



## Special Educational Needs Information Report Sacred Heart School

### 1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on

[www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

#### Where will this report be published?

It will be shown on our school website and as part of the East Sussex 'local offer' on the above link.

#### Updating this report

We will keep this report up to date throughout the year. The Governors will review this report once a year. If you want to give us feedback about the report, please contact the school office.

Ratified by: Chair of Governors 12/07/16

### 2. Who do I contact about my child's special educational needs?

Your first point of contact is your child's class teacher, who will be happy to make an appointment to talk with you.

At times you may wish to contact our SENCO, Miss Braidwood, who has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care plans (EHCP). She provides professional guidance to colleagues and will work closely with staff, parents and other agencies to ensure that our pupils with SEN receive high quality teaching and appropriate support. To arrange a meeting either phone the school or speak to the office staff who can book an appointment on her calendar.

### 3. Which children does the school provide for?

We are a voluntary aided Catholic Primary School and we admit pupils between the ages of 4 and 11. Our school is a values-led school and our inclusive ethos runs through everything we do. This means we provide for children with all types of special educational needs.

If you want a place for a child with an Education, Health and Care plan, this can be considered during the annual review process. The school only takes children where the local authority has named the school in the child's statement or Education, Health and Care plan. If you want to ask for a place at the school,

contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs. You can find further information about applying to our school in the following places:

- Sacred Heart admissions information on our website
- The East Sussex website
- The Information for Families team: 0345 60 80 192

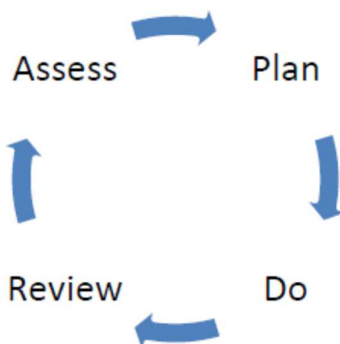
#### 4. Summary of how the school meets the needs of children with SEN and disabilities

Our school vision is to provide an excellent education for all which encompasses spiritual, intellectual, moral and social growth within a friendly, secure and stimulating environment, where everyone is valued and encouraged to develop fully, where we are committed to raising standards and achievement throughout the school community in an orderly and industrious atmosphere, where Gospel values are at the heart of the school and are shared with the wider community around us.

We recognise that it is the teacher's responsibility to meet the needs of all young people in their class through Quality first teaching. We also have intervention groups to support pupils who need extra support. We firmly believe that this lies at the heart of good inclusive practice.

Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.

Underpinning our provision in school is the graduated approach cycle of:



##### **Assess**

Termly assessments of all children in the core subjects Maths and English to measure progress and look for gaps in learning. Discussions are then held between the class teacher and a member of the senior leadership team (SLT) to ensure that children not making progress receive support to move them forward if necessary.

Discussion with parents also supports our knowledge of the children through informal meetings, parent consultations, School Based plan meetings and Annual Reviews.

**Plan:** Teachers plan lessons based on assessment of the children's needs and gaps in learning. These may be adapted as the week progresses to provide more challenge or more support depending upon the children's understanding and rate of development.

**Do:** Class teachers deliver lessons with the support of teaching assistants in each class. A range of support is provided for children with different needs including additional intervention groups, adult support in class to focus, rephrase, prompt or provide pre-learning of concepts or vocabulary.

If your child is looked after by the Local Authority, they will have a Care Plan including a Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the SEN plans that we have in school and we will involve parents and foster carers or social workers in discussions, as appropriate.

## 5. How does the school identify children's special educational needs?

We aim to identify children's special educational needs (SEN) as early as possible, so that they have the best possible experience of school.

A pupil has SEN where their learning difficulty or disability calls for additional educational provision. This means that they receive support different from or additional to that normally available to pupils of a similar age.

Children may have one or more broad areas of special educational need, as defined in the SEN Code of Practice:

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.

All Reception children are assessed in Term 1, using Speechlink and if required LanguageLink to ascertain their needs. Pupils that join the school at other times in the year are assessed when concerns are raised by the class teacher. After two terms of support, and another assessment, if we feel that they require more support then they will be referred to the Speech and Language Therapist Parent support will be sought at this point. Interventions are delivered for Speech and Language difficulties. These include, 1:1 and small group work. (Programmes from the speech therapist, infant and junior language link, language steps, fun with narrative and social use of language –SULP).

