



Salvatorian College *Parent Bulletin*

Week Commencing 28th June 2021

13th Sunday in Ordinary Time

Sunday 27th June

A reading from the Gospel of Mark 5: v 25-41

MESSAGE FROM THE HEAD OF SCHOOL

I hope you and your families are well. I am pleased to say that life at Salvatorian College has been returning to some normality over the last few weeks. The monumental task of creating Teacher Assessed Grades for our Year 11 students, a vitally important task, has now been completed. All teachers at Salvatorian College worked tirelessly over recent months to enable our students to achieve a fair grade and to back this up with evidence; I sincerely hope we have enabled all of our students to gain the place they deserve as a result of this process, and enable them to go onto the futures they seek for themselves.

This week begins our assessments, a vital process for all Year 7 to Year 10 students to experience examinations under test conditions, something we missed out on last year and another step towards regular Salvatorian College life. We have been very busy in a number of other areas too over recent weeks, culminating in a very insightful drop down day on Friday. I will list a small number here to give you an indication of how our school is responding to some of the big issues of today: social media, body image, consent, forming positive relationships, British Values, G7 summit, and LGBTQ+. This, and our new RSE provision, is based upon the Catholic Education Service's "Made in God's Image" support materials and rooted in Catholic teaching. Following Ofsted's review of sexual abuse in schools, we have reviewed our PSHE provision in this area and are making changes to ensure that key messages are imparted to our students at the right time. I see all of these areas as vital components of our mission to support our students navigate this increasingly complex world, rooted in the belief that each one of them is valued, irrespective of the diversity God has created. We have revamped our Relationship and Sex Education programmes of study and implementation in line with new requirements and will start to deliver new lessons which are, of course, in tune, with our Catholic ethos. Should you wish to discuss any aspect of the programme please do not hesitate to contact me. Years 9 and 10 took part in a fantastic day as business entrepreneurs, taking on the challenge of creating a sweet business with the help of business volunteers.

Gavin Williamson, Secretary of State for Education, has written a letter to parents in which the government is asking families to continue twice-weekly LFD testing and this is something I wholeheartedly support. Since our return to school on the 8th March, we have only had two cases of Covid-19 and the impact of this upon the school has been minimised by quick-acting parents ensuring that their child is tested. I know from that the picture is radically different in other schools where entire year groups are in isolation and large numbers of teachers have caught Covid-19 in school. Please engage with the twice-weekly testing routine as an act of solidarity with the school community – in asking this I am motivated by my belief that by so doing we will minimise the number of students we have to send home to self-isolate, maximise the amount of face-to-face teaching we can deliver, and protect those vulnerable family members that many of you are concerned about.

Alan Bryant
Head of School

GOSPEL REFLECTION

Jesus gives new Life

Jesus knew how precious life is! To be able to enjoy the sun and rain, to be able to love each other and to be part of our world. In today's Gospel, we hear how Jesus used his power to raise a little girl who had died, back to life again.

Mark tells two stories at the same time in this Gospel. First of all, in the crowd, a woman who had been suffering with an illness for many years, touched Jesus' robe and was immediately healed. At the same time, walking with Jesus in the crowd is Jairus, a prominent official of the synagogue. Jairus had searched out Jesus to ask for his help in healing his daughter. When the woman touched Jesus' robe, he felt the healing energy flow through him and searched out the person who had touched him. When the woman came forward, Jesus told her that she was healed by her own faith. At that very moment, people from the official's house came to him telling him that his daughter was dead, that he should not bother with the teacher anymore but come

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home. Jesus went with the man and healed his daughter.

How do you think Jairus felt, when his little girl opened her eyes and got up? – Jairus had trusted Jesus and believed in him, and yet he was amazed and filled with wonder by the miracle made before his every eyes. Jesus had brought his daughter back to life when she was already dead. At that moment, Jairus and everyone else in the room had seen the power of God at work – changing death into life!

When do we hope to be raised to life again? – We believe that one day, at the end of time, the dead will be raised up by the power of God to live a new and everlasting life in Heaven's.

