



## Local Procedure/Protocol

<b>School/Home Name:</b>	Pontville School
<b>Local Procedure/Protocol Title:</b>	Curriculum Protocol and Procedures
<b>Linked to Group Policy Title &amp; Code:</b>	Curriculum Policy
<b>Date Reviewed:</b>	September 2023
<b>Next Update Due:</b>	September 2024
<b>Procedure/Protocol Lead:</b>	Paul Lyons
<b>Procedure/Protocol Sponsor:</b>	Hayley Dorian – School Development Lead

### EQUALITY AND DIVERSITY STATEMENT

Witherslack Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

### ENVIRONMENT, SOCIAL, GOVERNANCE (ESG) STATEMENT

Witherslack Group is committed to responsible business practices in the areas of: Environmental Stewardship, Social Responsibility, Governance, Ethics & Compliance. An ESG impact assessment has been completed on this procedure/protocol to ensure it can be implemented successfully without adverse implications on our Group goals.

To ensure that this procedure/protocol is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please email the named policy lead.

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### 1. CONTEXT

- 1.1 Pontville School is an independent specialist school for pupils aged between five and nineteen, with a range of strengths and needs.

Most of our pupils have autism, ADHD and/or other associated conditions. This often affects the way in which they make sense of the world, how they process information and how they relate to others. We view this as 'difference' rather than 'difficulty' and it is our aim to provide a curriculum which supports all of our pupils to make progress and achieve success.

We use the National Curriculum framework in order to achieve our aim (along with the 16-19 programmes of study at Key Stage 5), but we are also able to offer a range of additional subjects and activities, making the most of our fantastic grounds, on-site facilities and staff expertise. In addition, we ensure that communication and language development are at the heart of what we do, along with pupil well-being and preparation for adulthood from the earliest years. Our approach appeals to the strengths and interests of our pupils and we are extremely proud of all that they achieve.

- 1.2 Pontville School benefits from fantastic grounds within a stunning location. This contributes to making our school a positive and happy place in which to learn, work and live and we make full use of the environment. Pontville School is well-resourced and has a comprehensive range of facilities including a 16-19 centre, a science laboratory, a food technology room, Farm and Forest School. Class sizes are deliberately small in order to ensure pupils feel well supported by our highly-skilled staff team of education, pastoral, care and therapy staff.

### 2. VISION, AIMS AND INTENT

#### 2.1

2.1 We are committed to helping our pupils to flourish and achieve their aspirations through our approach to education and care. Pontville School provides a curriculum which is pupil-centred, ambitious, engaging, and relevant. We have high expectations of all pupils, with the aim that they leave us with qualifications, accreditation and experiences which will prepare them for the next chapter of their lives. We aim to do this by:

- Inspiring our pupils to develop a love of learning, experience success and achieve positive outcomes
- Helping our pupils to remember what they learn and make progress in all subject areas
- Supporting our pupils to be ready for the next stage of learning
- Ensuring every pupil leaves a reader
- Enabling pupils to achieve qualifications and accreditation reflective of their strengths, needs and interests
- Encouraging our pupils to raise their career aspirations

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- Providing our pupils with knowledge and experience of the workplace
- Developing our pupils' employability skills, including literacy, numeracy, IT, motivation, perseverance, creativity, innovation, leadership and enterprise
- Supporting our pupils to develop their independence
- Ensuring our pupils are ready for transition and life beyond Pontville School
- Encouraging our pupils to develop a positive perception of themselves and a sense of belonging
- Supporting our pupils to optimise their health and well-being, manage their emotions effectively and develop their resilience
- Enabling our pupils to understand their rights and responsibilities and appropriately express their views
- Helping our pupils to develop spiritual, moral, social and cultural (SMSC) awareness, preparing them for life in modern Britain, including respect for diversity, British Values and protected characteristics

### **ENGAGE Intervention**

The Engage Intervention has been designed to provide pupils with an opportunity to learn in alternative ways, exposing them to a variety of different learning environments. The programme will support their engagement in learning, while developing their life skills and enhancing cross-curricular opportunities. The intention is to educate the student about the value of learning at their own individual level, by allowing them to achieve and participate in positive learning experiences. Through vocational projects, students will be able to access the important skills needed within real-life situations to prepare them for adulthood and the world of work.

