

# Chairs' Networking Meetings

**Sarah Carter**  
**Governance Lead**  
**November 2025**



Support  
Services for  
Education

# Expectations

## **We welcome:**

- Your point of view and relevant experiences
- Your active participation
- Your questions, please use the “raise hand” or use “chat”



## **Collaboration:**

- Listen, be patient and respect others
- Retain confidentiality
- Mute your microphone when not speaking, but please leave cameras on if you can

## **Tutor responsibilities:**

- Keep to time
- Ensure the core knowledge is delivered and understood

# Aims

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- An opportunity to network with other governors/trustees
- An opportunity for peer support for any questions or issues you may wish to discuss



# Agenda

1. Curriculum Reform – the future
2. Ofsted framework changes: your view
3. The emerging picture from schools
4. Updates and reminders

# Curriculum Reform: the future



**Somerset**  
Council

# The timeline

## Timeline of Curriculum Changes



# The main things to know...

**In 2024, the government commissioned a full review into curriculum and assessment, which has now been published.**

**The DfE are adopting almost all of the recommendations for change – evolution not revolution.**

**A new National Curriculum will be launched in Spring 2027.**

**The new National Curriculum will be required to be taught from September 2028.**

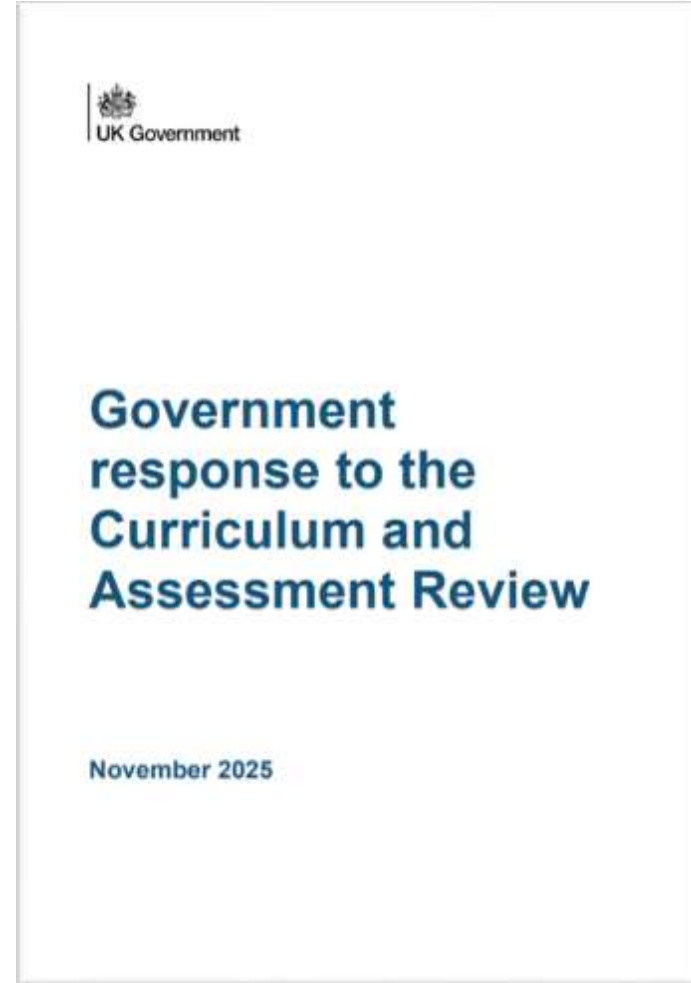
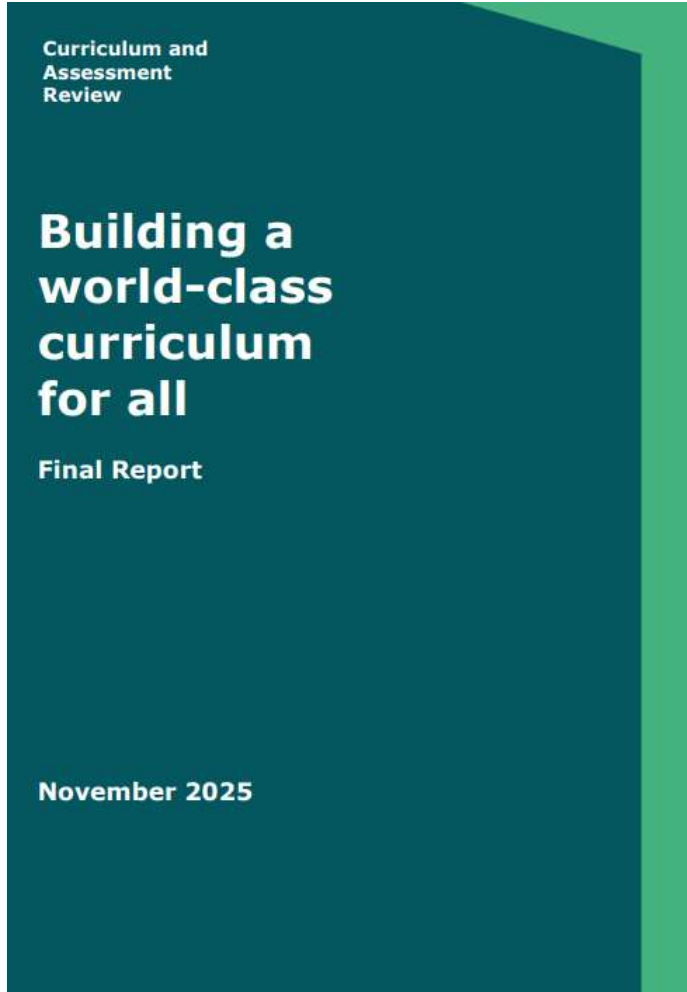
**The new National Curriculum will be more specific, concept-focused, accessible and representative.**

