and personal development are fundamental components of each school and college's curriculum. Our intent is to support students not just to achieve outstanding outcomes in valuable qualifications, but to ensure their readiness for their next steps in learning and employment, their preparedness as young adults for the communities and the world around them, and to help develop the knowledge, behaviours and confidence to keep themselves safe, healthy and happy. Enrichment and personal development take many forms.

7.2 **Subject Enrichment**

Students have opportunities to participate in wide-ranging enrichment activities organised at subject level. The scope of these activities will vary from course to course and from college to college. Many of these activities seek to deepen and enrich learning by exploring the subject within an employment or societal context, and include:

- Trips and Visits;
- Visiting Speakers;
- Competitions and projects.

7.3 **Progression-related Enrichment (subject-related)**

Subjects also organise a range of progression-related enrichment activities. These may be to help students recognise links between their current study and further study at university, or to explore progression opportunities with employers or apprenticeship providers. Such enrichment opportunities support each college's approach to providing high quality Careers Education, Information and Guidance (CEIAG) for options beyond level 3 study. Progression-related enrichment activities include subject-specific engagement with:

- Higher Education Providers;
- Apprenticeship Providers;
- Employers.

Each course establishes a 2-year enrichment and personal development plan setting out for students where there will be opportunities to participate in the different aspects of subject enrichment or progression-related activities identified above. The Trust has an expectation that each course will provide appropriate opportunities, depending on the nature and context of each course and setting.

7.4 **Progression-related Enrichment (general)**

As part of the Y12 Tutorial programme, students learn in detail about the different progression options open to them and the pros and cons of each. This complements the progression-related activities that students engage in during subject lessons. In Year 13 students are supported at each stage of the application process for their chosen route, whether that be higher education, apprenticeship or employment. In addition, a broader range of activities outside of the tutorial programme help to provide students with additional opportunities to make informed decisions about their next steps, or to develop further skills to support their readiness for study and employment at 18. These include:

- Career and progression fairs
- Lunchtime talks with HE and Apprenticeship providers
- Mock interviews
- Application and employability workshops
- One-to-one career guidance appointments

8. Work Experience

8.1 All **students** have the opportunity to take part in work experience. Work experience is promoted as an opportunity to find out more about the world of work and an important part of student discernment about their future options. In addition, work experience is a fundamental part of some Applied General and T-Level courses, ensuring that students have an opportunity to gain relevant experience and see theory in action.

8.2 In **colleges**, a dedicated work experience co-ordinator supports students with finding suitable placements and, through calls and/or visits with employers, ensures that placements are safe and appropriate, this is also then reviewed and confirmed by the Trust's Health and Safety Manager. Before the placement, students are briefed on

the expectations of the workplace and how to make the most of their time with the employer, and afterwards, are asked to evaluate the skills and experiences gained and how useful the placement has been in informing their understanding of their chosen role and sector.

8.3   New Collaborative Learning Trust considers "work experience" to fall into two categories:

- Specific Work Experience
- General Employability Experience

Specific work experience

- Significant face to face experience with an employer, relevant to the student's future plans or to explore other options that are not currently in their plans.
- Paid part-time work in a relevant role/sector that helps students develop employability skills or experience to help them progress to their next steps.
- Significant virtual experience with an employer scheme, relevant to the student's future plans or to explore other options that are not currently in their plans

Students can take part in specific work experience placements throughout their two years of study and these may be in blocks or agreed full or part days.

General employability experience

- Voluntary work that helps develop students' employability skills
- Paid part-time work that helps students develop employability skills or experience to help them progress to their next steps.

8.4   **Work** experience is promoted to all students within the Tutorial programme and students are expected to consider undertaking a placement.

Support and advice to students is targeted. The aim of the Trust is for all students to have completed their programme having experienced the opportunity to develop wider employability skills and have the ability to gain valuable knowledge and understanding about the world of work.

8.5   **Students** are encouraged to further develop their employability skills by engaging with Virtual Work Experience, Research and Virtual Engagement programme (VERVE), where this is available. This provides students with the opportunity to develop their knowledge of industry and OPTIC skills (Organisation, Problem Solving, Teamwork, Initiative, and Communication) by engaging with employers remotely.

