

QUALITY MANAGEMENT SYSTEM

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Last Update:	September 2024	Next Update Due:	September 2025

Policies will be reviewed annually or when there are changes to practices and legislation

Policy/Procedure Name:	Special Educational Needs Information Report
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1. Our school's approach to supporting pupils with SEND

High Grange School is an independent SEN school specifically for pupils with high functioning autism, Pathological Demand Avoidance (PDA) and mental health difficulties between the ages of 5-19 years of age. High Grange School's multi-disciplinary approach incorporates best practices and autism-friendly strategies and supports in order to meet the educational needs of pupils who have ASD.

Our pupils learn how to develop and use effective compensatory strategies to overcome difficulties in social and emotional processing, communication and flexibility in thinking and behaviour, all of which can combine to have a negative impact on their learning.

The design of the school; its environment and facilities; and the structure and delivery of educational programmes are created to reduce the stress and anxieties often associated with an autism spectrum condition. The school has a clear whole school ethos ACE + independence. Each pupil has termly ACE + independence targets that are created for all pupils with input from the school's specialist therapists and appointed keyworkers. These targets impact on pupils 'adaptive thinking, communication and emotional well-being' The school is committed to ensuring the pupils become as independent as possible before they access the wider community at the end of their High Grange school career.

2. Key staff and expertise

High Grange School has a wide variety of expertise within the school in order to best support the school's pupil cohort.

Senior Leadership Team – Gavin Spicer (Principal / DSL / SENCO Philip McBride (Head Teacher), Chris Haines (Deputy Head / deputy DSL), Matthew Cottrell (Deputy Head) Alison Seager Spicer (Pastoral Teacher / Assistant Head / TA manager) Catherine Pope (Assistant Head)

SENCO – Stephanie Sterndale

Therapy Team Claire Hayward (Head of Therapy and SALT) Marie Wilson (SALT) Yazmin Kingston (SALT) Lucy Holohan (SALT) Ruth Kniveton (SALT) Maike Schubert (OT) Rebecca Gower (OT) Rebecca Holden (OT) Alexandra Goodall (OT) Dr Joanne Harrison (Clinical Psychologist 4 days a week) Emma Bardsley (Psychotherapist 4 days a week) Paul Catherall (senior SALT admissions team – 1 day) Heather Brandon White (Nurse) Zoe Thomson (Family Liaison Officer) Rosie Smith and Kate Smith (Dyslexia and dyscalculia / Literacy and numeracy intervention)

Teachers 27 Teachers across the school (key stage 1-5 / including subject specialists across all national curriculum areas)

Teaching Assistants (5 x HLTAs + 50 x TAs in school supporting pupils learning)

Deploying expertise and the curriculum

The Classes are grouped by Key Stage and pupils are taught in small groups of up to 6. Key stage 1-3 are delivered on a primary model – 1 Class Teacher per class with Teaching Assistants deployed on a minimum 1-3 ratio – all pupils starting the school transition into the school have the option of having with a 1-1- full time TA for the first 3 months of their school career if that level of support is deemed appropriate. Several pupils across the school are supported 1-1 by a full time Teaching Assistant. All key stage pupils 1-3 have access to subject specialist teachers in the following subjects; Art and Design, Creative Art, Music, Physical Education, Swimming, Food Technology, Design Technology wood and metal, Drama, Information Technology, inner coach (therapy staff lead). All pupils access a weekly offsite educational visit that is timetabled between 10am-12.30pm. Pupils also have access to horse riding and animal care on a weekly basis. Pupils who are gifted and talented in a subject area can access subject specialist staff in order to accelerate their progress.

Key stage 4 All pupils in have a form teacher / form staff that they see three times a day for registration, Lunch time and review of the day. All pupils in key stage 4 study stipulated core subject areas at Entry level, level 1 and Level 2 including GCSE, B Tec and functional skills – English, Maths, Science, IT, PE, PSHE and Citizenship / COPE. These subjects are taught by subject specialist teachers. Post 14 option subject choices – Geography, History, Religious Studies, Food Technology, Design Technology, Music, Music Technology Art and Design, Physical Education, Creative Writing and Media Studies.

