



## Cambian Home Tree School

Specialist Day School for  
SEMH/Complex Mental Health

- Mixed Gender • 12 - 18 years

## Welcome

Dear Parents and Carers,

As an independent specialist provision for 12 to 18 year olds with on-going mental health difficulties, our team works assiduously to provide high quality personalised education experiences. We combine high expectations for our students with sensitivity to their individual needs.

The school offers a safe, nurturing and caring environment, which allows all students to thrive and achieve their full potential. We offer a wide range of activities that enrich spiritual, moral, social and cultural development of our students. We extend learning beyond the classroom to build essential independent skills, foster teamwork and to promote community

collaboration through charity work, work experience and school trips. We know that our effectiveness as a school is highly dependent on strong collaborative relationships with you as parents and carers and therefore welcome your questions, suggestions and queries and encourage your involvement in all aspects of school life.

I hope this prospectus gives you a good sense of the great value our school offers. We encourage you to visit us at school and very much look forward to meeting with you should you wish to accept this invitation.

Yours sincerely,

*Simon Paynter*

Head Teacher



Simon Paynter  
Head Teacher

172 March Road  
Friday Bridge,  
Cambridgeshire,  
PE13 0LP

Phone:  
01945 660988

# Our Ethos & Vision



At our school, we believe that education is rooted in relationships, built on respect, and strengthened through resilience. We are committed to creating a learning community where every student feels known, valued, and supported. By fostering genuine connections among students, staff, families, and the wider community, we cultivate an environment where collaboration and empathy thrive.

We uphold respect as a foundational principle in all that we do. We encourage our students to appreciate diverse perspectives, honour the dignity of others, and take responsibility for their actions. Through positive communication, inclusive practices, and a shared commitment to integrity, we empower students to develop the social and emotional skills needed to contribute meaningfully to an ever-changing world.

Our school embraces resilience as an essential quality for lifelong learning. We guide students to approach challenges with curiosity, perseverance, and confidence. By nurturing a growth mindset, we help them understand that mistakes are opportunities for learning and that effort leads to progress.

Together, relationships, respect, and resilience shape a school culture that inspires students to become compassionate individuals, critical thinkers, and active members of society. Our mission is to equip every learner with the character, knowledge, and determination to flourish both in school and beyond. Everyone has their personal best!

## Vision Statement

Respect, resilience, relationships: Growing together every day.

## Aims

**By working collaboratively with carers/parents and young people we aim to:**

- Provide a positive, safe and nurturing environment where students and staff feel happy and secure in the process of learning
- Provide access to high quality education and pastoral care that will enhance personal development, stimulate growth and provide equal opportunities
- Develop students' self-esteem, independence and awareness of, and consideration for, the feelings and the needs of others within the school and community
- Encourage young people to positively manage their own behaviours and difficulties
- Establish a climate within which young people and adults can interact and relate, engendering high levels of mutual interest and personal respect
- Provide a broad and balanced curriculum that meets each student's needs, and for those with special needs, an individualised programme of support to access the curriculum and achieve the outcomes of their EHCP
- Promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

## Typical Student Presentation

- Mixed gender, ages 12-18
- Emotional & social difficulties
- Additional complex needs
- History of school refusal
- Significant gaps in education
- Known by CAMHS
- Has an Education, Health & Care Plan

# Mission



- We empower students by managing their transition and adjustment to school expectations and routines through strong pastoral and therapeutic support in our calm, welcoming yet structured environment
- We motivate students to aspire by communicating high expectations through target setting and positive interactions with peers and adults that seek to encourage the development of social competence and emotional maturity
- We challenge students to engage with a range of positive, interesting and relevant experiences that are personalised to match their interests, talents, aspirations and abilities
- We empower students to achieve their personal best by building up their confidence, boosting their self-esteem and enhancing their social, moral, spiritual and cultural development as they make academic progress
- We enable all students to excel by providing them with the requisite knowledge, skills, qualifications and experiences necessary for the next stage of their lives



