

Learning Connection

News for all our partners
June / July 2026 | Issue 09



Inclusion by Design

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- CPLD – A future brochure and thank you to facilitators
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Thank You for 25 Years of Service

In June, Learning Partners Academy Trust was delighted to host our annual 25 Years of Service Celebration afternoon tea which took place at the Guildford Harbour Hotel, recognising colleagues who have dedicated 25 years or more to our schools.

The afternoon provided a wonderful opportunity to honour the exceptional commitment, passion and professionalism of our long-serving staff. Over the years, they have played an invaluable role in shaping our schools, supporting one another and, most importantly, helping generations of children to thrive.

Our CEO, Jack Mayhew, was joined by Trustee Jon Cox to personally thank those being recognised for their outstanding contribution. Together, they reflected on the difference these colleagues have made through their dedication, expertise and unwavering commitment to making our schools even better places for children to learn and flourish.

It was a lovely afternoon, filled with conversation, laughter and

appreciation. As always, the traditional scone sparked a light-hearted debate over whether the jam or the cream should come first, with opinions happily divided!

We are delighted to celebrate colleagues who have devoted so much of their careers to education and to our Trust. It was also an opportunity to recognise the strength that comes from working together and the ambition and care our colleagues bring to their roles every day.

We are incredibly proud to acknowledge everyone reaching this significant milestone whose loyalty, professionalism and dedication have helped shape Learning Partners Academy Trust into the organisation it is today.

Their contribution continues to make a lasting difference to our schools, our colleagues and the children we are privileged to serve.

Congratulations to all this year's recipients and thank you for your exceptional service.

Welcome to our new Governance Team

Sarah Churchill, Head of Governance and Compliance

Sarah joined Learning Partners Trust in May 2026 as Head of Governance and Compliance within the Central Operations Team, bringing over 20 years of experience in education.

Sarah has worked as Clerk to Trustees in both an outstanding further education setting and a highly regarded independent school, while also supporting numerous Local Governing Bodies.

Passionate about the role effective governance plays in helping schools thrive, Sarah is committed to supporting trustees, governors and



school leaders to achieve the best possible outcomes for children and young people.

With the forthcoming Trust merger, governance will play an important role in bringing people together, strengthening collaboration and ensuring a clear strategic focus. I am excited about the opportunities ahead and the positive impact we can achieve together.



Jayne Godolphin, Clerk to Trustees

Jayne joined Learning Partners Trust as Clerk to Trustees within the Central Operations Team in April 2026, bringing with her more than 30 years of experience across local government, social housing, care and education. Starting her career in HR, where she gained professional qualifications and progressed to oversee a diverse range of services including estates management, governance and customer services.

After a brief spell of early retirement, Jayne missed the sense of purpose that comes from supporting schools and young people, so she returned to the sector, providing clerking services to a variety of schools across Surrey, including church and special schools.

As Clerk to Trustees at Learning Partners Trust, Jayne plays a key role in supporting effective and professional governance across the Trust. She enjoys working closely with trustees, school leaders and colleagues, building strong relationships and ensuring governance processes run smoothly and efficiently.

When she's not immersed in agendas, minutes and governance matters, Jayne enjoys being part of the vibrant Trust community and bringing her wealth of experience, good humour and practical approach to everything she does.



Southborough Students Shine at Wimbledon 2026

Southborough High School is celebrating the success of its students who have earned the honour of serving as Ball Boys at The Championships, Wimbledon 2026.

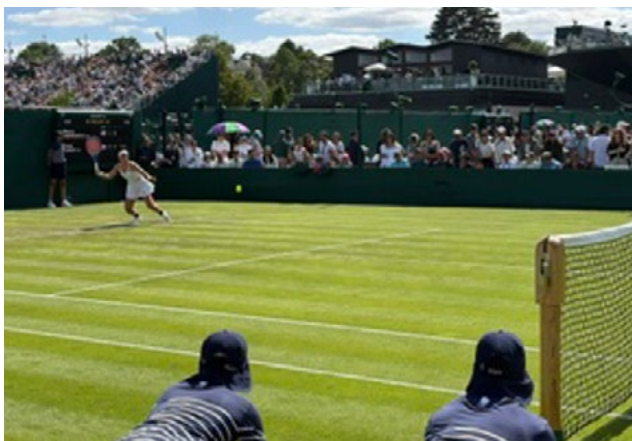
This prestigious role is one of the most sought-after opportunities for young people in the area, with hundreds of students from participating schools competing for places each year.