- **Cognition and learning** – this includes children with a developmental delay and with specific learning difficulties (SpLD) such as dyslexia or dyscalculia.

Dyslexia screening tests are completed by the SENCo and teaching assistant to ascertain gaps in learning and programmes of support are put in place for children who require it. For those pupils who are not 'at risk' but show gaps in their learning we use a range of strategies, resources and teaching styles that support the children. Regular Pupil Progress meetings enable us to put support in quickly where a gap is developing between a child and their peers.

- **Social, emotional and mental health difficulties (SMEH)** –

This includes difficulties with behaviour, attention deficit hyperactive disorder or attachment disorder or anxiety. The school is currently training two members of staff as THRIVE practitioners to support children across the school with Social, Emotional or Mental Health Difficulties. This programme allows us to support all children to feel safe and happy in order to learn effectively, fulfil their potential and take pride in their achievements.

We also work with a number of different agencies to ensure our children have the support they need.

The Educational, Social, Behaviour and Attendance Service (ESBAS) work with us to target children. The Virtual School for Looked after Children works closely with us to ensure we are providing the best possible education for our children who are fostered, in care or adopted. We believe that working closely with parents is the best way to support our children.

- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children with any of these needs can be included in our school community. or medical conditions which affect a child's learning. The school works closely with a range of agencies to ensure that we provide appropriate care and support for children with Physical Needs. Occupational Therapists, Physiotherapists and Educational Psychologists provide plans for individual children.

In Reception and Key Stage One Physical Development is given high priority to ensure early intervention. Gyms activity is for children in Reception class as teachers focusing on the gross and fine motor skills. Alongside this we have 'Jump Ahead' groups for KS1 and 2.

A range of resources are employed to support children with Sensory Needs. Those with lower level challenges may have a fiddle toy to keep them focused during times they need to sit, interact and listen. Additional adult support may also be used to rephrase information and instructions or refocus children during this time. Greater needs may be supported by writing slopes or textured cushions. Children with a high sensory challenge may be observed and assessed by the Educational Psychologist or a referral to Occupational Therapy will be made.

### **Identifying need through assessing progress**

We assess each pupil's skills and level of attainment on entry to the school. We make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances.

The first response will always be high quality teaching targeted at the pupil's area of weakness, which a class teacher will identify. Any child identified in this way will be closely monitored to see what impact targeted teaching is having.

If a pupil continues to struggle to make progress in his/ her learning, the class teacher, working with the SENCO, may consider whether a child should be identified as needing SEN support. A clear analysis of the pupil's needs will be carried out, including the individual's development in comparison to their peers and national data, through the use of school assessment procedures and discussions at pupil progress meetings.

### **Listening to and informing parents**

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early when we can, keeping parents/ carers informed of observations and concerns as they arise.

## 6. How does the school teach and support children with SEN?

All children are included in high quality wave one teaching which includes those pupils with SEN. If further support is required then wave two (small group work/ interventions by the school team) or wave three (one-to-one) specialist support will be offered to the pupil in discussion with their parents. For example:

Wave	Children identified	Plan/Do	Review
<b>Wave 1</b> High quality teaching			
	YR and KS1 pupils	Letters and sounds	Improved Reading Y1 phonics check.
	YR	Counting 1:1	Count objects 1:1
	YR	0-5 group	To be able to recognise Numbers 1:5
	YR	6-10 group	To be able to recognise Numbers 6:10
	YR	Gymtime	Improve gross motor skills
<b>Wave 11</b> Targeted intervention			
	Y1 Y2 Y3 Y4	Jump Ahead- Gross and Fine motor	Improve gross motor skills Improve fine motor skills
	YR	Friendship /nurture group	Children are able to work collaboratively to achieve a shared task.
	YR Y1 Y2 Y3	SULP group Social use of language	Working with others, taking turns. Good looking and listening.
	YR Y1	Language Steps	Children follow specific instructions using 1 word level in different group settings.
	YR	Fun with narrative	To be able to retell a story.
	Y3 Y4 Y5 Y6	Reading comprehension Group	To demonstrate understanding of text in conversation
	Y1 Y2 Y3 Y4	Bramble Reading therapy dog	To boost confidence in reading.
	Y3 Y4 Y5 y6	Maths support SEN	Improved number bonds and place value
	Y1-Y5	Speech and language support	Following programmes from SALT and language link assessments, pre teach vocab.
	Y4 Y5 Y6	EFT – Leading Edge	Successfully complete H.A. Challenge Activities challenges
	Y1-Y6	Thrive	Improved social and emotional well- being.
<b>Wave 111</b> Specialist support			
	All year groups	SALT Speech and language therapist	To use 1-2 word sentences with my peers
	All year groups	OT Occupational Therapist	To carry out exercise programme with increasing independence
	All year groups	EAL service English as an additional language	Speaking-Description and facts. Reading skills Writing -descriptive
	All year groups	Keyworker Education Futures Trust -social and emotional support	To resolve conflict with peers successfully

