



Local Procedure/Protocol

School/Home Name:	Cumberland School
Local Procedure/Protocol Title:	Curriculum Protocol and Procedures
Linked to Group Policy Title & Code:	OPSP11 Curriculum Policy
Date Reviewed:	September 2023
Next Update Due:	September 2024
Procedure/Protocol Lead:	Danny Barnes
Procedure/Protocol Sponsor:	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 Cumberland School is an independent special school and part of the Witherslack Group. Our pupils are aged 8 to 18, with many strengths and interests, along with complex educational needs, such as social communication difficulties, trauma and behaviours which challenge. Pupils who attend Cumberland School have invariably experienced disrupted education placements with some pupils also in the care of their local authorities. Pupils have often had limited positive experiences of education and may be working below age-related expectations when they join us. All pupils have an Education, Health and Care Plan.

1.2 Cumberland School is based over two sites and these sites are designed to match the curriculum and our aims as a school. Rivington Lane benefits from fantastic grounds within a stunning rural location, is home to our Key Stage 2 and 3. Station Road, home to our Key Stage 4 offers fantastic resources and facilities based in a more grown-up environment. This contributes to making our school a positive and happy place in which to learn and work and we make full use of the environment. Cumberland School is well-resourced and has a comprehensive range of facilities including a science laboratory, a food technology room and a motor vehicle workshop as well as a sensory integration rooms and sensory gardens. 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 (Please amend/insert text in order to personalise to the school/learning centre)

At Cumberland School we [Change Expectations](#) about who we are, what we do and what we can achieve. We [Create Opportunities](#) to learn new things, build new skills and reach our goals so we can [Contribute More](#) to our own success and that of the people around us. Around and intertwined with these, in our curriculum approach, we link our Intent, Implementation and Impact.

The intention is to design and deliver a curriculum that is broad and balanced for all students, one that opens doors and opportunities for them in their immediate and longer-term futures. Our intention is for students to gain the best knowledge and understanding in each subject and at each stage of their schooling. The Curriculum, which is planned by subject leaders in consultation with SLT and others, broadly follows the national curriculum. However, we are more ambitious and far-reaching in terms of closing the knowledge, skills and attainment gaps that many of the pupils have when they join the school. We intend that our wider, holistic curriculum, addresses the substantial social, emotional, personal and other needs of the pupils and develops these further.

It is the aim that all pupils achieve a GCSE qualification, or equivalent in every subject that they study. If this is not appropriate for individual pupils, alternative levels of qualifications are studied. In Key Stage 4 pupils are offered vocational qualifications in an environment that is built around preparing the pupils for their next steps in life.

Our curriculum includes the elements of statutory requirements and guidance for PSHE and RSE, religious education, literacy, citizenship, numeracy, disability, assemblies, work related learning (including careers

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education), sex education and equal opportunities. The curriculum is seen as academic, vocational and pastoral. As students move through the Key Stages they will be encouraged to exercise greater choice in terms of the subjects they study and vocational pathways available. This serves to prepare students for the next stage of education, training or employment. As well as academic attainment students will also make personal development in personal, moral, social and cultural contexts. This is promoted through whole school assemblies, tutor group sessions and themes that run each week.

In delivering the curriculum at Cumberland School, our intent is committed to the following principles:

- 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
- 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 Cumberland 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

The needs of the pupils within Cumberland School are varied and often complex. Our intent for successful inclusion relies on absolute respect for the needs of the individual and attempts to give individuals the same access and opportunities as all other pupils wherever possible.

3. ROLES AND RESPONSIBILITIES

3.1 *Leaders at Cumberland 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
- 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 Cumberland 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

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- 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

4. IMPLEMENTATION

4.1 *Curriculum Delivery*

We recognise the need and value of sequencing learning and teaching in both core and foundation subjects and take this into consideration in our long and medium term subject planning. Opportunities for re-visiting, consolidation and over-learning are identified to improve memory and grasp of key facts, skills and concepts.

