

Stoke Prior Primary School



Accessibility Plan #SD2 (Stoke)

Last amended 1st September 2026 (v1.0)

Plan lifespan: 3 years. Subject to annual review. Next full review 31st August 2029.

Version history

Date	Version	Details	Actioned by
01.09.26	1.0	Formatted to house style.	MF

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Statement of intent

This plan outlines how, as part of Three Counties Academy Trust (TCAT), Stoke Prior Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment, and information).

This plan relates specifically to Stoke Prior Primary School and will be maintained by the Headteacher.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of our schools to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided
- Improve the availability of accessible information to pupils with disabilities

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, TCAT, and where appropriate the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust Board and Local Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed, and revised in consultation with:

- Pupils' parents

- The CEO, and other relevant members of staff
- Trustees and Local Governors

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- [Human Rights Act 1998](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [Education and Inspections Act 2006](#)
- [Equality Act 2010](#)
- [Education Act 1996](#)
- [Children and Families Act 2014](#)
- [The Equality Act 2010 \(Specific Duties and Public Authorities\) Regulations 2017](#)
- [DfE 'The Equality Act 2010 and schools'](#)
- [DfE 'Special educational needs and disability code of practice: 0 to 25 years'](#)

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available irrespective of the version quoted here.

This plan operates in conjunction with the following TCAT and school policies:

- Data Protection Policy (FI20)
- Admissions Policy Trust Level (GN1)
- Equality Information and Objectives Policy (GN7)
- Pupil Equality, Equity, Diversity, and Inclusion Policy (GN19)
- Staff Equality, Equity, Diversity, and inclusion Policy (GN20)
- Health and Safety Policy (HS1)
- Special Educational Needs and Disabilities (SEND) Policy (SD3)
- Supporting Pupils with Medical Conditions Policy (SG4)
- Administering Medication Policy (SG20)

Central TCAT policies have the policy number identified, e.g. "SG1". Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school's website.

2. Roles and responsibilities

The Trust Board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan
- Receiving reports and audits from the Local Governing Body and school leaders

The Local Governing Body will be responsible for:

- Monitoring the Headteacher to ensure the plan is reviewed at least annually
- Approving this plan before it is implemented
- Conducting an annual Accessibility Audit and reporting the findings to the Trust Board

The Headteacher will be responsible for:

- Working closely with the CEO, Trust Board, SENCO, Local Governing Body, the LA and external agencies to effectively create and implement this Accessibility Plan for Stoke Prior Primary School

The SENCO will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise
- Working closely with the Headteacher, CEO, The Trust Board and Local Governing Body to ensure that pupils with SEND are appropriately supported
- Ensuring they have oversight of the needs of pupils with SEND attending their school, and advising the Headteacher in relation to those needs as appropriate

Staff members will be responsible for:

- Acting in accordance with this plan at all times
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice
- Ensuring that their actions do not discriminate against any pupil as a result of their disability

3. The accessibility audit

The Local Governing Body, will undertake an annual Accessibility Audit, reporting the findings to the Trust Board. The audit will cover the following three areas:

- **Access to the curriculum** – the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers
- **Access to the physical environment** – the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers
- **Access to information** – the extent to which pupils with disabilities can access information on an equal basis with their peers

When conducting the audit, the Local Governing Body, will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium, and long-term actions to address specific gaps and improve access and to update the Accessibility Plan.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum: Stoke Prior Primary School

Short term 2026-2027

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Provide CPD for staff on supporting pupils with SEND in phonics and early reading.	SENCO / Literacy Lead	CPD records; phonics assessment data	Staff confident in adapting phonics teaching for diverse learners.
Where required, purchase EYFS and KS1 appropriate assistive technology (talking tins, switch devices, reading pens).	SENCO / Headteacher	Usage logs; pupil progress tracking	Young pupils can access learning independently.
Introduce small group interventions for pupils with early speech, language and communication needs.	SENCO / EYFS Lead	Speech and language assessments; intervention records	Improved communication and early literacy outcomes.
Provide differentiated play-based resources in EYFS.	EYFS Lead / SENCO	Classroom audits; EYFS progress checks	All pupils access play-based curriculum meaningfully.
Launch structured early number intervention for KS1 pupils with difficulties in maths.	Maths Lead / SENCO	Assessment data; pupil progress	Targeted pupils improve number confidence and fluency.
Audit subject schemes of work for accessibility across KS1 and KS2.	Subject Leaders / SENCO	Audit reports; lesson observations	Schemes reflect inclusive practice.
Train Teaching Assistants on supporting children with autism in EYFS and KS1 classrooms.	SENCO	TA appraisals; classroom observations	Effective classroom support provided to pupils with autism.