## Personalising Learning Experiences

- Efficient transitions and integrations
- Access to full facilities
- Routines and expectations
- Focus on attendance
- Positive interaction
- Goal setting
- Focus on emotional literacy development
- Progress tracking
- Attainment
- Exam entries
- Enrichment sessions
- Social involvement
- Key working sessions
- Ongoing assessments
- Nurturing and Safe environment
- Individual learning and support education plan
- Broad GCSE curriculum
- Personalised timetable and course plan
- Wide range of enrichment activities
- School trips & outings
- Intervention
- Tutorial & assembly
- Supported Learning
- Exam qualifications
- Careers' planning
- College applications
- Work experience
- Transition planning



## Holistic Package

- Home Tree School is part of a holistic package that integrates health, care and education in a therapeutic environment
- Multi-disciplinary team supports school with access to occupational therapists, and therapeutic practitioners that meet weekly to discuss pupils' welfare
- Therapy as part of the time table (Person centred, Talk and Draw, Art and Music enrichment) where required
- Mindfulness, wellbeing, positive interaction, managing behaviour groups available
- OT centred work for independence and managing emotions through sensory evaluation
- Holistic reports prepared for all review meetings
- School maintains regular communication with parents / carers and social workers. There is a daily hand-over between home, school and parents
- We offer a wide range of enrichment lessons that support the reintegration of disaffected students
- High quality pastoral care



## **Personalised Approach to Helping Young People Adjust to the School Environment**

Transitioning into a new environment can be a daunting experience for young people. We are very sensitive to this and work collaboratively with the care and therapy team to ensure that the young people feel safe, comfortable and at ease in school.

We:

- Meet young people before they come into school
- Offer one to one support if necessary, whilst they adjust to the school environment and expectations
- Liaise with previous and future schools to ensure continuity and progression of education as well as consistency of approach and materials at various stages
- Provide outreach education to young people who are too ill to come into school
- Provide regular meetings with tutors and reflection time
- Provide daily one to one key working sessions

## **Target Setting & Self-esteem Development**

We motivate students to aspire by communicating high expectations through target setting and positive interactions with peers and adults that seek to encourage the development of social competence and emotional maturity.

- Individual education plan targets are aligned with education Health Care Plans (EHCP)
- These are reviewed on a regular basis
- We follow an attachment based behaviour management system
- Focus on emotional development is completed through specialist assessment and teaching linked to a therapeutic STEPs system



## **Spiritual, Moral, Social and Cultural Development**

In addition to academic lessons, we involve students in a range of activities both inside and outside of the classroom.

These include trips to the cinema, museum, beach, zoo, science centres, amusement parks and historical sites.

Additionally students at Home Tree School have opportunities to attend local community events such as the Remembrance Day Celebration.

Students also take part in physical education and sports related activities in our outdoor space, at the gym and at the local park. We organise various events for students to build new skills and to encourage socialization through picnics, barbeques, cooking sessions, creative therapy sessions, art projects, and participation in various fundraising events.

## **Special Educational Needs**

Where pupils have a statement of Special Education Need or Education Health Care Plan (EHCP) or additional needs, the Special Education Needs Coordinator (SENCO) will ensure that all entitlements are met and goals are supported as part of the individual mapping process.

Goals from SEN or EHCP will be used to formulate targets that are monitored daily and reports are submitted to placing authority to inform the review process. Students requiring additional support with literacy and numeracy will have targeted learning plans including access to an intervention programme designed to increase their functioning levels.

## **Young People Who Have English as an Additional Language (EAL)**

The school welcomes and values the cultural, linguistic and educational experiences that students with EAL bring to the school. We implement school wide strategies to ensure that EAL students are supported in accessing the curriculum. Our aim is to help EAL students to become confident and fluent in English, where possible, in order to be able to fulfil their academic potential. We seek appropriate help where a student does not have sufficient command of spoken or written English to enable them to engage with learning and other adults.