Vocational areas of study

Duke of Edinburgh – bronze / Silver / Gold, catering, animal care, health and social care, construction, photography, work experience, Life skills, preparation for adulthood.

Key stage 5 – (options as key stage 4) In addition to level 1 and 2 accreditations - level 3 study is available on-site and offsite – ‘A’ levels and B Tec. HGS have established links with Derby College and Burton and South Derbyshire College. Pupils study preparation for adulthood, work related learning, access work experience placements, are supported with transition planning / employability / access to futures careers advice through ‘futures’ independent careers advice and support.

Equipment and facilities

High Grange School has excellent facilities on site. Over 30 Classrooms that are well equipped with interactive white boards, computers and access to Chrome Books / IPADs. Specialist Classrooms are available on site for pupils to access Music, Music Technology, Art & Design, Creative Art, D&T Food Technology / Wood and Metal, Science, Computer Science and IT and Performing Arts. High Grange has excellent PE facilities, including a swimming pool, large gymnasium, hard court areas and an astro-turf seven a side facility. There is also a preparation for adulthood room that is also fully equipped. High Grange School also has five foundation buildings that are purpose built for key stage 1 and 2.

Therapy areas – SALT rooms, Psychology rooms, 2 x Sensory integration room – fully equipped.

3. Identifying pupils with SEND

High Grange School has a clear assessment, admission and transition process. There are core staff that are involved in this process. Paul Catherall senior SALT over 30 year's experiences in SEN and Matthew Cottrell (Deputy Head) reads all parental and local authority referrals that are sent to High Grange School. All pupils that are considered for a placement at High Grange School must have an EHCP and a primary diagnosis of autism. High Grange School considers additional diagnosis along with ASC that include PDA, mental health and ADHD.

All prospective pupils will undertake an initial assessment on school site. This will involve a thorough initial assessment and written report that will be produced by Clare Hayward (Head of Therapy) and members of the schools Senior Leadership Team. Any pupil that has mental health diagnosis or has experienced mental health difficulties or trauma will be accessed by Clinical Psychologist Dr Joanne Harrison. Gavin Spicer Principal, DSL makes the final decision regarding all referrals as to whether to offer a placement at High Grange School.

All pupils who are placed at High Grange School have the option of being supported by a 1-1 full time teaching assistant for the first 3 months which is identified as the initial confirmation period. After 3 months there is an annual EHCP review and confirmation review where all baseline assessments are completed including all therapists and all academic areas. Information is shared at the pupils first annual EHCP and confirmation review at High Grange School where there is a meeting to clarify exactly what provision and support is required for that pupil moving forwards.

4. Consulting with pupils and parents

Parents

Parents are incorporated into and consulted regularly regarding their child's education.

- Parent pack is completed at the start of the admission and transition phase of the placement
- High Grange School communicates daily with parents – home / school book /pupil planners / phone calls from form tutors
- Parent liaison officer offers daily contact to all parents / carers – she is contactable 24 hours a day – phone, text and email
- Parents evenings at least annually / transition meetings – key stage 1-2, Key stage 2-3, key stage 3-4, end of key stage 4 and end of key stage 5
- Annual Education Health Care plan meetings
- Parent training
- Whole school performances – Winter performance, Spring talent show, Summer Fayre and various fund-raising events throughout the academic year
- Parent questionnaires – annually
- Year 9 option evenings
- Parent coffee mornings
- Parent governor – Tracey Wild

Pupils

Pupils have clear ownership of their education and are consulted daily in terms of their learning, learning environment, staff support and individual timetable.