Introduce visual timetables and pictorial task lists in all EYFS and KS1 classrooms.	Class Teachers	Learning walks; pupil feedback	Reduced anxiety and improved routine understanding for young pupils.
Pilot adapted early writing resources for pupils with fine motor skill difficulties.	EYFS Lead / Occupational Therapy input	Assessment data; teacher feedback	Increased writing engagement for targeted pupils.
Hold SEND parent workshops focusing on supporting learning at home.	SENCO / Parent Liaison	Workshop attendance; parent feedback	Parents feel supported and able to contribute to learning.

Medium term 2026-2028

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Embed inclusive teaching strategies across all EYFS, KS1 and KS2 classrooms.	SENCO / Headteacher	Learning walks; work scrutiny	Consistent inclusive practice across the school.
Expand intervention offer to include nurture groups for KS1 pupils with SEMH needs.	SENCO / Headteacher	Behaviour data; intervention records	Improved wellbeing and learning readiness.
Introduce cross-curricular sensory provision for pupils with sensory processing needs.	SENCO / EYFS Lead	Pupil progress; sensory resource usage logs	Improved engagement of pupils with sensory needs.
Provide training on supporting pupils with dyslexia at KS2.	Literacy Lead / SENCO	Training evaluations; pupil progress data	Teachers adapt literacy teaching more effectively.

Ensure each classroom has an inclusive reading corner with accessible texts.	Literacy Lead / SENCO	Classroom audits; reading assessments	All pupils can access a wide range of texts.
Establish structured transition from EYFS to KS1 for pupils with additional needs.	EYFS Lead / Headteacher	Transition records; parent feedback	Smooth and supportive transitions for pupils.
Develop inclusive after-school clubs to increase participation.	Headteacher / SENCO	Participation records; pupil surveys	SEND pupils access enrichment opportunities.
Provide staff training on trauma-informed practice.	SENCO	Training evaluations; behaviour data	Staff skilled in supporting pupils with SEMH needs.
Improve parental communication through regular SEND newsletters.	SENCO / Parent Liaison	Newsletter distribution; parent surveys	Parents feel informed and engaged.

Long term 2026-2029

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Conduct comprehensive review of curriculum accessibility across all year groups.	Headteacher / LGB	Audit reports; Ofsted feedback	Fully accessible curriculum for all learners.
Introduce peer buddy schemes to support younger SEND pupils.	SENCO / KS2 Lead	Programme evaluations; pupil feedback	SEND pupils feel supported by peers.
Ensure curriculum prepares SEND pupils for KS3 transitions.	Year 5/6 teacher / SENCO	Secondary transition records; pupil voice	Smooth transition to secondary school.

Embed SEND strategies into all subject policies and schemes.	Subject Leaders / SENCO	Policy reviews; SLT scrutiny	SEND provision consistent across the school.
Develop external partnerships with speech therapy, OT and health services.	SENCO / Headteacher	Partnership records; pupil outcomes	Specialist support enhances provision.
Expand careers and aspiration work for KS2 SEND pupils.	Year 5/6 teacher / SENCO	Programme evaluations; pupil voice	SEND pupils develop ambition for their futures.
Review and update Teaching and Learning Policy with accessibility focus.	Headteacher / LGB	Policy reviews; lesson observations	Accessibility embedded into teaching ethos.
Appoint SEND link governors for curriculum oversight.	LGB	Governor meeting minutes; SEND reports	Governance strengthened for SEND provision.
Develop parental SEND network to support community.	SENCO / Parent Liaison	Network attendance; feedback	Parents empowered to share support and advice.
Commission independent accessibility audit every 3 years.	Governors / SLT	Audit reports; action plans	Continuous improvement in accessibility provision.