## **Bullying and Harassment Statement**

Bullying behaviour is not accepted in school and is never ignored. Bullying is behaviour, which is deliberately hurtful and frightening and can include both physical and verbal forms. If bullying is suspected or reported it is investigated immediately. It is dealt with appropriately and followed up later to ensure that it has not resumed.

The Anti-Bullying Policy outlines what the school will do to prevent and tackle bullying.

## **Drug Education Policy Statement**

Drug Education is part of the KS3 and KS4 curriculum. Within PSHE, science and assembly sessions, the following elements of drug education will be taught:

- How the misuse of solvents, tobacco, alcohol and other drugs affects health – that the body's natural defences may be enhanced by immunisation and medicines
- How smoking affects lung structure and gas exchange
- The effects of solvents, tobacco, alcohol and other drugs on body functions

# Religious Education Statement



**Religious Education is drawn from individual lessons and through integrated humanities schemes of work and mindful of all types of religion within a multi-cultural society. The school aims are to:**

Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.

Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

Develop the ability to make reasoned and informed judgments about religious and moral issues with reference to the teaching of the principal religions represented in Great Britain.

Enhance their spiritual, moral, cultural and social development by:

- Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them
- Reflecting on their own beliefs, values and experiences in light of their study's
- Develop respect for other people's right to hold different beliefs
- Develop a positive attitude towards living in a society of diverse religions

"Pupils learn about equality, diversity and democracy. Staff teach about relationships, personal safety and mental health in a sensitive and honest manner. This prepares pupils for life in modern Britain"

Ofsted Education Report  
- January 2024

# Empowering Students



In addition to academic lessons, we involve students in a range of activities that provide them with life experiences.

These include various outings that the young people vote for and work towards through meeting targets.

We also involve people from the surrounding community who will do talks for the students about their life and work they do. We regularly have visits from local historians, community events organisers and local charities.

Our range of enrichment lessons such as; music, art, drama and cooking, allow students the opportunity to express themselves and work on managing their emotions positively and are used as a way to develop life skills in preparation for adulthood.

## Providing Experiences for Students to Excel

Home Tree School offers a range of qualifications and skills that prepares students for their next steps. All students are fully supported to achieve the best results possible through quality teaching, tailored homework, interventions and supported study.

In addition, we provide career guidance and support that essentially helps students to reflect on their interests and aspirations, explore career options/pathways and plan for the future. Staff assist with CV writing, conducting career and job search's, completion of college or university applications and career advice. We prepare students for college visits, open days, interviews, work experience and volunteering opportunities.

We emphasise independent skills for life to prepare students to cope with issues such as finance, health, relationships, personal care and legal rights.



## Mandatory Lessons

- Mathematics
- English
- Science
- Personal Social Health Education
- Citizenship
- Information Communication Technology
- History
- Geography
- Religious Studies

## Options

- Food Technology
- Art and Design
- Music
- Physical Education
- CPD courses
- Unit Awards
- Art Awards
- Creative Writing

The student is at the centre of all that we do. Our curriculum is tailored to suit the individual's needs, interests, aspirations and learning styles.

## We Value

- Personalisation & inclusiveness
- Enriched learning experiences
- Relevance & coherence
- Independent learning
- Flexibility, choices and options
- We emphasise personal development as well as academic success
- We aim to produce confident individuals, effective communicators, successful students and responsible citizens.

**"We offer qualifications such as Functional Skills, Entry Level Certificates, GCSEs and ASDAN"**

**- Simon Paynter  
Head Teacher**

# Daily Schedule



We try to schedule core subjects in the morning as much as possible with options subjects such as art and design, food technology and music in the afternoon.