**A new National Centre for Music and Arts Education will be created.**

**The government will produce a new Enrichment Framework for schools.**

**The new National Curriculum will be updated to reflect the needs of a rapidly changing world.**

# Where to find the information



# What are the headlines?



## Government response to the Curriculum and Assessment Review

November 2025

**We will maintain the existing structural architecture of subjects, key stages, assessments and qualifications – including national primary assessments, GCSEs, T Levels and A levels, making improvements where the Review has recommended that change is needed.**

# What are the headlines?

- **Create a world-leading curriculum** - to enable pupils to achieve subject mastery and a secure understanding of the curriculum, we will refresh the programmes of study for each curriculum subject in line with the Review's recommendations and publish a revised national curriculum in 2027 for first teaching in 2028. We will also update GCSEs, for first teaching from 2029 onwards. In doing so, we will follow the curriculum principles of coherence, subject mastery and depth – making sure that programmes of study and subject content are grounded in relevant and important knowledge and disciplinary skills. In languages we will consider the feasibility of qualifications that recognise pupils' achievements earlier than GCSE and can motivate them to continue studying and developing their language abilities.

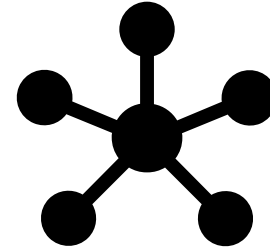
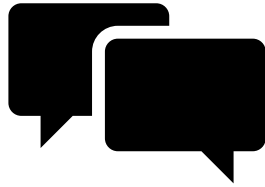
# What are the headlines?

**We will therefore ensure that the national curriculum revised programmes of study prioritise core concepts in each subject and are coherent within and across subjects. We will also create an online and machine-readable<sup>6</sup> national curriculum which visually represents the links within and between subject areas and gives connections to prior learning, helping teachers to contextualise learning across traditional subject boundaries.**

# What are the headlines?

- **Create a fully digital and easily navigable version of the national curriculum**  
- we will create a rich, connected online version of the curriculum which visually represents the links within and between subject areas and gives connections to prior learning, helping teachers to contextualise learning across traditional subject boundaries in the classroom.

