



Cambian Dunbroch School

*Specialist Day School for SEMH
(Social, Emotional & Mental Health)*

- **Mixed Gender • 11-18 Years**
- **Day Placements**

Welcome

Thank you for choosing Cambian Dunbroch School, the school typically caters for up to 22 young people aged 11 to 18, with social, emotional and mental health difficulties, coupled with ongoing associated complex needs. These needs sometimes reflect diagnosed mental health difficulties such as anxiety and depression, self-harm, Obsessive Compulsive Disorder (OCD), or physical symptoms that are medically unexplained. Other individuals may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.

The individuals attending our school are Looked After Children (LAC) from local authorities all over the country, and are accommodated within the Cambian Merida specialist mental health residential facility based on the same site. Some will have an Education Health Care Plan; however, all will be known to Social Services. They can present with a high risk of exposure to child sexual exploitation, drug use, risk taking behaviours, physical aggression and violence. In most cases they have poor engagement or frequent disruptions in education due to a combination of factors, that can include bullying, poor attendance levels, and in some cases exclusion from previous settings. Subsequently, when the students arrive at Dunbroch School, they may have substantial gaps in their education, due to ill health and having experienced long periods of hospitalisation.

Specific diagnosed mental health needs may include ACE (Adverse Childhood Experiences), psychosis, trauma, emotional dysregulation,

depression, anxiety, emerging / confirmed Autism and emerging personality disorders. Safeguarding is paramount, and is fully embedded in our ethos, policies, systems and practices, across all areas of our school. The staff team are well trained and experienced in all elements and procedures required to ensure our students remain, and feel safe in their education environment. Our broad and balanced curriculum consists of a range of academic, social and vocational elements that builds on prior knowledge and develops essential independent and life skills. Learning experiences are organised in small groups with personalised programmes and tailored support to ensure that all our students' needs, interests, aspirations and abilities are central. We motivate learners by rewarding and reinforcing positive choices and efforts as well as steps of achievement as students' progress towards their individualised goals. We prepare our students to enjoy and achieve in order to become confident learners who can reach their full potential.

We value your trust and support and look forward to working collaboratively with you during your child's journey with us. Please feel free to contact us with your queries, suggestions questions and comments.

Yours sincerely

Karen Carrington

Headteacher



Karen Carrington
Headteacher

Cambian
Dunbroch School
Fordham Road,
Fordham,
Newmarket,
Suffolk,
CB8 7LG

07501 398272



Ethos and Vision

Vision

Our vision is to create a school community where every young person feels included, empowered and supported to thrive. We champion Inclusiveness by valuing each student's individuality and ensuring they feel a genuine sense of belonging. We nurture Independence by providing opportunities for students to develop confidence, take responsibility and grow into self-sufficient learners. We build Resilience by helping students persevere through challenges, learn from experiences and develop the emotional strength needed for lifelong success. Together, these values guide every aspect of our practice and shape a positive, aspirational environment for all.

Mission

At Cambian Dunbroch School, our mission is to inspire students to achieve their goals and become worthwhile citizens. We support students in a holistic way to overcome barriers and develop their confidence in order that they engage and benefit from the wide range of positive educational and personal development experiences

Aims

By working collaboratively with carers/parents and young people we aim to improved outcomes by:

- providing a positive, safe and caring environment in which students and staff feel happy and secure in the process of learning
- providing students with access to high quality education and pastoral care that will enhance personal development, stimulate growth and provide equal opportunity through unique learning experiences both inside the classroom and in the local community,
- developing students' self-esteem, independence and awareness of, and consideration for, the feelings and the needs of others within the school and community.
- encouraging students to positively manage their own behaviour and difficulties by promoting self-discipline, supportive interventions as well positive behaviour management.
- establishing a climate within which students and adults can interact and relate, engendering high levels of mutual interest and personal respect;
- providing a broad and balanced curriculum that meets each young person's needs, and for those with special needs, an individualised programme of support to access the curriculum and achieve the outcomes of their Education Health Care Plans (EHCP).
- promoting the Fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

"One of the school's key strengths is how well and quickly it gets to know its pupils. The school makes them feel comfortable and welcome."