## Our specialist team:

09:30 - 09:50	Lesson 1
09:50 - 10:50	Lesson 2
10:50 - 11:05	Tutorial/ Assembly
11:05 - 11:20	BREAK
11:20 - 11:40	Lesson 3 (Reading)
11:40 - 12:40	Lesson 4
12:40 - 13:20	LUNCH
13:20 - 13:50	Reflection
13:50 - 15:00	Lesson 5
15:00 - 15:30	Homework/After School Clubs

## Personalised Course Plans

XX wants to be a paramedic nurse. He is studying the following courses:

- Functional Skills Level 2 & GCSE Maths Foundation
- Functional Skills Level 2 & GCSE English
- GCSE Health and Social Care
- Level 1/2 Preparation for Working Life
- GCSE Double Science
- BTEC Level 1 Food Technology
- Citizenship
- Personal, Social, Health Economic Education

## Personalised Timetables

KS4 ACHIEVE					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
09:30 - 09:50	Maths	Sensory Circuit	Maths	Sensory Circuit	Engl intervention
09:50 - 10:50	Maths	Science	Maths	Science	PSHE
10:50 - 11:05	Assembly	Assembly	Assembly	Assembly	Assembly
11:05 - 11:20	Break	Break	Break	Break	Break
11:20 - 11:40	Reading	Reading	Reading	Reading	Reading
11:40 - 12:40	English	Social Science/ Food Tech/ Therapy	English/Music	Art /Food Tech	English
12:40 - 13:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
13:20 - 13:50	Reflection	Reflection	Reflection	Reflection	Reflection
13:50 - 15:00	Option A	Maths	Option C	Option D	Option E
15:00 - 15:30	Homework/ After School Clubs	Homework/ After School Clubs	Homework/ After School Clubs	Homework/ After School Clubs	Homework/ After School Clubs

# Individual Learning and Support Plans



- An Individual Learning and Support Plan is developed for each student. These are designed to encourage students to reflect on where they are 'now', set goals and reflect on their progress.
- This identifies short-term targets, which are usually informed by the EHCP and are reviewed and updated half-termly.

## Teaching and Learning

- Our lessons are delivered by a team of highly committed, experienced and qualified teachers who communicate high expectations for students
- We provide very small class sizes with support from learning support assistants
- Our lessons are delivered by a team of highly committed, experienced and qualified teachers who communicate high expectations for students
- Our classrooms are attractively decorated and student work is displayed with pride. We employ a wide variety of teaching strategies and methodologies, which are sufficiently differentiated to meet the needs of all students
- All classroom are equipped with interactive whiteboards and student laptops are available for use.

## Assessment

**At our school we believe continued monitoring of each student's progress gives a clear picture of what each student is doing**

- It will lead to successful personalisation
- It will enrich classroom practice
- It will support curriculum planning
- It will lead to sound pupil tracking
- It will provide an evidence base for school improvement

### We use a range of assessments

- Mid termly teacher assessments
- Termly Progress reports
- Weekly Progress reports
- Target setting and Tracking
- External examinations
- Initial Screening
- Ongoing formative assessments
- Daily monitoring of education outcomes
- Specialist assessment where appropriate for exam access arrangement
- Behaviour action plans



## Reporting Progress and Achievement

**Home Tree School sends out weekly written progress reports to parents, social workers and other key stakeholders, which:**

- Outline what is achieved in each session
- Map progress against behavioural and educational targets

You will also receive a progress report each term, which gives a report on achievement in each subject.

### **Exam Entries and Qualifications**

- Home Tree School is registered as an exam centre with major examination boards.
- We offer a wide range of qualifications including Functional Skills, Unit Awards and ASDAN.
- We will aid the students in achieving their full potential and prepare them for college and working life.
- Some students who come to Home Tree School are especially anxious about exams and we start preparing them with a two year program. That offers coping strategies and practice.
- We will also offer examination transfers where students have been previously registered.

# Management of Behaviour



We aim to promote good behaviours using a supportive and consistent approach that includes the use of positive encouragement, rewards and incentives. At all times the school will celebrate success and reward good work and behaviour.

Our approach is to ensure that students with challenging behaviours are cared for in ways that are sensitive to their needs and to provide safeguards for staff charged with this responsibility.