- Pupils have a form tutor and an identified keyworker
- Pupils meet with form staff at least 3 times a day. Registration, Lunch including lunch clubs and at the end of the day – review of the day
- Pupils can ask to meet with form staff, specialist teachers, SLT and therapists – open door access to all staff
- Pupils have a suggestion box in form – they can ask any questions via this student voice box
- All pupils can access the 'open doors' student council which is organised and managed by the schools lower school assistant head Catherine Pope, Clare Hayward (Head of Therapy) and Michelle Kendrick Jones (Therapy Assistant)
- Pupils can choose options in year 9 – 40% of pupil's year 10 timetable is option choice subjects or vocational areas
- Pupils can access all therapeutic options (see therapy support on offer at HGS) – this is incorporated into their individual timetable

5. Involving key stakeholders

High Grange School work with a number of key stakeholders that include the following:

- LA's – High Grange School being a day school work with various Local Authorities including; Leicestershire, Derbyshire, Derby City, Nottinghamshire, Nottingham City, Sheffield, Stoke on Trent, Staffordshire, Cheshire East
- High Grange School work with various social care teams from the above local authorities. These include pupils who have designated social workers. The school work with LAC pupils when LAC pupils are placed at High Grange School. Certain pupils have

social care involvement – teams around the family (TAF). High Grange School also complete early help assessments for pupils at various times throughout the academic year.

- High Grange School work with all LA's safeguarding child / adults partnerships. High Grange School being a Derbyshire School work closely with Derby City and Derbyshire children and adults safeguarding partnership.
- High Grange School work alongside CAMH's – various Local Authority CAMH's services

6. Teaching approach

At High Grange School we believe in the concept of lifelong learning and the idea that our pupils and young people are given every opportunity to learn and develop on a daily basis. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip pupils and young people with the skills, knowledge and understanding to lead as independent, enriched and fulfilling lives as possible. We have an expectation that through our teaching delivery and varied curriculum each individual will be given the opportunity to reach their maximum potential.

We believe that exceptional teaching and learning experiences and a shared whole-school ethos encourage pupils to develop their holistic lifelong skills within the key elements to develop and become; **A**daptive thinking – **C**ommunication skills – **E**motional well-being, enabling them to prepare for their adulthood with the necessary life, functional, interpersonal and educational skills. Throughout the pupil's educational journey at High Grange School we endeavour to ensure they leave High Grange School being able to function in the wider world as '**I**ndependently' as possible.

Each pupil will be treated as an individual and their timetable will be flexibly adapted in order to best meet their needs working towards their identified career pathway.

Effective Teaching and Learning:

Pupils will demonstrate:

- Active participation and engagement in their own learning
- Opportunities to show initiative, take responsibility and respond positively to challenge
- Sustained concentration and application to tasks
- Contribution to lessons
- Acquisition of knowledge, skills and understanding
- The ability to reflect on their own achievements and participate in setting new goals
- Know more – do more – remember more

Teachers will demonstrate:

- exceptional, up-to-date subject knowledge
- Highly effective planning in setting of learning objectives
- The inclusion of Communication skills, Literacy, Numeracy and IT within their teaching
- Excellent knowledge of where their subject(s) sit within the wider curriculum offer
- A wide variety of appropriate teaching strategies / styles
- The use of assessment to inform pupils' next steps and highlight gaps in learning that informs future detailed schemes of learning. The use of activities and opportunities

beyond the school day to extend learning including a 'super curriculum' to promote learning outside of school. Teachers will be efficient and effective with the use of time and resources - They will display excellent classroom management skills including the highly effective direction of support staff in having a significant impact upon pupils' learning experiences - Excellent management of both learning, behaviour and attitudes - Effective use of praise and positive reinforcement in relation to the schools trauma informed approach

- Teachers will create opportunities to promote pupils' spiritual, moral, social and cultural development and promote cultural capital. Personalised learning is at the heart of effective teaching and learning. All pupils will have a key therapist and key worker where 'My ACE' targets will be set termly against each individual pupils EHCP outcomes. Pupils will work towards half termly 'TEAM ACE' targets that are specifically set for that class or core group.