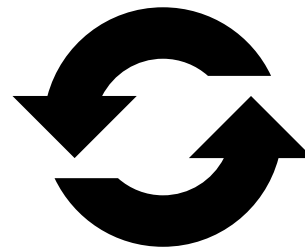
**Articulate knowledge in small steps with clarity.**



**Make meaningful connections between lessons, units, subjects, year groups.**

## **Four pedagogical principles**

**Engage active thinking because memory is the residue of thought.**



**Repeat core ideas again and again with lots of practice.**

# What are the headlines?

- **Deliver high standards for all** - we will raise standards in oracy, reading and writing from the early years and into secondary. We are building on our Best Start in Life Strategy to raise standards in the early years, boosting access to high quality early education and care, and supporting families to develop children's language and learning at home through our Best Start Family Hubs. This includes new training and development for reception year teachers which will collectively help to deliver our ambition for 90% of children to meet the expected standard in the phonics screening check alongside expanded support for children with SEND to access phonics and improve their reading. We will raise standards in maths through expanding our Securing Foundations in Year 7 programme and through our Higher Level Maths Achievement Programme to support disadvantaged children to achieve highly in their GCSEs and beyond. We will improve key stage

# What are the headlines?

- **Improve arts education** - we will revitalise arts education as part of the reformed national curriculum and through high-quality support for teachers of these subjects.

# What are the headlines?

- **Prepare young people for life and careers in a changing world** - we will ensure that subject-specific disciplinary skills including critical thinking, creative thinking and problem solving are clearly articulated in the relevant refreshed programmes of study, as well as opportunities to practise social and emotional attributes such as resilience. A new oracy framework will support primary teachers to ensure their pupils become confident, fluent speakers and listeners by the end of key stage 2, and our new secondary oracy, reading and writing framework will enable secondary teachers to connect and embed all three of those vital skills in each of their subjects as part of a whole school strategy. We will ensure that vital applied knowledge and skills in financial, media and digital literacy are embedded into the revised curriculum, and we will improve climate and sustainability education, in the relevant subjects. We will work with employers to create opportunities for bringing the curriculum to life, engaging pupils by supporting them to understand the relevance of their learning to their future career.

# What are the headlines?

The Review has recommended that we ensure that pupils in primary school are taught essential citizenship content through a **new statutory requirement to teach citizenship in key stages 1 and 2**. We agree with this recommendation and consider it important including for introducing learning on financial and media literacy, climate change and democracy and law into primary education.

# What are the headlines?

- **Provide an enrichment entitlement for every child**, to ensure broad opportunities, within and beyond the curriculum, during and after the school day. We will set out a new core enrichment offer that every school and college should provide for every one of their pupils, which delivers access to civic engagement; arts and culture; nature, outdoor and adventure; sport and physical activities; and developing wider life skills. In line with their new inspection framework, Ofsted will consider how schools are meeting enrichment expectations when judging the personal development grade. The enrichment framework will be extended to further education settings, so that students gain a broad range of experiences and opportunities that help them to thrive.

# What are the headlines?

## ✗ What's Not Changing

- EBacc will **not** become compulsory and will be removed as an accountability measure.
- GCSEs will **not** be abolished or replaced by modular systems.
- No single combined science GCSE for all—Triple Science encouraged instead.
- Curriculum breadth at KS4 will **not** be reduced.
- Religious Education remains statutory (not merged into humanities).
- PE and arts remain statutory (not optional).
- Exams remain central—no wholesale move to project-based assessment.
- Computing remains statutory (not optional).
- No delay beyond 2028 for curriculum rollout.
- No radical overhaul of assessment structure—incremental changes only.

# Discussion



- How do you feel about the future changes to the national curriculum?
- How will you ensure that your teams are ready for the changes in 2027?



# Ofsted Framework Changes: your view



**Somerset**  
Council

# The main things to know...

**There are six core graded evaluation areas, plus early years and post-16.**

**Safeguarding is either met or not met.**

**Inclusion is the first of the core six evaluation areas.**

**Inclusion is mentioned in every other evaluation area – a golden thread.**

**Inspectors start from the assumption that the school is at the 'expected standard' and work from there.**

**If any area is graded as 'needs attention', monitoring visits will focus on those areas only until they can be re-inspected and the report updated.**

**There is a focus on four pupil groups: disadvantaged; SEND; known to social care; other barriers to wellbeing and learning.**

**Case sampling is a new methodology which will follow the journey of how these students are included in school life.**

# Context and culture shift

- Consultation on inspection followed 'The Big Listen' – closed at end of April 2025. New framework laid out in September 2025.
- Inspections will start (slowly) from 10<sup>th</sup> November 2025.
- If 2019 framework was all about curriculum, 2025 framework is all about inclusion.
- Coming government white paper on overhaul of the SEND system – spring 26.
- Ofsted are prioritising collaboration and transparency in their toolkits and operating guides.