- Ofsted Report
July 2025



Admissions and Referral

Student profile

- Socially and emotionally vulnerable children and young people aged 11 to 18.
- Has an Education Health Care Plan/Statement of Educational Needs with a primary diagnosis of social, emotional and mental health difficulties.
- Without an Education Health Care Plan who have ongoing presentation of SEMH difficulties characterized by challenging behaviours, physical and verbal aggression.
- May have other associated difficulties such as specific learning difficulties, social and communication issues, ADD, ADHD, inappropriate behaviour and attachment disorder.
- Have been excluded for mainstream settings or have had several unsuccessful educational placements.
- Have gaps in learning and likely to be working below age related expectations (ARE).
- Have been previous negative experiences of school, learning and the curriculum.
- Are disengaged or exhibit poor learning behaviours.
- May have difficulties forming relationships with adults and peers
- Have difficulty managing in large groups and being taught in a traditional manner.
- May demonstrate extreme emotional and behavioural response when given instructions or challenged and need support to regulate emotions.

Admissions Criteria

Cambian Dunbroch School caters for students of mixed gender, aged 11 – 18. The school is non-denominational and has a secular ethos but respects the cultural and religious beliefs of all.

Referral Process

All students are referred into our school through The Cambian Merida Specialist Residential Service and are linked to placing authorities across the country. Due to the nature of our placements, we accept in year referrals and tailor educational pathways to ensure continuity and to align with each student's presenting needs as well as future goals. We work closely with a wide range of other professionals to achieve stability for our students and support them to build resilience and achieve success.



Integration and Placement Planning

We know that students progress and thrive in a safe and secure environment and as such we aim to support stable and successful placements. We therefore work collaboratively with parents and placing authorities to plan integration into school so that this happens as smoothly as possible. This is to ensure that students feel safe and comfortable when they arrive at our school. To prepare for the first day we will often meet students in their environment, whether home or elsewhere before they come into our school. We will then invite them to have a look around the and meet with staff and other students. Where necessary we support a taster session which allows prospective students to join in lessons and activities before progressing to half and full days.

Each placement is decided on a case by case basis. There will be situations in which it may be agreed that a young person is not deemed ready to access full time education or required additional support in order to do so. Depending on the level of support needed by students to adjust to the school environment and the expectations, additional adults may be utilized. We are also likely to build up to a full timetable where there are significant barriers to learning. Where necessary we will provide outreach education for those students that not well enough to come into school.

Assessment

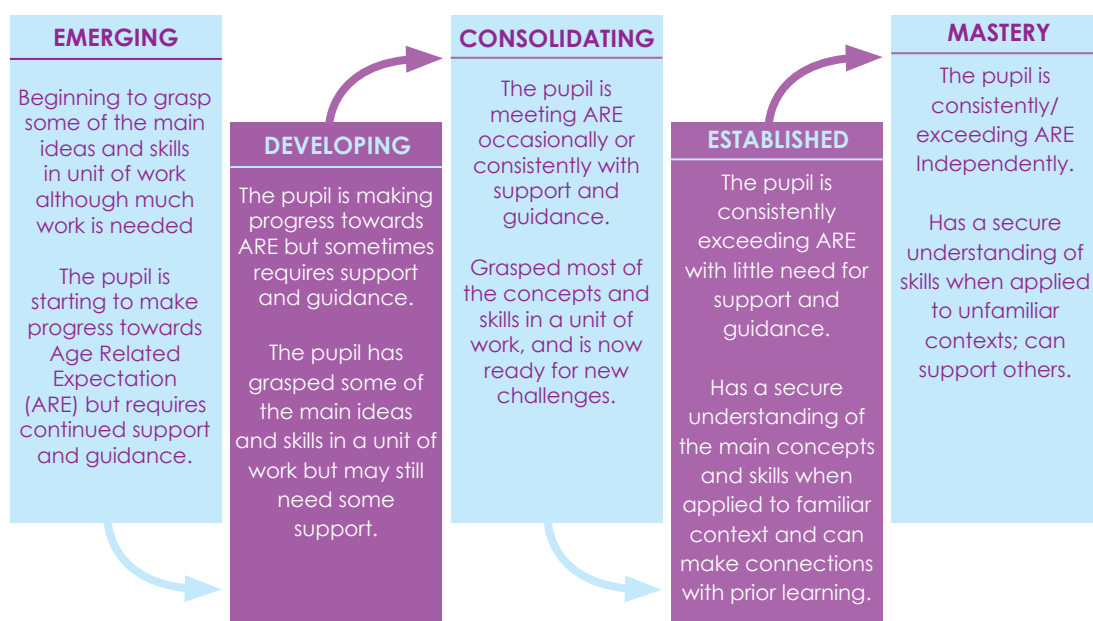
Assessment is a key process that is carried out within our school. The purpose of assessment is to give us a clear picture of where each learner is as well as to provide information to move students in on their learning towards their goals. We monitor the progress of students with respect to their starting points as well as closing the age-related expectations (ARE) gaps.

