

Annual SEND Report to Governing Body 2021



School: NIA	Date of report: 06/07/2021
SENCO / leader completing report: Anthony Rogerson and Fiona Ager	SEND Governor: TBC

SEND Profile

SEN Stage	Number of pupils	% of whole school	National % (2020)
No SEN	1617 whole school 243 in primary 1374 in Secondary	88.36% whole school 84.67% of Primary 88.99% of Secondary	Total = 86.1% Pri -= 85.4% Sec = 87.1%
SEN Support	198 whole school 43 in Primary 155 in Secondary	10.82% whole school 14.98% of Primary 10.04% of Secondary	Total = 12.1% Pri -= 12.8% Sec = 11.1%
Education, Health and Care Plan (EHCP)	15 whole school 1 in Primary 14 in Secondary	0.82% whole School 0.35% Primary 0.90% Secondary	Total = 3.3% Pri -= 1.8% Sec = 1.8%
Any High Needs Funding (HNF) or EHC needs assessment applications currently in process? 1 EHCP applied for (Primary) 2 EHCP applied for (secondary)			
Any HNF applications or EHC needs assessments applied for but refused? 1 HNF refused as a new application (Primary) 1 HNF refused as a continuation (Primary) 0 HNF refused as a new application (Secondary) 0 HNF refused as a continuation (Secondary)			
Any significant changes in the SEND profile since last year? SEND register More students on the SEND register in Primary and Secondary Primary Sept 30 children, July 44 children Secondary Sept 136 learners, July 169 learners SEMH In Primary was 30% of SEND register, many of these children have been assessed and reclassified as CLN SEMH now 18.1% SEMH in secondary is currently under review. In September 32% of the SEND register was SEMH in secondary, it is now 20.7%			

Area of Need	Number of pupils	% of SEN pupils	National %
Cognition and Learning	Total = 64 Pri = 16 Sec = 48	Total = 30% Pri = 36.4% Sec = 28.4%	Total = 35.1% Pri -= 29.8% Sec = 41.4%
Communication and Interaction	Total = 53 Pri = 19	Total = 24.9% Pri = 43.2%	Total = 33.8% Pri -= 39.9%

	Sec = 34	Sec = 20.1%	Sec = 22.7%
Social, Emotional and Mental Health	Total = 43 Pri = 8 Sec = 35	Total = 16.9% Pri = 18.1% Sec = 20.7%	Total = 17.8% Pri = 16.8% Sec = 20.7%
Sensory and/or Physical	Total = 22 Pri = 1 Sec = 21	Total = 9.9% Pri = 2.3% Sec = 12.4%	Total = 6.0% Pri = 5.7% Sec = 6.5%
NSA	Total = 28 Pri = 0 Sec = 28	Total = 13.1% Pri = 0% Sec = 16.6%	
Other	Total = 3 Pri = 0 Sec = 3	Total = 1.4% Pri = 0% Sec = 1.8%	
What are the most significant types of primary need within the school? e.g. dyslexia, ASD	Whole school is cognition and learning, within the Primary Phase it is Communication and interaction needs and in Secondary Phase it is Cognition and Learning and SEMH		

Impact of Covid-19

How have leaders responded to the COVID-19 Pandemic in order to secure the continued learning, progress, wellbeing and safety of pupils with SEND?

Leaders implemented the following:

Primary

- Online interventions for pupils with SEND / catch up interventions, including SEMH group interventions implemented. With 81% engagement, the further 19% attended within the setting.
- Online 'learning walks' identified strong practices which were shared with all members of the teaching and SEND teams.
- Teaching Assistants supported remote learning classrooms
- Leaders ensured staff checked, implemented and reviewed passports and ILPs to add in remote learning strategies.
- Arranged for SaLT resources to send to pupils at home.

Secondary

- Y7 and Y8 SEND students with EHCP and identified high needs students accessed the school site. Students grouped into small bubbles so they received more adult and specialist support. Teaching Assistants supported small groups on site.
- Systems in place to identify levels of student access and engagement
- SEND staff provided regular check-ins and support where appropriate for students at home.
- SEND staff provided resources for students at home. These were either emailed or printed out and hand delivered depending upon the needs of the student/family.
- Free Target Autism training shared with all parents/carers to support with dealing with a SEND child at home.
- Guidance sent to staff with examples of strategies to support SEND online learning.
- Y7 and Y8 SEND bubbles accessed recorded versions of lessons so TAs could have time to engage fully with lessons.

