

Approved Minutes of the meeting of the Capella House School Local Governing Body held on 25 November 2025 at 5.00pm virtually via Teams

[Link to Teams Meeting](#)

[Link to Papers CAP-25-2 251125](#)

Key:- ➤ Note; ⦿ Discussion; ☑ Discussion and Decision; **XX** Sponsor/Lead; **X mins** allotted time.

Items in square brackets are references to documents related to this agenda found in the folder CAP-25-2 251125.

Members of the Governing Body in attendance virtually: Peter Bailey, Kirsty Craik, Meredith Hamilton, Fiona Johnstone and Asif Mullan (Chair),

Members of the Governing Body absent: Şecil Ozkan and Claire Richmond.

Also in attendance virtually: Dominic Sunderland (Headteacher) and Andy Whiteside, Trustee.

Clerk in attendance virtually: Julie Adams, Governance Professional.

1. Welcome, apologies, declarations of interest and items from the Clerk

- 1.1 The Governing Body **noted** the absence of Şecil Ozkan and Claire Richmond. The Governance Professional **noted** both she and the Chair had expected the Şecil to join the meeting and as no apologies had been received her absence would be addressed in line with the Board and Committee Procedures. **(ACTION)**
- 1.2 The Governing Body **noted** Claire Richmond's term of office as an elected parent governor ends on 30 November 2025. This position would be deleted, in line with the move to one parent governor as Meredith Hamilton fills the remaining elected parent governor position.

The Governing Body **welcomed** back Michele Coleman who had agreed to rejoin for a year with the agreement of the Chair and Headteacher. The Trust's Governance and Nominations had agreed to appoint Michele as a Trust Governor at their meeting in October.

Noting there were two vacant co-opted and one future trust governor positions on the Governing Body to recruit to, the Chair **requested** that the Governance Professional circulates promotional information to the current members and more widely and encouraged those present to promote via Linked-In and their personal networks.
(ACTION)

- 1.3 The Chair **reminded** all members of the Governing Body that they must abide by the Auriga Academy Trust Declarations of Interest Policy and should declare if they have an interest in any matter that comes before them. There were no declarations made.

3. Minutes

- 3.4 The Chair **advised** that item 3.4 would be taken as the first item of business as Andy Whiteside needed to leave to attend another event.

The Governing Body **received** the latest published Board meeting minutes and other updates from the Board including the Consultation Responses 2025 111025 and 241125. The Governing Body **received** a verbal update from Andy Whiteside from the Trust Board. The last Board meeting covered staff progression, end-of-year financial reporting, and safeguarding, but the main focus was the proposed merger. A joint due diligence exercise on finance and HR arrangements, conducted by the two central teams, had concluded there were no 'show stoppers' to prevent the consultation on the merger from proceeding.

He **explained** that both Trust boards had therefore agreed to proceed to a formal consultation, which went live before the half-term break and would run until 1st December. The Consultation response updates had been circulated to address common questions which had been raised from the responses to date. The Joint Steering group would then review all the feedback and make a further recommendation to the boards for their December meetings.

Strong objections were **expressed** regarding the proposed merger, with concerns that the process felt like a 'fait accompli' and that the official consultation form was unsuitable for presenting a detailed argument. A governor has circulated his objections via email which had been added to the meeting papers and there had been an offer to meet with the Trust Chair. An assurance was sought that these objections would be circulated to all trustees. Mr Whiteside **gave** a personal commitment was given to ensure they would be shared with all trustees making the decision which was welcomed by the governor.

Mr Whiteside **clarified** that the proposal is considered a 'merger of equals', not a takeover. He compared the financial sizes of the trusts, noting Auriga as a £20 million business and Coombe as a £29 million business. He outlined that Auriga would provide the Deputy CEO, the Trust Chair, and other senior leadership roles in the new structure. Furthermore, a 'Provision Charter' had been created to ensure protections were in place around the curriculum and that all funding from Education, Health and Care Plans (EHCPs) would remain with the school for which it was allocated.