## When to expect inspection:

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Inspections will recommence according to the new framework:

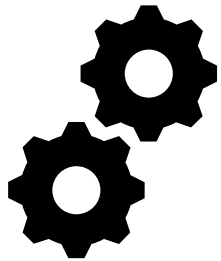
- **10 November 2025:** inspections begin for early years, state-funded schools, and further education (FE) and skills.
- From 10 November until Christmas, Ofsted will give priority to state-funded schools that have volunteered for inspection under the new system.
- Depending on the number of volunteer schools, it is unlikely non-volunteer schools will be inspected before 1 December.

## Documents



[State-funded schools inspection toolkit:  
for use from November 2025](#)

PDF, 796 KB, 81 pages



[School inspection operating guide for  
inspectors: for use from November 2025](#)

HTML



[Inspection information for state-funded  
schools: for use from November 2025](#)

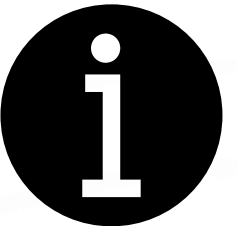
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# Overall inspection focus

Our renewed inspections reflect a significant shift in inspection culture. There is a stronger emphasis on leadership as a driver of sustained improvement, and on inclusion. These emphases are reflected both in the themes guiding our evidence-gathering and in the standards within the toolkit.

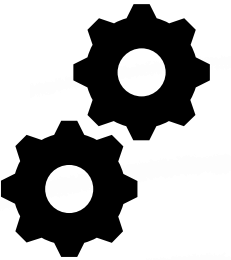
Inspections are grounded in respectful professional dialogue, focused on impact and designed to support self-improvement and inclusive practice. They are structured but also flexible, adapting to context, responding to evidence and concentrating on what matters most for pupils. Learning walks are important and allow leaders to share their context as they are showing inspectors around their school.



# Principle 1

- Throughout the inspection, the toolkit will help you gather evidence to celebrate the school's strengths, validate leaders' priorities and progress and highlight where improvement is needed. In doing so, you will consider the extent to which pupils:
  - achieve – academically and personally
  - belong – feel that they belong to and are valued as part of the school community, so that they attend, behave and contribute positively to what the school offers
  - thrive – benefit from the right systems, processes and levels of oversight, so that they are kept safe and are able to flourish, whatever their background or individual needs

The toolkit will give you assurance that you are building a clear and typical picture of all aspects of the school's work.



# 2025 Ofsted framework

**Inclusion**

**Curriculum  
and teaching**

**Achievement**

**Safeguarding**

**Attendance  
and  
behaviour**

**Personal  
development  
and well-being**

**Leadership  
and  
governance**

**Early Years  
(or Post-16  
provision)**

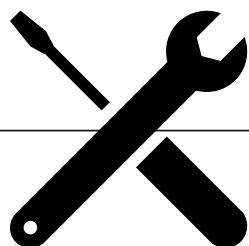
# State-funded school inspection toolkit

This toolkit sets out the areas that will be evaluated and graded on inspections of state-funded schools under sections 5 and 8 of the Education Act 2005. It can also be used by leaders to support self-evaluation and continuous improvement.

- 81 pages long
- Intended to bring consistency
- Not just the grading grids
- Organised by evaluation area
- Very detailed!