Examples of this include; virtual work experience, insight days, webinars, blogs, question and answer sessions and direct virtual engagement with employers. VERVE helps students to make informed decisions about future career routes and supports future applications for higher/further education and employment.

8.6   The T **Level** in Education and Early Years and BTEC Extended Diploma in Health and Social Care have compulsory work experience elements linked to the course. Other Applied General courses such as Health and Social Care, Sport and Business incorporate work experience as part of the programme of study.

8.7   **Colleges** and schools support students in gaining the work placements that are required by students for HE progression into the following professions; Medicine, Dentistry, Veterinary, Nursing, Teaching, Social Care and other Health Care related jobs. .

8.8   In **Colleges**, the Individual Learning Plan (ILP) on Cedar is used by students to track and record their own personal encounters and experiences with employment and enrichment opportunities. This live document provides students with the opportunity to build up evidence for personal statements and application forms.

8.9   Special **Education** Needs and Disability Co-ordinators (SENDCOs) work with SEND students to ensure that a wide range of skills are developed and experienced through taking part in work placements. Students with Special Educational Needs or Disability (SEND), or any other additional needs, are supported appropriately through liaison with parents and relevant staff i.e. the SENDCO and the placement provider.

8.10   Students that are from disadvantaged backgrounds, students that are part of the care system and students that live independently are prioritised and given additional support to engage in work placements and work-related experiences and activities.

9.   Extra-Curricular Enrichment

9.1   Each **college** and school will establish an ambitious and appropriate programme of extra-curricular enrichment opportunities. In colleges, a flexible menu enables students to sign up to programmes ranging from 5 sessions, through to extended programmes of 20 sessions, each running at different times of the year.

9.2   The **programme** is adapted each year, responding to student demand, and the skills and interests of staff that run enrichment programmes.

9.3   Extra-**curricular** activities often fall into four categories:

- **Health and Wellbeing**
  These programmes support and encourage students to lead physically and mentally healthy lifestyles
- **Clubs and Societies**
  These programmes support students to develop interests, skills, friendships, personal and social qualities, and cultural capital, in areas not directly linked to the courses offered within the college
- **Super-curriculum**
  The programmes enable students to explore interesting areas of subjects that are not explored within course specifications, often linking with higher education content and skills
- **Leadership and Life Experiences**
  These programmes support and encourage young people to become active members of their communities, or to develop skills for adult life

9.4   The **extra**-curricular enrichment programme is promoted to Year 12 students prior to enrolment, and to all students at the start of the autumn term ,   and throughout the year.

10.   Personal Development through OPTIC

10.1   The Trust has developed the OPTIC initiative to ensure students develop key transferable skills needed for the world of work throughout their programme of study, such as:
- Organisation
- Problem Solving
- Teamwork
- Initiative
- Communication

10.2   The high expectations that staff have with regards to students maintaining their folders and managing deadlines helps to support students in the development of their organisation skills. Through the implementation of activities that provide models, support deep processing and allow for varied practice, staff provide opportunities for students to develop their problem-solving skills. The development of students' ability to use their own initiative is facilitated by the feedback that staff provide following assessments, structured in such a way as to help students to identify their own areas for development and explain what they can do to improve. Furthermore, in making use of group work, staff also facilitate the development of students' team work and communication skills. Teaching staff ensure that these skills are embedded into their programmes of study and that students are aware of how these skills will support them with their next steps. There is also discussion and development of employability skills as part of the tutorial programme, and students have been asked to reflect on where and how they are developing these skills as part of the completion of their Individual Learning Plan (ILP) in tutorials (within colleges).

11.   Personal Development and Enrichment through Fundamental British Values, Equality and Diversity and Citizenship

11.1   Students are encouraged to consider their impact on society, be aware of how society can have an impact on them and understand the role that they play   as a young citizen and a member of their community.