Prayer:

Bless us, we pray, and let your blessing spread from us to others, to the glory of your name. Grant that the good may be strengthened in us, the good you have let us hear about for so many years. May everything that belongs to your Word come alive in us and in the world? May your blessing be on our actions, for we want to remain under your blessing, to the glory of your righteousness and truth? Amen

MY MISSION PRAYER:

God our Father we pray for the grace to respond to the call of discipleship, quickly and decisively, for the grace to witness God's love by embracing all works of charity and justice, for the grace to collaborate with other people of good will in relieving need and addressing its causes, for the grace to make no distinction in those we serve because, in them, help us to see the face of Christ. Merciful God, hear us. Amen

SOCIAL MEDIA

If you wish to keep up to date with all the events happening at the Salvatorian College, then please feel free to follow us at the following social media platforms.



Twitter - @SalvatorianHA3



Facebook – Salvatorian College



Instagram - @SalvatorianHA3

WORDS OF THE WEEK

Monday – Moot

Adjective- Subject to debate, dispute, or uncertainty. (Verb)- Raise (a question or topic) for discussion; suggest (an idea or possibility)

Tuesday – Bellicose

Adjective - Demonstrating aggression and willingness to fight).

Wednesday – Foist

Verb - Impose an unwelcome or unnecessary person or thing on.

Thursday – Debonair

Adjective - Confident, stylish, and charming (typically used of a man)

Friday – Procrastinate

Verb - Delay or postpone action; put off doing something.

THOUGHT OF THE WEEK

To acquire knowledge, one must study; but to acquire wisdom, one must observe. Respect the cultures/ beliefs of others. Believe that you are special. Treat everyone equally. Understand what is right from wrong. Try to help others. Listen and respect others opinions. Understand the consequence of our actions. Respect the roles of people who help us

MENTAL HEALTH

Times are tough for many people right now. Parents find themselves pulled in many different direction and children may be struggling being in the house for so much longer than usual.

A mixture of concern about covid, work from home and children at home, along with a possible financial impact make for a stressful household.



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Young Minds have created a useful 'Supporting Parents Helpfinder'. By answering six questions, parents can find out how to support their child's mental health during the pandemic (and beyond).

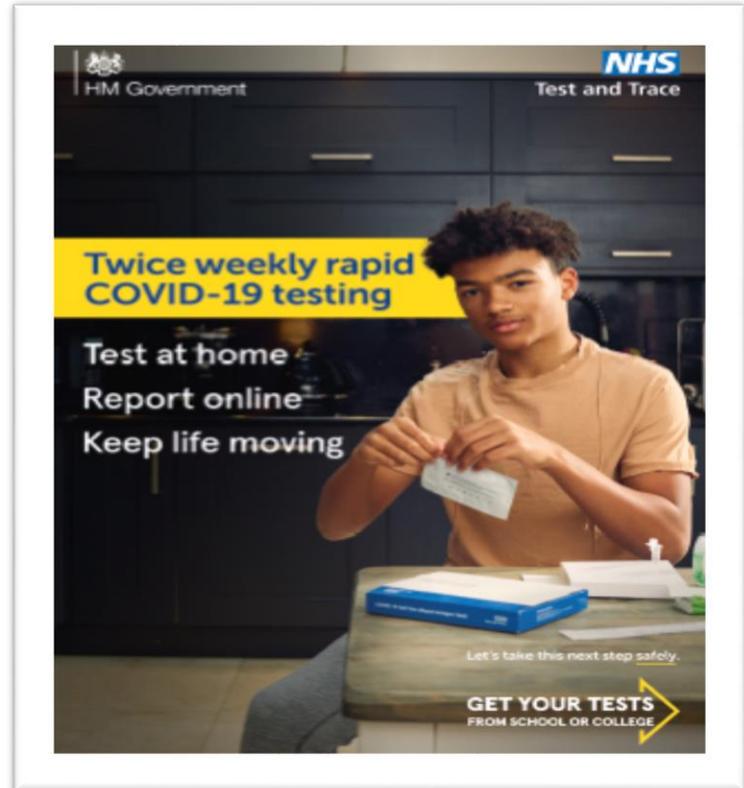
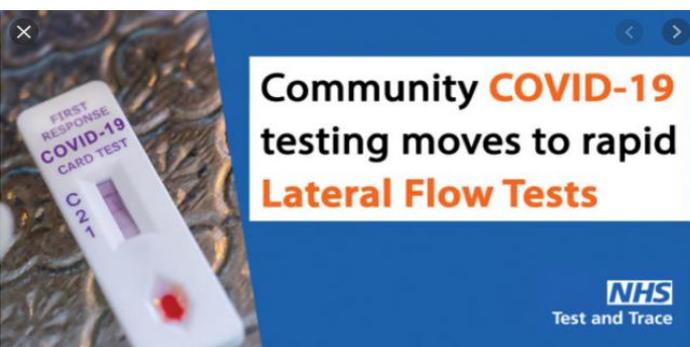
Find the help finder here:

