	Vanguard Learning Trust *As a group of local primary and secondary schools, Vanguard Learning Trust's mission is to serve its local community by providing outstanding, inclusive education. We have a collective purpose and responsibility to provide effective teaching, through an ambitious curriculum based on equality of opportunity and entitlement that allows our students to shine both in and out of the classroom. Each school in the Trust has its own ethos, which also complements the Trust's vision and values, and the common aspiration that all students can thrive and develop into responsible young adults ready to embrace their future.*

Vanguard Learning Trust
Executive summaries of policies for parents

Summer term 2026

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Part 1: New policies for summer term 2026

1.1 Early years foundation stage (EYFS) policy

Key details

The three key details that parents/carers should be aware of are:

- The new EYFS policy establishes a Trust-wide approach to early years education, ensuring that all schools provide ambitious, inclusive and developmentally appropriate provision in line with statutory requirements.
- The policy places a strong emphasis on safeguarding, supporting children's wellbeing and establishing positive partnerships with parents/carers, recognising families as children's first and most important educators.
- Each school's Part B explains how the Trust-wide expectations are implemented locally, including curriculum design, assessment, safeguarding procedures and transition arrangements.

Overview

The EYFS policy outlines the Trust's commitment to providing a high-quality, inclusive and ambitious early years foundation stage for children in Nursery and Reception. It establishes a consistent Trust-wide framework for learning, development, safeguarding and welfare, ensuring compliance with the statutory EYFS framework and other relevant legislation. The policy reflects the Trust's values of aspiration, community and equity, recognising early childhood as a distinct and vital phase that lays the foundations for lifelong learning. The policy is structured in two parts: Part A outlines the Trust-wide principles, statutory responsibilities and expectations for EYFS provision; Part B provides school-specific information about how these expectations are implemented within each individual school setting.

Part A summary

Part A establishes the Trust's vision for high-quality early years provision, setting out the statutory framework, guiding principles and responsibilities that underpin EYFS across the Trust. It outlines expectations for an ambitious, play-based curriculum covering all seven areas of learning, with a strong emphasis on language development, communication, early reading and children's personal, social and emotional development. The policy describes the characteristics of effective teaching and learning, expectations for observation and assessment, including statutory Reception assessments, and the use of assessment to inform next steps in learning. It also provides comprehensive guidance on safeguarding and welfare, including safer recruitment, staffing, health and safety, intimate care, record keeping and the safe use of technology. In addition, the policy explains the Trust's approach to inclusion, supporting children who may have special educational needs and/or disabilities (SEND), partnership working with parents/carers, transition into and beyond EYFS, as well as the monitoring and evaluation of provision to ensure consistently high standards across the Trust schools with EYFS provision.

Part B summary

Part B is developed by schools with EYFS provision, to reflect their local contexts whilst implementing the Trust-wide expectations set out in Part A. It explains how each school's EYFS provision is organised, including curriculum design, learning environments, teaching approaches, assessment arrangements and support for children's progress. It also sets out local safeguarding procedures, staffing arrangements, inclusion and SEND provision, behaviour and wellbeing approaches, and transition arrangements into Nursery, Reception and Year 1. Part B outlines how schools work in partnership with parents/carers through induction, regular communication and opportunities to support learning at home, while also describing local leadership, monitoring arrangements and links to other relevant school policies. This approach ensures that all schools deliver a consistent, high-quality EYFS experience while responding appropriately to the needs of their individual communities.

1.2 Examinations policy (secondary only)

Key details

The three key details that parents/carers should be aware of are that:

- the new examinations policy establishes a Trust-wide approach to the administration and management of examinations, ensuring compliance with all statutory and awarding body requirements;
- the policy seeks to ensure that examinations are conducted in a consistent, fair and secure manner, with clear roles and responsibilities for all staff involved in the examinations process; and
- students are expected to follow all examination regulations and procedures, including those relating to malpractice and the use of artificial intelligence (AI), in order to maintain the integrity of assessments.