# 2025 Ofsted framework

Needs attention	Expected standard	Strong standard
<p><b>Inclusion is likely to be graded 'needs attention' when the 'expected standard' has not been met.</b></p> <p><b>This may include when one or more of the following applies:</b></p> <ul style="list-style-type: none"> <li>Leaders have only recently started to take appropriate action to identify and assess pupils' needs or reduce barriers to pupils' learning and/or well-being.</li> <li>Weaknesses or inconsistencies in practice have a negative impact on a particular group of pupils.</li> <li>Leaders' use of alternative provision has limited positive impact on pupils' learning and/or well-being.</li> </ul>	<p><b>Inclusion meets the 'expected standard' when all the following apply:</b></p> <p>Leaders identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.</p> <p>Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.</p> <p>Leaders have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.</p>	<p><b>Inclusion meets the 'strong standard' when the 'expected standard' has been met and all the following apply:</b></p> <p>Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.</p> <p>Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences. Well-analysed, quantitative and qualitative data underpins leaders' decisions.</p> <p>Leaders ensure that the pupil premium strategy is implemented and monitored effectively, including through ongoing, high-quality training and support for staff.</p>



- Five-point scale
- Expected standard
- Secure fit approach

## Urgent improvement

**Inclusion is likely to be graded 'urgent improvement' when any of the following apply:**

- Leaders do not identify and assess pupils' needs effectively. This has a significant negative impact on how well the school supports pupils' learning and/or well-being.
- Support for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or well-being is ineffective.
- Leaders do not meet statutory requirements for pupils who are disadvantaged and/or those with SEND and/or those who are known (or previously known) to children's social care and those who may face other barriers to their learning and/or well-being. This has a significant negative impact on pupils' learning and/or well-being.

## Exceptional

**Inspectors may consider leaders' work in inclusion to be 'exceptional' when the 'strong standard' has been met and all the following apply:**

- Exceptional standards of inclusion have been sustained over time so that barriers to learning and/or well-being for pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, are reduced exceptionally well to ensure highly positive outcomes and experiences for pupils.
- Leaders' actions have a transformational impact on how well these pupils achieve and thrive across all areas of school life, and have ensured that they feel they belong within the school community.
- There are no significant areas for improvement that leaders have not already prioritised.

If this grade is awarded, leaders should use their exceptional success in this evaluation area to:

- support improvement across all aspects of their own school and/or group
- share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

# Leadership focus on inclusion

## Leadership and governance

This evaluation area considers:

- whether leaders and those responsible for governance collectively ensure that the school's provision enables every pupil to thrive
- the commitment of leaders and those responsible for governance to raising standards of education and care to improve the lives of all pupils, especially those who are disadvantaged, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being

# Curriculum and teaching

## Curriculum and teaching

This evaluation area considers whether:

- leaders design a high-quality, ambitious curriculum for all pupils (the intent), paying particular regard to disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- leaders and staff deliver the curriculum effectively (the implementation) across all subjects, year groups and key stages
- leaders make sure that pupils build strong foundations for accessing the curriculum and for later success, including academic achievement, good health and well-being

# Inclusive curriculum and teaching

How is your curriculum designed to help those...

**with socio-economic disadvantage**

**with SEND**

**known (or previously known) to social care**

**with other barriers to their learning and wellbeing**

**...to achieve, belong and thrive?**

# Achievement in the Ofsted framework

## Achievement

This evaluation area considers:

- whether the school provides a high-quality education for all pupils (the impact), especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, that gives them the necessary knowledge, skills and qualifications to succeed in life, and equips them for the next stage of their education, training or employment
- pupils' attainment and progress over time in national tests and examinations, where relevant
- the progress that pupils make across the curriculum from their starting points, so that they know more, remember more and are able to do more

# Securing strong foundations for all pupils



Word reading



Spelling



Handwriting



Early  
mathematics



High-quality  
interactions

Inspectors focus on gathering evidence relating to the factors that statutory and non-statutory guidance, professional standards, research and inspection evidence indicate contribute most strongly to pupils' achievement.

These factors are:

- securing important foundational knowledge in language and communication, reading, writing and mathematics so that pupils can access the whole curriculum
- reading fluently at an age-appropriate level
- securing the knowledge and skills pupils need before undertaking more complex tasks
- ensuring that pupils make progress from their starting points, in that they know more, remember more and can do more; they learn what is intended, and develop broad and deep subject knowledge across the curriculum
- equipping pupils to produce high-quality work that reflects the breadth and depth of their learning
- equipping pupils to achieve well in national tests and examinations, where relevant, and across the wider curriculum
- preparing pupils, at each phase, for the next stage of education, training or employment