<https://youngminds.org.uk/supporting-parents-helpfinder/>

LATERAL FLOW TESTS

On Monday 24th May all pupils and staff were given the opportunity to have a PCR Test in school Covid testing kit packs were distributed to pupils last Thursday . We would like for pupils to continue regular rapid testing twice weekly (Wednesday and Sunday) to help protect our school and local community. Although cases continue to fall in society, we still need to be vigilant and do everything we can to minimise any further disruption to your son's face to face education as the wider industries begin to open up fully. Please remember to upload your results to the NHS website, even if negative, instructions of how to do this are in the back of the booklet distributed with the testing kits.

If your son tests positive on the Lateral Flow Device he will need to remain off school, book and take a PCR test. If this is negative, he can return to school. (You will need to forward the email or text message to admin@salvatorian.harrow.sch.uk. If it is positive, then he and the family will need to follow the NHS Test and Trace guidance. Please be aware that a number of travel restrictions remain in place that require either self-isolation, or compulsory isolation, eg from 'RED' designated countries. This is a fluid situation so please check before making any business / essential travel plans abroad.



RE DEPARTMENT

Easter Reflection:

The God Who Speaks' Year of the Word

Jesus said to him, "Have you believed because you have seen me? Blessed are those who have not seen and yet have believed". (John 20: 29).

For God so loved the world that he gave his only Son, that whoever believes in him should not perish but have eternal life. (John 3: 16).

LONDON CAREERS FESTIVAL

We are excited to invite you to 4 very special live interactive showcase events as part of #LondonCareersFestival this year, which is taking place on the week of 28th June - 2nd July. Schools

and colleges can sign up to these one-off virtual events:

- -Tech jobs of the future
- -Pathways into Law
- -Becoming an Influencer
- -Enterprising minds
-

In these hour long sessions, 3-4 employers from a range of industries and sectors will share their career journeys, the skills and subjects that are important to them in their roles and top tips to starting out in their sector. Each activity will involve a Q&A element for students to type their questions into the chat. Spaces are limited so please register in advance to avoid disappointment.

Each of these events will be hosted by the Inspiring the Future team on GoToWebinar, which schools can simply access through their web browser. Once registered, you will receive a joining link which you can share with your colleagues and students just before the event.

Dear Mum and Dad,

Please stick with me.

I can't think clearly right now because there is a rather substantial section of my prefrontal cortex missing. It's a fairly important chunk, something having to do with rational thought. You see, it won't be fully developed until I'm about 25. And from where I sit, 25 seems a long way off.

It doesn't matter that I'm smart; even a perfect score on my math SAT doesn't insulate me from the normal developmental stages that we all go through. Judgement and intelligence are two completely distinct things.

And, the same thing that makes my brain wonderfully flexible, creative and sponge-like also makes me impulsive. Not necessarily reckless or negligent but more impulsive than I will be later in life.

Please stick with me.