Overview

This policy is the first iteration of a Trust-wide approach. The examinations policy outlines the Trust's commitment to an effective and efficient exam administration process that complies with all statutory requirements. It ensures that staff are well-supported in their roles and that candidates fully understand what is expected of them during the assessment period. The policy is divided into two parts: Part A sets out the Trust-wide principles and legal frameworks, while Part B details the specific operational arrangements for Ruislip High School. The examinations policy outlines the Trust's commitment to delivering an effective, efficient and compliant examinations process across its secondary provision. It provides a consistent framework for the administration, management and conduct of examinations, ensuring that all statutory and awarding body requirements are met.

Part A summary

Part A defines the high-level roles and responsibilities for all staff involved in exams, including the head of centre, examinations officer, and SENCo. It establishes Trust-wide standards for the retention of certificates, post-results services, and the management of external candidates. A significant portion of Part A is dedicated to malpractice and whistleblowing, providing clear definitions of what constitutes a breach of regulations and the mandatory reporting procedures to awarding bodies. It also includes the Trust's position on the use of artificial intelligence (AI), prohibiting its use in assessments unless explicitly authorised, and treating unapproved AI-generated work as plagiarism.

Part B summary

The policy sets out the responsibilities of all staff involved in the examinations process, including the head of centre, examinations officer, SENCo and other relevant staff. It establishes Trust-wide expectations for the secure administration of examinations, the retention and issue of certificates, access arrangements, post-results services and the management of external candidates. The policy also provides guidance on the planning, organisation and conduct of examinations in accordance with awarding body regulations and statutory requirements. A significant section of policy focuses on malpractice and whistleblowing procedures, outlining what constitutes malpractice, the responsibilities of staff and students in maintaining the integrity of assessments, as well as the procedures for reporting concerns to awarding bodies where required. In addition, the policy provides information regarding the use of artificial intelligence (AI) in assessments, making clear that the unauthorised use of AI-generated content is prohibited and may be treated as plagiarism or malpractice. The policy seeks to ensure that examinations are run fairly, securely and consistently, while supporting both students and staff throughout the assessment process.

1.3 Allergy safety policy (pending approval)

Key details

The three key details parents/carers should be aware of are that:

- every school is committed to ensuring that children with allergies are safe, included and able to participate fully in all aspects of school life;
- parents/carers play a vital role by informing the school of their child's allergies, providing prescribed medication, and working with the school to keep healthcare information up to date; and
- schools have clear procedures for preventing allergic reactions where possible and for responding quickly and effectively if an emergency occurs.

Overview

The Trust is committed to providing a safe, inclusive and supportive environment for all students, including those with allergies. The new allergy safety policy establishes a consistent Trust-wide approach to preventing, managing and responding to allergic reactions in line with the Department for Education's statutory guidance *Allergy Safety in Schools*. The policy is divided into two parts: Part A outlines the Trust's shared expectations, statutory responsibilities and guiding principles, while Part B explains how each individual school implements these arrangements to meet the needs of its own community.

Part A summary

Part A explains the Trust's commitment to ensuring that pupils with allergies are able to participate fully in school life, including lessons, educational visits, extra-curricular activities and residential trips. It outlines the responsibilities of school leaders, staff, governors, parents/carers and pupils in promoting allergy safety and maintaining an inclusive culture. The policy explains how schools identify pupils with allergies, maintain accurate records and develop Individual Healthcare Plans where appropriate. It also sets out expectations for staff training, the safe storage and accessibility of medication, including adrenaline auto-injectors (AAIs), and clear emergency response procedures for suspected anaphylaxis. The policy emphasises the importance of effective communication, partnership working with healthcare professionals and parents/carers, and the regular review of allergy arrangements to ensure they remain effective. It also outlines the Trust's commitment to reducing allergy-related bullying and promoting awareness throughout the school community.