The Governing Body **expressed** concern that the complexity of the merger information, combined with low readership of communications, would result in parents being surprised when the merger occurs. It was acknowledged that the merger had only recently popped up on the parents WhatsApp group with concerns relating to the continuation of their child's therapies rather than the governance arrangements. They **agreed** that the information already available answered most questions. Parent governors **observed** that speaking from a parental perspective, there was an unprecedented level of disengagement.

The Governing Body's discussion broadened to wider discussion regarding parental disengagement. The Headteacher **expressed** his frustration at the low engagement, reporting that although the last newsletter was delivered to all but four of 77 parents, the open rate was less than 15%. The Governing Body **described** this as a terrible statistic. Noting the useful and informative newsletter, the Governing Body **reflected** that the parent WhatsApp group was a more effective communication channel, and suggested that the school establishes a formal WhatsApp group. It was clarified that this would be inappropriate as WhatsApp is not an official school-based system. The Headteacher **suggested** it would be helpful if a parent could share the information on the group to increase readership instead. Further highlighting the challenge of engaging parents, the Headteacher gave example of a recent online safety workshop to which only one parent had responded. Another session to introduce the Occupational Therapist, however, had been well attended.

The Governing Body **agreed** to direct parents to the school website for information regarding the merger. Mr Whiteside encouraged governors and others to submit questions and responses via consultation response form to allow for the consolidation of all feedback.

Andy Whiteside left the meeting.

2. Discussion

The Governing Body **received** the Pupil Premium Strategy. (Item 6.1). The Headteacher **explained** that Pupil Premium is funding given for disadvantaged pupils or those who have been disadvantaged within the last six years. The school is required to have a three-year strategy for Pupil Premium, which is updated annually, reviewed by the SLT, shared with governors, and published on the school website by 31st December each year. The Headteacher **noted** that in a small special school like Capella House, it is challenging to distinguish between all pupils and those receiving Pupil Premium, as the strategies implemented benefit all pupils.

The Headteacher **highlighted** that disadvantaged pupils are making similar or better progress than their peers. The strategy focuses on boosting numeracy and literacy skills, and ensuring fair access to all activities.

The Governing Body **queried** link between the attendance workshops mentioned in the School Development Plan (SDP) and the fact that Pupil Premium Grant (PPG) pupils represent the largest group of persistent absentees. The Headteacher **acknowledged** that while there is not typically a disadvantage gap, there are a high number of persistent absentees who also qualify for Pupil Premium, which is a challenge not easily solved by the strategy alone.

The Governing Body **asked** if the information regarding pupils who are receiving Pupil Premium funding is known by staff. The Headteacher **explained** that demographics are regularly discussed, and form tutors or class teachers are aware of which pupils receive Pupil Premium. However, care is taken not to overemphasise this information to avoid making pupils or families feel targeted.

Fiona Johnstone joined the meeting

The Headteacher **advised** that the financial figures in the report were subject to change before the final version is published in December, as updated figures were expected from the finance team. He **added** that it was important to be clear about which money had been spent on specific strategies.

The Governing Body **noted** and **approved** the Pupil Premium Strategy to be published subject to the financial information being updated.

3. Minutes

3.1 The Governing Body **received** the draft and confidential draft minutes of the meeting held on 30 September [CAP-25-2-03.1 Previous Draft Minutes 300925.pdf] and CAP-25-2-03.1 Previous Draft Minutes 300925.pdf and **approved** them as an accurate record of the meeting.

3.2 The Governing Body **noted** actions arising from the previous meeting that are incomplete.

3.3 The Governing Body **noted** that actions concerning charitable status and the Parent Community Association (PCA) were in hand. The Chair **reported** significant progress, stating a chair had volunteered, and the relevant paperwork was being completed to obtain the appropriate tax statuses. He acknowledged the family support worker's involvement in progressing this. He added that conversations with Jane Curzon regarding Strathmore School had not been required as sufficient background research had been conducted.

The Governing Body **asked** if the Memorandum of Understanding (MOU) for the College Hub had been signed. The Headteacher **confirmed** that the MOU has been agreed in principle but is not yet signed by all parties; it is on the agenda for the next College Hub review meeting. The lack of a signature does not currently impact operational work or financing, as invoicing processes are in place. However, it was noted that obtaining a signature would help to solidify and future-proof the arrangement. **(ACTION)**

The Governing Body **agreed** they would continue the actions with school visits approaching networks to assist with governor recruitment **(ACTION)**. All other actions, including those contained in the confidential minutes were agreed to be closed.