We aim for opportunities where pupils consolidate knowledge so that it remains in their long-term memory and a progression from the simpler and/or more concrete concepts to the more complex and/or abstract ones.

Pupils, through the formal and extended curriculum, are regularly given opportunities to revisit and practice what they know, to deepen and solidify their understanding in a set of facts, skills or concepts, to allow them to recall information effectively, making learning more durable.

The curriculum at Cumberland School works to embrace formal and informal learning. The adapted version of the National Curriculum is designed to meet the SEMH needs of our pupils by following the National Curriculum where appropriate but also includes a wide range of activities that provide ways to enrich the experience and learning of the children.

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Mutual respect and tolerance for each other (staff and pupils) is viewed as an important part of the curriculum and this is actively role modelled. The school has a clear focus on the social and emotional development as well as the wellbeing of each child, and how this influences their academic progress.

The majority of pupils who will attend Cumberland School will have Education Health and Care Plans (EHCP's) so we will work in conjunction with local authorities to ensure that these are reviewed and that we can best meet the needs of individuals.

Each subject area meets these needs by following the National Curriculum Programmes of Study and where possible providing enrichment to the curriculum, but making them accessible to all pupils within the school.

Examples of ways in which the Curriculum is adapted for those with SEMH include:

- Tasks aimed at incorporating special interests
- Role play and/or speaking and listening activities
- Curriculum having 'in-built' rewards
- In house Vocational offer
- Differentiated use of language and tasks
- Templates and examples of expected outcomes
- Relate skills/information to functional situations
- Adapted National Curriculum to suit academic level
- Specific strategies to meet the additional needs of the pupils
- Collaboration with different departments
- Comprehensive Outdoor Education experiences

Planning and content of the curriculum at all times take account of students' age, attainment, gender, ethnicity, background, diagnosis and EHC Plan. The curriculum is structured to be balanced and broadly based and promotes students' intellectual, physical and personal development. It is determined, organised and implemented, having regard to the needs, experience, interests, aptitudes and stage of development of the students and the resources available to the school.

The curriculum provides the best opportunities for equality of access and for pupils to learn and ultimately make the best progress that they can. To this end, planning is effective and will provide continuity and progression of learning. Self-evaluation is structured so as to provide opportunities for monitoring the extent to which the curriculum is enabling students to attain their respective individual targets. Assessment information is used to inform curriculum planning.

The core curriculum is enriched by further curricular provision, including sporting events, off site trips, visiting speakers/groups, outdoor education, work experience opportunities (Year 11), vocational training from year 10 onwards and other experiences that support the learning of the student. Cumberland School's curriculum is engaging, relevant to our pupils' needs and will continue to evolve in accordance to pupil need.

Access to and delivery of the curriculum is supported by the clinical service team. Onsite, there is access to Speech and Language Therapy, Occupational Therapy, Educational Psychology and Mental Health Practitioners. These professionals are available to work with groups in the classroom, conduct a variety of assessments, have 1:1 therapy sessions and offer to support the staff team. The clinical service team play an active part in our iTAC (Internal Team Around the Child) process, within which key staff across the site that work with individual pupils look at progress and discuss the best way to offer further support to the young people that we work with.

Access too and progress through the curriculum is supported by the schools Internal Team Around the Child (iTAC) approach. The iTAC process ensures all the relevant practitioners concerned with individual cases are

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convened regularly, and services delivered are integrated, prioritised, coherent and achieve their intended outcomes.

Modern Foreign Languages, music and broader cultures are taught as part of the curriculum during themed days and also can be accessed through the extracurricular enrichment time. If a pupil attended Cumberland School who had a specific interest in Modern Foreign Languages or music, additional resources will be put in place to ensure that the pupil / pupils are able to pursue this interest.

4.2 Key Stage 2 (Years 4 - 6)

KS2 pupils start their school journey in our designated primary classrooms and are taught most of their lessons by their class teachers. Class sizes are no more than 6 pupils in a class supported by a teacher and at least one teaching assistant. 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:

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 at KS3 continue to be taught for most subjects in their own dedicated form classrooms. They 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. Pupils are taught by subject specific teachers for all lessons. Class sizes in Key Stage 3 are small, with no more than 8 pupils in a class supported by a teacher and at least one teaching assistant.