Part B summary

Part B explains how each school implements the Trust-wide policy in practice. It includes details of the school's allergy lead, local procedures for maintaining allergy registers and individual healthcare plans, arrangements for storing and accessing medication, and the location of emergency adrenaline auto-injectors where appropriate. It also outlines how staff receive allergy awareness training, how educational visits and other activities are planned to support pupils with allergies, and how schools communicate with parents/carers regarding medical information and emergency procedures. Finally, Part B explains how each school monitors and reviews its allergy arrangements, records incidents and near misses, and seeks feedback from pupils and parents/carers to support continual improvement.

Part 2: Revised policies

2.1 Attendance policy

Key details
The three key details parents/carers should be aware of are that school staff:

- seek to develop a sense of belonging amongst students, encouraging them to attend and feel part of a community and shared endeavour;
- are eager to work with students, parents/carers to reduce barriers to attendance; and
- monitor attendance closely, rewarding students with good attendance as well as those who make improvements to their attendance over time.

Overview
The attendance policy represents the commitment of the Trust to improving and sustaining high levels of attendance across all schools. It is aligned with the Department for Education's (DfE) statutory guidance '*Working together to improve school attendance*' (click here) and takes into account recognised best practice.

Part A summary
Part A of the policy begins by setting out the roles and responsibilities of all stakeholders, in particular the duties of the school attendance team, parents/carers and students themselves. The policy explores how all schools record attendance accurately, manage absences and work collaboratively to address absenteeism via the Trust's attendance forum. The policy outlines strategies such as how schools will monitor attendance data, develop targeted interventions and work closely with families and external agencies to address barriers to attendance. It includes provisions for dealing with persistent and severe absence, highlighting the need for regular communication between home and school as well as regular signposting of support services. The policy covers procedures for recording absences due to illness, medical appointments and other exceptional circumstances, ensuring these are managed in line with national regulations. It outlines how headteachers may use a range of legal interventions to address absenteeism, in partnership with the local authority.

Part B summary
Part B of the policy explores how schools apply the statutory information contained within Part A. It provides further exemplification of the roles and responsibilities of specific people within the school community. Contact details are provided for the school's attendance team, as well as the ways in which parents/carers can inform the school of any periods of absence. The policy outlines any processes or systems that the school uses to monitor attendance and celebrate good or improving attendance, as well as the targeted support that the school will implement to reduce absenteeism. It also explores the ways in which the school staff support children facing barriers to attendance, including those with additional vulnerabilities and those with special educational needs and/or disabilities. The policy outlines how the school collects feedback from stakeholders about the policy's implementation. The policy will be updated on an annual basis to align with new guidance from the local authority and/or DfE.

Changes made to Part A of the policy for summer 2026 include:

- Strengthened alignment with the Department for Education's statutory guidance 'Working together to improve school attendance', with enhanced emphasis on early intervention, safeguarding and multi-agency working throughout the policy, particularly within Sections 3, 4 and 5.
- Revised Section 2 provides greater clarity around roles and responsibilities related to attendance across the Trust, strengthening expectations for attendance leadership, family engagement and regular monitoring.
- Updated Sections 4.3, 4.4 and 5.1–5.6 to provide clearer guidance on illness and authorisation of absences, alongside a strengthened graduated response model and enhanced expectations for the use of attendance data to inform intervention and support.

2.2 Behaviour policy

Key details
The three key details parents/carers should be aware of are:

- maintaining good standards of behaviour is everybody's responsibility;
- our collective focus is on celebrating good behaviour and fostering long-term positive attitudes, so that students can get the most out of their time at school; and
- communication is key with parents/carers having good contact with the school, including prompt responses to any messages about their child's behaviour.

Overview
Vanguard Learning Trust understands the importance of ensuring a safe environment for students. The behaviour policy aims to establish a supportive and respectful atmosphere, conducive to learning and personal development, across all schools. The policy is in two parts: information and standards set out in Part A are linked to the Trust's central values and are applied consistently across all schools, ensuring fairness and clarity with expectations of behaviour. Part B of this policy is school-specific and explores how the school implements the behaviour policy, as well as their own procedures and practices.