5. Planning duty 2: Physical environment: Stoke Prior Primary School

Short term 2026-2027

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Audit EYFS outdoor areas to ensure safe and accessible play equipment.	EYFS Lead / Trust Estate Manager	Audit reports; pupil/parent feedback	All pupils can use outdoor play areas safely.
Repair uneven pathways and playground surfaces.	Trust Estate Manager	Premises inspections	Reduced risk of trips; wheelchair friendly surfaces.
Ensure all classrooms have flexible seating for EYFS and primary pupils.	SENCO / Trust Estate Manager	Furniture audit records	Children with physical needs supported in class.
Install handrails and tactile markings as required.	Trust Estate Manager	Premises inspections	Improved safety for younger children.
Ensure accessible toilets are age-appropriate and clearly marked.	Trust Estate Manager / EYFS Lead	Facilities audit	Younger children can access toilets safely and independently.
Introduce quiet/sensory corners in classrooms for regulation.	Class Teachers / SENCO	Learning walks; behaviour data	Pupils with SEMH needs supported in self-regulation.
Improve lighting in corridors and classrooms to support vision needs.	Trust Estate Manager	Lighting survey	Improved visibility for all pupils.
Repaint external steps and edges in bright colours.	Trust Estate Manager	Premises inspections	Accidents reduced; visually impaired supported.
Label classrooms and key areas with large print and symbols.	SENCO / Trust Estate Manager	Accessibility audit feedback	EAL and SEND pupils navigate independently.

Check and maintain door closers for accessibility.	Trust Estate Manager	Maintenance logs	Doors easier for young children and wheelchair users.
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Medium term 2026-2028

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Create sensory garden accessible to EYFS and KS1 pupils.	Trust Estate Manager / EYFS Lead	Premises inspections; pupil feedback	Outdoor learning enriched for all pupils.
Adapt playground equipment for accessibility (e.g., inclusive swings).	Trust Estate Manager / Headteacher	Playground audits	SEND pupils included in play opportunities.
Upgrade library with adjustable furniture and inclusive resources.	Literacy Lead / Trust Estate Manager	Library audits	All pupils able to enjoy reading spaces.
Ensure EYFS classrooms have appropriate acoustic treatment.	Trust Estate Manager	Noise level surveys	Improved learning environment for children with hearing needs.
Improve playground zoning with quiet areas.	Headteacher / Trust Estate Manager	Playtime observations; pupil feedback	Children with SEMH needs supported at playtime.
Install pictorial and bilingual signage across school.	SENCO / EAL Coordinator	Audit reports	Improved accessibility for EAL and SEND pupils.
Provide staff training on maintaining accessible environments.	Trust Estate Manager / SENCO	Training records; audits	Staff proactive in ensuring accessibility.
Install sound-field systems in EYFS and KS1 classrooms as required.	Senior ICT Technician / Trust Estate Manager	System checks; teacher feedback	Improved hearing access for younger children.
Develop accessible outdoor learning shelters.	EYFS Lead / Trust Estate Manager	Premises audits	Outdoor curriculum accessible in all weather.

Long term 2026-2029

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Ensure future building projects fully accessible at design stage.	Trust Board / Architects	Planning documentation	Accessibility built into long-term development.
Develop inclusive outdoor play areas across KS1 and KS2.	Headteacher / Trust Estate Manager	Premises inspections; surveys	All children benefit from inclusive play.
Upgrade hall and dining facilities for accessibility.	Headteacher / Trust Estate Manager	Facilities audits	All pupils access communal areas safely.
Refurbish changing and toilet facilities for accessibility.	Headteacher / Trust Estate Manager	Premises inspections	Pupils with physical needs supported with dignity.
Install external ramps to all modular buildings.	Trust Estate Manager	Compliance audits	All classrooms accessible to wheelchair users.
Improve fire alarm systems with visual and sound signals.	Headteacher / Trust Estate Manager	System testing logs	Inclusive safety provision for all children.
Introduce rolling programme of accessibility upgrades.	Trust Board / Trust Estate Manager	Capital works reports	Accessibility continuously improved.
Provide dedicated nurture/sensory room.	SENCO / Headteacher	Usage records; pupil feedback	Pupils with additional needs supported effectively.

6. Planning duty 3: Information: Stoke Prior Primary School

Short term 2026-2027

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Provide newsletters and policies in large print, audio and pictorial versions.	Office Administrator	Request logs; parent feedback	Improved access to information for parents with additional needs.
Ensure school website meets Web Content Accessibility Guidelines (WCAG) 2.1 standards.	Senior ICT Technician / Office Administrator	Website audits	Accessible website for parents and carers with disabilities.
Train staff to prepare accessible classroom resources.	SENCO	Resource audits; learning walks	Children with SEND can engage fully in lessons.
Produce simple-language versions of newsletters and homework sheets.	Office Administrator / Class Teachers	Parent surveys; document reviews	Parents with EAL or low literacy supported.
Introduce visual home-school communication books for EYFS pupils.	EYFS Lead / Class Teachers	Usage logs; parental feedback	Improved communication with parents of young children.
Publish key school policies in child-friendly format.	Headteacher / Office Administrator	Policy audits	Children better understand rules and routines.
Add captions and subtitles to all video content.	Senior ICT Technician	Video audits	Improved access for families with hearing impairments.
Provide bilingual newsletters for families with EAL.	EAL Coordinator / Office Administrator	Translation records; parental feedback	Families with limited English engage fully with school life.