- Y9, 10 & 11 students supported within lessons – either in person on site or online in breakout rooms.
- Parental Forum set up to support parents/carers.

SEND Staff (please list all current SEND staff or note any changes in the last 12 months)

Name of staff member	Role	Qualifications if relevant
Emma Ruffles	Deputy Headteacher/SENDCo Appointed September 2020. Handed over to Tony Rogerson in November 2020.	
Anthony Rogerson	Deputy Headteacher: Inclusion Joined November 2020 as AHT/SENDCo. Appointed DHT: Inclusion February 2021.	B.A. Hons, M.A., PGCE (QTS), , PG CERT Special Educational Needs - NASENCo Award
Fiona Ager	NIA SENDCo. Joined September 2020 as Primary SENDCo. Appointed Academy SENDCo from May 2021.	B.A. Primary Education (QTS), M.A SEND and inclusion, NASENCo Award, CCET, Level Psychometric Testing (AAs)
Primary Danielle Edmunds	SEN HLTA	Level 2 Autism Awareness, Level 2 Mental health in children and adolescents.
Clare Reeves	SEN HLTA	HLTA award.
Secondary Kath Shea	SENDCo for Key Stage 2/3 Interventions	
Kelly Steele	SENDCo for Access Arrangements and Sensory Needs	
Kelly Shears		
Gloria Augustine	SEND Administrator – appointed May 2021.	
Hollie Muskin	Teaching Assistant – Appointed May 2021.	
Angela Jeffreys	Teaching Assistant – Appointed May 2021.	
Ezge	Teaching Assistant – Appointed May 2021	

Louise Calpin	Teaching Assistant - Appointed November 2021	
Dawn Brinklow	Teaching Assistant	
Aggie	Teaching Assistant – appointed May 2021.	
Michelle Leah	Contracted two days per week since May 2021 to cover Access Arrangements due to long term sickness of postholder.	
Long Term Supply: Natalie Jones Djamal Benchab Kelly Golding	Since March 2021 Since March 2021S Since January 2021 as SEND Administrator until May 2021. Currently Prospect NIA Administrator.	

Equality and accessibility arrangements

Have any changes been made to the school's accessibility arrangements in the past 12 months e.g. updates to the Accessibility Plan or Equalities Objectives?	<p><i>SEND Vision has been changed to the following to support accessibility and equality objectives:</i></p> <p><i>In line with the fundamental ethos and values of East Midlands Academy Trust and the aspirations of Northamptonshire Children's Trust, our intent for SEND provision at Northampton International Academy is:</i></p> <ul style="list-style-type: none"> • <i>To ensure that every child and young person with SEND makes excellent progress, through access to high quality provision within an inclusive all-through setting.</i> • <i>To instil in every child and young person the DNA values of collaboration, responsibility, respect, care, excellence, and aspiration which are the building blocks of learning at NIA.</i> • <i>To engage with children, young people, and their families to promote early identification and provide high quality support that meets their specific needs.</i> • <i>To collaborate on high quality and impactful multi-agency assessments and quality of plans for those who require specialist levels of support.</i> • <i>To tailor our whole-school curriculum offer to enhance opportunities for our young people with SEND.</i> • <i>To develop smooth transition through each key stage and progression to adulthood for all young people with SEND.</i>
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Progress and Achievement of SEND pupils

Please note any relevant data and show any SEND / Non-SEND comparisons e.g.	
% achieving GLD at end of EYFS	48.3% GLD EYFS cohort 0% SEND GLD
% achieving expected - Y1 phonics	55.5% yr1 cohort 42.8% SEND Exp phonics
% achieving expected - KS1	Data drop 7 th July data pending
% achieving expected – KS2	N/A Data drop 7 th July data pending
KS2 combined progress score,	N/A
KS4 progress 8 score	Non SEND +0.92 SEND -0.08
KS4 attainment 8 score	Non SEND 49.37 SEND 32.86
In-school assessments	
Outcomes against any other in-school measure	Year 7 on track to target NON SEND 63% SEND 53% Year 9 on track to target NON SEND 34% SEND 30% Year 10 Pred P8 NON SEND +0.40 and -0.16