- Arrive on time and enter room quietly and sensibly
- Be polite to staff and students

Be respectful to all Attempt all tasks Challenge and stretch yourself:

- Participate in class discussions
- Ask questions
- Make suggestions
- Extend your written responses
- Use your learning time wisely
- Check your work

If you are making an effort, getting it right or doing well you will be noticed and encouraged.

## Sanctions

Where necessary, clear and consistent consequences will be calmly and systematically applied. Students will be actively involved in identifying some of the behaviours they wish to change and receive informal feedback on a daily basis and formal feedback through daily tutorials.

When negative consequences are applied they may include loss of points, verbal reprimand, activity ban, reparation payments, internal exclusions and detentions.

## Points system

We operate a rewards points system that is based on acknowledging and reinforcing positive behaviours. The form tutor will work with each individual to agree on a weekly target. Points are then awarded for educational outcomes such as attendance, participation, focus and concentration, behaviour and attainment during each session daily. The points are accumulated and can be 'cashed in' for tangibles at an agreed time.

## Physical Restrictive Intervention

As a last resort, restrictive physical intervention may be required to keep a young person safe or to prevent serious harm to people, serious unrest or damage to property. At all times physical intervention is used as an act of care and not punishment.

Our staff are fully trained and certificated in MVA approved by Cambian Group, in line with the BILD Code of Practice. This helps staff to deal with aggression in a calm way that keeps everyone safe.

## Exclusions

The decision to exclude a student either for a fixed term or on a permanent basis is serious and will normally only be the final step in a range of strategies that have been unsuccessful.

# Brad's Story

## When we first met Brad

Brad was a patient at the Willows Hospital Unit and the school provided outreach lessons for him. He was very timid and would only speak when addressed but was polite and cooperative.

Our preference is always to work with parents/carers and the placing authorities where a placement has broken down. In circumstances in which the placement can no longer meet the need, we aim to work with all parties to support transition to another placement. If a student is given a fixed term exclusion, work will be provided where possible for them to complete in the home during their absence from school. Brad had missed a lot of education and was very gloomy about his academic potential which made him uneasy about school. Brad has a diagnosis of Autistic Spectrum Disorder including social communication and social interaction difficulties. He also has difficulties with his mental health, emotional regulation, self-esteem, self-care and independence. Brad was also diagnosed with Type II diabetes.

## Brad's individual education plan

An individual learning plan was developed for Brad that was informed by his EHCP; this focused on differentiated curriculum planning, delivery and outcomes for him. Staff monitored his personalised targets and ensured that his learning environment was calm and free from distractions. Brad was given 1:1 numeracy support to help him with his clock reading and timetables. He also had literacy support to improve his handwriting skills. Brad's personalised timetable allowed him to work in a small dedicated group for core subjects but also allowed for personalisation and choice.

