

THE FEATHERSTONE ACADEMY ACCESS PROVIDER POLICY



| | |
|---|--|
| Summary | Academy Arrangements for Managing Access of education and training providers to the Academy |
| Responsible Person/Author: | Ashley Robinson |
| Applies to: (please circle/delete as appropriate) | Staff <input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> |
| Ratifying Committee | Standards Committee |
| Version: | 2 |
| Available On: | SharePoint/Website/On Demand |
| Effective from: | 7 October 2024 |
| Date of Next Formal Review: | September 2025 |
| Review Period | Annual |
| Status | Statutory |
| Owner | RMAT |

Document Control

| Date | Version | Action | Amendments |
|----------------|---------|---------------------------|---|
| April 2021 | 1 | New Policy Format created | |
| September 2024 | 2 | Amendments | Additional Introductory paragraphs, Aims, virtual events and Appendix, Nomenclature changed |

Contents

| | |
|---|---|
| Document Control..... | 2 |
| Contacting the Academy to request access | 3 |
| Introduction..... | 3 |
| Scope and purpose of this policy and who it applies to..... | 3 |
| Publication of this Policy | 4 |
| Responsibility for this Policy..... | 4 |
| Aim of this Policy | 4 |
| Management of provider access requests | 4 |
| Procedure | 4 |
| Opportunities for access | 5 |
| Premises and facilities | 5 |
| Person Responsible: | 5 |

| | |
|--|-----------|
| Table 1- Annual Calendar of Events..... | 5 |
| Monitoring | 11 |
| Appendix 1 - Equality Impact Assessment | 13 |

Contacting the Academy to request access

1. A provider wishing to request access should contact Ashley Robinson, E-mail: arobinson@featherstone.academy.

Introduction

2. RMA is a successful educational trust, and all our students play their part in making it so. We are committed to providing a quality education for all our students this includes giving them opportunities to speak with other educational institutions and employers about opportunities open to them.
3. High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy.
4. As the number of apprenticeships rises every year, it becomes increasingly important that all young people have a full understanding of all the options available to them post-16 and post-18 including wider technical education options such as T-Levels and Higher Technical Qualifications.
5. The Featherstone Academy is committed to ensuring there is an opportunity for a range of education and training providers to access students, for the purpose of informing them about approved technical education qualifications and apprenticeships. The Featherstone Academy is fully aware of the responsibility to set students on the path that will secure the best outcome which will enable them to progress in education and work and give employers the highly skilled people they need. That means acting impartially, in line with the statutory duty, and not showing bias towards any route, be that academic or technical.
6. The Featherstone Academy endeavours to ensure that all students are aware of all routes to higher skills and can access information on technical options and apprenticeships (The Department of Education, July 2021: "Baker Clause": supporting students to understand the full range of education and training options, and the Provider Access Legislation, January 2023).

Scope and purpose of this policy and who it applies to

7. This policy statement sets out the Academy's arrangements for managing the access of providers to students at the Academy for the purposes of giving them information about the provider's

The Featherstone Academy Access Provider Policy education or training offer. This complies with the Academy's legal obligations under [Section 42B of the Education Act 1997](#).

8. This policy is aimed at ensuring all students in Years 8 to 11 are entitled:
- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.
 - To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
 - To understand how to make applications for the full range of academic and technical courses.

Publication of this Policy

9. This policy will be available on the RMAT and Academy websites and be available to all Parents, Carers, Students, Members of the public, Staff, Members, Trustees and Local Review Board Members.
10. Following any review of the policy resulting in an updated version being adopted by the Trust Board, staff will be advised by email/alert where they may access it and advised as to whether they are required provide confirmation that they have read the document via the school website.
11. Guidance on any aspect of this policy can be obtained from Ashley Robinson whose email address is arobinson@featherstone.academy

Responsibility for this Policy

12. The RMAT Board has overall responsibility for the effective operation of this policy and for ensuring effective compliance. The RMAT Board has delegated day to day responsibility for operating the policy to the RMAT Executive, the Local Review Boards and the Principal at each Academy.

Aim of this Policy

13. To ensure that students find out about technical educational qualifications, apprenticeship opportunities and education and training options available at transition points and understand how they can make applications for academic and technical courses.