Part A summary
Part A delineates the roles and responsibilities of all stakeholders in upholding positive standards of behaviour. It outlines proactive measures to ensure student safety and well-being, including for students with special educational needs and/or disabilities. The policy provides transparent procedures for investigating behavioural incidents, handling searches, as well as the screening and confiscation of prohibited items, as well as the use of reasonable force. The policy also outlines methods that might be used to support positive behaviour, such as pastoral support plans, interventions for students displaying violent or pre-violent behaviours and alternative provision, as well as details of how schools can issue suspensions and permanent exclusions as a last resort. The policy also sets out how schools respond to off-site and online misbehaviour and suspected criminal behaviour. It also outlines how the Trust monitors and evaluates the policy's effectiveness and how information is shared with stakeholders.

Part B summary
Part B explores the school's ethos and how it fosters positive behaviour and attitudes, outlining key messages conveyed to students such as pledges and mnemonics. It identifies staff with specific responsibilities for behaviour management. The policy contains sections on uniform, attendance and punctuality, as well as online safety. Information is provided on the school's inclusive approach to supporting students with special educational needs and/or disabilities. It addresses the school's reward system, including celebration events and certificates, as well as providing information about sanctions that may be issued. In addition, the policy outlines how the school collects feedback from students about behaviour in order to inform the development of its policy and practices.

Changes made to Part A of the policy for summer 2026 include:

- Introduced new Sections 2.2, 7 and 9, strengthening the policy's expectations around behaviour culture and routines, mobile phones and smart technology, as well as restrictive interventions, including reasonable force and the use of seclusion.
- Revised Sections 3–6 to provide greater clarity around staff responsibilities, the investigation of behaviour incidents as well as the use of appropriate, proportionate behaviour responses.
- Updated Sections 8, 10–14 to strengthen guidance on prohibited items, safeguarding separation, pastoral support, off-site direction and suspensions, with clearer expectations for communication with parents/carers and external agencies, as well as enhanced measures to reduce the risk of permanent exclusion.

2.3 Home-school communication protocol

Key details

The three key details parents/carers should be aware of are:

- all communication relating to school matters between parents/carers and school staff must be on a professional basis and onsite meetings should be prearranged;
- the core hours of operation are 8am to 4pm during term time which means that a communication sent later than 4pm will be processed as being received the next school day; and
- staff are expected to respond to parents/carers communications ideally within 24 hours or by 48 hours, eg. an email sent on Tuesday at 3:30pm will ideally be responded by Wednesday at 3:30pm or by Thursday at 3:30pm. If a member of staff is not in a position to respond, an acknowledgement will be sent, stating when and how the matter will be dealt with.

Overview

The aim of the protocol is that all stakeholders communicate effectively with each other and in a respectful manner. Vanguard Learning Trust aims to ensure that communications between all members of the school community are clear, professional, timely and appropriate. The protocol outlines expectations; notes related policies, eg. behaviour; provides guidance on social media; states roles and responsibilities; describes types and modes of communication - electronically and onsite - providing specific information in the appendices for schools; describes parental engagement as well as sharing information with third parties. The protocol also describes the actions the school can take if a parent's conduct does not meet expectations.

Summary

The protocol is focused on managing expectations for parents in relation to how and when the school staff will communicate with them directly and as a school community. It also makes clear how parents/carers need to be mindful of how they communicate with school staff as well as about the school, including on social media.

Changes made to the protocol for summer 2026 include:

- Section 4.2 has been amended to note the difference between reasonable adjustments and accommodations.
- Specific named examples have been removed.
- Sections 7.1 and 7.2 have been updated to ensure alignment with the Trust's attendance policy.
- Section 8.2.2 has been updated to reflect current Trust-wide practice.

2.4 Safeguarding and child protection policy (pending approval)

Key details
The three key details parents/carers should be aware of are:

- safeguarding is everybody's responsibility, collectively having a part in keeping children safe;
- schools work collaboratively with external partners to create a culture of safeguarding vigilance; and
- all staff are trained to recognise the indicators of abuse, neglect and exploitation and know how to raise concerns with the school's safeguarding team.