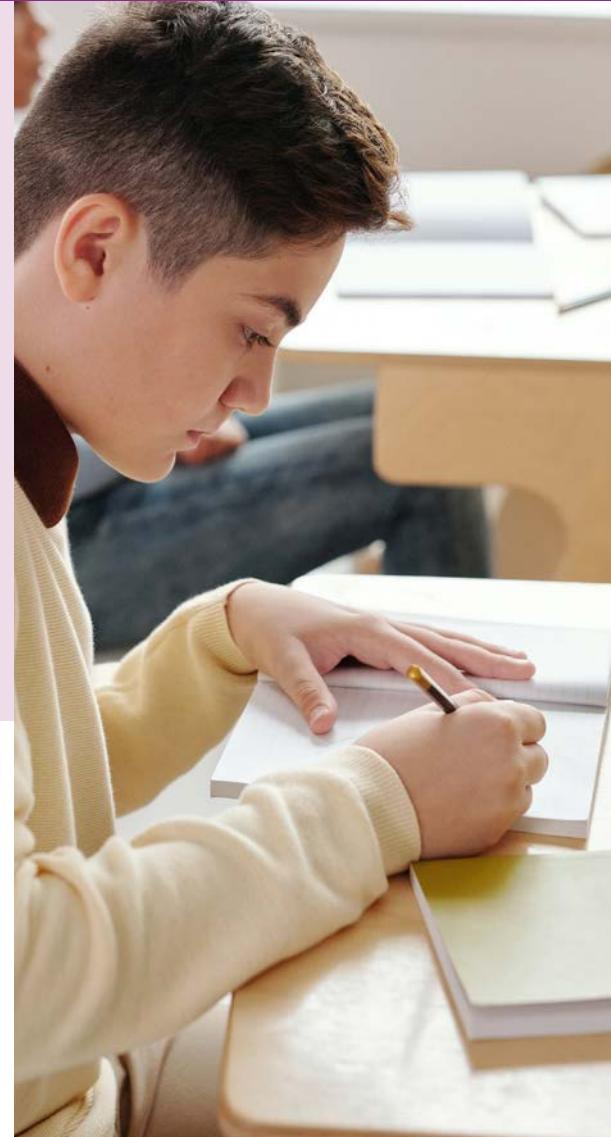
The school also promoted his emotional and social development through Tutorial sessions, Preparation for Working Life, Personal Social and Health Education and through trips, activities and school outings.

We offered Brad lots of praise and compliments on a daily basis and worked closely with Meeko House to encourage good personal hygiene and healthy living skills.

During the year Brad spent at Home Tree School, he developed a very positive attitude to learning and all aspects of school life. This resulted in good progress across the curriculum due to his consistent hard work, effort and attendance. Brad achieved Level 1 & 2 Functional Skills Maths English & ICT qualifications and other C-G passes in GCSEs. Despite Brad's health difficulties, he had learnt to better manage his emotions and his self-esteem and confidence had improved significantly. He was voted Head of Student Voice as well as Prom King. Brad also developed good social skills and was able to engage and interact with adults and peers without difficulty. He was able to feel included and valued and was able to develop and maintain friendships with his peers. Brad also became more independent at addressing his self-care needs and came to school looking very smart.

## What the future is like for Brad

Brad is moving on to study a Level 2 Health and Social Course at College and will undoubtedly embark on the career path of his choice. He will no doubt continue to improve his successes.



Lucy's journey is a powerful testament to the strength of the human spirit in the face of challenges. Born with a unique blend of conditions — being on the autistic spectrum, hypermobility, post-traumatic stress disorder (PTSD), anxiety, low mood, and sensory processing disorder, Lucy's path through education was anything but straightforward. Yet, her determination and the right support helped her achieve more than she could have ever imagined.

In November 2021, Lucy enrolled at Home Tree School. She was a 'COVID learner', having spent much of her previous education learning from home due to the pandemic. This lack of traditional schooling meant she had never sat formal exams, and the transition to a structured school environment posed a significant challenge. Additionally, her conditions made everyday school life overwhelming, particularly in the early days.

Initially, Lucy struggled with attendance. The school environment, with its demands and social expectations, was difficult for her to navigate. However, with the understanding and support of the staff at Home Tree School, she slowly began to find her feet. The school's tailored approach, which respected her individual needs and provided a safe and nurturing space, played a crucial role in helping her adjust.

As time passed, Lucy's attendance positively improved. By the time she sat her A-levels, she was attending school 100% of the time, a remarkable achievement that reflected her growing confidence and resilience.

Lucy's hard work paid off when she achieved her amazing grades - an 'A' in AS level English and a 'B' in A level Art. These outstanding results are a demonstration of her talent and determination, proving that with a strong support structure, students like Lucy can excel despite the challenges they face.



# Home Tree School Outcomes 2025

## GCSE

1 x Biology Foundation

1 x Biology Higher at Grade 5

2 x English Language

1 x Fine Art

1 x History at Grade 5

1 x Citizenship at Grade 6

3 x Mathematics including 1 at Grade 5

## FUNCTIONAL SKILLS

2 x English - Level 1

2 x Mathematics - Level 1

## WORK EXPERIENCE

- Jessica gained valuable work experience at a care home.

