Waterton
Academy Trust

Inclusion Strategy
2026-2029



Introduction

At Waterton Academy Trust, inclusion shapes how we lead, teach and support children. Our vision that "success is a shared experience" means that every child should receive an ambitious education, participate in school life and feel that they belong. This includes children with SEND and those facing barriers linked to disadvantage, language, health or family circumstances.

High-quality adaptive teaching is the foundation of our approach.

Teachers remain responsible for every pupil's learning, supported by early identification, strong relationships and specialist advice. Additional support should address the child's needs, connect with classroom learning and develop independence.

Our mainstream academies, pre-schools and specialist settings give us opportunities to share expertise and provide different forms of support. We have strengthened Trust capacity in SEND, behaviour and inclusive teaching. By pooling Inclusive Mainstream Funding, we are investing in communication and language, staff expertise, occupational therapy and sensory regulation support.

We work across Wakefield and Barnsley, where services, funding and referral arrangements differ. This strategy sets common expectations across Waterton and explains how we will develop provision and evaluate its impact between 2026 and 2029. Each school and setting will identify its own priorities within this framework, based on the needs and experiences of its children and families.

This strategy is informed by the DfE's seven principles of inclusion and its guidance on developing an inclusion strategy using the Inclusive Mainstream Fund. Inclusive Mainstream Funding supplements schools' core budgets to strengthen universal provision and timely targeted support.

Our Goal

Every Waterton child should feel that they belong and receive an education suited to their needs. We will identify barriers early, support staff to respond well and bring specialist expertise into schools so that children can learn, participate and become more independent.

Inclusion Objectives

1. Establish a common inclusion entitlement

Our ambition

Every child attending a Waterton school or setting will receive a high-quality inclusive education. Our commitment to equity means each child receives the support they need, regardless of which Waterton school or setting they attend or which local authority they live in. Common expectations will guide practice, while leaders respond to the needs of their pupils and communities.

What we already have in place

Common policies, Trust specialists and professional networks already support consistent practice across schools. This includes shared adaptive teaching and Quality First Teaching guidance for each subject area, developed collaboratively through the Trust SENCO network, alongside agreed consistency checklists that establish common expectations for classroom environments and inclusive practice.

What we will strengthen 2026 to 2029

We will publish a Waterton Inclusion Entitlement describing the universal provision every child and family can expect. It will cover inclusive teaching, reasonable adjustments, early identification, targeted support, attendance, behaviour, participation, transition and family partnership.

The entitlement will distinguish between universal provision, targeted support and specialist support. It will explain what schools provide directly, when Trust expertise should be accessed, how local authority and multi-agency support can be obtained, and which additional services require commissioning.

Access and escalation routes will explain who is responsible for the next step. These arrangements will complement existing service-level agreements and statutory processes.

Each academy will use a common Trust framework and template, aligned with DfE guidance on developing an inclusion strategy, to develop and publish its own Inclusion Strategy by 31 December 2026. This will set out how it will deliver the entitlement, identify local barriers to learning and participation, and take action to address them. Trust quality assurance will check whether agreed expectations are met and how well schools respond to their pupils' needs.

How we will know

SEND reviews, school improvement activity and pupil and parent feedback will show whether agreed expectations are evident in practice. Unexplained variation between schools in identification, provision, attendance, participation and outcomes will reduce.

2. Strengthen adaptive teaching

Our ambition

Teachers will have the knowledge, confidence and support to teach pupils with a wide range of additional needs in the classroom.

High-quality teaching will remain the starting point for inclusion. Adaptations will maintain ambition and access rather than unnecessarily narrowing the curriculum or creating dependency upon adult support.

What we already have in place

Our SEND Policy is clear that all teachers are teachers of pupils with SEND, and that teachers remain responsible and accountable for the progress and development of every pupil in their class.

The policy establishes high-quality adaptive teaching as the foundation of provision and expects adaptations to curriculum, resources, assessment, teaching and classroom environments where necessary.

Our School Improvement Strategy includes coaching, mentoring, professional collaboration and feedback on teaching. The Lead Practitioner for Inclusive Teaching models effective practice and coaches teachers and teaching assistants across our academies. This builds on Trust-wide work undertaken last year to establish the foundations for the effective use of teaching assistants, with a particular focus on deployment and scaffolding to support pupils' independence. Cross-school collaboration and peer review activities, led through the SENCO network, helped schools evaluate and refine their practice. This was supported by professional development for both teachers and teaching assistants to ensure a consistent understanding and application of effective approaches across the Trust.