Overview
The Trust places paramount importance on safeguarding children and young people. The Trust's safeguarding and child protection policy aims to ensure that all students are protected from harm and are provided with a safe, supportive and nurturing environment.

Part A summary
Part A of the safeguarding policy delineates clear roles and responsibilities for all stakeholders, ensuring a unified approach to safeguarding across schools. The policy highlights the role of the designated safeguarding lead, who is responsible for implementing effective safeguarding practices, as well as liaising with external agencies where required. Comprehensive training helps staff to recognise indicators of abuse, neglect and exploitation, considering broader contextual risks, and staff are informed about online risks, including misinformation, disinformation and safeguarding considerations around artificial intelligence and the use of educational technology. The policy outlines how all Trust staff must read key safeguarding documents at induction and undergo annual refresher training, and introduces the Trust's supervision protocol. There are clear procedures for reporting and responding to concerns, emphasising timely and appropriate action, thorough investigations and collaboration with local safeguarding partners. It includes specific arrangements for vulnerable students, such as those in alternative provision or those with special educational needs and/or disabilities. The policy ends by outlining how schools handle concerns related to staff, including 'low-level concerns'.

Part B summary
Part B of the policy details school-specific safeguarding policies and procedures, beginning with the introduction of the school's safeguarding team. The policy covers the school's efforts to promote student welfare and wellbeing, including clear protocols for raising and recording concerns. The policy outlines how safeguarding education is integrated into the school's curriculum and addresses the needs of all students, including those with special educational needs and/or disabilities. The policy also includes details of the school's whole-school approach to mental health, measures for keeping children safe online as well as guidelines for the use of mobile phones and social media. The policy ends by outlining how it links to other school policies, providing a comprehensive safeguarding approach.

Changes made to the policy for summer 2026 include:

- Extensively revised the policy to strengthen and better articulate the Trust's safeguarding philosophy (Sections 1–4), placing greater emphasis on keeping the child at the centre of decision-making, creating a culture of safeguarding vigilance and reflecting the extensive changes introduced in the 2026 edition of 'Keeping children safe in education'.
- Introduced new and expanded guidance on emerging safeguarding risks, including Family Help (Section 7), AI-enabled safeguarding risks (Sections 5.5 and 19.4), enhanced online safety (Section 19) and contextual safeguarding (Section 16), ensuring the policy reflects the evolving risks facing children and young people.
- Strengthened expectations for safeguarding practice by expanding guidance on information sharing (Section 12), children at increased risk of harm (Section 15), staff training (Section 22) and the Trust's monitoring and quality assurance arrangements (Section 27), reinforcing a consistent, evidence-informed approach across all Trust schools.

Part 3: Other policies

3.1 Climate change action plan

Key details
The three key details parents/carers should be aware of are that:

- the Trust is committed to reducing its environmental impact and promoting sustainability across all schools;
- students are encouraged to take part in initiatives and activities that raise awareness of climate change and support environmentally responsible behaviour; and
- parents/carers play an important role in supporting these aims by reinforcing sustainable practices at home and engaging with the Trust's environmental initiatives.

Overview
The climate change action plan outlines the Trust's commitment to tackling environmental challenges and promoting sustainability in all areas of school life. It sets out a consistent approach across all schools, aligned with recognised best practice, and seeks to foster awareness, understanding and action among students, staff and the wider community.

Summary
The climate change action plan outlines the responsibilities of all stakeholders, including staff, governors, and parents/carers, in reducing environmental impact and promoting sustainable practices. It is organised around key pillars, such as energy efficiency, waste reduction and biodiversity, and provides a clear framework for action. Each school has been given a template plan to track progress against the plan's objectives over the coming years, supporting continuous improvement and shared accountability. The plan also highlights the role of curriculum-based and extra-curricular activities in educating students about climate change, whilst fostering whole-school engagement through initiatives such as the biennial environmental sustainability week. Progress is monitored through regular audits, feedback from students and parents/carers, and data-driven evaluation to identify areas for development. The plan ensures that every school within the Trust plays an active part in creating a sustainable future, while giving students and staff a clear understanding of the difference their actions can make.