Pupil Progress meetings take place throughout the year by members of the SLT. This ensures that children who are falling behind or have stopped making progress can immediately be picked up and interventions be put in place where appropriate. Data is analysed by members of the SLT including the SENCO to look at vulnerable groups within school, the impact of interventions on progress and where changes need to be made.

We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The SEN Co-ordinator (SENCO) and class teacher may then complete a provision map with them. If further support is required, the school may refer to the school's Educational Psychologist.

## **7. How will the curriculum and learning environment be matched to my child's/young person's needs?**

All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils which is included in our school vision.

We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level, and make progress. This is called 'differentiation'.

- We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will talk with children and parents as part of the SEN support cycle (assess, plan, do, review)
- Governors are responsible for ensuring that SEND funding is used well and that all pupils are given the help that they need to make good progress. There is a SEND Governor who meets with the SENCO several times a year. The school will use its SEND funding in the most appropriate way to support your child.

## **8. How are parents and carers involved in reviewing children's progress and planning support?**

As a school, we believe that parents are the experts on their children and by working with them we can support pupils in their education. All parents are encouraged to contribute to their child's education through regular and informal meetings both with the class teacher and with the SENCO.

We adopt an open door policy for any daily information that needs to be shared between school and home. Parents and teachers arrange a more private meeting with the class teacher or with the SENCO if there is anything of a more serious or private nature to be discussed.

All children have a reading diary which can also be used as a home/school book. However, a child who either the parent or school feels needs extra communications may have a home / school book.

Parent/ carer Consultation Evenings take place twice a year at the end of Terms 1 and 4.

If a child is identified as needing a school based plan to support their education then parents will be involved in helping the school to create this and then in reviewing targets at SEN Support review meetings, three times a year, or more often if either parent/ carers or the SENCO feel this would be beneficial. For children with an EHC plan, the annual review may either be included as one of the three meetings or be arranged as an additional meeting (to be agreed on an individual basis).

## **9. How are children involved in reviewing their progress and planning support?**

We are committed to involving children with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children as they are expressed, both informally around the school and through formal channels, such as pupil voice activities undertaken with the SENCO and/ or support staff.
- Provide children with the information and support necessary to enable full participation in decision making.
- Support children to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The following table shows how children are involved in giving feedback and making decisions about ways in which they are supported at school:

	<i>Who's involved?</i>	<i>How often?</i>
<i>Self assessment</i>	<i>pupil, class teacher/ TA</i>	<i>Daily</i>
<i>Class Circle times</i>	<i>pupil, class teacher/TA</i>	<i>Weekly/ as required</i>
<i>School Council</i>	<i>pupil, class representatives, class teacher/ head teacher</i>	<i>As required</i>
<i>Pupil Voice</i>	<i>pupil, SENCo/ class teacher/ head teacher</i>	<i>Twice yearly</i>
<i>SEN support review meetings</i>	<i>pupil, parents/carers, class teacher/ SENCO</i>	<i>At least three times a year</i>
<i>Annual reviews (EHC plans only)</i>	<i>pupil, parents, SENCO, class teacher/ support services, local authority</i>	<i>Once a year</i>

## **10. How will the school prepare and support my child to transfer to a new school/ college or the next stage of education and life?**

Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another. We recognise that transitions can be difficult for all children and especially those with SEND and take steps to ensure that any transitions are as smooth as possible.

### ***If your child is joining the Reception class:***

The Reception class teacher will visit the family home and meet with you and your child before starting school.