Attendance and exclusions of SEND pupils

	% - SEN support	% - EHCPs	% - Non SEND
100% attendance	16%	19%%	18.2%
Persistent absentees	Primary: Term 1: 9.52% Term 2: 12.77% Secondary: Term 1: 14.34% Term 2: 16.49%	4 K & 1 EHCP 5 K & 1 EHCP 36 K & 1 EHCP 29 K & 2 EHCP	Primary: Awaiting Info Secondary: Awaiting Info
Fixed term exclusions	NIA: 0.11% Primary	0% Primary	NIA: 1.32% 0.35% Primary
Permanent exclusions	0% Primary	0% Primary	0% Primary
Impact of Covid? Any actions required? Student attendance was strong during lockdown demonstrating that students valued the support and provision that was offered: Average of K Support was 91.4% overall during lockdown Average of EHCP Support was 89.4% during lockdown.			

Staff SEND CPD in the last 12 months

Staff	Date	CPD received	Provider	Impact
Primary SEND Staff	July 2021	Global Developmental Delay	SEND Station	Staff have a wider understanding of the impact of GDD in the classrooms and support to assist individuals.
Secondary SEND staff	Sept 2020	EduKey training – writing passports and ILPs.	Edukey	Staff are able to write effective passports and ILPs for our SEND students that all teaching staff can access and use to support QFT.
Secondary SEND staff	Dec 2020	Diabetes training	School Nursing Team	Staff are able to support our key diabetic students on a daily basis.
Primary staff	Jan 2021	The Graduated Approach	Primary SENDCO	Increased awareness of the SEND process and system. Targets set for children which were reflective of the children's area of need and considered.
Secondary SEND team	Jan 2021	Epilepsy training	School Nurse	Staff are able to use training to best support students with Epilepsy – particularly one key SEND student.
Primary TAs (so successful teachers have asked to do the training)	Feb 2021	Alphabet Arc	The Education Detective – Sarah Singleton	Alphabet arc used in most classes, children's phonics beginning to show an improvement.
SEND Teams, Primary Teachers, EAL team and Primary TAs	Feb 2021	Graphic Facilitation	The Education Detective – Sarah Singleton	Improved awareness of staff about the need to make learning more visual. GF evident in year 2 and year 3 classrooms.
Primary TAs and some teachers.	Feb 2021	Supporting Literacy	The Education Detective – Sarah Singleton	Strategies shared in the training are being used in the classrooms and are having a positive

				impact on the students learning.
Primary Staff	March 2021	Educational Psychologist training on her role and identifying/supporting learners.	The school E.P - Tamara Hussain	No impact observed, staff were not engaged with the session.
Primary and Secondary SEND team and yr4 staff	April 2021	Lego therapy	Blossom Occupational Therapy	Lego therapy being implemented in Primary and Secondary, positive impact in Primary.
Primary Staff	May 2021	Reviewing SEN Targets	Primary SENDCO	Better understanding that targets should be measurable and evidenced. Reflection that some targets set were not realistic.
Secondary TAs	May 2021	Adding provisions	Secondary SEND Team	Staff are able to add interventions they are running to EduKey
All Secondary TAs and key primary staff	May 2021	LEXIA training	LEXIA Consultant	Staff are trained to set up and access LEXIA – staff identify students who would benefit from the programme. Impact seen – students have increased knowledge and confidence.
Primary SEND team and DDSL, Middle school HOY and DDSL, AP Pastoral	June/Sept 2021	Drawing and Talking training	Drawing and talking consultant	To be determined.
All Secondary SEND	June/July 2021	Dyslexia screener training	Secondary Team	Students who show signs of Dyslexia are identified and support put in place.
Secondary SEND team, plus PE staff, HOY and Y7 DSL	July 2021	Cystic Fibrosis support	School Nursing team	Support with new learner from September 2021.