Offer parent surveys and forms in paper and digital formats.	Office Administrator	Survey returns; response rates	Increased engagement in school consultation.
Display posters with symbols to explain routines and rules.	SENCO / Trust Estate Manager	Learning walks; pupil voice	Children understand expectations clearly.
Write reports in plain English and provide symbol-supported summaries for EYFS pupils.	Class Teachers	Report audits; parent feedback	Improved parental understanding of children's progress.

Medium term 2026-2028

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Train staff to communicate with parents using accessible formats.	Headteacher / Office Administrator	Training records; communication audits	Parents feel included and supported.
Develop parent portal with translation and text-to-speech tools.	Senior ICT Technician / Office Administrator	Portal analytics; parent surveys	Families can access school information independently.
Create system for providing accessible assessment information.	Assessment Lead / SENCO	Parent meetings; reports	Parents understand pupil progress regardless of needs.
Use dyslexia-friendly fonts and layouts in newsletters and homework sheets.	Office Administrator / Class Teachers	Document reviews	Children and parents with dyslexia access materials easily.
Provide visual timetables for parents showing school events.	Office Administrator / Headteacher	Distribution records; feedback	Parents understand routines and key dates.
Add SEND and EYFS resources section to school website.	SENCO / EYFS Lead	Website analytics; parent feedback	Parents of SEND and EYFS pupils access support more easily.

Publish video guides for home learning routines.	Senior ICT Technician / Headteacher	View counts; parental feedback	Parents supported in helping children at home.
Ensure emergency alerts available by SMS, app, email and paper letters.	Office Administrator / Headteacher	System testing; parent feedback	All families receive urgent messages quickly.
Publish annual accessibility statement on communication.	Headteacher / LGB	Governor reports	School accountable for improving access to information.

Long term 2026-2029

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Ensure prospectus and policies designed in accessible formats.	Office Administrator / Headteacher	Document reviews; parent surveys	All families engage with official documents.
Create parent and pupil accessibility group to review communications.	SENCO / EYFS Lead	Meeting records; action logs	Children and parents influence accessibility planning.
Ensure all ICT procurement meets accessibility standards.	Senior ICT Technician / LGB	Procurement audits	Future systems always inclusive.
Provide braille and tactile versions of essential documents.	Office Administrator / SENCO	Requests met; feedback	Blind and visually impaired families included.
Develop multilingual video library for parent workshops.	Senior ICT Technician / Headteacher	Usage analytics; parent surveys	Parents with EAL access information easily.
Introduce school app with accessibility features (translation, voice-to-text).	Senior ICT Technician / Headteacher	App analytics; surveys	Families access information flexibly.

Hold annual accessibility forum for parents and governors.	Headteacher / LGB	Forum minutes; actions tracked	Accessibility improved through consultation.
Work with local authority to align communication standards.	Headteacher / Office Administrator	Compliance checks; LA reports	Consistency across local schools.
Commission external accessibility audit of communication every 3 years.	Governors / Headteacher	Audit reports; follow-up actions	Continuous improvement in information access.

Monitoring and review

Lifespan of Accessibility Plan: 3 Years, Reviewed Annually

At any point this plan is updated or fully reviewed, it will be updated on the school website.

Changes may be made by the Headteacher before being passed to the Local Governing Body for ratification.

The next scheduled full review date for this policy is 31st August 2029.

To be ratified and recorded in the minutes at the first Local Governing Body Meeting after 1st September 2026.