11.2   Fundamental British values are explored   in a range of different ways:

- Within classrooms through discussions and links to curriculum content
- Communication with students in regular bulletins
- Visual displays around the site
- A key feature within the tutorial programme with students being given the opportunity to discuss and debate key values and contemporary issues

11.3   These approaches help contribute to the personal development of our students by giving them the opportunity to discuss and debate key issues in tutorials; the opportunity to reflect on their own personal values and feelings through the thought-provoking questions posed on a regular basis; the chance to learn and develop a deeper understanding of these important values.

11.4   Equality and Diversity is also explored and celebrated   in many ways.

- Tutorial sessions give students the opportunity to consider the importance of Equality and Diversity in society and the role that the wider college / school community has to play in this.
- Students actively engage in enrichment activities that promote and support raising the awareness of equality and diversity issues.
- Student Executive at each college has a dedicated Equality and Diversity Officer
- Active roles in the Equality and Diversity committee in each college.
- The Trust Equality and Diversity calendar of events provides students with the opportunity to be involved in events in college and also gain knowledge and awareness of key national events.

12. Personal Development through the Tutorial Programme

12.1 The Tutorial Programme is delivered weekly by a specialist team and is designed to support the academic journey of our students as well as their personal development. Tutorials include information and guidance on important issues such as:

- Positive mental and physical health and wellbeing
- How to recognise and develop healthy relationships
- How to be safe online and wider E safety
- Development of effective study skills
- How to develop resilience
- Development of student 'Individual Learning Plans' that encourage students to acknowledge and build on their wider skills and experiences to support their 'next steps'
- Opportunities to discuss fundamental British values in college and the wider society
- Local threats to students including that of radicalisation
- Opportunities to discuss current equality and diversity issues
- Topical debates

13. Provision for SEND and Learning Support

13.1 The needs of students with Special Educational Needs and Disabilities (SEND) will be recognised and analysed pre-enrolment so that support can begin before they arrive. Progress Tutors / pastoral teams are specially selected to work with these students and a programme of study is tailored to the needs of the student. The impact of this can be measured using data based on the key performance indicators.

13.2 Individual support for students with SEND will be personalised to meet specific needs. The Special Educational Needs Co-ordinator (SENDCo) will oversee a process consisting of four stages with each student identified as having SEND; assessment and identification, implementation of appropriate support, review and intervention, and pre-progression. For most high needs students this process will begin prior to enrolment as their individual needs are discussed. In the case of students with EHC Plans this process could start as early as year 9, starting with an initial review meeting and subsequent annual review meetings. The SENDCo and the study support tutors / learning support assistants will collaborate with all appropriate people to ensure the level of need and support for each student is thoroughly assessed, implemented and reviewed. Depending on the needs of the student, this may mean a continual dialogue

with the school, parents, health and care workers, and any other relevant professionals.

13.3 The SENDCo will work with the site team to ensure wherever possible that all modifications to the site for access are in place prior to the student commencing learning. Study support tutors / learning support assistants will receive appropriate training to ensure that they can effectively support students with their individual needs and teaching staff will be provided with appropriate information if a student requires special consideration or support to aid their learning. Collaboration between Study support tutors / learning support assistants , teaching staff and Progress Tutors / pastoral teams, will be key to ensuring learning and pastoral support work is co-ordinated for the best interests for the student. The SENDCo will also work with the Exams Officer to ensure all evidence is collated for Exam Access Arrangements, in line with JCQ regulations. The Senior Leadership Team will support the SENDCo to ensure the timely return of evidence from teachers.

13.4 Once appropriate support is implemented, the SENDCo and the Study support tutors / learning support assistants will use assessment data to review the progress of all students with SEND and support packages will be adapted accordingly. Students with EHC plans and will receive an annual review meeting where parents/carers and all relevant professionals will be invited to review the student's progress towards achieving their outcomes and identify any new learning needs. In addition, all high needs students will have a personalised Termly Support Plan identifying their needs and strategies to support learning. These plans will be reviewed termly with input from teachers and progress tutors / pastoral teams.

13.5 In addition to the careers guidance and information available to all students, SEND students in particular will have discussions both formally and informally with support staff about their progression and aspirations. This additional guidance will make sure SEND students are aware of the support they can access once they progress into adult life.