SEND Provision

<p>What new provision / interventions / resources have been on offer for pupils with SEND over the last 12 months?</p>	<p>Wave 1: High Quality Teaching is the first approach used to ensure all children can access the learning and have access to an inclusive environment. Alongside normal practices we have introduced approaches and equipment to staff on an individual basis to support students e.g., fiddle toys, wobble stools and cushions, concentration boards, chair bands and other reasonable adjustments. Primary teachers have</p> <p>Visual timetables now accessible to all children in all classrooms.</p> <p>Following a systematic review of provision/interventions Wave 2 & 3 interventions are now in place and a thorough APDR cycle is in operation. Note:</p> <ul style="list-style-type: none"> • SMART targets are set based on the individual's needs and assessed after a fixed period to ensure it is effective and suitable. • Additional adults are used to deliver these. • Regular training is offered, especially for new interventions. • The SEND teams are used for specific interventions, that require specialist knowledge. • Pre-assessments done by SEND staff ensuring they are accurate and appropriate interventions are planned. <p>Wave 2 & 3 interventions currently in operation in Primary:-</p> <ul style="list-style-type: none"> • Zones of regulation • Lego Therapy • Sensory circuits • Social communication intervention • Alphabet Arc • Graphic facilitation • SEMH 1:1s • Anger management • Mable therapy • Talkabout • 5 point scale <p>Wave 2 & 3 interventions currently in operation in secondary :</p> <ul style="list-style-type: none"> • Accelerated Reader • Lexia • Touch typing • Lego Therapy • Anger Management • Social Skills • 1:1 Social Stories • Counselling • Core subject tutoring • Bespoke provision for highest need children following
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TEACCH approach and PECS.

Access Arrangements have also been reviewed and as a result the following are now in place for Primary Phase:

- Chew toys, ear defenders, wobble cushions, writing slopes, chair bands are just some of the adjustments being used as daily practise.
- Some children have workstations and daily tray tasks.
- Adaptations are reviewed and we are flexible with our approach to incorporate new strategies.
- SEND children work in small groups and have additional time for assessment periods.
- Specific behaviour charts for individual children to support behaviour for learning. E.g. Emotions thermometer to support self-regulation.
- Progress measured through observations, book scrutinises and teacher assessment, and work is altered from these summative assessments.
- YEAR 2 - Seating plans are reviewed regularly to make sure they are seated optimally, with a good role model for learning behaviours and vocabulary. The removal of a seated carpet space. Children are sat at tables to support and improve core strength and concentration.
- MER cycle identifies children who are in need of some form of different support
- SENDCO team assess children specifically in four broad areas of need.

Access Arrangements have also been reviewed and as a result the following are now in place for Secondary Phase:

- Fiddle toys, learning breaks and differentiated resources used as everyday practice.
- Laptops, dictation, scribes and readers becoming increasingly used to support students as normal way of working.
- The Hive used to support students during assessments.
- Adaptations are reviewed and we are flexible with our approach to incorporate new strategies.
- SEND children work in small groups and have additional time for assessment periods.
- Progress measured through observations, book scrutinises and teacher assessment, and work is altered from these summative assessments.
- Seating plans are reviewed regularly to make sure they are seated optimally, with a good role model for learning behaviours and vocabulary.
- Deputy Head: Inclusion, Academy SENCO & Assistant Head: Data & Assessment meet prior to each reporting cycle to identify trends and next steps
- EMAT Dashboard utilised to identify trends

	<ul style="list-style-type: none"> • Deputy Head: Inclusion & SENCO meet with CLs to identify trends and plan next steps. • Key Stage 4 Access Arrangements planning begins from June of Year 9. • STAR Literacy Assessments and CATs assessments used for students arriving in Year 7. • Star Literacy Assessments conducted in every year of Key Stage 3. <p>Introduction of Prospect NIA.</p> <p>Prospect NIA aims to create inclusive, flexible and individualised programmes of learning support for children and young people who, for a variety of reasons, are at risk of permanent exclusion or unable to access full-time mainstream education. We are currently developing specialisms in medium, emergency-, short-, medium- and long-term education placements of young people.</p> <p>At Prospect NIA we value an integrated approach to identifying and supporting SEND needs including Social, Emotional and Mental Health Difficulties and Autistic Spectrum Disorder. Supported by a clinical team consisting of Educational Psychologists, Speech and Language Therapists, Occupational Therapists and Counsellors, we endeavour to identify and deliver the most impactful strategies for supporting our learners through a pastoral and therapy-based curriculum including, but not limited to, anger management, protective behaviours, social emotional communication skills, self-esteem, healthy relationships, CBT and developing animal care therapy.</p>
<p>What has been the impact of the above in-school provision?</p>	<p>Prospect NIA:</p> <ul style="list-style-type: none"> • 10 students on initial cohort. • Significant reduction in fixed term exclusions • 60% of students able to attend full-time lessons following the initial 6 week trial period. • 10 students currently enrolled as part of our second cohort. • All 10 students at risk of permanent exclusion. • 1 Year 10 student transitioning back to 90% mainstream education in Year 11 for September 2021. • 1 Year 10 student diagnosed with ADHD and now undergoing medication and therapy within a 5 week timescale. Aim is to return this student to a 50% timetable from September 2011 for core subjects. • Identification of exceptional ability in some subjects by some students. • 40% of students now attending counselling through NIA. • Alternative curriculum planned for 2021 to enhance examination subjects and therapies.