Trust Glossary

AA	Admissions Authority	H&S	Health and Safety
AAI	Adrenaline Auto-Injector (Epi Pen)	Headteacher	Head of School
ACM	Asbestos Containing Materials	HSE	Health and Safety Executive
AHT	Assistant Headteacher	ICO	Information Commissioners Office
AIR	Attendance Intervention Reviews	IDSR	Inspection Data Summary Report
APDR	Assess Plan Do Review Cycle	IHP	Individual Healthcare Plan
APIs	Application Programming Interfaces	IRMS	Information and Records Management Society
ASC	Autistic Spectrum Condition	IWF	Internet Watch Foundation
ASP	Analyse School Performance	KCSIE	Keeping Children Safe in Education
ATH	Academy Trust Handbook	KS1/2/3/4	Key Stage 1/2/3/4
BAME	Black, Asian and Minority Ethnic Backgrounds	LAC	Looked After Child
BAT	Board Appointed Trustee	LADO	Local Authority Designated Officer
BCP	Business Continuity Plan	LGB	Local Governing Body
BFR	Budget Forecast Return	LLC	Low-Level Concerns
CEO	Chief Executive Officer	LSA	Learning Support Assistants
CFO	Chief Financial Officer	MASH	Multi-Agency Safeguarding Hub
CIF	Condition Improvement Fund	MAT	Multi-Academy Trust

CIN	Child in Need	MFA	Multi-Factor Authentication
CLA	Children Looked After	MFL	Modern Foreign Language
CMIE	Child Missing in Education	NCSC	National Cyber Security Centre
COO	Chief Operating Officer	NoV	Note of Visit
COSHH	Control of Substances Hazardous to Health	NPQ	National Professional Qualifications
CP	Child Protection	PA	Persistent Absence
CPD	Continuing Professional Development	PAN	Published Admission Number
CPOMS	Child Protection Online Management System	PECR	Privacy and Electronic Communications Regulations
CSCS	Children's Social Care Services	PEP	Personal Education Plan
CSE	Child Sexual Exploitation	PEEP	Personal Emergency Evacuation Plan
CTIRU	Counter-Terrorism Internet Referral Unit	PEX	Permanent Exclusion
CWD	Children with Disabilities	PP	Pupil Premium
CYPMHS	Children and Young People's Mental Health Services	PPG	Pupil Premium Grant
DBS	Disclosure and Barring Service	PSHE	Personal, Social and Health Education
DDSL	Deputy Designated Safeguarding Lead	PSED	Public Sector Equality Duty
DfE	Department for Education	PTFA	Parent, Teacher and Friends Association
DHT	Deputy Headteacher	QA	Quality Assurance

DSE	Display Screen Equipment	RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
DSL	Designated Safeguarding Lead	RHE	Relationships and Health Education
DPO	Data Protection Officer	RPA	Risk Protection Arrangement
EAL	English as an Additional Language	RSHE	Relationships, Sex and Health Education
ECT	Early Career Teacher	SA	Severely Absent
EDIB	Equality, Diversity, Inclusion and Belonging	SALT	Speech and Language Therapist
EHA	Early Help Assessment	SARC	Sexual Assault Referral Centre
EHCNA	Education, Health and Care Needs Assessment	SBM	School Business Manager
EHCP	Education, Health and Care Plan	SCC	Standard Contractual Clause
EHE	Elective Home Education	SCITT	School-Centred Initial Teacher Training
ELSA	Emotional Literacy Support Assistant	SCR	Single Central Record
ESFA	Education and Skills Funding Agency	SDP	School Development Plan
EVC	Educational Visit Coordinator	SDQ	Strengths and Difficulties Questionnaire
EWOSSO	Education Welfare and Safeguarding Support Officer	SEF	Self-Evaluation Form
EYFS	Early Years Foundation Stage	SEMH	Social, Emotional, and Mental Health
FBV	Fundamental British Values	SENCO	Special Educational Needs Coordinator
FFT	Fischer Family Trust	SEND	Special Educational Needs and Disabilities

FGM	Female Genital Mutilation	SIP	School Improvement Partner
FGMPO	FGM Protection Order	SLA	Service Level Agreement
FOI	Freedom of Information	SLCN	Speech, Language and Communication Needs
FSM	Free School Meals	SLT	Senior Leadership Team
FTS	Find a Tender Service	SPOC	Single Point of Contact
GAG	General Annual Grant	STEM	Science, Technology, Engineering and Maths
GDPR	General Data Protection Regulation	TA	Teaching Assistant
GIAS	Get Information about Schools	TAC	Team Around the Child
HASH	Herefordshire Association of Secondary Heads	TCAT	Three Counties Academy Trust
HBA	Honour Based Abuse	TUPE	Transfer of Undertakings (Protection of Employment)
HR	Human Resources	VSH	Virtual School Headteacher