So when you look at me like I have ten heads after I've done something "stupid" or failed to do something "smart," you're not really helping.

You adults respond to situations with your prefrontal cortex (rationally) but I am more inclined to respond with my amygdala (emotionally). And when you ask, "What were you thinking?" the answer is I wasn't, at least not in the way you are. You can blame me, or you can blame mother nature, but either way, it is what it is.

At this point in my life, I get that you love me, but my friends are my everything. Please understand that. Right now I choose my friends, but, don't be fooled, I am watching you. Carefully.

Please stick with me.

Here's what you can do for me

1. Model adulting.

I see all the behaviours that you are modelling and I hear all of the words you say. I may not listen but I do hear you. I seem impervious to your advice, like I'm wearing a Kevlar vest but your actions and words are penetrating. I promise. If you keep showing me the way, I will follow even if I detour many, many times before we reach our destination.

2. Let me figure things out for myself.

If you allow me to experience the consequences of my own actions I will learn from them. Please give me a little bit of leash and let me know that I can figure things out for myself. The more I do, the more confidence and resilience I will develop.

3. Tell me about you.

I want you to tell me all the stories of the crazy things you did as a teen, and what you learned from them. Then give me the space to do the same.

4. Help me with perspective.

Keep reminding me of the big picture. I will roll my eyes at you and make all kinds of grunt-like sounds. I will let you know in no uncertain terms that you can't possibly understand any of what I'm going through. But I'm listening. I really am. It's hard for me to see anything beyond the weeds that I am currently mired in. Help me scan out and focus on the long view. Remind me that this moment will pass.

5. Keep me safe.

Please remind me that drugs and driving don't mix. Keep telling me that you will bail me out of any dangerous situation, no anger, no lectures, no questions asked. But also let me know over and over and over that you are there to listen, when I need you.

6. Be kind.

I will learn kindness from you and if you are relentless in your kindness to me, someday I will imitate that behaviour. Don't ever mock me, please and don't be cruel. Humour me - I think I know everything. You probably did as well at my age. Let it go.

7. Show interest in the things I enjoy.

Some days I will choose to share my interests with you, and it will make me feel good if you validate those interests, by at least acting interested.

One day when the haze of adolescence lifts, you will find a confident, strong, competent, kind adult where a surly teenager once stood. In the meantime, buckle in for the ride.

Please stick with me.

Love,

Your Teenager

Author... Helene Wingens



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FINANCIAL SUPPORT IF YOU HAVE TO ISOLATE

Financial support if you or your child are required to self-isolate

If you are on a low income and will lose earnings because you have to take time off work to care for your child who is self-isolating due to having come into contact with someone who tested positive with Covid-19, you may be entitled to a £500 payment.

Test and Trace Support Payments are available to people who meet the following criteria:

- You are a parent, carer or guardian of a child who lives in your household and has been notified that they are required to self-isolate, either
 - o because they have been in close contact with someone who has tested positive with Covid-19, or
 - o they tested positive using a lateral flow test and are self-isolating while they wait for the results from a PCR test
 - The child or young person must be age 15 or under, or age 16-25 with an Education, Health and Care Plan
 - Awards are limited to one per household for each period of self-isolation
 - You must be employed or self-employed, need to take time off work to care for the child or young person, and will lose earnings because you are unable to work from home. There must be no one else in the household who is not in work who could care for your child
 - You must also be
 - o in receipt of, or live with a partner who is in receipt of, a means tested benefit (Universal Credit, Job Seekers Allowance (Income Based), Income Support, Employment Support (Income Related), Working Tax Credit or Housing Benefit), or
 - o on a low income and will face financial hardship due to the loss of income
- You may also be entitled to a payment if you have been asked to self-isolate and meet the above income criteria. For example, if your child tests positive for Covid-19 and you and your partner must self-isolate, you could both receive a £500 payment if you meet the criteria.