3.5 There were no other matters arising that were not covered elsewhere on the agenda.

4. Headteachers Report

The Governing Body **received** a report from the Headteacher CAP-25-2-03 Capella House School Headteacher Report.pdf

The Headteacher **introduced** his report and **thanked** governors for their questions received in advance.

4.1 General Update and key risks

In response to one question, he **highlighted** that the significant amount of Senior Leadership Team (SLT) time is consumed by tribunals and consultations, which is a source of frustration, referring to the 31 phased transfers for 3 places in Year 7 next academic year. The Senior Leadership had **observed** 22 students and read all the associated paperwork for all and made responses for all. The Governing Body **noted** this increase from the previous year. A formal meeting was scheduled with mainstream schools and AfC to discuss pupil placements. The Headteacher **noted** that for the first time, Achieving for Children (AfC) had prioritised parental preferences over local authority preferences during the consultation process.

The Governing Body **stressed** the critical importance of the practice of senior leaders meeting prospective pupils in person, as seeing them in their current setting makes a significant difference in ensuring consultations are correct. The Headteacher **acknowledged** that the consultation process was time-consuming but **affirmed** that visiting prospective pupils was essential to ensure their needs could be met without detriment to current pupils.

Peter Bailey **declared** an interest as his granddaughter had **applied** for a place at the school and been informed that while her needs could be met, there were no spaces available. He **voiced** his support for the Headteacher personally assessing prospective pupils, as it requires someone with deep insight into the school's specific tone and cohort to make a relative judgement.

The Governing Body **asked** about the reason for the high number of in-year consultations and whether this represented a trend. The Headteacher **confirmed** it is an increasing trend, attributing it to more young people being diagnosed with additional needs or struggling in mainstream schools. This runs contrary to the national trend of falling birth rates and is likely to result in more consultations in the future.

The Governing Body **observed** that Achieving for Children (AfC) appeared to be directing pupils to the school from other providers, such as Blossom House, to save costs. The Headteacher **reported** a concerning trend where AfC was placing pupils on low Carecalc bands in the hope that the school would be unable to meet their needs, forcing them into cheaper mainstream placements. He confirmed the school challenges this practice by using evidence from EHCPs and their own observations when it is not in the best interest of the students. The Governing Body **reflected** that a key reason for the school's establishment was to reduce the cost of out-of-borough placements and expressed concern about the government's push for mainstream schools to accommodate more pupils with special needs. The Headteacher **added** that due to falling rolls, some mainstream headteachers feel pressured to accept pupils with complex needs to balance their budgets, creating a complex situation.

The Governing Body **asked** what proportion of the pupils consulted for would be offered a place if space were available and what this process would look like. The Headteacher **stated** that the school could potentially meet the needs of approximately a quarter of the pupils for whom consultations were received, if capacity allowed. He **confirmed** that the school informs the local authority (AfC) of the pupils whose needs it can meet. The LA then

makes the final decision on which pupils are allocated the available places, although this is done in conversation with the school.

The Governing Body **asked** about the number of active tribunal cases for which the school is required to hold a space. The Headteacher **explained** that he is not holding spaces for the four open tribunal cases, as it is unfair to other pupils whose needs the school can meet. He expressed frustration with the Achieving for Children (AfC) process, which he feels unfairly prioritises parents who are financially able to pursue legal routes. The Headteacher advised that he raises this issue frequently and has a forthcoming meeting with AfC to discuss the matter. The aim is to help AfC understand the impact of its complex processes and encourage a review.

The Governing Body **cited** that there are some children in Local Authorities that remain unplaced in education at this point in the Autumn term. In Surrey, the Local Authority has also stopped attending Tribunals because they lose in 99% of cases. The Headteacher **clarified** that this does not reduce his workload, as he is still required to submit a detailed witness statement for each case, which takes approximately two and a half hours to complete. He **highlighted** a further risk, noting that headteachers have faced private prosecution or civil action from families for failing to complete obligatory tasks such as witness statements. The Governing Body **acknowledged** the impact of tribunals and consultations on the Senior Leadership Team's time, which detracts from focusing on staff development and pupil support.