13.6 The SENDCo will liaise with the Work Experience Co-ordinator within the college, or the member of staff responsible for work experience within school sixth forms, to ensure any learning needs are identified prior to placements commencing and ensure any support needs are identified and implemented.

14. Provision to Raise Aspirations

14.1 Students have the opportunity to participate in a range of activities run by specialist staff to help them make progression choices appropriate to their ability and aspirations. If students decide to apply to a prestigious university such as Oxford or Cambridge, they will have access to an individual guidance programme in our Oxbridge super-curricular group to prepare them for the more demanding interview and selection process. Similarly, if they wish to apply for a higher competitive course such as Medicine and Veterinary Science, they will be given specific, individual advice, guidance and information. Students will be encouraged to attend many university visits. . As well as helping them with preparation they will be encouraged to participate in activities to help them fulfil their academic potential such as our trips and visits to student conferences, universities and cultural events. In addition to the specific

support for students wishing to apply to Oxford and Cambridge, students applying to other Russell Group Universities are also given specific and bespoke guidance within dedicated tutorial groups to support their applications.

14.2 Range of provision

Schools and colleges will establish a wide range or provision to support the raising of aspiration, based on local need and context, and this may include:

- Debates and discussions on current affairs.
- University visits.
- Support for UCAS one-to-one, individualised application and personal statement writing.
- Workshops on how to be a high achieving student.
- Interview preparation and training.
- Work experience placements.
- Extended Project Qualification.
- Presentations and mentoring from previous Gifted and Able students.
- MOOC (Massive Open Online Courses) support.
- In the pre-progression stage, students will work with tutors and a range of progression and IAG experts on planning to achieve their progression goals. This phase includes university application, job application, applications to further training and study and support with the additional elements of progression such as budgeting and living independently.

15. Provision for EAL (English as an Additional Language)

15.1 Study Support staff, learning support assistants and pastoral teams will support any EAL student, with an identified need, through one-to-ones, termly review meetings and literacy support. Colleges and schools will follow all JCQ guidance on applying for access arrangements (i.e. a bilingual dictionary) for students 'whose first language is not English, Irish or Welsh; and reflect the candidate's normal way of working within the centre' (JCQ Guidelines for Access Arrangements and Reasonable Adjustments). The arrangements are not available for English Language or MFL exams.

15.2 Students and their families may be offered a translator for any face-to-face meetings with staff, including parents' evenings and formal disciplinary meetings   , where appropriate.

16. Provision for Children In Care (CIC)

16.1 The Trust's approach to supporting the achievements of Children In Care and Care Leavers will focus on:

16.2 Pre-enrolment

- The member of staff that leads on CIC will work closely with the local authority CIC/Care Leavers Team to establish a good working relationship and attend any meetings and/or reviews as requested.

- Prospective students are welcome to request a tour of the college or school prior to enrolment.
- Support can be offered with the application of the 16-19 bursary (if they have not already done this).
- A Progress Tutor / form tutor will be appointed when the student enrols.
- Travel queries will be answered.

16.3 On-Course

- The member of staff that leads on CIC will work closely with the local authority CIC/Care Leavers Team to review each student to discuss achievement and progression plans. This is also an opportunity to identify any concerns and put supportive measures in place as required.
- The college or school will work closely with the carer/NOK of the student to establish good relationships and make them aware of the student's progress and attendance.
- Information and support regarding Employability, Further Education or Higher Education will be given, including any financial applications that need to be completed.
- Attendance, Achievement and attainment will be monitored, and necessary supportive measures will be put in place as required.

16.4 End of Course

- The local authority Leaving Care Team will provide support with the transition to Higher Education, Further Education or Employment.
- Destination information will be recorded.

Equality Impact Assessment (EIA)

The completion of this document is a requirement for all existing and proposed New Collaborative Learning Trust (NCLT) policies, major procedures, practices and plans (hereafter referred to as policies) as well as whenever looking at policy updates.

The Equality Act 2010 sets out our legal duty to undertake equality analysis of all trust/college policies. Completion of this EIA is the first step in meeting this duty. Please send the completed EIA (together with a copy of the related policy/draft policy document) to the Trust Director for Human Resources who will review the document and may refer to the Equality and Diversity Committee as necessary to advise on any follow up action that might be required.