Management of provider access requests

Procedure

14. A provider wishing to request access should contact Ashley Robinson, arobinson@featherstone.academy

Opportunities for access

15. A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents – please see Annual Calendar of Events.
16. Please speak to our named Careers Co-ordinator to identify the most suitable opportunity for you. The Academy’s policy on safeguarding sets out the approach to allowing providers into school as visitors to talk to our students. The Safeguarding Policy is available on our website www.rodillianacademytrust.co.uk

Premises and facilities

17. The Academy will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. We will also make available Audio Visual and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader. Providers are welcome to leave a copy of their prospectus or other relevant course literature with our Careers Leader who will distribute the relevant information to students.

Person Responsible: Ashley Robinson

Table 1- Annual Calendar of Events

| | Autumn Term | Spring Term | Summer Term |
|---------------|--|---|---|
| Year 7 | <p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Parents and carers’ Settling In</p> <p>History – Medieval realms. Justice systems.</p> <p>Science – Research a range of scientists and their careers.</p> <p>English – Love and Relationships - Understanding of people and empathy. Link to psychology and sociology.</p> <p>French – Numbers. Salary comparison between careers in France and England.</p> | <p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Apprenticeship week.</p> <p>Careers week.</p> <p>Careers Talk</p> <p>History mystery – look at how evidence is used to form conclusions.</p> <p>Science – Reproduction – Discuss the role of professionals such as midwives</p> <p>English – Studying the roles within theatre.</p> <p>French – School life. Different jobs within school</p> | <p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>English - Responsibility of politicians / leaders</p> <p>Science – Electricity. Discuss job roles that will need knowledge on this subject.</p> <p>Maths – Probability Calculating the chance of an event happening Careers that use – Meteorologist, Crime Investigator, Forensic Statistician.</p> <p>French – Food and drink. Roles within hospitality</p> <p>Geography - Kenya vs Japan - hazard management</p> |

The Featherstone Academy Access Provider Policy

| | Autumn Term | Spring Term | Summer Term |
|---------------|--|---|---|
| | <p>Geography - Tectonics - Seismologist</p> <p>Map Skills - Cartographer</p> <p>Maths – Intro to Maths. Research a range of mathematicians.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>Parents and carers’ evening</p> | <p>Maths – fractions/ division/ ratio/ time. Link hairdressing and cookery to above.</p> <p>Geography - Kenya vs Japan - tourist industry</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>Science Week</p> <p>Parents and carers’ evening</p> | <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> |
| Year 8 | <p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Contextual history – Power. Looking at the roles of different people within society.</p> <p>Science – Gas exchange and digestion – discussion of careers involved in this area e.g. dieticians</p> <p>French – Region. Apprenticeships and careers linked to Francophone countries.</p> <p>Geography - Rivers - River management Ice - Geologists Ice - tourist industry Ice - Forestry Commission</p> <p>English – Rhetoric, equality and inequality. Researching the speeches made by politicians, reporters, activists etc.</p> | <p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Apprenticeship week.</p> <p>Careers week.</p> <p>Careers Talk</p> <p>Science – Quantifying energy – discussion of careers linked to renewable energy resources.</p> <p>French – Social media. Social media accounts of French companies</p> <p>Geography - Africa - Humanitarian Aid/Medical Aid Africa - International Development Africa - jobs in renewable energy</p> <p>English – Identity Poetry - music and song writing</p> | <p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>English - Blood Brothers (or Pygmalion) - study of linguistics and dialect</p> <p>French – Fashion. The fashion industry in France</p> <p>Maths – Percentages Calculating percentage of amount. Careers that use – Astronaut, Doctor, Banker.</p> <p>Science - Earth's atmosphere- links made to roles of scientists linked with climate change</p> <p>Geography - Power of Weather - Meteorologist Power of Weather - Climate Activists and Charity work Power of Weather - Hazard Mazard Management</p> <p>STEM Day</p> |