To apply for a payment, you must apply within 42 days of the first day of self-isolation. More information on Test and Trace Support Payments including how to apply is available online www.gov.uk/test-and-trace-support-payment

SAFEGUARDING ADVICE FOR PARENTS AND CARERS
When choosing a sports / Activity Provider

PARENTS RIGHTS AND RESPONSIBILITIES

As parents we all want to ensure our children are safeguarded when accessing services this includes extra circular activities.

It's your right as a parent or carer to be able to check how well a sport/activity provider operates – for the sake of your child's safety and your peace of mind

Sports England provide guidance on the key points you should consider when choosing a sports club, coached session or activity.

ASSESSING A CLUB OR ACTIVITY PROVIDER

Even if a club is accredited, you should check that the organisation has:

- A safeguarding policy, with a clear procedure for dealing with concerns or risks of abuse. You should be advised how you can access the policy
- A named and contactable welfare officer responsible for the implementation of their safeguarding policy and dealing with issues relating to the protection of children, young people or adults in sport
- Procedures for dealing with complaints or concerns regarding poor practice, abuse or neglect
- Written standards of good practice, such as a code of conduct or behaviour
- A parental consent for participating in activities and using any media recordings including pictures and videos that may be used for publications or publicity. Parental consent for any medical treatment that a child may need to be given in an emergency. The form must be returned to the club or activity provider, so that parents/carers can be contacted should there be a need to do so and for the purpose of ensuring the activity provider is complying with health and safety guidelines.
- Safe recruitment procedures for those working with young people that include a clear job description, appropriate references, criminal records checks (e.g. DBS) for relevant posts and technical qualifications
- Access to appropriate safeguarding or child protection training for its staff and volunteers.

ASSESSING A FREELANCE COACH OR INSTRUCTOR

If you're looking at engaging a coach or instructor who operates outside the structure of a club or activity provider, you should check that they have:

- A valid Disclosure & Barring Service (DBS) check certificate at an appropriate level which is relevant to their role. A DBS enhanced barred list check is required if coaching on a regular, intensive basis or unsupervised with children & young people.
- The relevant minimum qualifications for the role they're undertaking
- A valid registration or licence from their governing body to coach, teach or instruct
- A valid public liability insurance

• Undertaken safeguarding training such as UK Coaching's Safeguarding and Protecting Children workshop, the Local Safeguarding Children's Board's basic awareness training. Or sport-specific training in line with their national governing body's guidelines

Remember, a well-run club or activity provider will welcome questions about their activities and policies. They'll know they have a responsibility to give this kind of information to anyone who leaves a child in their care.

For further guidance please visit the DBS website regarding working in sports with children: DBS Checks in Sport – Working with Children guidance document www.gov.uk.

The information in this leaflet is from the Sports England Website. For more information and support visit the: 'What to look for in a sports club' section of the Child Protection in Sport Unit website: Read the Child Protection in Sport Unit's charter for parents: <https://the cpsu.org.uk/parents/information-for-parents/#welfareofficer>
Visit: www.voluntaryactionharrow.org.uk & Safeguarding Children Board website: www.harrowscb.co.uk

SPORTING ACTIVITIES SAFEGUARDING ADVICE

STEPS INTO WORK PROGRAMME

Who runs the programme

Steps into Work is a three-way partnership between TfL, Mencap (The Royal Mencap Society) and Barnet & Southgate College that provides work experience for adults with mild to moderate learning disabilities and/or on the autism spectrum. They get the opportunity to develop work experience through working in a business environment

How it works

The programme is made up of three unpaid work placements, mainly in offices across TfL. Those aged 18 or over will also have the option of working as a customer service assistant (CSA) in a London Underground station. This placement also provides an opportunity to gain an NVQ Level 2 Customer Services in the Rail Industry award.