The Governing Body **noted** the significant risk that the Headteacher was being overstretched by the volume of pupil consultations and tribunals, forcing him to take his 'eye off the ball' with regard to internal school matters. The Headteacher **acknowledged** this and agreed his time and the SLT's time should be focused on in-house matters such as behaviour issues and pupils' mental health needs, but external demands often prevent this. The Governing Body **asked** how they could support the leadership team with this. The Headteacher **stated** that the most effective support governors could provide was to visit the school and become involved. He noted that their visit reports and minutes add weight to the school's position when presented to the Trust Board and AfC.

4.2 Pupil Numbers for 2025-26 and Attendance

4.3 Safeguarding and behaviour

In response to an advance question, the Headteacher **reported** a spike in recorded major physical incidents, explaining this was partly due to staff miscategorising some minor incidents. He **emphasised** the importance of refreshing staff on the correct criteria for categorisation. The Governing Body **asked** if the incidents that had been miscategorised as 'major' had been retrospectively changed. The Headteacher **stated** that he would not manipulate raw data, preferring to explain any anomalies rather than recategorise them

The Headteacher **discussed** the school's approach to tracking behaviour. The Governing Body **asked** if this was recorded on an online platform such as CPOMS. The Headteacher **clarified** that this 'tracking' is a category on an internal spreadsheet used to monitor changes in a pupil's behaviour that do not yet constitute a formal behaviour or safeguarding concern. It allows the Senior Leadership Team to identify patterns that may indicate an underlying issue, such as a pupil being in the wrong academic group or other

problems. He did acknowledge that the detailed data collection is a significant drain on staff time. The Governing Body **expressed** their appreciation for the level of insight and care provided for pupils through the behaviour tracking system and **suggested** this could be shown to them on their upcoming visits (**ACTION**).

The Governing Body **asked** what initiatives have been taken to prevent the major spike in physical incidents. The Headteacher **explained** that each case is handled on its merits. The approach includes early meetings with parents, formal internal behaviour meetings to review support plans, and ensuring joined-up communication between teachers and parents. This ensures strategies are actively reviewed. The Headteacher also noted an increase in pupils with complex mental health needs, which can lead to more dysregulated behaviours.

The Governing Body **acknowledged** the impact of the COVID-19 pandemic on student behaviour, noting that children who missed crucial developmental stages and socialisation due to lockdowns are now showing increased SEMH and behavioural needs as they enter the school system.

The Headteacher **explained** the different nature of discriminatory incidents between primary and secondary levels. In primary, many incidents stem from children using words without understanding their significance. In secondary, there are fewer racist incidents but more homophobic language use. He **noted** that a societal increase in inflammatory language, reflected in the media and a rise in hate crimes, has contributed to the uptick in incidents in schools.

CAP-25-2-04.3 Nov 25 Safeguarding Report to LGB

4.4 Pupil progress and achievements

In response to an advance **query** regarding the integration of therapy assessments into curriculum planning and reviews, DS **explained** the process. He confirmed that assessments are shared with class teams, stored in pupil files, and that therapists meet with teachers to ensure recommendations are implemented. To monitor this, a therapy learning walk and one therapy audit had been conducted during the term. He added that for pupils with additional needs, external specialists such as teachers for the deaf or visually impaired also visit to ensure their recommendations are actioned, giving examples such as installing tints on windows. He **highlighted** that the main challenge was ensuring busy staff found time to read the therapy reports, which required a continuous cycle of reinforcement and follow-up.

4.5 School Development Plan and School Self Review

CAP-25-2-04.5 Capella House SDP - 25_26 - Nov 25

CAP-25-2-04.5 New SEF Template - v1 - Nov 25

The Headteacher **presented** the updated School Development Plan (SDP) and the new Self-Evaluation Form (SEF) format. He **explained** that the SEF had been redesigned to align with the recently published framework, making it easier to use. The new categories in the SEF include leadership, inclusion, and other relevant sections. He **noted** that the content of these documents was largely based on his regular reports to the governing body and other data sources familiar to the governors.