3.2 Complaints policy

Key details

The three key details parents/carers should be aware of are:

- complaints and concerns about a school, the Trust or any individual connected with it will be dealt with by following the correct procedure, thoroughly, and in an open, honest and fair manner.
- the key principle for dealing with concerns and complaints is to work with parents/carers to seek resolution whenever possible.
- there are four stages to the complaints procedure; each stage must be completed before escalation to the next stage can be requested.

Overview

The Trust's complaints policy aligns with the DfE's guidance for academies complaints procedures (click here) and aims to provide a fair and thorough process for parents/carers and other persons to raise concerns and complaints. It is a Trust-wide policy adopted by all schools in the Trust. It provides all the information required to raise a concern or formal complaint, outlining each stage of the process.

Summary

The policy outlines four stages of the procedure for concerns and complaints raised by parents/carers. Stage 1 is for informal concerns to be raised with relevant staff. The policy sets out how to raise informal concerns and how they will be dealt with by the school/Trust. Stage 2 is for formal written complaints if there has been no resolution at Stage 1. The policy outlines how to raise a Stage 2 complaint, the timescales in which it will be dealt with, how the complaint will be investigated, and how the outcome will be communicated to the complainant. Stage 3 of the procedure is the escalation of the complaint to a complaints committee if the complainant is dissatisfied with the outcome at Stage 2. The policy sets out the process for a Stage 3 complaints hearing, including the timescale, the procedure before and during the hearing, and how the outcome will be communicated to the parents/carers. Stage 4 of the procedure is to make a referral to the DfE if the complainant is dissatisfied with the outcome at Stage 3 and the policy outlines how to do this. The policy also explains the procedure for other individuals (not registered parents) who wish to raise concerns or complaints; this procedure is similar but does not include a Stage 3 hearing. The policy also includes information about how repetitious and vexatious complaints will be dealt with. Finally, the appendices provide a list of matters that are excluded from the scope of the policy, and sets out the roles and responsibilities of key staff in dealing with complaints.

3.3 Dealing with unacceptable behaviour on school premises

Key details

The three key details parents/carers should be aware of are that:

- Parents have an 'implied permission' to enter and be on the school's premises for reasons relating to their child's/children's education. Parents do not have a legal right to enter or be on the school's premises without a good reason.
- The school has the right to withdraw the 'implied permission' for a parent or visitor to enter or be on the school's premises if their behaviour does not meet the standards set out in this policy.
- Once the 'implied permission' has been withdrawn, the school can ask the police to remove the parent or visitor if they appear on the school's premises.

Overview

The vast majority of parents, carers and other visitors are supportive of the school and act in a reasonable way, ensuring that the school is a safe, orderly environment in which students can learn. Occasionally, however, a negative attitude is expressed in an aggressive, orally or physically abusive way towards members of the school community which is unacceptable and cannot be tolerated. The school expects parents and other visitors at all times to behave in a reasonable way towards all members of the school community.

Summary

This policy outlines the steps that will be taken where the behaviour displayed falls below the standard that the school expects and therefore will not be tolerated. If behaviour falls below the required standard, then the school can take steps to bar visitors (including parents) from the school site/premises and/or restrict communication with school staff. The initial decision to withdraw 'implied permission' is made by the headteacher or, in the headteacher's absence from school, the deputy headteacher. The decision is reviewed on a regular basis by the chair of governors, who can delegate this task to another governor in appropriate cases.

3.4 Personal, health, social and economic education (PSHE) policy

Key details

The three key details parents/carers should be aware of are that:

- The Trust is committed to providing a high-quality, inclusive personal, social, health and economic education (PSHE) curriculum, including statutory relationships and sex education (RSE), to support students' personal development and wellbeing.
- Parent/carer engagement is an important part of curriculum development and review. Views shared through stakeholder feedback surveys in term 1 2025-2026 helped to shape this policy.
- Teaching of PSHE/RSE will be age-appropriate, factual and designed to help students develop knowledge, skills and confidence to make safe, healthy and responsible choices in life.