## PERSONAL ACHIEVEMENTS

- Shane successfully transitioned from being home educated into school, where he completed all of his GCSEs to a high standard.
- Jacob returned to full-time education after several years out of school and successfully completed all of his qualifications.

## LOOKING TO THE FUTURE

- Three Year 11 students successfully progressed to post-16 college placements.

# Equal Opportunities



The school is committed to a policy of equal opportunities for all young people, staff and those who come into contact with the school regardless of race, colour, gender, sexual orientation, religion or disability. Everyone visiting, working or learning in the school should feel welcome, secure and confident at all times. They should feel valued and able to participate fully in the life of the school.

## Health and Safety

The school health and safety policies and practices comply with national guidance and ensure the wellbeing of all young people, staff and visitors. All members of staff are aware of their responsibilities covering health and safety at work and will have undertaken required mandatory training as appropriate. Young people are encouraged to act safely and participate in a range of positive activities. The school environment is monitored regularly to ensure the safety of all.

## Safeguarding

At Home Tree School, we endeavour at all times to provide a safe and welcoming environment where all children are respected and valued. It is our priority to safeguard and promote the welfare of children.

Our approach to safeguarding is based on the following principles:

All young people have an absolute right to be free from abuse, neglect or exploitation, and a responsibility not to abuse or exploit others.

- All staff (carers, teaching, support, and ancillary) have the responsibility to be aware of the safeguarding issues and a duty to report and refer any concerns
- Young people are best kept safe when professionals work effectively together and share responsibility for protective action.
- Where there are concerns about a young person's safety, unconditional confidentiality cannot be guaranteed and will not be offered. As required by the law, we will pass on any information that give rise to concerns about a child's welfare including risk from neglect, physical, emotional or sexual abuse
- Staff will be proactive and take positive steps to inform young people of their rights to safety and protection and the options available to express their fears or concerns
- When young people make allegations of abuse or neglect or exploitation they will always be listened to, have their concerns taken seriously and where appropriate, thoroughly investigated
- The staff team is trained to provide appropriate levels of supervision and support
- Copies of the school's safeguarding policies are available in print or in electronic form free of charge

# Student Feedback



A number of our previous students have written to us following their transition out of Home Tree School. Students will often update us on their progress. Some of the feedback we have received is below;

**'I can't thank you enough, you see I've decided to go to college and take Art, and it's all because of you and Home Tree School, it was so inspiring to be in art with a teacher that cared so much about the work produced. I also thank you for introducing me to blending sticks as I don't know where I'd be without them!'**

**I think going to Home Tree really helped me find my purpose in life, find my artistic side, and I really, really can't thank you enough! Thank you so, so much.'**

**MB**

**'Thank you for all the support, especially in art and music!'**

**MD**

**'Thank you for all the help and support I was given while I was at the Home Tree. I have enrolled in college now that I am back home and you all helped me do this.'**

**GT**

**'As much as I didn't appreciate it when I first arrived the support and care I have had at Home Tree School has helped me grow and hopefully carry on gaining confidence.'**