Purpose of assessment

We use assessment to:

- **Personalize each learner's journey.** This enables school to build a unique picture of each learner's strength and areas for developments. support needed to help the child realize their short and long-term academic achievements and aspirations.
- **Enrich the classroom practice.** We ensure that lessons, activities and all staff/ pupil interactions are engaging and meaningful and we assess for learning throughout.
- **Support curriculum planning.** This allows the school to adapt the curriculum to better meet learning needs and to provide learners will well informed choices. Cambian Dunbroch School will use assessment information to ensure that curriculum content and experiences are pitched at the right level. All learners are supported to achieve expected levels of progress for the relevant national curriculum key stage and to complete an appropriate range of approved qualifications
- **Support sound pupil progress tracking.** Assessment allows staff to form a view of the general progress of individual learners and well as progress in relation to a range of educational and development needs to specific targets such as Education Health Care Plan (EHCP) or Personal Education Plan (PEP)
- **Provide evidence base for school improvement.** Students' progress and achievement confirm the effectiveness of the curriculum, the impact of school improvement priorities as well as the contribution of staff members.

Assessment system





Baseline Assessment

At Cambian Dunbroch School, we use a variety of assessment tools to benchmark the starting point of each student, both academically as well as social and emotional status. This includes the Wide Range Achievement Test (WRAT), Strengths and Difficulties Questionnaire SDQ, Emotional Literacy, Functional literacy and numeracy level and GL assessment. We also collect information on emotional wellbeing as well as motivation to learn. The results of these assessments along EHCP objectives are set to set SMART targets that are monitored through Individual Education Plan and Individual Behaviour Support plans.

Planning for Success

Based on assessment data, an individualized programme of study is developed for each student. Each student has a personalized curriculum based on interest, aspirations, needs and abilities.

"When pupils start at the school, staff spend time getting to know them and plan individualised curriculums. Pupils are supported to both follow existing interests and develop new knowledge." - Ofsted Report, July 2025

Reporting Achievement and Progress



At Cambian Dunbroch School, we facilitate robust communication between home and school. We provide comprehensive information on how students are progressing at various points. On a daily basis, we record student's engagement and behaviour across lessons and activities. We provide weekly summaries for parents and key stakeholders about how students are making progress against set targets. Once per term we provide a comprehensive written report on progress in all subject areas against targets.

We also host Personal and Education Planning Review meetings and contribute to various other meetings such as Looked After Children (LAC) and Team around the child (TAC) meetings. We may also host Open days and Parent Drop in sessions and Pupil Progress Evenings.