What we will strengthen 2026 to 2029

We will agree the inclusive teaching practices expected in Waterton classrooms and include them in our Teaching and Learning framework.

The Lead Practitioner for Inclusive Teaching will work directly alongside teachers, SENCOs and leaders through modelling, co-teaching, coaching, professional development and practical classroom support.

We will improve the deployment of teaching assistants, with an emphasis on scaffolding and independence. Additional adults will supplement teacher instruction and help pupils access learning.

Inclusive teaching will be evaluated through routine school improvement activity as well as SEND reviews.

How we will know

- Learning walks, work scrutiny, planning reviews, pupil feedback and SEND reviews will show consistent inclusive teaching.
- Teachers and teaching assistants will report greater confidence in meeting commonly occurring additional needs.
- Pupils with SEND will access more classroom learning successfully. Monitoring will show whether adaptations and adult support are helping pupils become more independent.

3. Identify barriers early and provide timely support

Our ambition

Children should not have to wait for a diagnosis, statutory assessment or crisis before adults respond effectively to barriers to their learning, participation or wellbeing.

We will identify needs early, understand what is preventing the child from learning or participating and provide suitable support, beginning with adaptations to classroom teaching.

What we already have in place

All Waterton academies follow the graduated approach through Assess, Plan, Do, Review. Our SEND Policy expects schools to begin with an analysis of need, taking account of pupil work, assessment, observation, professional advice and the views of children and families. The Trust SENCO network has developed and shared resources and practical tools to support this process, including identification checklists for teachers, teaching assistants and other school staff. These help staff identify and describe pupils' needs more precisely, understand the specific barriers to learning and determine the most appropriate and effective support and provision.

Our Inclusive Mainstream Funding work has already identified communication and language as a significant Trust-wide priority. Waterton has invested in Language Link and Infant Language Link to strengthen early identification and intervention for speech, language and communication needs.

Our attendance, behaviour and elective home education approaches also identify barriers and provide early support.

What we will strengthen 2026 to 2029

We will develop a more integrated approach to identifying barriers, bringing together assessment, progress, communication, attendance, behaviour, safeguarding, wellbeing and relevant medical information.

Schools will identify commonly occurring barriers across their whole pupil cohort, rather than relying solely on diagnoses or the needs of children already identified as having SEND. This analysis will inform improvements to universal provision as well as individual support.

We will agree evidence-based screening and diagnostic assessment approaches, beginning with communication and language.

Schools will identify which needs can be met through classroom teaching and which require additional or specialist support.

Targeted interventions will be evidence-informed, matched to the identified need, linked to classroom learning and reviewed for impact.

Where a child's needs span SEND, attendance, behaviour, health, safeguarding or family circumstances, schools will work with relevant partners to coordinate assessment and support. A named person will coordinate agreed actions, with responsibilities, intended outcomes and review dates developed with the child and family. Existing plans will be brought together wherever possible to reduce duplication and avoid families repeatedly providing the same information.

Schools will escalate cases where support is delayed, responsibilities remain unresolved or the agreed approach is not improving the child's experience. Where statutory assessment is needed, this will be pursued promptly alongside the support already being provided. Access to support will not depend on a diagnosis or on participation in a particular cluster meeting.

How we will know

- We will track the time between identifying a concern, accessing support and reviewing its impact.
- Assess, Plan, Do, Review documentation will show greater precision about barriers, intended outcomes and the impact of support.
- Fewer pupils will remain on interventions indefinitely without clear evidence of benefit.
- Reviews will show whether schools are meeting needs through classroom and targeted provision, and whether children who require statutory assessment are identified promptly.

4. Develop staff expertise and capacity

Our ambition

Sustainable inclusion depends on expertise within the workforce.
Every member of staff will understand their contribution to inclusion and have access to specialist advice and support when they need it.
We will develop staff expertise through training, coaching and specialist advice.