Completion of the Equality Impact Assessment is part of the Specific Equality Duties (SED) required of the trust. Overarching the specific duties is the General Equality Duty (GED) required of everyone. Please bear the GED and SED in mind when undertaking this audit.

General Equality Duty

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

Specific Equality Duties Relevant to EIA are to provide:

- Sufficient information to demonstrate compliance with the general duties; including effects policies have on people.
- Evidence that analysis of this information has been undertaken.
- Details of information considered during analysis.
- Details of engagement (consultation) that has taken place.

Protected Characteristics are:

- Age
- Disability
- Gender Reassignment
- Marriage/Civil Partnership
- Pregnancy/Maternity Leave

- Race
- Religion or Belief
- Sex
- Sexual Orientation

Audit Prompt	Response
Name of policy	Post-16 Curriculum Policy (Colleges and School Sixth Forms)
Author of document:	Brendon Fletcher
Responsible Senior Manager:	Brendon Fletcher (Executive Director for Post-16 Education)

Briefly describe the aims, objectives and purpose of the policy.	The policy aims to outline the intent of the curriculum offered at Post 16, how it is implemented and the impact that is intended.
Who does the policy apply to: • Staff • Learners (please indicate which groups) • Members of the general public (please specify)	Learners at post 16 and staff.
Will the policy affect members of the target audience equally? If no, please indicate the specific groups targeted by the policy. In targeting the policy at a specific group of people will members of other groups be disadvantaged? If yes, how will this be addressed? What information has been gathered about the diversity of the target audience? Attach details of information considered. How has this diversity been taken into account in writing the policy?	Yes No, but the policy sets out a number of ways that the curriculum is designed and implemented in order to meet the needs of students, particularly those with protected characteristics or additional vulnerabilities / barriers to learning
Does this policy contain visual images? If yes, are these technical or cultural in nature? If cultural, do they reflect diversity? If yes, please indicate how.	No
Please indicate how this policy supports the trust/college in its General Equality Duty to: • Eliminate unlawful discrimination, harassment and victimisation (A). • Advance equality of opportunity between people who share a protected characteristic and those who do not (B). • Foster good relations between people who share a protected characteristic and those who do not (C).	All learners are able to have equal access to qualifications offered within colleges and schools, but with additional support where required The curriculum policy describes the ways in which all students are able to access wider enrichment and personal development The curriculum policy describes the tutorial programme and its aims and ambitious in terms of promoting equality of opportunity and fundamental British values Students with SEND are highlighted within the policy as they receive additional focus in terms of support with work experience. The policy highlights the ways in which the Trust raises aspirations and engages in widening participation programmes.

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Please indicate any negative impacts identified in relation to the protected characteristics listed below, or how you have arrived at the view that there are not negative impacts in relation to these characteristics: Age Disability Gender Reassignment Marriage/Civil Partnership Pregnancy/Maternity Leave Race Religion or Belief Sex Sexual Orientation	None identified
Is the policy free from discrimination on the grounds of: • Additional Learning Needs • Economic Needs • Social Needs	Yes
Please indicate who the policy has been considered by and/or who has been consulted about the policy. Where applicable include: • Staff/student consultative groups • Trade unions • Equality and Diversity, Health and Safety and Safeguarding Committee • Other committees/working groups (specify) • Senior Management Team • Trust Executive Team • Board of Directors • External group / Advisory group (specify)	Executive Director for Post-16 Education Executive Director for Secondary Education Director of Inclusion College Quality Leads School Sixth Form Leaders, including Headteachers
Can you identify any further consultations that might be necessary to ensure no adverse impact? If yes, please specify.	None

Can you identify any differential or adverse impact the policy might have that is not already recorded? If yes, please specify.	
How would you assess the overall impact of this policy on equality? Please circle.	<mark>High</mark> / Medium / Low
Please record who this audit has been completed by (if by committee/work group please indicate and get lead person to sign off):	Name : Brendon Fletcher Job Title : Executive Director for Post-16 Education Date : February 2026