7. Transition support

Key stage 1 Foundation – pupils learn through play / thematic approach

Key stage 2 Foundation – pupils learn through play with an emphasis on structured lessons and a more teacher led learning approach

Key stage 3 – Primary model – 60% core lessons taught by one class teacher. 40% of timetable delivered by subject specialist teachers

Key stage 4 – Secondary model curriculum - 50% core subject areas taught by subject specialists - 50% option choices – optional subject areas / vocational areas of the curriculum – also taught by specialist teaching staff.

Key stage 5 – Sixth form – complete level 2 courses. Access to level 3 courses on-site and off-site at local colleges – Burton and South Derbyshire / Derby College. School offers careers advice from 'Futures' from key stage 4 onwards. Preparation for adulthood is taught as a curriculum option from key stage 4. It is compulsory in post 16 to ensure pupils leave High Grange School with independence skills ready to move into adulthood.

High Grange School support all pupils' transition in year 13 or year 14 allowing pupils to access FE colleges, Apprenticeships, enter the world of work or go onto access vocational areas of study. High Grange School work alongside LA transition teams to ensure pupils' next steps are identified and that the planned career pathway is followed. Each pupil from year 11 onwards has their own individual career pathway programme that clearly documents achievements to date whilst focusing upon next steps, future career pathway planning and individualised preparation for adulthood.

Chris Haines the school Deputy Head Teacher who oversees the schools post 16 preparations for adulthood curriculum works alongside parents / carers and local authority transition teams to ensure next destinations are established before pupils leave High Grange School. Staff support pupils with transitions to new destinations prior to leaving High Grange School. This ensures sixth form pupils leave with skills and knowledge to be successful adults.

High Grange School provides an optimum learning environment for children and young people with high functioning autism, PDA and mental health difficulties. The school was purpose built in 2011 for children and young people with autism. The school has fantastic facilities that allow pupils to access an ambitious curriculum which enables pupils to make pleasing progress.

'Staff go above and beyond to provide a myriad of opportunities for pupils to channel their talents and interests. The work is anchored through the 'ACE' ethos of adaptive thinking, communication and the promotion of pupils' emotional well-being. This helps to promote pupils' independence. It is preparing pupils, and students in the sixth form, extremely well for their next steps and for life in modern Britain' (Ofsted June 2023).

The school allows pupils to access age-appropriate learning opportunities that are planned and sequenced to ensure that individual needs identified in pupils EHCP's are met. High Grange School has high staffing ratios in place to ensure there is considerable flexibility given to pupil's interests when devising individual timetables.

The pupils' voice is listened to at High Grange School and allowing pupils' choice enables them to take ownership of their learning whilst also ensuring that a clear future career pathway is established where possible to ensure everybody is working towards clear and meaningful outcomes. The school has a diverse academic and vocational curriculum that allows all pupils' equal access and opportunity to be successful.

Each pupil has an identified form group that enables a consistent approach to the pupils' social and emotional needs. 'Keyworkers' are assigned to each individual pupil to ensure that pupils have a clearly identified trusted adult who is focusing on their needs and development across all aspects of school life.

High Grange School has small class sizes of up to 6 pupils. This ensures that class groups are designed around individual's needs and takes into consideration the pupils interests, hobbies and prior learning experiences. Evaluating each class group's dynamics is extremely important when establishing a class group or core group within the school. Initial assessment of the pupil's individual needs is established within the schools thorough admission and transition process. The school's admission and transition team ensure all paperwork and documentation regarding the pupils identified needs are read and considered before even considering any next steps. If the pupil is considered to be compatible with the schools existing cohort, then the school's Head of Therapy, Senior Leadership Team, Clinical Psychologist and the school's Family Liaison Officer will meet the pupil and family at the school to complete an initial assessment. The pupil and family will then have a tour of the school and meet key individual staff.