	<ul style="list-style-type: none"> • 1 school refuser now attending Prospect NIA. • No exclusions for any student once they have entered Prospect NIA. • Engagement with external agencies and internal staff. • All students attended school during latest lockdown whilst their year group was isolating. <p>Access Arrangements:</p> <ul style="list-style-type: none"> • Staff aware some students who need AA who have not been identified. Some students have slipped through the net. • Increasing engagement with Form C checklist for staff to identify needs of students. Checklists to be required from all staff teaching/supporting students to comprehensively demonstrate normal way of working. <p>Impact of our actions around Access Arrangements has meant strategic planning for September 2021 of:</p> <ul style="list-style-type: none"> • Revision of Form 8 processes and practices underway to ensure Access Arrangements for previous phases in other schools carried over. • Dyslexia and dyscalculia screeners for all students in KS3 identified students with low attainment in numeracy and literacy. • DASH assessments, spelling assessments and reading tests taken at start the academic year for all students through English lessons. Staff increasingly identifying students who need support with reading and writing. Currently staff are adept at administering extra time. Training required around readers and scribes. • Termly systematic programme in place from September 2021 for teachers and Teaching Assistants to review access arrangements that are in place. • Training on access arrangement such as rest breaks during internal and external examinations planned for September 2021.
<p>What have been the most effective provision / interventions / resources and why?</p>	<p>Sensory circuits, Alphabet Arc, Graphic Facilitation, Zones of Regulation, Language Link, Colourful Semantics – These are all used in varying ways in the primary phase. Throughout the use of these interventions we have had successes in independent writing, a calmer start to the day for some of our ASD learners, a way for our Year 4 cohort to be able to express their emotions and needs by using the Zones of regulation language and an increase in the attainment of SP&L in our EYFS cohort using language link.</p>
<p>Which external professionals have been involved in providing support? What has been the impact of external agency work?</p>	<p>Given the Covid-19 pandemic working with external agencies and professionals has been limited. Since December 2020 however we have sought to widen our use of professionals employed with specific contracts with NIA. As a result we now have a clinical team consisting of: Occupational Therapist: Weekly visits from Blossom Therapy.</p>

	<p>Educational Psychologist: Fortnightly appointments, assessments, CPD and advice commenced in March 2021.</p> <p>SALT visits from Speakabout therapy.</p> <p>Target Autism supporting students and training for staff restarted from December 2021.</p> <p>Mable Therapy – online SALT and counselling Service started in May 2021.</p> <p>Natalie Packer – EMAT SEND Advisor – has carried out fortnightly reviews since January 2021. As a result of us working together, as of this date, 80% of the RIP is green whilst 20% is amber. A new plan is being formulated for 2021 to 2022 to continue improvements.</p>
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Complaints relating to SEND

<p>If there have been any complaints relating to SEND in the last 12 months, please record them briefly here with outcomes.</p>	<p>Year 1 Student:</p> <ul style="list-style-type: none"> • Concerned child's self-biting of hand was not noticed by the classroom teacher and communicated to parent/carer. • Concerned teachers in previous years had suggested an attachment disorder, but they felt that this was not the place of teachers to diagnose and therefore this should have not been said to the parents. • Throughout Reception Year parent frustrated by communication issues with the school regarding the support child was getting. <p>Dr Trevenna reviewed practices and procedures to tighten up on noticing potential self-harm due to anxiety/SEND.</p> <p>Student provided with ear defenders to reduce sensory issues.</p> <p>NIA committed to championing a flexible approach which involves both home and school and various agencies that are and could become involved in student's current and future support. Parent reminded about provision maps and learning plans online and our efforts to improve communication between home and school.</p> <p>Occupational Therapist assessment arranged which has been completed and subsequent actions put in place.</p> <p>Informal observations and monitoring of child have been put in place. Parents urged to seek support from parent forums and organisations through the NCC Local Offer.</p> <p>Year 9 student:</p> <ul style="list-style-type: none"> • Disappointment in student's school report. • Realisation by student that previously offered support should be used with regards to reading and writing but then request for student to be supported and assessed regarding exam access was not responded to adequately. • Frustration by parent that previously communication stated that exam arrangements could only be resolved in Year 10. • Frustration by parent follow up conversation with SENDCo did not take place on date arranged.
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Mr Rogerson met with parent and the following actions were completed:

Student received laptop.

Student met with Teaching Assistant.

Full EP assessment was carried out. Awaiting report.

Student placed on a touch-typing course

Student's targets raised by AJN.

As a result we revised procedures for Access Arrangements. The SEND Administrator is now responsible for organising all meetings with parents and meets with SENDCo daily to go through such matters. This includes working through a priority list to ensure all matters regarding SEND are being followed up.

Year 7 Student - Dr. Trevenna and Mr Rogerson met with the parents/carers of this student in June 2021 due to the following claims:

TA Support & belief there is no qualified helper in lessons as promised by Mr Rogerson/one-to-one support needed in math

TA did not attend one reflection meeting on a Tuesday after school due to an unavoidable delay. JTA and ARN agreed that communication about changes is paramount to minimise this student's anxiety. There was a miscommunication about a meeting but the meeting went ahead without delay and the TA was present. Reassured parent TA has had Autism training via Target Autism. Pupil Passport was regularly updated. Student receiving training on Touch Typing so that school can determine if using a laptop in class is beneficial. Teaching staff have undergone training to support differentiation and SEN. Dr Trevenna advised that we are currently revising teaching groups that would allow for more targeting of groups of learners. Mr Rogerson has been involved in grouping children from an SEN perspective.

Emails not being received:

Mr Rogerson confirmed that emails were being received, as advised by SEND Admin team.

Educational Psychologist appointment times changed:

Mr Rogerson apologised that the EP had changed the appointment twice and that this hadn't been communicated properly to the student. Mr Rogerson also explained that we have secured the support of the EP independently rather than waiting for referrals via the LA. This means that children don't have to wait anywhere near as long to see the EP. Report has now arrived and been shared with parents in a follow up meeting.

Disruption in English and Science lessons:

Dr Trevenna explained that one of the reasons to reset groups is to split up some of the learners from each other. The new groupings mean that we can revert to 'normal' ways of moving children in and out of lessons. This gives us more flexibility for sanctions.

Incident in PE:

Mum explained that Beth Sidwell had confirmed that there was nothing to follow up.

Mum advised that member of teaching staff had not called back. Dr

	<p>Trevenna organised for member of staff to call back.</p> <p>The school is too big:</p> <p>Dr Trevenna advised that there has been significant change to increase staffing in pastoral support in school and that Mr Rogerson is overseeing the transformation of SEN support in school. This will help mitigate the size of the school by ensuring there are more members of staff available to support children.</p>
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SEND Self-evaluation summary ARN/FAR

<p>What are the key strengths of the SEND provision?</p>	<p>Primary</p> <ul style="list-style-type: none"> • Interventions for all broad areas of need • Teachers becoming more confident in identifying the areas of need in children and beginning to incorporate more HQTs within their standard day-to-day practise. • Cultural shift in SEND responsibility. • Staff engagement with CPD around SEND needs. <p>Secondary</p> <ul style="list-style-type: none"> • TA support in the classrooms. • Interventions for identified learners • Cultural shift in identification and provision for SEND students. • Strategic expansion and operational deployment of the SEND team.
<p>What are the identified key priorities and actions for development of the school's SEND provision for the next 12 months?</p>	<ul style="list-style-type: none"> • HQT in the classroom through clear communication and CPL for all staff. • Extending interventions and provisions to meet the needs of learners –especially with regards to sensory difficulties and overload. • The introduction of an inclusive classroom strategy. • Whole-school Provision Map encompassing all interventions across the Academy. • Developing Prospect NIA

Please ensure this report is shared with the full governing body towards the end of the academic year and a copy is sent to the trust (please send to Chloe.Nelson@emat.uk)