People on the programme will study for a BTEC Level 1 qualification and will be students of Barnet & Southgate College and not TfL employees. The programme, including the BTEC classes will be based in TfL's offices in central London

The placement

If you are on this programme, this is what you can expect:

You will be one of 24 students, working unpaid, in one of TfL's central London offices

You will complete an induction to working for TfL. Placements are split into three, 10-11 week periods. CSA placements are eight weeks long (participants must be aged 18 or over to apply for CSA placements)

You will attend five days a week, Monday to Friday from 10:00am until 3:30pm. Each day consists of four hours in your placement and an hour for tutorial with some travelling time in between

You will be supported as you apply and prepare for each placement. The three placements will be spread throughout the year with breaks in between

We are aiming to provide real life work experience. Roles may be complex but are structured such that people with learning disabilities and those on the autism spectrum should be able to effectively complete tasks.

Job examples

These are examples of the things you may be asked to do during the placements:

Data entry officer

A student on an office administrator placement
Administrator

Opening and date stamping mail every morning, sorting mail for each department and delivering the mail to the right team

Daily scanning of case files and single letters, naming the scanned document and saving the scan to the shared drive on the computer network
Filing documents and case files into drawers in alphabetical order

Data entry to update personal information, address and department details

Office support

Emailing staff about meeting bookings, photocopying and preparing documents, and setting up IT equipment for those meetings

Preparing weekly stationery orders and checking office stock levels

Assisting with labelling and separating files for archiving, storing and shredding

Using the database to create and issue letters

Qualification

The curriculum is based on the knowledge and skills needed for employment and the work placements involve gaining experience in a real working environment. You will build a portfolio of evidence as a record of learning while working towards the qualification. There are no exams on the programme.

Support and progression

Mencap will provide a job coach to support you during your placements and help with the transition to the Mencap branch at the end of the programme. Mencap will also help you look for paid work.

This programme doesn't guarantee you will get an interview for a paid role or find a job at the end, but many former students are working in a range of roles in various organisations.

The recruitment window for the Steps into Work programme (September 2021) is now open.

Click on the link below to access the Steps into Work application form.

[Application Form](#)

Provide as much information as possible and select 'submit' once completed. If you have any questions or any issues with the form then do not hesitate to contact us.

The application deadline is Friday 2nd July 2021 @ 5pm so please ensure all applications are submitted prior to this deadline.



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Successful applicants will be invited to supported assessment and interview. These will be held in July & August 2021. Exact dates are yet to be confirmed.

We will provide full details once all applications have been submitted.

For more information about the programme you can visit our website [Steps into Work](#)

We look forward to receiving your application – good luck!

YEAR 7- 10 EXAMS



This coming week all pupils will have the opportunity to sit their end of year exams. These will be a mixture of exams sat in the sports hall or the pupil's classrooms. All pupils must ensure they have the correct equipment with them for each exam. These include

- At least 2 black biro's
- HB Pencil;
- Eraser
- Calculator
- Ruler
- Clear Pencil case

UNWANTED VISITORS

Are you unknowingly letting child sexual abusers into your home?

1 in 4 teenagers receives unwanted sexual messages online

Young people are being contacted in their own homes on online platforms and apps and asked for sexual pictures and videos, while their parents and carers believe they are safe. More and more sexual abuse material is created by offenders who coerce and groom children into sexual activities, often in children's own bedrooms and bathrooms. They then record this via webcams or livestreaming services. It's known as 'self-generated**' child sexual abuse imagery.

This is happening now, and it can happen to anyone. But you can do something about it; you can help prevent it happening to your child.

The scale of self-generated child sexual abuse imagery is hard to comprehend

Since the start of the pandemic, the amount of 'self-generated' child abuse imagery has increased dramatically.

In 2020, the IWF confirmed 68,000 cases of such imagery, a rise of 77% on the year before. It accounts for nearly half (44%) the imagery we took action on last year.



TALK to your child about online sexual abuse. Start the conversation – and listen to their concerns.

[Start talking](#)

AGREE ground rules about the way you use technology as a family.

[Agree rules](#)

LEARN about the platforms and apps your child loves. Take an interest in their online life.

[Find out more](#)

KNOW how to use tools, apps and settings that can help to keep your child safe online.

[Use settings](#)

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In 80% of these cases, the victims were 11- to 13-year-old girls.