Once a placement has been authorised by the Local Authority then a three-month assessment period starts where base line assessments are undertaken from an academic and therapeutic perspective. All pupils have an annual EHCP review and 'confirmation review' after three months of being on roll at the school in order to clearly identify exactly what the school needs to provide in order to 'best meet needs of the individual pupil.' Extensive reports are produced by the educational and therapeutic team working around

the individual pupil, so all key stakeholders know what support is required from High Grange School post the assessment period in order for that pupil to be successful. This process has been extremely successful in ensuring all pupils who transition into High Grange School have equality of access and equality of opportunity. The learning environment is adapted to suit individual needs, and this is reviewed continuously throughout a pupils learning journey at High Grange School.

8. Inclusivity in activities

High Grange School strongly believes that all pupils have a right to equally access the schools ambitious, broad and balanced curriculum. There are a wide variety of activities that are on offer on a daily basis and all pupils have the opportunity to access the following:

- Form groups (registration, lunch time and review of the day)
- Lessons (key stage / age specific) / 6 x lessons a day (key stage 2-5) / Teacher inputs and child based initiatives (key stage 1)
- Specialist areas / facilities – Swimming pool, Sports Hall, Fitness Suite, Astroturf pitch (outside) Dance / Drama studio, Music rooms, Music Technology room, Design Technology rooms – wood and metal, food technology, Art Room, Science Lab, IT suite, preparation for adulthood room and other established classrooms for specific academic and vocational areas of study.
- Structured lunch time activities / clubs that change half termly.
- 'Super curriculum' that supports learning beyond the classroom and encourages transferring of skills, hobbies, and interests outside of school.
- Therapeutic rooms – 2 x Occupational Therapy sensory integration rooms, SALT and Psychology rooms – Pupils are assessed and access these areas once individual needs are identified.
- Offsite educational visits – offered weekly for pupil's keys stage 1-3. Key stage 4 and 5 offsite educational visits are related to specific vocational / academic courses – including links with other schools and colleges
- Horse riding / animal care / farm access
- Alternative provision including Engineered learning, Animal Care, access to 'Happy Hens' Farm, specific individualised alternative provision for specific pupils identified career pathways.
- End of term trips (form group specific)
- Access to 'futures' independent career advice
- Access to preparation for adulthood curriculum (age appropriate)
- Access and participate in an active school council
- Access to all accreditation and vocational curriculum areas of study

High Grange School will make reasonable adjustments to ensure pupils have equality of access to all aspects of school life.

9. Supporting emotional and social development

High Grange School is now recognised as an 'outstanding school' across all areas. The schools Quality of Education, Behaviour and Attitudes Personal Development, Leadership and Management, Sixth-form provision are all considered to be Outstanding (June 2023).

High Grange School focuses on each individual pupil's social and emotional development. The schools staff, curriculum and ethos is designed to ensure pupils make social and emotional progress. The school focuses upon each pupil's 'cultural capital' and ensure they have opportunities to develop as an individual regarding experiencing a curriculum that is designed to target their spiritual, moral, social and cultural experiences and growth. The school's curriculum also ensures that pupils have secure knowledge, understanding and awareness of protective characteristics. These are embedded throughout the curriculum and planned for in teachers' schemes of learning.

High Grange Schools Cultural Capital - Cultural capital is the accumulation of knowledge, behaviours, and skills that a pupil can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, in their career and within the world of work. Cultural capital promotes social mobility and success. Cultural capital gives a child power. It helps them achieve goals, become successful, and rise up the social ladder without necessarily having wealth or financial capital. Cultural capital is having assets that give children the desire to aspire and achieve social mobility whatever their starting point. At High Grange School, we recognise that for pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital.

The school recognises that there are six key areas of development that are interrelated and cumulatively contribute to the sum of a child's cultural capital:

1. Personal Development
2. Social Development, including political and current affairs awareness
3. Physical Development
4. Spiritual Development
5. Moral Development
6. Cultural development

Personal development

1. Citizenship, Personal, Social and Health Education provision.
2. The school's wider pastoral framework.
3. Growth mind-set support – resilience development strategies.
4. Transition support.
5. Work to develop confidence e.g. role play, supporting peers.
6. Activities focused on building self-esteem.
7. Mental Health & well-being provision.