Dunbroch School

Outcomes 2025

GCSE

3 x English Language

3 x Maths
Including 1 at Grade 4

3 x Biology

1 x Physics
Grade 5

1 x Chemistry
Grade 4





Behaviour Management

At Cambian Dunbroch School, we promote good behaviours through 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 teachers/teaching support/ carers charged with this responsibility.

School Rules

Points system: We operate a cohesive 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 engagement, behaviour and attainment during each session daily. Students who reach their individually set targets are further rewarded with an approved activity such as internet time. Staff will also award bonus points for exemplary behaviours and achievements. The points are accumulated and can be 'cashed in' for tangibles at an agreed time.

Consequences: Clear and consistent consequences will be calmly and systematically applied where behaviours warrant this. We involve students 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 catch up sessions.

Exclusions: The decision to permanently 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. 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 a transition to another placement.

Fixed term exclusion is usually applied where high level behaviour incidents occurs such bullying, physical assaults on staff or other students or property damage. Where a student is given fixed term exclusion, this is usually for the shortest time possible and work will be provided where possible for them to complete in the home during their absence from school.

Physical 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 will be used as an act of care and not punishment. Our staff are fully trained and certificated in PILLARS in line with the BILD Code of Practice. This helps staff to deal with aggression in a calm way that keeps everyone safe.

Pastoral & Therapeutic Support



All staff are trained in working with children with social, emotional and mental health difficulties. As a school we adopt a trauma informed / attachment aware approach to supporting students in our setting. We ensure that all pupils are assigned emotionally aware adults who support them to work with them to manage stressful situations and cope better with stressors in their lives.

We work with young people in small nurture groups of no more than 5-6 pupils with high ratio of adults.

We incorporate a number of physical activity sessions, life skills as well as counselling mentoring and activities such as mindfulness activities in the classroom to help children and young people learn social and emotional skills, removing barriers that prevent them from learning as well as helping them to focus and ignore distractions. We also support young people to interact with peers and building relationships with adults.

Within our school we provide quiet space for students who need a space to reflect, calm down and regulate their emotions.

"The school works closely with therapy and clinical teams that are part of the same proprietor group. This means that any previously unidentified needs are quickly identified and assessed. Support is rapidly put in place to meet these needs as part of pupils' individual curriculums."
- Ofsted Report July 2025





Spiritual, Moral, Cultural and Social Development

The school established a strong ethos that emphasizes trust, respect and success. We actively promoting fundamental British values through effective relationships, school expectations, education and various activities within and beyond the classroom. All staff plan for the development of SMSC in their lessons and in their courses. We have regular assemblies in school in which we explore a number of issues. All pupils are taught to regard people of all faiths, races and cultures with respect and tolerance



Curriculum

Experiences and Outcomes

Mathematical, Linguistic, Scientific:
Technological, Human & Social,
Aesthetic and Creative elements

Subjects include:

Mathematics, English, Science, ICT, Food
Technology, Art and Design, Music,
Physical Education, Modern Foreign
Language, Personal Social Health
Education, Citizenship, Humanities,
History, Geography, Religious Studies,
Health and Social Care, Psychology

Career Guidance & Work Experience

Projects Field trips, activities, after school
clubs, community work, assembly,
tutorials.

Creative Education

Art, Drama, Music, Movement

Examinations and Qualifications

Functional Skills Entry 3, Level 1, 2 and
3, Entry Level Certificates, Single Unit
Awards, GCSEs, A' levels, BTEC

Values

- Inclusiveness
- Resilience
- Independence

Focused Assessment

- Initial screening- literacy & numeracy, learning style & Emotional Literacy
- Ongoing formative assessments - tests, homework, quizzes, peer and self-assessment.
- Daily monitoring of education outcomes, engagement attainment, behaviour.
 - Weekly Progress reports
 - Specialist assessment where appropriate – Reading speed and comprehension, Writing speed, spelling, Maths computation, memory, dyslexia & dyscalculia testing & intervention.
- Half Termly Progress reports
- Target setting and Tracking
 - External examinations