What we already have in place

Trust capacity includes the Head of SEND and Inclusion, Deputy Head of Behaviour and Inclusion, Trust SENCOs, school-based SENCOs, Heads of Provision and specialist practitioners. The Waterton Specialists programme is now in its third year, with a new cohort undertaking training this year to further develop relational understanding, strengthen specialist expertise and build capacity across the Trust. This supports a consistent, evidence-informed approach to meeting pupils' needs and enables schools to access expertise and support from colleagues across the Trust.
Our professional development model includes SENCO, Early Years SEND, ELSA and Waterton Specialist networks.
The Level 5 Specialist Teaching Assistant Apprenticeship develops expertise in SEND, social and emotional wellbeing and specialist support.

What we will strengthen 2026 to 2029

We will develop a workforce pathway from teaching assistant through specialist practitioner and SENCO roles to inclusion leadership.
Professional development will respond to patterns of pupil need across the Trust.
The Lead Practitioner, SENCO network and specialist colleagues will provide coaching and modelling as well as training.
We will continue developing internal expertise in communication and language, sensory regulation, autism, literacy, SEMH, relational practice and effective TA deployment. Our Trust-wide Behaviour Hubs provide schools with timely access to practical advice, support and professional collaboration from colleagues working in similar contexts. This enables staff to explore a range of approaches, share effective practice and draw on collective expertise to identify appropriate strategies for supporting pupils with complex needs. Where external expertise is required, commissioned services will help staff develop their own expertise alongside supporting individual pupils.
Workforce planning will identify the leadership, SENCO, teaching, support and specialist capacity needed to deliver this strategy. It will distinguish between expertise already available, posts being recruited and services dependent on external partners.
Deployment will reflect pupil need, with sufficient time for assessment, coaching, family partnership and review. Leaders will plan implementation with staff, setting realistic expectations and providing time for professional learning, collaboration and review. Staff feedback will inform adjustments to workload and support.
We will align local partnership meetings, referrals and recording with existing Trust processes wherever possible. Reviews will assess whether these arrangements improve access to support and reduce duplication for school leaders, SENCOs and families.

How we will know

- Staff feedback and observations of practice will show whether training and coaching have improved their ability to meet pupil needs.
- Schools will rely less on external training for commonly occurring needs.
- Teaching assistants will demonstrate effective support for learning and independence.
- Experienced practitioners will contribute to professional learning beyond their own school.
- Recruitment, retention and progression data will show routes into inclusion and specialist roles.

5. Improve attendance and the experience of school

Our ambition

Inclusion means more than being on the roll of a mainstream school.
Children should attend regularly, participate in learning, develop positive relationships, feel that they belong and have access to the wider life of their school.
Evaluation will consider these experiences alongside attainment and progress.

What we already have in place

Waterton's Behaviour and Relational Practice Policy emphasises relationships, belonging, self-regulation and clear expectations. It recognises that behaviour can communicate need and expects preventative support and reasonable adjustments where behaviour is linked to SEND or additional need.
Our elective home education procedure requires schools to identify attendance, anxiety, SEND and family concerns early and support children to remain engaged in school.

What we will strengthen 2026 to 2029

Schools will use the Trust Inclusion Dashboard to identify children whose attendance, behaviour or participation suggests that they need further support. This will include children whose attainment does not yet indicate a concern.
We will strengthen approaches to emotionally based school avoidance, regulation, successful reintegration and prevention of exclusion.
Pupil feedback will inform evaluation of safety, belonging and participation.

How we will know

- Attendance and persistent absence for pupils with SEND and additional needs will improve.
- Suspensions, repeated behaviour incidents, restrictive interventions, partial timetables and avoidable EHE will reduce.
- Pupil voice will show that children feel safe, known and that they belong.
- Participation gaps between pupils with SEND or disadvantage and their peers will narrow.

6. Remove barriers to learning and participation

Our ambition

Every child should have access to the curriculum and the wider opportunities offered by their school. We will anticipate barriers wherever possible and make appropriate adjustments so that disability, communication need, sensory need, disadvantage or family circumstance do not unnecessarily limit participation.

What we already have in place

An expectation that schools consider participation in trips, clubs, sport, music, leadership and residential opportunities, with adjustments planned to remove barriers for pupils with SEND or other barriers to engagement.

What we will strengthen 2026 to 2029

Schools will audit barriers to curriculum and wider participation, including environmental, sensory, communication, physical, emotional and financial barriers.

School Inclusion Strategies and Accessibility Plans will identify related priorities and actions.