4.6 Visitors Reports

CAP-25-2-04.6 2025 Autumn SIP Report Capella House.pdf

The Headteacher **reported** on the recent School Improvement Partner (SIP) report from Marie Newman. He **noted** that the new format was a significant improvement, providing a more reflective view of the visit. This was helpful as it enabled him to transfer sections directly into the school improvement plan or self-evaluation.

4.7 Partnerships and community links

The Headteacher **reported** on a promotional video produced by the Arts Council for the 'Last Night of My Life' project, which featured interviews with Capella House School students and captured excellent footage of the project. He would circulate a link to governors. **(ACTION)**. As a result of the project, DJing and music production had been incorporated into the school's ongoing enrichment activities. He **noted** that pupils had DJed at the summer barbecue and this would become a regular feature at future school events.

The Headteacher **highlighted** that one student had been attending mainstream classes at Saint Mary's Primary as part of their educational programme, demonstrating the school's commitment to inclusive partnerships. This was hoped to result in the pupil transferring to a mainstream secondary provision in the future. The Governing Body **celebrated** the success of the school for this young person.

4.8 Staffing

The Headteacher **reported** a higher incidence of general absence among staff compared to the same time last year. He **noted** that many illnesses had been circulating, which had contributed to the increased rate of absence.

Following a recent visit a governor **emphasised** the need to focus on staff wellbeing, and that staff appeared to be in need of a break. He suggested that burnout could directly impact vulnerable individuals and called for further thought on how to address this issue. The Governing Body **asked** the Headteacher to provide guidance at the next meeting on what further assistance could be offered.

Meredith Hamilton **advised** that she could consider the staff mental health as part of her Link role. The Headteacher **clarified** that she should consider the pupil mental health but staff mental health should be addressed by the Trust Board and HR.

The Headteacher **added** a note of caution was raised that schools are educational institutions, not health services, and that there is significant pressure on staff to address mental health issues that should be handled by other agencies. The Governing Body **clarified** that the intention was not for the school to provide mental health services, but to improve the signposting and awareness of external support available to pupils and families, which was being undertaken by the family liaison officer amongst others.

4.9 Learner, Family and Community Voice

CAP-25-2-04.9 Capella House - New Starters Survey – 2025

CAP-25-2-04.9 Year 11 Leavers Survey – 2025

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The Headteacher **reported** on the positive feedback received from recent new starter and leavers' surveys. He emphasised the particular importance of the leavers' surveys as the school approaches its first cohort of primary students leaving the following year. The Headteacher shared an anecdote from a transition meeting where a parent praised the school for the positive difference it had made for their child, who had previously struggled in mainstream education; he noted this was important to share with staff. He confirmed that full range surveys would be conducted at the end of the term, with an update to be provided in February, **(ACTION)** and also noted that there had been no formal complaints.

4.10 Finance Commentary

4.11 Health and Safety / Premises Update

The Headteacher **provided** an update on health and safety, offering reassurance regarding items marked as 'high' or 'urgent' on the health and safety report. He explained that these ratings often relate to practical necessities in a school environment that deviate from ideal best practice, rather than indicating unaddressed critical issues. Examples provided included beanbags and Chromebook charging trolleys in corridors, and cushions in the quiet room lacking fire-resistant material labels, all of which are considered high risk in a fire assessment. The Headteacher **assured** the governors that there were no critical issues that would not be addressed immediately. He highlighted the stringent health and safety standards maintained by the Trust, noting regular meetings with the Trust's health and safety lead. It was suggested that a Trust health and safety lead could attend a future meeting to provide further information. **(ACTION)**

4.12 Term Dates 2026-27

The Governing Body **noted** the proposed Term Dates for 2026-27. The Headteacher **shared** informal feedback from staff, who, while appreciating the extra time, found three consecutive INSET days overwhelming and felt there was insufficient time to reflect on the learning. The Governing Body **asked** if the proposed dates included the three additional INSET days, given the understanding that they had been approved for one year only during the consultation last year. The Governance Professional **advised** that the Board had recognised during their discussions last year that the formal evaluation of the impact of the INSET days on pupils, parents, and staff could not necessarily be conducted before the term dates for the 2026-27 would need to be published to parents. With that in mind they acknowledged that it would be in place for two years with the review scheduled for the summer term 2026 and presented to the Trust Board for decision on the 2027-2028 year.