The programme consists of differentiated vocational opportunities and community engagement projects enabling pupils to follow their strengths and interests. The programme allows pupils to gain confidence and develop their communication skills. These include building resilience, confidence and self-esteem. Pupils will record their experiences through a variety of different ways. These will include images and storyboards allowing them to develop their media skills. The programme allows students to develop their communication skills and vocabulary within a range of different situations.

The intent is for pupils to achieve their chosen goals in education and future career aspirations. The initial impact will be to re-engage pupils and develop a positive attitude towards learning. This will enable students to achieve skills that they can utilise throughout their life. The qualifications and experiences will allow them to achieve success and build their self-esteem. The programme will support their personal development through shared experiences and allow them to prepare for adulthood.

## **3. ROLES AND RESPONSIBILITIES**

### **3.1**

***Leaders at Pontville School ensure that:***

- Staff in the school are involved in decision-making processes that relate to the vision, intent and development of the curriculum
- Regular monitoring activities are carried out to ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes

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- All teaching staff fulfil their roles and responsibilities, including high quality planning and teaching methods, use of regular assessment and consistent implementation of the agreed school policies and procedures
- Teachers are provided with opportunities to sustain strong subject knowledge and pedagogy as required and the whole-staff team remain upskilled in supporting the needs of pupils
- Parents/carers receive regular communication from staff, including information about the curriculum and school strategies, their child’s progress and next steps

**3.2 The teaching staff at Pontville School ensure that:**

- The curriculum is planned and delivered to support pupils to develop skills, knowledge and vocabulary, helping pupils to know more and remember more and to be prepared for their adult lives
- The curriculum is planned and devised to best suit the needs of each individual pupil, and takes account of outcomes and strategies outlined in Education, Health and Care Plans (EHCPs), PEPs and other key documents
- A range of teaching and differentiation strategies are used to ensure all our pupils are stretched and able to progress at their own pace
- Pupils are given the opportunity to experience safely planned activities outside of the usual classroom environment
- Pupils know their next steps and how to get there, with opportunities to discuss their own learning
- Parents/carers are provided with high-quality reports which reflect what their children have been learning and how they will be supported to progress
- The procedures for assessment are used to support the learning and development of the pupils, including identifying gaps in knowledge and next steps
- Subject leads provide support and advice for colleagues, and monitor progress in their subject area

**3.3 Clinical staff ensure that:**

- Appropriate clinical support is provided to assess and meet the social, emotional and mental health needs of pupils
- Suggestions, strategies and bespoke interventions are provided to support pupils’ learning, competencies, development and preparation for adulthood

**3.4 All staff ensure that:**

- High expectations are maintained for our pupils and themselves at all times
- Reading, learning and high aspirations are role-modelled by all members of the school community
- Positive contributions are made to the whole-school Internal Team Around the Child (ITAC) approach
- Pupils are supported to express themselves appropriately socially and emotionally
- Pupils are helped to develop their literacy and numeracy skills and achieve their next steps with increasing independence
- Pupil achievements are celebrated and positivity is promoted in all aspects of school life
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## 4. IMPLEMENTATION

4.1 Each subject area uses a variety of approaches to ensure the curriculum is adapted to individual pupils, supporting pupils to remember what they learn. For example:

- Tasks aimed at incorporating special interests
- Modelling, drama or speaking and listening activities
- Explaining and extending ambiguous language to aid understanding
- Templates and examples of expected outcomes
- Individualised worksheets
- Use of TEACCH strategies
- Relating skills/information to functional situations
- Differentiation of tasks and outcomes
- Mind mapping to aid sequencing and planning
- Collaboration with different subject areas
- A mixture of visual, auditory and kinaesthetic learning, to support all pupils
- Scaffolding to break down skills into smaller steps, to ease learning

The school has three distinct phases relating to:

KS 1 & 2 – There are primary classrooms based within both a purpose-built modular building and primary house next to the main school which holds four primary aged classes in total. The curriculum focuses on a thematic approach to learning. This approach allows the students to make connections between different subject areas. Pupils follow the Read, Write, Inc. and IDL programmes which provides a structured approach to the delivery of phonics.

KS 3 & 4 - The main school operating an inclusive secondary curriculum and format with a range of academic or vocational pathways.

KS5 – A college approach offered across the main school site and at our 16-19 Centre enabling students to follow 16-19 programmes of study. Young people will be able to access a range of courses, both academic and vocational that will help to prepare them for future education, training or employment.

Each phase has its own timetabled sessions, trained and qualified staff and specific site features, such as separate dining rooms and resources.