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

We emphasize personal development as well as academic success. We aim to produce:

- **Confident individuals**
- **Effective communicators**
- **Successful learners**
- **Responsible citizens**

Principles

- Personalization
 - Progression
 - Integration
 - Reintegration
 - Transition
- Thematic approach
- Cross curriculum Links

Learning and Teaching

- Highly committed, experienced and team of teachers, learning support assistants and support staff.
 - Small class size
- High expectations for learners
- Varied teaching strategies and methodologies
 - Differentiation
- Stimulating learning environment
- Well integrated use of technology

Personal Support

- Personalized learning programs
 - Individual Learning and Support plans
 - Small class sizes
 - Target setting & reflection
- Intervention/enrichment in literacy, numeracy and other subjects
 - Strong pastoral care
 - Outreach where necessary
- Working closely with care home staff and other agencies
 - Access to therapeutic support at all time.

Career Support and Next Step Planning

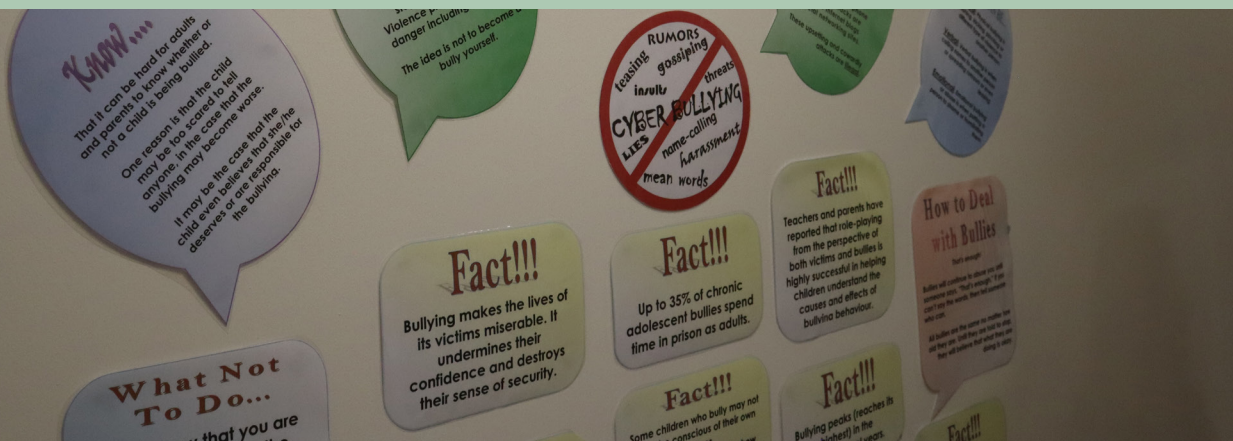
We aim for all our pupils to continue on in education and training, be gainfully employed or gain an apprenticeship when they leave us.

To this end, we provide impartial career advice and support to help you to make informed choice with your future choices.

- **Fast Tomato Careers Inventory** • **Independent Careers Advisor** • **Personal Social Health Economic Education (PHSEE)**
- **Key working** • **Advocate support** • **Career Action Planning** • **College application** • **College Open Days**
- **Guest Speakers** • **Visit to place of work** • **Career research** • **Job search and application**

We will also support you to towards your goal of independence in a way that is best suited to meet your needs. This may involve things such as cooking, budgeting understanding health and safety with the home.

Policy Statements



Equal Opportunities and Values

The school is committed to a policy of equal opportunities for all students, staff and others 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 students, staff and visitors. All members of staff engage in mandatory training as appropriate. Students are encouraged to act safely and participate in a range of positive activities. The school environment is monitored regularly to ensure safety for all.

Safeguarding Policy

At Cambian Dunbroch School we endeavor at all times to provide a safe and welcoming environment where all students are respected and valued. It is our priority to safeguard and promote the welfare of children.