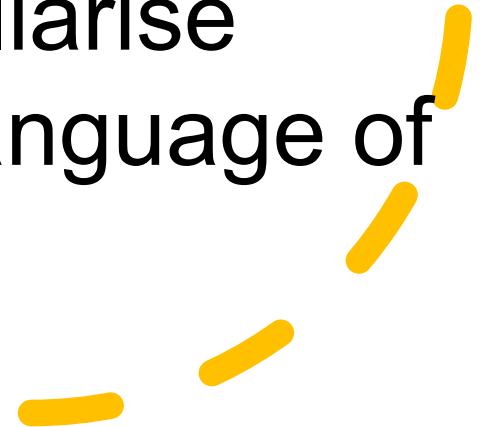
## Grading leadership and governance

Needs attention	Expected standard	Strong standard
<p><b>Leadership and governance are likely to be graded 'needs attention' when the 'expected' standard has not been met.</b></p> <p><b>This may include when one or more of the following applies:</b></p> <ul style="list-style-type: none"> <li>■ Leaders have a broad awareness of the school's strengths and areas for development, but their actions lack precision and/or do not identify the underlying causes of any weakness and/or have unintended consequences for pupils or particular groups of pupils.</li> <li>■ Leaders' actions to bring about improvement are largely focused on the right areas, but do not lead to improvement quickly enough.</li> <li>■ Governors/trustees understand their broad roles and responsibilities but do not typically support and/or challenge leaders well. Their approaches to assuring themselves of the impact of leaders' work do not give them a precise picture of it.</li> <li>■ Leaders are conscious of the implications any changes to practice may have on staff's workload, but they do not do enough to manage that</li> </ul>	<p><b>Leadership and governance meet the 'expected standard' when all the following apply:</b></p> <p>Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively.</p> <p>Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload.</p> <p>Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve.</p> <p>Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives</p>	<p><b>Leadership and governance meet the 'strong standard' when the 'expected standard' has been met and all the following apply:</b></p> <p>Leaders ensure that staff and governors feel valued and involved in the strategic direction of the school. Leaders provide meaningful opportunities for them to share perspectives and insights and collaborate throughout any change process.</p> <p>Leaders use their detailed and insightful analysis of school performance to evaluate the effectiveness of their provision. They accurately identify, monitor and act on priorities for improvement, leading to consistently strong standards across all areas of the school's work or rapid improvement in any areas where this is not the case.</p> <p>Leaders at all levels make a consistently positive contribution to the school's priorities and develop staff expertise as the key driver of improvement. They allocate enough time for staff to work together to achieve this. Staff understand their role in improving and sustaining standards and make a consistently positive contribution to this.</p>

# Discussion



- How do you feel about the shift in emphasis to leadership, inclusion and strong foundations?
  - What feels more positive?
  - Is your school and board beginning to familiarise themselves with the language of the toolkit?



# The emerging picture from schools



**Somerset**  
Council

# In the news:

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Family & Education | Young Reporter

## Teaching union launches legal action against Ofsted

By Hazel Shearing  
27 July 2025

A school leaders' union says it is taking legal action against Ofsted over proposed changes to the way it inspects schools in England.

The National Association of Head Teachers (NAHT) has asked the High Court to force Ofsted to review plans for new school report cards, which are due to be introduced in September after Ofsted got rid of its old one or two-word judgements.

**national education union**  
About | Campaigns | Advice | Courses

Home > Latest > Press releases > Education unions to support NAHT's legal action against Ofsted

## Education unions to support NAHT's legal action against Ofsted

Published: 24/10/2025

Press release | England | Ofsted

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Family & Education | Young Reporter

## Head teachers to be consulted on strike action over new Ofsted inspections

By Vanessa Clarke  
27 November 2025

A head teachers' union will consult its members on strike action after it lost a bid to challenge Ofsted's new inspection plans in court.

**SCHOOLS WEEK**  
Friday, 21 Nov 2025  
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## More collaborative, more pressure: Heads issue report cards on new Ofsted inspections

Here's what five leaders inspected under the new regime had to say about their experience...

Lydia Chantler-Hicks  
21 Nov 2025, 5:00  
More from this author

See discussion

★ Exclusive

### Inspection report: 25 June 2024

- Exceptional
- Strong standard
- Expected standard
- Needs attention
- Significant improvement

School leaders who volunteered for new Ofsted inspections said they were much more collaborative, but warned about the toll on staff of the "far more rigorous" checks. New report card inspections were introduced last week, with routine inspections restarting on December 1.