The Featherstone Academy Access Provider Policy

| | Autumn Term | Spring Term | Summer Term |
|---------------|---|---|--|
| | <p>Maths – Graphs Drawing and interpreting graphs Careers that use – Project manager, Stockbroker, Epidemiologist.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>UTC Applied Resilience Option</p> | <p>Maths – Units of Measure Converting between units of measure Careers that use – Pharmacist, Technician, Paramedic.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>UTC Applied Resilience Option Parents and carers’ evening</p> <p>Science Week</p> | <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>UTC Applied Resilience Option</p> <p>Parents and carers’ evening</p> |
| Year 9 | <p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>RSE Education – Careers and the workplace</p> <p>History – Conflict and wars. Looking at how different governments have governed during these times.</p> <p>French – Jobs. The importance of learning a language and employability skills</p> <p>Geography - Russia - Jobs in the energy sectors - oil rigs, gas works Environmental Issues - Conservationist</p> <p>Science – Cells and organisation. Roles of medical professionals in areas linked to the heart and circulatory system</p> | <p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Apprenticeship week.</p> <p>Careers week.</p> <p>English - Soldiers / Armed Forces</p> <p>French – Holidays. Travel and tourism industry à LMI</p> <p>Science – Genetics – the roles of scientists through time in making major discoveries</p> <p>Maths – 2D representation of 3D shapes Drawing plans and elevations. Careers that use – Interior designer, 3D printer, Animator.</p> <p>Geography - Ecosystems - Mining, forestry, renewable</p> | <p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Child development – Researching roles and courses available within child development.</p> <p>Science – Environmental science. Links made between farming and rates of photosynthesis.</p> <p>French – Healthy living. French restaurants in Yorkshire</p> <p>Maths – Transformations. Perform and describe transformations. Careers that use – Video game designer, Fashion Designer.</p> <p>Geography - Coasts - fishing, renewable energy, tourism Coasts - Coastal Management</p> |

The Featherstone Academy Access Provider Policy

| | Autumn Term | Spring Term | Summer Term |
|----------------|--|--|---|
| | <p>English – Agriculture and how a farm is run. Responsibility of politicians / leaders</p> <p>Child development – The role of a midwife.</p> <p>Maths – Fractions, Decimals & Percentages Converting between fractions, decimals and percentages. Careers that use – Architect, Designer, Manager.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>UTC Applied Resilience Option</p> <p>Parents and carers’ evening</p> | <p>energy (HEP), sustainable management Tourism - Job in tourist sector</p> <p>Option Evening</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>UTC Applied Resilience Option</p> <p>Parents and carers’ evening</p> | <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>UTC Applied Resilience Option</p> |
| Year 10 | <p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Sex Education Talk</p> <p>History – Norman England – the use of government</p> <p>French – Family and friends. Employability skills.</p> <p>Geography - Physical Environments Flood Management Hazard Management Geologist Town planning</p> | <p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Outside Motivational Speaker</p> <p>Apprenticeship week.</p> <p>Careers week.</p> <p>Child development – Invite in a speaker to discuss feeding babies.</p> <p>Geography - The Living World Mining, logging, renewable energy</p> | <p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>Post 16 Taster Days, Wakefield College and, New College Pontefract.</p> <p>Geography - The Living World Mining, logging, renewable energy Sustainable Management International Agreements - UN</p> <p>Urban Issues and Challenges Urban planning Formal vs informal sectors</p> |

The Featherstone Academy Access Provider Policy

| | Autumn Term | Spring Term | Summer Term |
|--|---|--|--|
| | <p>Science – The role of scientists through time in developing models of the atom and the periodic table</p> <p>Child development – Researching the different roles involved in medicine with pregnancy.</p> <p>English – An Inspector Calls - Detective / Manufacturing and Retail</p> <p>Maths – Constructions and Loci Apply constructional skills to solve loci problems. Careers that use – Cartographer, City Planner, Construction Worker. National Apprenticeship Roadshow</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>Travel and Tourism – what are travel agents/operators? How do businesses benefit from Travel and Tourism?</p> <p>Parents and carers’ evening</p> | <p>Sustainable Management International Agreements - UN</p> <p>Urban Issues and Challenges Urban planning Formal vs informal sectors Transportation industry</p> <p>Science – Drug development – links to pharmaceutical industry</p> <p>French – Hobbies and free time. Sports personalities and sports in Francophone countries.</p> <p>English – Macbeth - Military / Religion / Historians / Monarch / literary critics</p> <p>History – Norman England – changes to law and order</p> <p>Maths – Real-Life Graphs Draw and interpret real-life graphs. Careers that use – Actuary, Attorney, Budget Analyst.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>Travel and Tourism – different agents in travel and tourism and why people visit different countries.</p> <p>Parents and carers’ evening</p> | <p>Transportation industry Child development – Observational techniques. Invite alumni in.</p> <p>English - English Language P2 - journalism / reporting / public speaking / leadership</p> <p>French – Holidays. Travel and tourism/ working abroad.</p> <p>History – Health and the People – difficult industry and roles within the NHS, health professionals and government professions</p> <p>Science – chemical changes – discuss links to careers in metal extraction and mining</p> <p>Maths – Pythagoras’ Theorem Calculating the missing length of a right-angled triangle. Careers that use – Construction designer, Aviation, Surveyors.</p> <p>Parents and carers’ evening + Exam Preparation Evening</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>Travel and Tourism – Global Travel and Tourism industry. Links to weather, government and reporting.</p> <p>Mock Interviews</p> |