The reception class teacher will arrange visits to your child's pre-school provider to meet and discuss your child.

Your child will be invited to attend sessions in school during the summer term.

You will be invited to attend a Welcome Meeting at school before your child starts giving you information about the school and what happens in Reception class.

The reception teacher with the SENCO may arrange additional visits for children identified as having SEN and additional meetings with parents and other agencies who have been involved with your child (e.g. The Early Years Support Service)

### ***When moving classes in school:***

Information will be passed on to the new class teacher and a planning meeting will be held with the old and new teaching staff to discuss your child's strengths and difficulties and the strategies that have been successful. Support plans and targets will be shared with the new teacher.

All children visit their new class and take part in 'Move Up sessions with their new teacher before transition.

For children who find change very difficult, additional visits are made to familiarise them with the new room and travel to and from it.

### ***Moving to Secondary School:***

All Year 6 children will visit the local secondary school for curriculum days

Secondary Schools have Open Mornings and Evenings when Year 6 pupils may visit with their parents before naming their preferred choice for Secondary Transfer.

The year 6 teacher and / or SENCO will discuss the specific needs of your child with the SENCO / Inclusion Manager of their Secondary School during term 5 or 6 in your child's final year at primary school. Children's current SEN support plan or School-based plan will be shared.

If your child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. For these children, a longer handover meeting may be required, to be arranged in consultation with parents/ carers on an individual basis, coordinated by the SENCO.

Secondary School staff visit the school to talk with the year 6 pupils.

Planned visits are made to the new secondary school, mainstream or special school, on several occasions.

Additional visits are arranged and there is a Vulnerable Transition Group to support those with a higher level of need.

***If your child is moving to or from another school:***We will contact the school SENCO regarding any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

A range of strategies, suitable for your child, may be used to support them at the time of transition.

## **11. What training do school staff have?**

Annually, the head teacher, in conjunction with the governors, staff, pupils and parents, draws up a school development plan which outlines school priorities for the year and denotes who is responsible for each area of focus. These areas are then monitored in subject leader Action Plans. This includes reference to how pupils with SEN will be supported and the priorities for ensuring they make progress.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively. Where necessary, staff attend individualised training if they are supporting a pupil with a more specific need.



Staff have attended a variety of training courses,

- All our teachers are qualified teachers.
- Our SENCO is qualified teacher and has many years of experience as a SENCO.
- Our SEN Governor is a qualified teacher.

Our staff have/are having a variety of training. This includes training in one or more of the following areas.

- *On –going advice from outside specialists –(speech and language therapists, Occupational Therapist, Educational Psychologist*
- *Dyslexia*
- *THRIVE*
- *Numicon*
- *PLR (personalised learning for reading)*
- *Fun with narrative*
- *Language steps*
- *Speech link/language link*
- *Drive for Literacy*
- *Jump Ahead*
- *SULP*

## **12. How does the school measure how well it teaches and supports children with SEN?**

The school is continually evaluating and refining its work to ensure that it is doing the best it can for all children. We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves.

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. We record details of additional provision made. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact.

We develop an action plan to further improve our SEN provision.

Any child receiving additional support will have targets for development. When these are reviewed the effectiveness of the provision is evaluated.

Children with similar needs can respond differently to the same intervention. Staff routinely monitor children's responses to additional provision through pupil voice and termly intervention reviews.

The school looks at the progress that children with SEN make across a school year and compares this with the progress of children without SEN. Although some children may achieve differently to their peers, it is hoped they will make comparable progress.

The governors send home a parent questionnaire at least once a year then summarise the results and feedback to parents. This information helps to inform the school improvement plan.

We believe we have benefited our children/young people and their families in the following ways:

- Additional learning for targeted pupils in English and Maths
- Early identification of need and provision for Speech and Language, Maths or Literacy difficulties and Physical and Fine Motor Skill Development
- Provided emotional support for children with a range of needs, support from the SENCO and Thrive practitioner, Mrs Lusted using the Thrive programme, keyworker from Education Futures Trust Shanie Craig.

We believe that by supporting children's wellbeing and minimising emotional barriers they are able to more readily access learning and develop to their full potential.