More from this theme: Ofsted confirms state school inspections to resume on December 1

## What leaders are saying:

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- “A level of pressure that is way heavier than anything they have seen beforehand”, he said, adding it was “an awful lot of scrutiny, at a granular level, that schools aren’t used to”.
- One newly qualified teacher was observed “for the best part of two-and-a-half hours during the two days, which is way more than anything you would have ever expected under the old framework”.
- While inspectors were “very caring and very clear”, the new framework is “massively different” and could shock schools, he warned.
- Even “savvy parents will not understand”. ‘Needs attention’ could be interpreted as “terrible”, while moving from ‘good’ to ‘expected standard’ could appear “like you have gone backwards”.

## What leaders are saying:

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- Leaders remarked on the new framework’s “huge focus on inclusion” – which includes an ‘inclusion’ judgment area.
- They reported inspectors doing detailed case sampling of around six children who face disadvantage or barriers to their learning.
- “If you know the needs of your pupils and you know your school, it would be a fairly positive process. But there is absolutely no hiding away from anything.”
- Sir Martin Oliver has insisted that “teacher and leader wellbeing is built into the very aspect of how I designed this renewed approach.”

# Discussion



- The article mentions inspections feeling more collaborative and open. **What opportunities are there for governors to play a more active role in these collaborative inspections?**
- Some leaders described the new inspections as ‘far more rigorous’. **How can governors support headteachers and staff wellbeing during this process?**
- **What strategies could schools adopt to ensure staff don’t feel overwhelmed by the granular level of scrutiny?**



# Ofsted 'explore an area' tool launched

A new tool, allowing individuals to find schools and registered childcare providers in any area and view their most recent Ofsted grades. The tool also provides interactive maps showing rates of disadvantage, and access to childcare, alternative provision, and special schools. Additionally, data on education and care within a local authority is available, showing a comparison between local percentages and national percentages.

The intention is that the information will be added to over time, as schools and providers are inspected under the new Ofsted framework to present a 'a richer, more layered picture of the factors that affect the services available to children and learners.' The intention is to continue to develop the tool so that it does more than simply present data, but 'tells a story with a sense of place'. Over the coming months more information will be included from further education and skills and children's social care, as well as non- association independent schools, to reflect the breadth of local services available.

You can read more in the Ofsted blog and access the [explore an area tool](#).

# What does the new Ofsted framework mean for you and your board?

Thursday 27 November, 4.30pm.

A live one-hour session with Ofsted and GovernorHub to find out more about the new inspection areas and report cards, what a 'strong standard' for leadership and governance and other strategic areas means in practice, and the new focus on the work of the trust governance professional. Helen Matthews (Ofsted deputy director, inspection improvement) and Claire Stewart (Ofsted deputy director, inclusive education) will present the session and respond to your questions.

[Register for your free place](#)



# Ofsted - Our new achievement evaluation area and how we use data: what schools need to know

**Wednesday 3 December, 4.00pm**

A presentation from Ofsted to provide information about the new achievement evaluation area and how data is used, including an overview of the new-style Inspection Data Summary Report (IDSR). Ofsted will provide a brief overview of what has changed in the IDSR and how inspectors will use data on inspection. There will also be an opportunity to ask questions.

# Updates & Reminders



DfE [effective governance resources](#)



Further updates to DfE [uniform guidance](#)



Introduction of [Attendance Baseline Improvement Expectations](#)



[Creating Cultures of Care Webinar](#) - Education Support 3<sup>rd</sup> December 4-5pm



[Free breakfast clubs programme](#) Phase 1 applications close 5<sup>th</sup> December



Academy settings – introduction of [‘verify your identity’](#) for trustees and members

# Updated format for the Governance Guides

[Maintained schools governance guide -  
Guidance - GOV.UK](#)

[Academy trust governance guide -  
Guidance - GOV.UK](#)

# Anything else?



# Thank you



**0300 790 6855**

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**[www.supportservicesforeducation.co.uk/sgs](http://www.supportservicesforeducation.co.uk/sgs)**

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