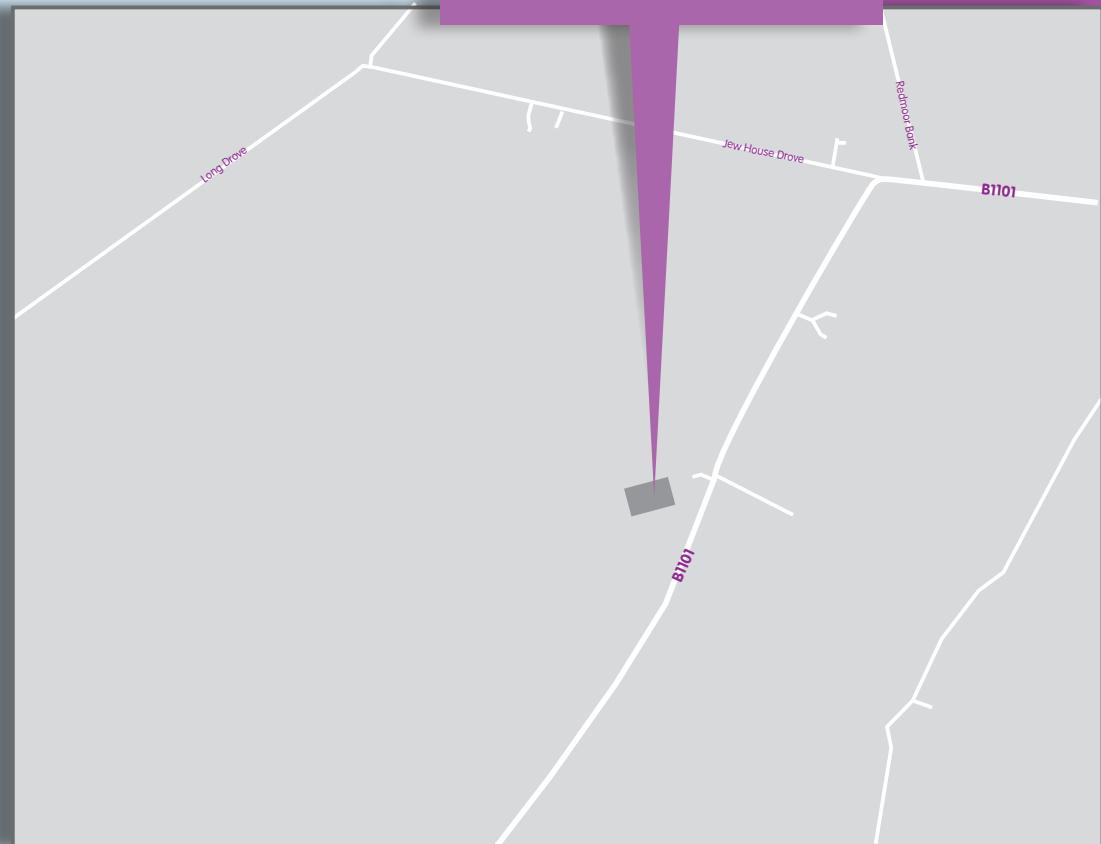
**KF**

# Location



**Cambian Home Tree School**  
172 March Road  
Friday Bridge,  
Cambridgeshire,  
PE13 0LP

Phone:  
**01945 660988**





## Policies Available to You

The following policies and procedures are available from the school in printed format or electronically on request free of charge.

- Admissions
- Marking
- Behaviour Management
- Curriculum
- Complaints
- Equality
- Health and Safety
- Health and Safety of Students on Educational Visits
- Preventing Bullying
- Safeguarding
- Particulars of educational and welfare provision for pupils with a statement of Special Educational Needs
- Particulars of educational welfare and provision for pupils whom English is an additional language
- Exclusions

### Feedback

We know there will be times when you want to give us feedback about our school and we will always be happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with or indeed if we did not meet your expectations, please contact the school via the contact details at the front of this prospectus

### Complaints

A complaints procedure allows for both formal and informal complaints. Informal complaints will be dealt with quickly, while formal complaints can be made in writing.

Our full complaints policy is available from the school on request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly.

Should you wish to take your complaint further or if you feel you are unable to discuss the details with the school, please contact the Director of Education via the contact details at the below especially if your complaint relates to the school leadership.

### Proprietor

The proprietor of the school is Farouq Sheikh, Chair of the CareTech Board. The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,

Operations Director - Education, 4th Floor, Parkview, 82 Oxford Road, Uxbridge, UB8 1UX.

The representative of the proprietor may be contacted at

[Andrew.Sutherland@caretech-uk.com](mailto:Andrew.Sutherland@caretech-uk.com)