Classes – All pupils are placed in classes according to their chronological age, communication and cognitive ability levels within their key stages and this is usually determined after a period of assessment once a pupil has transitioned to us.

### 4.2 *Key Stage 1 & 2 (Years 1 - 6)*

Primary-aged pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Pupils access the National Curriculum, with additional interventions offered as required. There is a focus on reading, including the teaching of phonics to early readers using the Read, Write, Inc. programme.

Pupils access:

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English, Maths, Science, Computing, PE, PSHE/Careers/Citizenship (including Relationships and Health Education), Humanities (Geography and History), Art & Design, Design Technology, Personal Development and Enrichment. Individual pupils access clinical/therapeutic input as appropriate to their needs.

### 4.3 **Key Stage 3 (Years 7 – 9)**

Pupils access National Curriculum subjects with a continued focus on reading. They visit specialist teaching rooms as appropriate to the subject eg the Science Lab and the Art Room. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

Nine classes accessing a secondary style curriculum with a modified curriculum for those within the developmental classes, which offer a reduced number of staff changes and delivery within a suite of rooms.

**Oak 3** English, Maths, Science, Computing, P.E, PSHE, RE, Geography, History, Art & Design, Music, Food Technology, Forest School and Personal Development.

**Hawthorn 3** English, Maths, Science, Computing, P.E, PSHE, RE, Geography, History, Art & Design, Music, Food Technology, Land-Based Studies and Personal Development.

**Fir 3** English, Maths, Science, Computing, P.E, PSHE, RE, Geography, History, Art & Design, Music, Food Technology, Land-Based Studies and Personal Development.

**Rowan 3** English, Maths, Science, Computing, P.E, PSHE, RE, Geography, History, Art & Design, Music, Food Technology, Land-Based Studies and Personal Development.

**Maple 3** English, Maths, Science, Computing, P.E, PSHE, RE, Geography, History, Art & Design, Music, Food Technology, Land-Based Studies and Personal Development.

**Olive 3** English, Maths, Science, Computing, P.E, PSHE, RE, Geography, History, Art & Design, Music, Food Technology, Land-Based Studies and Personal Development.

**Hazel 3** English, Maths, Science, Computing, P.E, PSHE, RE, Geography, History, Art & Design, Music, Food Technology, Land-Based Studies and Personal Development.

**Larch 3** English, Maths, Science, Computing, P.E, PSHE, RE, Geography, History, Art & Design, Music, Food Technology, Forest School, Land-Based Studies and Personal Development.

**Aspen 3** English, Maths, Science, Computing, P.E, PSHE, RE, Geography, History, Art & Design, Music, Food Technology, Land-Based Studies and Personal Development.

### 4.4 **Key Stage 4 (Years 10 – 11)**

Our current Key Stage 4 offer is a mix of GCSE, vocational and functional skills qualifications, from Entry Level

to GCSE, depending on pupils’ level of attainment. In Year 10 and Year 11, pupils follow a core curriculum of

English, Mathematics, Science, PE, Computing, PSHE/Citizenship/Careers (including Relationships, Sex and Health Education), Personal Development and Enrichment. Pupils select additional ‘option’

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subjects to cater to their individual interests and career aspirations KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

Six classes accessing a secondary style curriculum with a modified curriculum for those within the developmental classes. These offer a reduced number of staff changes and delivery within a suite of rooms. A vocational class allows those who find it difficult to access an academic pathway to attend vocational options on site and at the 16-19 Centre. Vocational courses are accredited.

**Juniper 4** English, Maths, Science, Computing, PE, PSHE, ASDAN, Land-Based Studies, Preparing for Adulthood, Careers, RE. Vocational options including Construction, Catering, Hair & Beauty and Vehicle Maintenance.

**Hemlock 4** English, Maths, Science, Computing, P.E, PSHE, Personal Development (including Careers Education), Preparing for Adulthood, RE, Food Technology, Land-Based Studies, and Academic/Vocational options including Construction, Catering, Hair & Beauty, Vehicle Maintenance, Practical Skills, Computer Science, Geography, History, Food Technology, Sport and Art.

**Pine 4** English, Maths, Science, Computing, P.E, PSHE, Personal Development (including Careers Education), RE, Careers, Food and Academic/Vocational options including Practical Skills, Computer Science, Geography, History, Food Technology, Sport and Art.

**Sycamore 4** English, Maths, Science, Computing, P.E, PSHE, Personal Development (including Careers Education), RE, Careers, Food and Academic/Vocational options including Practical Skills, Computer Science, Geography, History, Food Technology, Sport and Art.