Pupils access:

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. KS3 pupils continue to access clinical/therapeutic input as appropriate to their needs.

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. Pupils are taught in small classes with no more than 8 pupils supported by a teacher and at least one teaching assistant. 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' subjects to cater to their individual interests and career aspirations and these include Motor Vehicle Engineering, Humanities, Catering, PE/Sport, Separate Science and Computing. KS4 pupils continue to access clinical/therapeutic input as appropriate to their needs.

4.5 Key Stage 5 (Years 12 – 14)

Cumberland School accepts Key Stage 5 pupils if it is decided we can continue to meet their need.

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:

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- 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
- 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.

4.6 Residential Pupils

Cumberland School is not a residential school.

4.7 Homework

At Cumberland 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 Cumberland 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 and library club.

4.9 Therapeutic Provision

Our on-site clinical team work with teachers and support staff to provide a 'therapeutic tool kit', 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 Cumberland 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. using local leisure centre facilities. We also offer PE as an option subject at KS4-5 for those pupils who would like to pursue a related qualification.

4.11 PSHE, Citizenship and Careers Education

All pupils access PSHE and Citizenship at Cumberland 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).

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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 Career 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 Cumberland 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 Cumberland 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

5.1

5.1 Impact

The impact of the curriculum at Cumberland 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 believe that progress is ‘knowing more, remembering more and being able to do more’ in a range of knowledge, skills and attributes. 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:

- Pupils will be enthused by learning and achieve positive outcomes
- Pupils will remember what they learn and make progress in all subject areas
- Pupils will leave us with a reading age beyond a functional level and they will be well-prepared for the next stage of learning
- Pupils will achieve a range of nationally recognised qualifications, including English and Maths, and will have achieved the outcomes and targets outlined on their EHCPs and PEPs

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- Pupils will have identified possible career pathways in line with their strengths and interests
- Pupils will have an understanding of different workplaces
- Pupils will have developed a range of skills transferrable to the workplace
- Pupils will be far less reliant on adult support and will be working towards independence in many ways
- Pupils will be socially and emotionally prepared for transition to further education, employment or training
- Pupils will feel accepted and valued and will demonstrate improved self-esteem and confidence
- Pupils will know how to keep themselves safe and healthy and they will have developed a range of positive coping strategies
- Pupils will have an awareness of their rights and responsibilities and they will be able to express their own views effectively
- Pupils will demonstrate respect, kindness and pride, an ability to form positive relationships with others and they will be well-prepared to contribute positively to their communities

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

Cumberland 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.

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6. CURRICULUM MODEL

6.1

	Primary		KS3					KS4				
	Primary 1	Primary 2	Year 7	Year 8	KS3N	Year 9a	Year 9b	Year 10a	Year 10b	KS4N	Year 11a	Year 11b
English	5	5	5	5	5	5	5	4	4	4	4	4
Maths	5	5	5	5	5	5	5	4	4	4	4	4
Science	2	2	3	3	3	3	3	3	3	3	3	3
Literacy/Library			1	1	1	1	1					
ICT			2	2	2	2	2	2	2	2	2	2
PSHE			1	1	1	1	1	1	1	1	1	1
Careers			1	1	1	1	1	1	1	1	1	1
PE	2	2	3	3	3	3	3	2	2	2	2	2
Humanities/RE			3	3	3	3	3	1	1	1	1	1
Art			2	2	2	2	2	2	2	2	2	2
Cooking												
DT	1	1	2	2	2	2	2					
Tutor			2	2	2	2	2	2	2	2	2	2
Foundation	13	13										
Options								8	8	8	8	8
Friday Trip	2	2										
Total	30	30	30	30	30	30	30	30	30	30	30	30

7 REFERENCES

None

8 ASSOCIATED FORMS

None

9 APPENDICES

None

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