Overview

The Trust is committed to supporting students' wider personal development through a broad and inclusive PSHE and RSE curriculum. This policy outlines the Trust-wide vision, principles and statutory responsibilities that underpin how schools teach topics related to wellbeing, relationships, safety and life beyond school. The policy is structured in two parts: Part A outlines Trust-wide principles, statutory requirements and expectations; Part B provides school-specific information about how the curriculum is delivered within each individual school setting. The development of this policy has been informed by consultation with parents/carers, including feedback gathered through the Term 1 stakeholder survey focused on personal development, which included questions relating to PSHE and RSE. This feedback was instrumental in shaping the policy and reflects the commitment of the Trust to partnership working with families and to ensuring that curriculum provision responds to the needs and views of its school communities.

Part A summary

Part A establishes the Trust's vision for PSHE and RSE, reflecting its core values of equity, aspiration and collaboration. The policy supports students to develop the knowledge, skills and attitudes needed to stay safe, understand relationships, manage their wellbeing and prepare for adult life. It sets out statutory requirements for relationships education, relationships and sex education and health education, and explains how teaching will be delivered in a sensitive, inclusive and age-appropriate way. Part A also describes expectations for curriculum content across primary and secondary phases, including learning about personal safety, digital literacy, emotional wellbeing, consent, diversity and financial awareness. It outlines safeguarding responsibilities within PSHE and RSE teaching and provides guidance on the use of resources, external speakers and materials to ensure they are credible, balanced and appropriate.

Part B summary

Part B is developed by each school within the Trust to reflect the needs of its local community. It includes curriculum maps, timetabling approaches and information about enrichment opportunities. Part B outlines how PSHE and RSE are delivered in practice, including adaptive teaching, support for students with additional needs and approaches to student voice. The Trust recognises the importance of working in partnership with parents/carers; as such, information about PSHE and RSE curricula will be available through each school's website and parents/carers are encouraged to contact their child's school directly if they would like further information. Parents/carers have the right to request that their child be withdrawn from some or all of the sex education delivered as part of statutory RSE (other than the content covered in the national science curriculum); this process is outlined in Part B and schools will discuss any such requests with families. Opportunities to share views may also be provided through school-based surveys and parent information sessions during the academic year; this supports the Trust's commitment to ongoing partnership with families and ensures that provision remains responsive, inclusive and transparent.

3.5 School food protocol

Key details

The three key details parents/carers should be aware of are that:

- the new school food policy seeks to ensure that all Trust schools comply with the government's statutory school food standards and that they provide consistent messages about healthy eating and wellbeing;
- students across the Trust are encouraged to make positive food choices within environments that supports healthy lifestyles; and
- parents/carers play an important role in supporting these aims by following the packed food guidance, keeping the school informed of any allergies and promoting healthy habits at home.

Overview

The school food protocol outlines the Trust's commitment to ensuring that all students have access to nutritious, safe and enjoyable meals. It is aligned with the government's statutory school food standards and recognised best practice, providing a consistent approach to promoting healthy eating and wellbeing across all schools.

Summary

The school food protocol sets out the responsibilities of all stakeholders, including staff, governors, parents/carers, as well as any catering companies used by the Trust, in providing safe, nutritious, and enjoyable food across the school day. It provides guidance on compliance with the government's statutory food standards for school meals, the preparation and storage of food, supervision of students during mealtimes, as well as the administration of free school meals. The protocol also emphasises the importance of allergen management and the clear communication of information about allergens to both staff and students in order to maintain a safe environment. The protocol promotes healthy eating through guidance on balanced meal options and the encouragement of positive food choices, supporting students' long-term health and well-being. It also sets out expectations for how schools monitor and evaluate the quality and effectiveness of food provision, including regular audits, feedback from students and parents/carers, as well as the use of data to identify areas for improvement. By providing clear standards and procedures, the protocol aims to ensure that mealtimes are safe, inclusive and a positive part of the school experience.