**Willow 4** English, Maths, Science, Computing, P.E, PSHE, Personal Development (including Careers Education), RE, Careers, Food and Academic/Vocational options including Practical Skills, Computer Science, Geography, History, Food Technology, Sport and Art.

**Elder 4** English, Maths, Science, Computing, P.E, PSHE, Personal Development (including Careers Education), RE, Careers, Food and Academic/Vocational options including Practical Skills, Computer Science, Geography, History, Food Technology, Sport and Art.

**Key Stage 4 Option Subjects include:**

Computer Science/ Practical Skills/ Geography/ History/ Photography/ Food Technology/ Performing Arts/ Psychology/ Art/ Sport.

**4.5 Key Stage 5 (Years 12 – 14)**

At Key Stage 5, the DfE’s 16-19 study programmes provide our sixth form pupils with a structured learning programme which supports development, progression and pupil aspirations. A combination of all of the elements below are provided to each pupil:

- Substantial qualifications offering stretch and preparation for transition to education at the next level or for employment (offered on-site or as part of a bespoke package with a link FE college as linked to pupil need).
- English and Mathematics where a GCSE at grade 4 has not yet been achieved
- Work experience and/or work-related learning

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- Other non-qualification activity to develop character, broader skills, attitudes and confidence and to promote a successful transition to adulthood (including PSHE/Citizenship/Careers, Employability, Personal Development and Enrichment).

KS5 pupils continue to access clinical/therapeutic input as appropriate to their needs.

**Key Stage 5 Option Subjects include:**

Catering / Construction / Hair and Beauty / Vehicle Maintenance / Ceramics / Skills for Working Life / E-Sports / Music / Sport / Retail Skills / Computing / Art & Design / Land Based Studies.

**4.6 Residential Pupils**

Residential pupils access their class group during the school day and they will also have the opportunity to gain further accreditation where appropriate to their needs. This is specific to the individual pupil and linked to the development of key life skills.

**4.7 Homework**

At Pontville School, teachers provide opportunities for extended learning and homework when it is appropriate and pertinent to a pupil’s needs. For example, a homework ‘menu’ may be offered where pupils’ can choose a range of activities linked in with their learning experiences for the half term. Some pupils may be provided with weekly or fortnightly tasks as linked to the core subjects and some pupils may be provided with revision booklets to complete in preparation for the exam period. All pupils are encouraged to read regularly at home.

**4.8 Reading**

At Pontville School, reading is integral to our curriculum. We are committed to ensuring that all pupils leave us as ‘a reader’ and we have a robust reading strategy in place to achieve this. For pupils with early reading skills, explicit teaching of phonics is provided. Reading interventions are provided when necessary, in line with a pupil’s individual needs. Reading skills are taught explicitly in English lessons, as well as other areas of the curriculum where appropriate. Reading for pleasure is actively promoted through staff and pupil role-models, our on-site library, classroom reading areas, class texts and story-time and regular pupil reading challenges.

**4.9 Therapeutic Provision**

Our on-site clinical team work with teachers and support staff to provide a ‘Zones of Regulation’ curriculum, which is delivered by classroom staff throughout the school day. This helps pupils to understand and regulate their own emotions, develop appropriate coping strategies and achieve personal targets as set out in pupil EHCPs, PEPs and Boxall profiles. Pupils have access to on-site sensory areas and safe spaces throughout the school day in order to support their self-regulation of emotions and behaviour. Pupils are offered group or individual therapeutic sessions, as appropriate to their needs.

**4.10 Physical Education**

All pupils access PE lessons at XXXX School with physical well-being being seen as a priority. Lessons mostly take place on the Multi-Use Games Area but some may also take place off-site e.g. swimming. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification.

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#### 4.11 **PSHE, Citizenship and Careers Education**

All pupils access PSHE and Citizenship at Pontville School and this aims to be needs-led whilst gaining coverage across three core themes:

1. Health and wellbeing (including statutory Health Education)
2. Relationships (including statutory Relationships and Sex Education)
3. Living in the wider world (including Social, Moral, Spiritual, Cultural Education, Economic wellbeing, Careers Education and Citizenship).

Parents have the right to withdraw their child from Sex Education delivered as part of PSHE/Citizenship/Careers up until three terms before a child's 16th birthday (please refer to the school's RSE Policy). RSE lessons are carefully planned and taught in a sensitive and age-appropriate way using a variety of resources.