The Featherstone Academy Access Provider Policy

| | Autumn Term | Spring Term | Summer Term |
|----------------|--|--|---|
| Year 11 | <p>Assemblies</p> <p>Post 16 college providers talk.</p> <p>Form time activities – Start profile (weekly)</p> <p>History – Inter-war unit Careers in the army and politicians</p> <p>French – School. Studying abroad/ gap year.</p> <p>Child development – Researching the different roles involved in medicine with pregnancy.</p> <p>Science – Homeostasis – links to conditions such as diabetes, and the role of health care professionals</p> <p>English - A Christmas Carol - charity work / leadership / education</p> <p>Maths – Equations Forming and solving equations. Careers that use – Electrical Engineer, Computer Programmer, Professor.</p> <p>Personal Statements</p> <p>CV Workshops/Cover letters</p> <p>Prospects Target Group employability level1</p> <p>Enterprise advisor workshops.</p> <p>Post 16 Destinations parents evening and external providers</p> | <p>Assemblies</p> <p>Form time activities – Start profile (weekly)</p> <p>College interviews.</p> <p>Apprenticeship week.</p> <p>Careers week Geography - Changing Economic World International and Humanitarian Aid Tourist Sector UK industry and manufacturing Wider World - UN, Commonwealth</p> <p>History – Museums and their uses.</p> <p>French – Jobs. Career of the month.</p> <p>Science – C2 chemical analysis. CSI/ forensics.</p> <p>English – English Language P1 - research careers related to content in Paper 1</p> <p>Apprenticeship Workshops</p> <p>Target students to Wakefield College</p> <p>Maths – Sequences To continue or find a missing term in a sequence. Careers that use – Customer Specialist, Machinist, Production Operator.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> | <p>Exam results day: Post 16 and apprenticeship advice and guidance. NCS</p> <p>Child development – Observational techniques. Invite alumni in.</p> <p>French – Environment. LMI and apprenticeships.</p> <p>Science – Water treatment. - links to careers in places such as Yorkshire water</p> <p>Maths – Number Perform operations without a calculator Careers that use – Business intelligence analyst, Auditors, Teacher.</p> <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>PE – Collaboration with Yorkshire Agencies – Rugby Scholarships</p> <p>Exam Preparation Evening</p> |

The Featherstone Academy Access Provider Policy

| | Autumn Term | Spring Term | Summer Term |
|--|---|--|-------------|
| | <p>PE – Collaboration with external agencies such as Featherstone Rovers/ Featherstone Lions.</p> <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>Geography - Challenge of Resource Management Agribusiness and Organic Farming Water Management Energy sectors - renewable and non-renewable</p> <p>PE – Collaboration with Yorkshire Agencies – Rugby Scholarships</p> <p>Parents and carers’ evening</p> | <p>PE – Sports Ambassadors – teaching a job role within school</p> <p>PE – Collaboration with Yorkshire Agencies – Rugby Scholarships</p> <p>Parents and carers’ evening</p> | |

Monitoring

- The Assistant Principal for Quality of Education will monitor the implementation and effectiveness of the policy. They will monitor the relevant legislation, guidelines and information forthcoming from the relevant statutory sources, for any recommendation or changes. There will be a full review of the Policy by the stated review date where recommendations will be made for consideration by the RMA Board.