Education, inclusion and School Support Team colleagues from the Waterton estates department will jointly review whether school environments are safe and suitable for the children who use them. Reviews will consider secure boundaries, arrival and collection arrangements, circulation, acoustics, lighting, sensory regulation, personal care facilities and access to outdoor learning. Improvements will be prioritised according to pupil need and risk, with responsibility and timescales for action.

Before new or expanded specialist provision opens, an operational readiness review will confirm that accommodation, staffing, resources and daily routines are suitable for the children expected to attend.

We will strengthen access to specialist advice about sensory environments and occupational therapy, including Trust-level commissioning where this provides better access and value.

Schools will routinely analyse who participates in enrichment and leadership opportunities and address unexplained differences between groups.

Schools will plan transitions carefully, with additional preparation and information sharing where children need it.

How we will know

- Participation by pupils with SEND and other vulnerable groups in clubs, trips, residentials, sport, music and leadership opportunities will increase.
- Accessibility Plans will reflect current pupil needs and school Inclusion Strategies.
- Pupils and families will report fewer avoidable barriers.
- Reviews after transition will assess attendance, participation and whether agreed support is in place.

7. Involve children and families in decisions

Our ambition

Children and families will help shape decisions about their support.
Their knowledge, experience and aspirations should inform how needs are understood, how support is designed and whether it is working.

What we already have in place

Our SEND Policy requires early discussion with pupils and parents to understand strengths and difficulties and agree desired outcomes and next steps.
Pupil and parent feedback informs evaluation of SEND provision and school Inclusion Strategies.
Stakeholder surveys and SEND parent forums provide further opportunities for children and families to share their views.

What we will strengthen 2026 to 2029

We will agree Trust-wide expectations for involving children and families in decisions about support.
Children will contribute to their plans and reviews in ways appropriate to their age and communication needs.
Schools will provide clearer information about their universal and targeted inclusion offer so families understand what support can be provided and why particular approaches are being used.
Schools will work closely with families when attendance deteriorates, behaviour concerns arise, elective home education is being considered, or a child is approaching transition or statutory assessment.
Children, families and staff will help identify school-wide barriers and shape and review their academy's Inclusion Strategy. Schools will explain how this feedback has influenced priorities and action.

How we will know

- Pupil and parent feedback will demonstrate that children and families feel listened to and involved in decisions.
- SEND complaints and disputes will be analysed for recurring themes and used to improve practice.
- Plans and reviews will demonstrate stronger pupil voice and clearer shared outcomes.
- Families will report greater confidence in the support their child receives.

8. Develop specialist provision and mainstream support

Our ambition

Our mainstream and specialist settings will work together to improve teaching and support for children. Specialist settings will provide high-quality education for children who need specialist placements and share their expertise with mainstream colleagues.

We will develop additional specialist places with local partners where these are needed and can be delivered sustainably.

What we already have in place

Newstead Academy provides specialist education in Barnsley through its main site and satellite provision. Hammer Lane extends our specialist offer into Wakefield.

What we will strengthen 2026 to 2029

We will establish a planned outreach offer from specialist settings to mainstream schools.

Specialist colleagues will provide coaching, assessment, curriculum adaptation, behaviour and regulation support, transition planning and workforce development.

We will agree when Trust specialist advice should be accessed and how its impact will be evaluated.

We will agree a phased specialist development plan with Wakefield and Barnsley, based on evidenced demand. Each proposed development will define the pupils it will serve, its capacity, curriculum and therapeutic offer, staffing model and relationship with other Trust provision.

The proposed expansion of Newstead's Athersley site will be a priority for joint planning with Barnsley Council, with an intended opening from September 2027, subject to securing the necessary land, funding, commissioning arrangements and approvals. Development of the main site will be considered alongside the needs of Newstead's existing satellites and any proposals for further satellite provision.

The Mill at Worsbrough Bridge is also part of Barnsley's specialist place planning. Barnsley Council has named Waterton as its preferred partner for a 40-place specialist primary provision. Cabinet approved a revised capital investment of £7.37 million on 7 October 2026, with interim provision at Kings Oak and an intended opening at The Mill from September 2028.

Expansion will proceed only where there is a sustainable plan for educational quality, leadership, staffing, accommodation and ongoing revenue funding. Specialist outreach will have planned staffing and resources so that it supports mainstream schools while sustaining the quality of specialist education.

Children accessing specialist provision will retain opportunities for inclusion and connection with the wider school community.