There is a focus at all Key Stages on the development of skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking. Pupils are prepared for life, learning how to become responsible citizens, how to manage their money well and make sound financial decisions. They learn how to keep themselves safe and well.

Pupils at Key Stages 3 and 4 have access to impartial careers advice from Careers Connect. They provide up to date careers guidance which allows pupils to make informed choices about a broad range of career options, helping pupils to fulfil their potential and prepare successfully for further learning and work.

#### 4.12 **Social, Moral, Spiritual, Cultural (SMSC) Education, British Values and Protected Characteristics**

At Pontville School, SMSC and British Values are promoted in so much of what we do, not least during our school assemblies and in PSHE/Citizenship/Careers lessons.

We encourage pupils to respect the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. As well as actively promoting British Values in school, the opposite also applies: we would actively challenge pupils, staff or professionals expressing opinions contrary to fundamental British Values, including 'extremist' views.

As part of the wider SMSC curriculum, pupils are encouraged to experience awe and wonder, act responsibly and support their community. In addition, we help our pupils to learn about the protected characteristics as defined in The Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

#### 4.13 **COVID-19 Recovery Curriculum**

At Pontville School, we recognise that pupil well-being is at the forefront of our recovery from the Covid19 crisis. Specific support from education, pastoral, care and clinical staff is offered to pupils where required. We continue to overcome the impact of any lost learning time and isolation periods by re-visiting key concepts, knowledge and skills in each subject area, provide high-quality learning strategies and personalised support as required.

### 5. **IMPACT, ASSESSMENT AND MONITORING**

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## 5.1 5.1 *Impact*

The impact of the curriculum at Pontville School is evidenced by the work that the pupils produce, their progression over time and how well prepared our pupils are for further learning, work and life. We recognise that we may never see the long-term impact of our curriculum but we make every attempt to find out the wider impact using key indicators (outlined below) which relate directly to our curriculum intent:

### **Academic/Vocational Achievement**

- Pupils will gain at least 5 nationally-recognised qualifications including English, Maths and Science
- Pupils will have the knowledge and skills to be able to transition onto the next phase of learning, employment or training in line with their career aspirations
- Pupils will have developed key skills

### **Personal Development**

- Pupils will live active, healthy lifestyles
- Pupils will be able to demonstrate resilience
- Pupils will have developed coping strategies to manage emotions in an appropriate manner

### **Preparing for Adulthood**

- Pupils will have an interest in lifelong learning
- Pupils will have aspirations for the future and be well equipped to transition to further education, employment or training
- Pupils will be able to build and maintain meaningful relationships
- Pupils will make a positive contribution to society

## 5.2 *Assessment*

We use assessment as a key part of our approach to inform the next steps for pupils and to monitor the wider impact of our curriculum. Achievement of key concepts and skills are tracked three times a year using our assessment system, known as Solar.

Wherever possible, we enter our Key Stage 2 pupils to sit external tests (KS2 SATs). However, due to the gaps in learning that some of our pupils have previously experienced, some pupils may not be yet able to achieve the national expected standard in their tests. If it is felt not to be appropriate for a pupil to participate in the SATs, parents/carers will be notified in writing.

Our expectation is that all Key Stage 4 and 5 pupils will achieve externally recognised qualifications and accreditation which are both ambitious and reflective of their abilities.

Softer skills are tracked using the Boxall Profile. Experiences related to the teaching of protected characteristics, British Values and SMSC activities are all tracked using SMSC Gridmaker.

## 5.3 *Monitoring*

The school's usual monitoring activities ensure that the curriculum offered is progressive and appropriate, enabling all pupils to achieve positive outcomes. Such monitoring activities include

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planning and work scrutiny, lesson observations and learning walks, which are carried out by leaders.

Pontville School will review this local protocol annually to ensure it continues to reflect its best practice and that it meets the requirements of the Witherslack Group Curriculum Policy.

## 6. CURRICULUM MODEL

### 6.1



### 6.2 REFERENCES

This policy should be read in conjunction with the following school and Witherslack Group policies and procedures:

- Accessibility Policy
- All subject policies
- Feedback, Marking and Assessment Policy
- Careers and Transition Policy
- Evaluating Teaching Policy
- Equal Opportunities, Equality and Diversity Policy
- Key Stage 4 Options Booklet
- Positive Behaviour Support Policy
- PSHE and Citizenship policy
- SEN Policy
- Reading Strategy
- RSE policy
- SMSC and British Values Policy

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