Appendix 1 – Providers and destinations of previous students

Providers who have been invited into the Featherstone Academy to date include:

- UTC Leeds
- Pontefract New College
- Wakefield and Castleford College
- Wakefield Apprenticeships
- Wakefield Housing
- Rodillian Academy

Destinations of previous students from Featherstone Academy include:

- Pontefract New College
- Wakefield College
- Castleford College
- UCT Leeds
- Askham Bryan
-

Appendix 2 - Equality Impact Assessment

Equality, Diversity, Cohesion and Integration Screening

As a Trust via the public authority we need to ensure that all our strategies, policies, service and functions, both current and proposed have given proper consideration to equality, diversity, cohesion and integration. Please also take due regard of Equalities considerations.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision**. Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion and integration.
- whether or not equality, diversity, cohesion and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

| | |
|--|---|
| Organisation: Rodillian Multi- Academy Trust | Department responsible for the Policy: Attendance |
| Lead Person: Ashley Robinson | arobinson@featherstone.academy |

| |
|--|
| 1. Title: <<Policy Title>> |
| Is this a: <input checked="" type="checkbox"/> Policy If other, please specify |

| |
|--|
| 2. Please provide a brief description of what you are screening |
| Policy |

| | | |
|--|------------|-----------|
| <p>3. Relevance to equality, diversity, cohesion and integration <i>All the Trust's policies affect service users, employees or the wider community. These will also have a greater/lesser relevance to equality, diversity, cohesion and integration.</i> <i>The following questions will help you to identify how relevant your proposals are.</i> <i>When considering these questions think about age, carers, disability, gender reassignment, race, religion or belief, sex, sexual orientation and any other relevant characteristics (for example socio-economic status, social class, income, unemployment, residential location or family background and education or skills levels).</i></p> | | |
| Questions | Yes | No |
| Is there an existing or likely differential impact for the different equality characteristics? | | / |
| Have there been or likely to be any public concerns about the Policy or proposal? | | / |

The Featherstone Academy Access Provider Policy

| | | |
|--|--|---|
| Could the proposal affect how services are organised, provided, located and by whom? | | / |
| Could the proposal affect our workforce or employment practices? | | / |
| Does the proposal involve or will it have an impact on? <ul style="list-style-type: none"> • Eliminating unlawful discrimination, victimisation and harassment • Advancing equality of opportunity • Fostering good relations | | / |

| | | |
|--|--|--|
| 4. Considering the impact on equality, diversity, cohesion and integration | | |
| <i>If you can demonstrate you have considered how your proposals impact on equality, diversity, cohesion and integration you have carried out an impact assessment. Please provide specific details for all three areas below (use the prompts for guidance).</i> | | |
| <ul style="list-style-type: none"> • Scope of the proposal – all students. • Who is likely to be affected – students. • Equality related information – is held on individual academy and Trust records and gathered through Equal Opportunities Monitoring Forms. • Gaps in information and plans to address - the Trust intends to work to further improve processes relating to the gathering of equality related information across the organisation. • Consultation and engagement activities with those likely to be affected – ongoing feedback from students, the Policy is made available to staff and is on our website. | | |
| <ul style="list-style-type: none"> • Key findings We have considered the potential positive and negative impact on different equality characteristics in relation to the Policy and do not believe that any groups will be adversely affected. The HR Team is vigilant in adhering to the appropriate legislation in relation to protected characteristics and to preventing discrimination. Managers are supported and trained in relation to these areas. The Policy has taken into account religious, racial and gender-specific clothing requirements and those of staff with disabilities in line with the Equality Act. We have considered the perception that the proposal could benefit one group at the expense of another and we do not believe that the Policy could be perceived to be discriminatory with regards to its wording or format. | | |
| <ul style="list-style-type: none"> • Actions The Trust will continue to promote positive impact and remove/reduce negative impact through the application of this Policy within the organisation. | | |

| | | |
|--|------------------|-------------------|
| 5. Governance, ownership and approval | | |
| Please state here who has approved the actions and outcomes of the screening | | |
| Name | Job title | Date |
| Adam Marham | COO | 23 September 2024 |
| | | |

| | |
|--|-------------------|
| 6. Publishing | |
| This screening document will act as evidence that due regard to equality and diversity has been given. | |
| Date screening completed | 23 September 2024 |
| Date agreed at Trust Board | 7 October 2024 |