3.6 SEND policy

Key details

The three key details parents/carers should be aware of are:

- The Trust seeks to ensure that students identified with special educational needs and/or disabilities (SEND) are fully included in school life and supported to achieve their aspirations.
- A collaborative approach is central, with parents/carers and students actively involved in decisions about support and provision.
- Support is tailored through a graduated approach to meet individual needs, with schools using a shared framework and consistent expectations across the Trust.

Overview

Vanguard Learning Trust is committed to inclusive education that ensures all students, including those identified with SEND, can thrive and achieve their full potential. This policy outlines the Trust-wide vision, principles and statutory responsibilities to provide equitable and high-quality education for students with SEND. It consists of two parts: Part A sets out consistent expectations, legal frameworks and guiding principles across the Trust; Part B contains school-specific details including how individual schools implement and contextualise the policy in their settings.

Part A summary

Part A defines the Trust's core values of aspiration, community and equity as they relate to SEND provision (click here). It outlines the principles of inclusion and equal opportunity, and explains the Trust's 'waves of support' graduated approach for delivering SEND provision, from universal classroom strategies to targeted and specialist support. Part A also sets out key legislation and provides clarity on roles and responsibilities for all stakeholders, including special educational needs co-ordinators (SENCos), governors, staff, parents/carers and students. It sets out procedures for working with external agencies and handling complaints, as well as how the Trust will monitor and review the implementation of the policy across all schools.

Part B summary

Part B, tailored by each school, describes how statutory requirements are enacted locally. It includes information on how students with SEND are identified and assessed, how schools engage with parents/carers and students in decision-making and the processes in place to support key transitions. Each school outlines its training programmes for staff, approaches to adaptive teaching and access arrangements as well as how it meets its legal duties under the Equality Act 2010. Schools also describe their own SEND provision, partnerships with external professionals and arrangements for feedback and continuous improvement.

3.7 Supporting students with medical conditions

Key details

The three key details parents/carers should be aware of are that:

- no child will be refused admission or prevented from attending school due to a medical condition and schools will support full participation in lessons, activities, trips and residential visits;
- parents/carers must provide up-to-date medical information, participate in developing and reviewing healthcare plans, supply correctly labelled medicines and consent to NHS care plans being shared with the school; and
- where necessary, schools will create individual healthcare plans that outline support, medication and emergency procedures. These plans will ensure that any medicines are stored safely, but remain accessible, and that appropriate staff are trained to respond to medical emergencies.

Overview

The policy represents the Trust's commitment to ensuring that students with medical conditions are fully supported to participate in all aspects of school life. It aligns with statutory guidance and recognised best practice, and provides a consistent framework across all Trust schools. The policy clarifies roles and responsibilities, sets out procedures for managing medical needs and ensures that students, parents/carers and staff understand their duties and the processes in place to safeguard wellbeing.

Part A summary

Part A sets out the responsibilities of the Trust and all staff in ensuring that students with medical conditions are fully supported to access education. It outlines procedures for identifying medical needs, maintaining accurate records, and developing individual healthcare plans. The policy clarifies how medicines should be stored, administered, and recorded, and provides guidance on emergency responses for conditions such as asthma, diabetes and anaphylaxis. Part A also covers training requirements for staff, the sharing of relevant medical information with external healthcare professionals and processes for monitoring and reviewing the policy's effectiveness across all schools. This ensures a consistent, equitable approach that allows students to participate safely in all aspects of school life, including lessons, trips and residential activities.

Part B summary

Part B focuses on how individual schools implement the Trust-wide procedures to meet the needs of their students. It outlines the school's processes for obtaining and updating medical information from parents/carers, as well as the roles of staff responsible for managing medical conditions. This part of the policy explains how individual healthcare plans are created and maintained, including the delegation of responsibilities for administering medicines and responding to emergencies. It also provides information regarding procedures for the safe storage and accessibility of medication, including auto-adrenaline injectors (EpiPens). Part B also highlights how schools communicate with parents and external agencies, how they involve students in managing their own health where appropriate and how they monitor the effectiveness of their arrangements to ensure student safety and well-being.