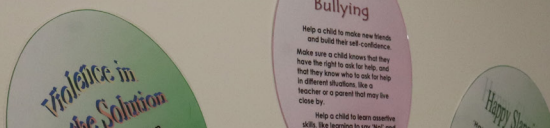
Our approach to safeguarding is based on the following principles:

- All students 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.
- Students 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 students of their rights to safety and protection and the options available to express their fears or concerns.
- When students 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.

All students have comprehensive risk assessments with proactive strategies in place which are used implemented to ensure high level of safety for all.

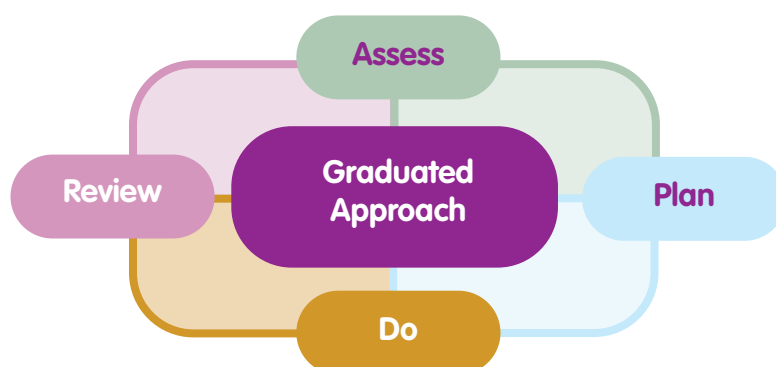
Policy Statements

BULLYING



Special Education Needs

Where pupils have an Education, Health Care Plan (EHCP) or additional needs, the school's designated teacher (Headteacher) will ensure that all entitlements are met and goals are supported as part of the individual mapping process. Goals from EHCP are used to formulate short term targets. We monitor progress against targets regularly and submit to placing authority to inform the review process. Students requiring additional support or for whom there are gaps in their education, targeted intervention are put in place in order to increase their functioning levels. Where the school feels that a pupil could benefit from having an EHCP an application will be made on his/her behalf.



Young People who have English as an Additional Language (EAL)

The school welcomes and values the cultural, linguistic and educational experiences that students with English as a second language 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, 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.

Policy Statements



Drug Education Policy Statement

Drug Education is part of the KS3 and KS4 curriculum. Within PSHE and Science 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.

Mobile phone policy

We recognise that mobile phones play an important part in our lives and when used as they are intended, can bring substantial benefits. We also acknowledge that there is a risk that they can be used for the taking, storing and using of images inappropriately in a way that denies other student's right to dignity, privacy and respect and can lead to bullying. They also have the potential to distract staff from their work with students. For these reasons we expect that all students who bring a mobile phone into school will hand them in at the office.

First Aid Policy

Our First Aid policies and practices comply with the Guidance on First Aid for Schools' Best Practices Document published by Department for Education. It outlines its statutory responsibility to provide adequate and appropriate first aid to students, staff parents and visitors and to ensure that the procedures are in place to meet that responsibility. Fully stocked first kits are available on site and are taken on school outings. School will ensure that staff trained in administering first aid is always available to provide treatment in line with their training. A written record is kept of all first aid that is administered on the school premises and as part of a school related activities.

Policy Statements



Relationship Sex and Health Education Statement

The intent of our Relationships and Sex Education is to help and support young people through their physical, emotional and moral development. Our RSHE programme is firmly embedded in PSHE and is designed to help young people learn to respect themselves and others and move with confidence from childhood, through adolescence into adulthood.

Our programme aims to provide the basis for an ongoing programme of RSE that will assist children to:

- Develop positive values and a moral framework that will guide pupils' decisions, judgements and behaviour as they move into adolescence and adulthood
- Understand the consequences of their actions and behave responsibly within all relationships
- Have the confidence and self-esteem to value themselves and others and to have respect for individual conscience and the skills to judge what kind of relationships they want
- Communicate effectively
- Avoid being exploited or exploiting others
- Avoid being pressurised into behaviours or situations they do not feel comfortable with
- Understand the processes of puberty, conception and birth
- Show respect for their own bodies and other people's
- Recognise their emotions and express them effectively and appropriately
- Understand the importance of family life for all and, in particular in the development of a child
- Recognise and respect that different people make different decisions about the relationships they choose to enter into.