How we will know

- More mainstream staff will access specialist advice, coaching and training. Reviews will show whether outreach has improved teaching, staff confidence and pupil outcomes.
- Specialist reviews will assess educational quality, partnership with mainstream schools and pupil progress, including communication, independence, wellbeing and learning.
- New places will meet identified local need and enable more children to receive suitable education closer to home.
- Development reviews will track agreed milestones, commissioned capacity, family experience and financial sustainability.

9. Strengthen partnerships and accountability

Our ambition

We will work with both local authorities, health services and other partners while maintaining common Waterton expectations.

Inclusion will be evaluated through clear reporting, quality assurance and governance.

What we already have in place

Trustees already receive information relating to SEND outcomes, attendance, exclusions, EHCP numbers, complaints and effectiveness of provision.

Pooling Inclusive Mainstream Funding enables collective investment in support across our schools.

What we will strengthen 2026 to 2029

We will agree partnership arrangements with SEND leaders and health partners in Wakefield and Barnsley, covering national reform, access to services, high-needs commissioning and specialist sufficiency.

In Wakefield, we will help develop and evaluate locality clusters and the Experts at Hand model. The Head of SEND and Inclusion will coordinate Trust engagement, with representation from relevant school and setting leaders and SENCOs. We will contribute evidence about pupil needs, gaps in provision and effective practice, alongside feedback from staff, children and families.

Cluster activity will connect with existing Trust networks and school improvement processes. School-level casework will inform strategic partnership discussions. In Barnsley, we will agree arrangements that reflect the local SEND system, including joint planning for specialist sufficiency. Across both authorities, responsibilities for assessment, support, commissioning and escalation will remain clear.

The Trust Inclusion Dashboard will bring together pupil outcomes, SEND identification, attendance, persistent absence, behaviour incidents, suspensions, restrictive interventions, partial timetables, EHE risk, participation, statutory assessment, specialist provision and pupil and parent feedback.

We will analyse data over time and between schools to identify and challenge unexplained variation.

An annual delivery plan will set out actions, a responsible lead, milestones, resources, baseline evidence and intended outcomes for each objective. It will distinguish between agreed developments and proposals dependent on recruitment, commissioning, capital funding or external approval.

The 2026/27 delivery plan will prioritise a small number of evidence-informed developments, particularly those strengthening universal provision. Each priority will have a baseline, measurable outcomes and review dates. Evaluation will inform whether approaches are continued, adapted or stopped.

The Head of SEND and Inclusion and the CFOO and Deputy CEO will jointly review investment in Trust expertise, commissioned services and specialist provision. Decisions will consider educational impact, equitable access, workforce capacity and ongoing affordability. For specialist expansion, capital and revenue plans will be assessed together, with review and approval points before further commitments are made.

Activities funded wholly or partly through Inclusive Mainstream Funding will be evidence-informed and aligned with one or more of the DfE's seven principles of inclusion. The Trust will maintain clear financial governance and records of school allocations and shared expenditure. Each academy's published strategy will explain its contribution to shared provision, the associated budgeted costs and the intended benefit for its pupils.

How we will know

- Dashboard reviews will identify unexplained variation between schools, with agreed actions and follow-up where support or improvement is needed.
- Investment reviews, including those for Inclusive Mainstream Funding, will identify changes in provision and pupil outcomes.
- Evaluation of cluster participation will assess access to support, coordination between services, staff workload, pupil outcomes and the experience of families receiving support from several services.

Inclusion Objectives on a page

1. Establish a common inclusion entitlement	2. Strengthen adaptive teaching	3. Identify barriers early and provide timely support
Define what children and families can expect and explain how schools access additional support.	Improve classroom teaching and the use of teaching assistants so pupils can learn alongside their peers and become more independent.	Use assessment and coordinated support to respond early, review impact and escalate unresolved concerns.

4. Develop staff expertise and capacity	5. Improve attendance and the experience of school	6. Remove barriers to learning and participation
Develop teachers, teaching assistants, SENCOs and leaders through training, coaching, apprenticeships and planned deployment.	Use attendance, behaviour, participation and pupil feedback to identify barriers and improve children's experience of school.	Improve accessibility, environments, transitions and participation in the curriculum and wider opportunities.

7. Involve children and families in decisions	8. Develop specialist provision and mainstream support	9. Strengthen partnerships and accountability
Ensure children and families help shape support and review whether it is working.	Share specialist expertise with mainstream schools and develop additional places where local need and sustainable delivery support expansion.	Work with local partners and use data, delivery planning, financial review and governance to evaluate impact.