We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

### **13. How accessible is the school and how does the school arrange equipment or facilities children need?**

All KS1 classrooms, hall, school office, library and Learning Lab (our small group teaching space) are on ground level. There is also a disabled toilet.

The Y1 classroom area can be accessed via a ramp.

As a parent we encourage you to discuss your concerns with us so that we can plan for full inclusion. Further details can be obtained from our **Equalities Policy** that is available on our website.

Like all schools, Sacred Heart Catholic Primary is subject to the Equalities Act and should make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged. Our single equality scheme action plan (see Equalities Policy) describes the steps we take to ensure that the school is accessible. We take appropriate steps to prevent disabled pupils from being treated less favourably than other pupils and we provide facilities to assist access to the school by disabled pupils (see Accessibility/ plan on our website and our policy on supporting pupils with medical conditions).

### **14. How will my child/young person be included in activities with other children, including school trips?**

Through careful planning and reasonable adjustments, pupils with SEN engage in the activities of the school together with those who do not have SEN, and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

### **15. What support will there be for my child's/young person's overall well-being, and their emotional, mental and social development?**

At Sacred Heart children develop a love for learning and attain the skills for learning that will enable them to do their very best in all aspects of their life. Our school is guided by our Catholic ethos where children are encouraged to continually develop.

Sacred Heart is a THRIVE school. We follow the THRIVE agenda and offer 1:1 and group support to pupils who require additional support with their emotional, mental and social development.

The school's Keyworker, from Education Futures Trust also supports the children.

Ongoing difficulties with behaviour are usually found to be about other additional needs that a child may have. Where necessary, we may refer to an external team, such as the Educational Psychologist or Behaviour and Attendance Service (ESBAS).

Trained first aiders are available in school (Please see school's Health and Safety Policy for more information).

If your child needs medication to be administered in school, then you are asked to provide details of this on a form. Where a child has significant medical needs there will also be a discussion between the class teacher, SENCO and parents.

For more information, see our website for policies on:

Behaviour and anti-bullying

Safeguarding

Supporting pupils with medical conditions

British Values

### **16. What specialist services does the school use to support children and their families?**

We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

We have access to a range of outside agencies for additional support. For more information please refer to [http://www.eastsussex.gov.uk/children\\_and\\_families/specialneeds/local\\_offer/default.htm](http://www.eastsussex.gov.uk/children_and_families/specialneeds/local_offer/default.htm).

Some of our staff have undertaken specialist training. These include:

Two Dyslexia trained teaching assistants. This year all staff have been trained in using numicon, two staff have been trained as THRIVE practitioners and all the TA's are being trained in PLR (personalised learning for reading).

SENCO is trained in a variety of SEN, with post graduate certificates in specific learning difficulties and speech and language difficulties..

We work in partnership with a range of statutory and non-statutory services in East Sussex, such as support from the Educational Psychology team, Speech and language support as well as Occupational Therapy.

As part of the cycle of SEN support (assesses, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

For further information on what is available locally, see

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>  
<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

## 17. Where can I get information, advice and support?

### **The school:**

If your child is at school the class teacher is the first point of contact but parents are also welcome to directly contact the SENCO or Head teacher. All contacts are initially made through the school office:

g-office@[sacred-heart.e-sussex.sch.uk](mailto:g-office@sacred-heart.e-sussex.sch.uk)

SENCO – Miss Braidwood

Special Needs Governor: Stephen Calladine - Evans

If you are considering applying for a place in this school and your child has Special Educational Needs then the first action to take is to phone the school and arrange an initial visit with the Headteacher.

### **SEND information, advice and support service**

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.

0345 60 80 192 [informationforfamilies@eastsussex.gov.uk](mailto:informationforfamilies@eastsussex.gov.uk)  
[www.eastsussex.gov.uk/sendadvice](http://www.eastsussex.gov.uk/sendadvice)

### **The 'local offer' on the internet:**

[www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

This tells you about what is available for children with SEN in East Sussex.

## **18. What do I do if I am not happy or if I want to complain?**

We like to have a warm and open relationship with parents and carers and encourage people to communicate with us early on if there are any issues or concerns arising. If there is not a member of staff available to talk with you immediately we will arrange an appointment to meet as soon as possible.

In the event that you feel unhappy about how your concerns are being addressed, you will be able to make a formal complaint as set out in our complaints policy and procedure which is available on our website.