The journey to Wimbledon begins months before the tournament starts. Our thanks to Senior Assistant Head, Dan Edwards who leads on this programme, working intensively with

year 9 and 10 students selected by Southborough to take part in rigorous trials and training programme.

Those chosen for Wimbledon 2026 have spent months preparing for the Championships, attending weekly sessions at Southborough led by Dan as well as 3hr weekly sessions at Wimbledon for the last 6 months.

We are extremely proud of the students representing the school at one of the world's most famous sporting events. Their dedication, resilience and commitment have been rewarded with an unforgettable experience and the opportunity to contribute to the unique tradition of Wimbledon.



Congratulations to all Southborough High School students selected for Wimbledon 2026. We wish them every success during the rest of The Championships and look forward to hearing about their experiences on the courts of SW19.



Their dedication, resilience and commitment have been rewarded with an unforgettable experience and the opportunity to contribute to the unique tradition of Wimbledon.

CPLD

This academic year, the Trust has delivered 134 days of high-quality CPLD, with over 1,300 teachers engaging in Trust professional development opportunities at least twice.

A shoutout and HUGE thank you to EVERYONE who has facilitated CPLD sessions this year. Without their time, dedication, expert knowledge and passion we would not have been able to offer such a wide array of development.

Abi Rudall	Fiona Molden	Kate Ryder Fail	Rosie Lawrence Davis
Ali Hunt	Gemma Beswick	Kathryn Inglis	Sam Strong
Alison Fitch	Harry Hoadley	Kathryn Krynicki	Sarah Adams
Anna Marshall	Helen Gregory	Katrina Marshall	Sarah Bourne
Becky Stacey	Holly Wise	Kristy Hunt	Sarah Furse
Caroline Gale	Izzy Ross	Laura Cripps	Shane Vickery
Claire Harrington	Jack George	Lewys Jones	Shaun Fishburn
Claire Pascolutti	Jasmine Brewer	Lorraine Jackson	Simon Bromley
Cressida Booth	Jeanette Hamilton Marshall	Lucy Dorrington	Sophie Murray
David Johnson	Jeremy Czaplicki	Mark Taylor	Sophie Watts
David Morgan	Jo Backhurst	Matt Kerry	Sue Edwards
Ed Dixon	Jo Cole	Megan Dixon	Taymar Trigo
Emma Booker	Karen Clark	Mili Daly	Verity King
Emma Lines	Kate Charles	Olivia Wernick	Vicky Retter
Fiona August		Peter Harwood	



CPLD Programme 2026/27





Welcome to the School Improvement Team

Mili Daly – Teaching & Learning Primary Lead.

Mili qualified as a primary teacher in 2019 and has worked across the full primary phase. She has held subject leadership in maths, leading improvements in teaching, learning and attainment. She has also completed her NPQSL, strengthening her understanding of leadership and school improvement.

Mili has worked as a Lead Practitioner focusing on Year 1, exploring how schools meet developmental needs at this stage, including play and transition from EYFS into the National Curriculum. She leads the Trust-wide Year 1 network, supporting shared understanding and the development of practice across schools through collaboration.

Mili is a Primary Mastery Specialist with the local Maths Hub and holds a Professional Development Lead accreditation. She leads networks and facilitates workgroups on teaching for mastery, underpinned by the Five Big Ideas, supporting colleagues to translate evidence-informed approaches into consistent classroom practice that improves outcomes for pupils.

Mili is passionate about collaborative working to strengthen teaching and learning in the primary classroom and is excited to contribute to the Trust's continued growth and development, supporting high-quality teaching and learning for all pupils.