The Governing Body **approved** the term dates for 2026-27, subject to the formal review of the impact of the additional INSET days as detailed.

5. Governance

5.1 The Governing Body **reviewed** the membership overview. The Governance Professional provided an reporting that she had tidied up the governor confirmations on Governor Hub. She noted that many confirmations were still outstanding, indicated by being marked in red, and urged governors to log in to complete them. **(ACTION)**

Three new confirmations that had been added: eligibility to be a governor, the virtual attendance process, and an updated privacy notice to include Scriba. She requested that governors completed them by Christmas. **(ACTION)**

The Governance Professional **reported** that whilst the completion of governor training had improved, it still required attention and encouraged governors to complete this before Christmas. To facilitate this, she confirmed she would circulate an email containing governors' personal details, dietary requirements, and links to their outstanding mandatory training **(ACTION)**.

5.2 The Chair **invited** governors to put themselves forward for the role of Vice-Chair, emphasising that he was keen for people to volunteer in areas where they felt best suited to help. He **noted** that the governing body had many talented people who had much to offer

Two governors **advised** that they could not undertake this now but may consider it in the future. Peter Bailey offered to take the role if no other candidates come forward. The Chair expressed appreciation for Peter's experience on 'both sides of the fence' was valuable.

The Chair **volunteered** to take on the Finance Link Governor role until more governors were on board, noting he would have liked to discuss it with a former governor but had been unable to.

Peter Bailey had already volunteered for the teaching and learning SDP area. The Headteacher suggested that the pupil premium/disadvantage role falls under safeguarding. Fiona Johnstone, Safeguarding Link Governor **agreed** with this arrangement.

The Headteacher **emphasised** that arranging governor visits was important, as experiencing the school firsthand would help governors identify which link roles they might be interested in taking on. The Chair **encouraged** all governors to arrange a visit at least once per term, sharing that his own recent visit had been very informative. Governors confirmed their availability and willingness to do so. **(ACTION)**

The Governance Professional **suggested** that visits could be aligned with upcoming school festive events, such as the Nativity, and the Headteacher agreed to share those dates with governors.

5.3 The Chair emphasised the need for governors to actively engage with their roles rather than treating them as a formality, and encouraged recommendations for additional governors who would make an impact. **(ACTION)**.

6. Approval of Policies / Statements

6.1 The Governing Body **noted** that the Pupil Premium Statement and Strategy had been approved in Item 2.

7. Review impact, planned actions and agree feedback to the Board of Trustees

The Governing Body **noted** the impact of the discussion on the merger, tribunals, and workload to the Trust Board. They reflected on their own development, need to recruit new governors and actively engage with their roles.

The Governing Body **noted** the actions arising from this meeting.

Number	Extract	Owner	Due Date
1	Follow up absence of Secil Ozkan	JA	asap
2	All governors to approach their networks to assist with recruitment	all	before Feb 26
3	All governors to actively engage with the school through visits with each governor to be shown the behaviour tracker.	All	before Feb 26
4	Signature to the MOU regarding the College Hub to be secured	DS	asap
5	Arts Council video to Last Night of my Life project to be circulated	DS	asap
6	Health and Safety Lead to attend a future meeting	DS	asap
7	Full Survey information to be provided to the next meeting.	DS	asap
8	All Governors to complete GovernorHub confirmation Statements and outstanding mandatory training by Christmas	All	Jan-26

8. Confidentiality

The Governing Body **agreed** that the discussion at the meeting, the background papers and the reports identified as confidential above should remain confidential and excluded from the published minutes and papers.

The date of the next meeting is **24 February 2026 (papers due 10 February 2026)**

asif mullan

[asif mullan \(Feb 27, 2026 11:02:39 GMT\)](#)

Chair of the Capella House School Local Governing Body

27/02/2026

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Final Audit Report

2026-02-27

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