Alignment with the DfE's seven principles of inclusion

Waterton's nine objectives reflect the DfE's seven principles of inclusion. The table below shows the principal links. Several objectives contribute to more than one principle.

DfE principle of inclusion	Relevant Waterton objectives
Ambitious leadership and governance that embeds inclusion	1. Establish a common inclusion entitlement **and** 9. Strengthen partnerships and accountability
Evidence-based support prioritising early intervention	3. Identify barriers early and provide timely support **and** 4. Develop staff expertise and capacity
High-quality adaptive teaching with curriculum designed for all learners	2. Strengthen adaptive teaching, **supported by** 4. Develop staff expertise and capacity
Enriching provision beyond the classroom that all children can access	5. Improve attendance and the experience of school **and** 6. Remove barriers to learning and participation
A safe and respectful culture fostering belonging, attendance and participation in learning	5. Improve attendance and the experience of school, **supported by** 6. Remove barriers to learning and participation
Strong partnerships with families and wider services	7. Involve children and families in decisions, 8. Develop specialist provision and mainstream support **and** 9. Strengthen partnerships and accountability
Inclusive environments with continuous improvements to accessibility	6. Remove barriers to learning and participation, **supported by** 8. Develop specialist provision and mainstream support

Supporting documents and references

This strategy should be read alongside the following Waterton policies and arrangements:

- School Improvement Strategy
- Teaching and Learning Policy
- Behaviour and Relational Practice Policy
- SEND Policy
- Attendance Policy and attendance support procedures
- Elective Home Education guidance
- Professional development and apprenticeship arrangements
- School Inclusion Strategies and Accessibility Plans
- Annual inclusion delivery plan and Trust Inclusion Dashboard

National guidance and evidence informing this strategy include:

- Department for Education (2026). Developing an inclusion strategy using the inclusive mainstream fund. Updated 7 August 2026.
- Department for Education. Inclusive Mainstream Fund: support for school leaders, including the conditions of grant, best-practice guidance and inclusion strategy template.
- Education Endowment Foundation. Special Educational Needs in Mainstream Schools.
- Education Endowment Foundation. A School's Guide to Implementation.

Monitoring and Review

5 levels of Monitoring and review: This layered approach ensures that each level of the organisation contributes to and supports the successful implementation of the Inclusion Strategy.

Implementation will be reviewed termly against the annual delivery plan and Trust Inclusion Dashboard. Review will consider the quality and impact of provision, progress against milestones, emerging risks and the effectiveness of investment. Findings will inform support, resource allocation and the following year's priorities.

1. Board of Trustees

The Board will approve the strategy and receive an annual evaluation of its impact. Trustees will scrutinise significant risks, the sustainability of specialist developments and whether investment is improving children's access, experience and outcomes.

2. Standards Committee

The Standards Committee will review inclusion termly, using the Trust Inclusion Dashboard, quality assurance findings and pupil and family feedback. It will challenge unexplained variation between schools, review progress against the delivery plan and escalate significant concerns to the Board.

3. Executive Leadership Team

The Executive Leadership Team will review delivery, workforce capacity, funding and partnership arrangements. The Deputy CEO will oversee implementation with the Head of SEND and Inclusion, ensuring that educational, operational and financial decisions are considered together.

4. Education Team

The Education Team will evaluate implementation through school improvement activity, SEND reviews and analysis of pupil outcomes and experience. It will coordinate support, identify effective practice and ensure that findings inform professional development and Trust-wide improvement.

5. School and Setting Leaders

Leaders will translate the Trust strategy into an annual Inclusion Strategy reflecting their own pupils and context. They will review impact termly, involve children and families, and ensure that agreed actions lead to changes in classroom practice and provision. Developing and delivering the strategy will be a shared responsibility across the school leadership team, including the SENCO, curriculum and pastoral leaders and those responsible for finance.

Concerns about deteriorating attendance, repeated suspensions, ineffective support, unsafe environments or insufficient capacity will be escalated promptly through the relevant Trust arrangements. Reviews will identify what needs to change, who is responsible and when the impact of that action will be checked.

Approval and Oversight

Date the Strategy was reviewed and agreed.	**Date:** September 2026 **Signature:**   Dave Dickinson OBE Marie-Claire Bretherton