Inclusion by Design

Planning for Our Targeted Intervention Pilot

Over the past two weeks, we have brought together Headteachers, Inclusion Leads and SENDCos for two Inclusion strategy days to support planning for our Targeted Intervention Pilot 2026–27. Schools participating in the pilot will receive funding for a Specialist Teacher (£65,000) and a Teaching Assistant (£30,000), with some schools also developing dedicated learning spaces to strengthen inclusive provision.

Delivered in partnership with Ambition Institute, the strategy days provided valuable time for school teams to think, reflect and plan together. Using their own school data and the Education Endowment Foundation's (EEF) Implementation Framework,

teams explored the needs of their pupils, identified gaps in provision and began designing evidence-informed approaches to improve participation, attendance and outcomes.

A central theme of the work was Inclusion by Design: moving away from a medical model of disability, where difficulties are viewed as residing within the child, and towards a social model that focuses on identifying and removing barriers to learning and participation. This means understanding needs rather than labels, maintaining high expectations and ensuring that pupils with the greatest levels of need have access to the most experienced and expert practitioners.

The sessions also drew on research from the EEF and Ambition Institute, highlighting the importance of high-quality, inclusive teaching as the foundation of effective SEND support. School teams considered how specialist teachers, teaching assistants, training and learning spaces can be deployed to complement classroom teaching and

create the conditions for all pupils to belong, participate and thrive.

As schools continue their planning, the pilot offers an exciting opportunity to strengthen inclusive practice across the Trust and further our commitment to ensuring every child succeeds, regardless of need or starting point.

INCLUSION BY DESIGN

Needs, not labels. Removing barriers. Raising aspirations.

DEVELOPED IN
PARTNERSHIP WITH



**Ambition
Institute**

GUIDED BY THE EDUCATION
ENDOWMENT FOUNDATION'S
IMPLEMENTATION FRAMEWORK

Every child belongs. Every child can thrive.



TARGETED INTERVENTION PILOT 2026–27



£65k
Specialist
Teacher



£30k
Teaching
Assistant



Learning spaces
in some schools



Evidence
informed



Collaboration
and co-design



Assess, plan,
do, review



Professional learning
Inclusive Teaching
programme with
Ambition Institute

EEF IMPLEMENTATION FRAMEWORK



EXPLORE
Understand the
challenge



PREPARE
Prepare for
implementation



DELIVER
Deliver and
sustain impact



Moving from medical models to social models of disability | Addressing needs, not labels
Ensuring pupils with the highest needs are taught by the staff with the greatest expertise



Safeguarding Newsletter

Click below to view the Summer Term 2025.



SAFEGUARDING NEWSLETTER

Summer Term 2025/26

Welcome to the Summer Term Safeguarding Newsletter.

Should you wish to discuss any aspects of the content further please do contact either:-

Olivia Wernick - Trust Inclusion Lead or
Holly Wise - Trust Safeguarding & Mental Health Lead

Here to help.

Holly & Liv



NOTABLE SAFEGUARDING STATISTICS ACROSS LEARNING PARTNERS SCHOOLS - SPRING TERM 2026

- Total number of safeguarding related concerns recorded across all schools: **2206**
- Total number of referrals schools have made to Children's Services for support: **76**
- Total number of children across all schools subject to a Child in Need plan: **60**
- Total number of children across all schools subject to a Child Protection plan: **30**
- Total number of children across all schools receiving Early Help support: **145**

DISGUISED COMPLIANCE

Disguised compliance occurs when a parent or carer appears to cooperate with professionals and services without making meaningful or sustained changes that improve a child's safety or wellbeing. This can create a false sense of progress and may delay the identification of ongoing safeguarding concerns.

Examples of disguised compliance may include:

- Attending meetings but not following through on agreed actions
- Making short-term improvements only when professionals are involved
- Providing explanations that minimise concerns without addressing underlying issues

School staff play an important role in recognising disguised compliance.

It is important to:-

- Focus on the impact on the child rather than adults' actions or promises.
- Maintain professional curiosity.
- Accurately record concerns.
- Share concerns with the Designated Safeguarding Lead (DSL).
- Take action when a child's needs are not being met despite apparent cooperation from parents or carers.

For further information : - [Safeguarding Network Disguised Compliance](#)



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news from across
our academy trust





Learning Partners
academy trust

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