What can parents and carers do?

ACCESSHE OPPORTUNITIES

1. Prepare 2 Progress

FREE live-streamed virtual sessions for Y12 & Y13 students (including incoming Y12s from September) offering them a taste of higher education in Law and Sociology, as per the attached flyer. Students will also be able to strengthen their UCAS application by listing their attendance under the section: 'Activities in preparation for higher education that you have participated in'.

More information can be found here:

<https://www.accesshe.ac.uk/p2p/>

including how students can book their place by Wednesday 30 June 2021. NB Places are limited and will be allocated on a first-come first-served basis.

2. London Careers Festival

AccessHE are delighted to be returning to the London Careers Festival for 2021. We will be hosting five unique and interactive sessions over the week, to equip year 11, 12 and 13 students with crucial critical thinking skills, and to give students the chance to speak to current undergraduate students about their experience of Higher Education this year. Our sessions will be hosted on private links on our YouTube channel. Students do not need to register or sign into a platform – they can simply click on the links below on the day, to access the free workshops.

More information can be found here:

https://drive.google.com/file/d/1Cfj9RYe_rMEfTWo5YPEqIS8E3I2aOit/view

3. AccessHE Youth Consultation, Where I'm From, Where I'm Going | Barnet focus group

AccessHE wants to learn more about young Londoners' future aspirations and their attitudes towards higher education. We also want to understand how young people's aspirations and attitudes are shaped by where they live as well as by their experiences during the Covid-19 pandemic.

For this reason, we are running a consultation project with young people aged 16-19 in different parts of London. The consultation takes the form

of a series of online focus groups. Students will receive a free takeaway delivery voucher for taking part.

More information can be found here:

<https://www.accesshe.ac.uk/events/accesshe-youth-consultation-where-im-from-where-im-going-barnet-focus-group/>

including how students can book their place by Friday 16 July 2021. NB Places are limited and will be allocated on a first-come first-served basis.



Please find some University Opportunities:

University of Oxford Year 12 Mathematical and Physical Sciences Study Day

Wednesday 28 July (14.00-16.30)

Applications now open:

<https://www.univ.ox.ac.uk/applying-to-univ/outreach/?link=year12>

with students to book their place by 19 July.

University of West London Psychology Conference

Designed to complement areas of the AQA A-Level syllabus and is free to attend for any Level 3 students with an interest in studying Psychology.

More information can be found here:

<https://www.uwl.ac.uk/whats-on/psychology-conference-2021-online>

Queen Mary University of London Webinars Year 12/13

Why I chose the London Advantage Thursday 15 July 2021, 4.30pm-5.30pm- A great opportunity to speak to and find out why our Queen Mary undergraduates chose to study in London and what they think are the benefits to the London Advantage.



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Preparing for Results Day; Clearing and Adjustment -Wednesday 21 July 2021, 4.30pm - 5.30pm

More information can be found here:

<https://www.qmul.ac.uk/outreach/hub/webinars-and-live-events/>

**Where I'm From,
Where I'm Going.**

Calling all level Y12 & 13 students in **BARNET**:
Take part in our Focus Group and have your voice heard

Take part to use your voice to effect change and shape the future of higher education in London.

ABOUT THE FOCUS GROUP
AccessHE wants to learn more about young Londoners' future aspirations and their attitudes towards higher education. We want to understand how young people's aspirations and attitudes are shaped by where they live as well as by their experiences during the Covid-19 pandemic.

GET INVOLVED
We are looking for year 12 and year 13 students to take part in an online, Survey Focus Group on Thursday 29th July at 5.00pm - 6.00pm. By taking part in Where I'm From, Where I'm Going, you will be contributing to important research, helping to bring about change in your local area and London. You will also have the opportunity to join AccessHE's youth panel in 2025-27.

HOW TO REGISTER
Go to accesshe.ac.uk/events/ or scan the QR code below.

Free online food delivery voucher to all participating young people

Register by **FODGEY** Web **AKT**