The aim of RSE at the secondary level is provide clear progression from what has been taught at the primary level and will give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. It will also cover contraception, developing intimate relationships and resisting pressure to have sex (and not applying pressure). We will teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

As Stated by the Department for Education in statutory guidance published June 2019, parents/ carers have the right to withdraw their child from some, or all of sex education delivered as part of statutory RSE. Please note, the right to withdraw is for sex education only and does not include content delivered as part of relationships and health education. If a parent/carer wishes to withdraw their child from any part of sex education, they need to contact school to have a discussion with the Head Teacher, so that he/she can be made aware of the reasons and provide alternative arrangements. The request to withdraw a child from sex education can be made up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should include the young person in sex education provision.

School Aims



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:
 - Responding to such questions with reference to the teachings and practices of religions and to their understanding and experience:
 - Reflecting on their own beliefs, values and experiences in light of their studies.
 - Develop respect for other people's right to hold different beliefs.
 - Develop a positive attitude towards living in a society of diverse religions
- We respect the right of parents who may wish to withdraw their child from any activity that involves actual religious worship.

Feedback from Parents

We know there will be times when you will want to give us feedback about our school and the service we are providing. We are always happy to hear from you, please contact the school via the contact details at the front of this prospectus.

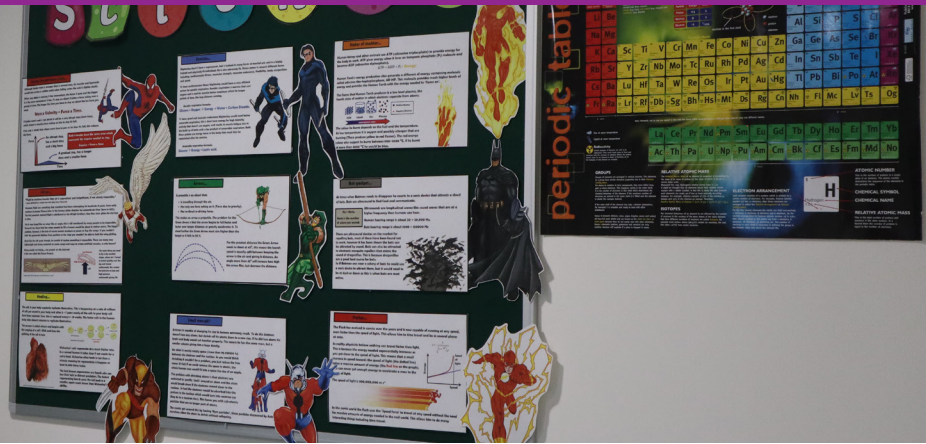
Complaints

Our full complaints policy is available from the school on request.

Cambian Dunbroch School takes all complaints, comments and compliments seriously. We aim to promote an open and responsive culture where any comments and suggestions are considered and acted upon so we can learn from them. Our complaints procedure allows for both formal and informal complaints. We aim to resolve all such issues are raised in a transparent and robust manner in order to ensure that dissatisfaction is minimised.

Informal complaints will be dealt with within 5 working days. Formal complaints can be made in writing to the Head of the school. 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 front of this prospectus especially if your complaint relates to the school leadership.

Information Available to Parents



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

- Admissions
- Marking
- Behaviour Management
- Complaints
- Curriculum
- Equality
- Health and Safety
- Health and Safety of Students on Education Visits
- Preventing Bullying
- Particulars of Educational and welfare provision for pupils with Special Educational Needs
- Particulars of educational and welfare provision for pupils for whom English is an Additional Language.
- Exclusions
- Particulars of the school's academic performance of the school's preceding school year
- Staff Profile

The 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