Social Development

1. Personal, Social and Health Education provision.
2. Volunteering and charitable work – e.g. raising funds for NSPCC; choir singing at Christmas for elderly in Essington residential home
3. Pupil Voice –School Council, Digital Ambassadors, Peer Mentors, Sports Council.
4. Child and Family Support Worker support.
5. Provisions linked to the school's accreditation of the Mental Health Award
6. Pastoral support from all staff.

Physical Development

1. The Physical Education Curriculum.
2. Healthy eating policies and catering provision.
3. Anti-bullying and safeguarding / child protection policies and strategies, including the child-friendly policy
4. The Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol.
5. The extra-curricular clubs/ activities related to sports and well-being.
6. The celebration of sporting achievement including personal fitness and competitive sport.
7. Activity-based residential visits for pupils who choose to participate in school lead Duke of Edinburgh award.
8. Design and Technology units related to food preparation and nutrition.

Spiritual Development

1. The Religious Education Curriculum.
2. Cope explores different religions and morals.
3. Our collective acts of reflection.
4. Support for the expression of individual faiths.
5. Visits to religious buildings and centres.
6. Celebration of festivals

Moral Development

1. The Religious Education Curriculum.
2. The school's promoting good behaviour and discipline policy / pupils' behaviour policy.
3. Contributions to local, national and international charitable projects.
4. The use of restorative justice system in school.
5. Anti-bullying policy / procedures

Cultural Development

1. Citizenship education through PSHE.
2. Arts education including Music and Drama.
3. Access to the languages and cultures of other countries through the Geography and MFL, which is celebrated through MFL week.
4. Promotion of racial equality and community cohesion through the school's ethos, informing all policy and practice.

Emotional Development

The whole school approach and ethos targets pupil's emotional well-being and development. Pupils' emotional well-being is a core part of the whole school's ethos. The 'A' in autism is often associated with anxiety. High Grange School recognises that pupils who attend the school are feeling different levels of anxiety most of if not all of the time.

Pupils 'emotional well-being' is fundamental to the success of every pupil at the school. It is imperative that pupils gain that emotional stability in order to successfully access the

school's wider curriculum. Staff are focused and invested in every pupils emotional well-being and ensure that this is a priority throughout the school.

The school day has been designed around ensuring pupils feel emotionally supported throughout the day with form staff, support staff, teachers, senior leadership and therapists all playing a crucial part in promoting emotional well-being. The structure of the school day, the focus upon building positive and trust relationships, combined with access to the school's multi-disciplinary team and wider staff team ensure opportunities are given to pupils to express their feelings and emotions in a positive environment where pupils learn to become emotionally resilient.

The staff focus upon pupil's successes allowing pupils to grow in self-confidence, self-esteem, self-belief and self-worth. The school's ethos 'ACE' means that 'emotional stability' is targeted in every lesson, therapy session and activity the pupils engage in. Emotional well-being and the empowerment that pupils gain from being able to 'self-regulate' is an important life skill to establish before entering into the world of adulthood. The school believes that pupils should leave High Grange School with established strategies that enable the pupil to emotionally self-regulate. This is an essential part of the pupil's educational journey towards becoming an independent person. The school recognises that not all pupils will achieve complete emotional independence by the time they leave High Grange School. It is important however, to give pupils every opportunity to achieve greater emotional resilience and ensure the right support is in place post High Grange School to continue to develop the pupil's emotional awareness and well-being.

10. Evaluating effectiveness

There are several ways in which the school evaluates its effectiveness. The school has a very reflective senior leadership team that is always analysing ways where the school can develop and improve.

The schools board of governors and board of directors are informed formally termly how the school has performed with the Principal 'reporting to the board', this report determines what progress has been made in each term, it identifies future school improvements / developments and it gives a comprehensive review of all key performance indicators.

The school has several external links with other school's senior leadership teams and High Grange School is part of the 'engage' midlands SEN network where half termly meetings are arranged so senior leaders can discuss identified educational topics in order to evaluate their school's performance and strategically plan how to improve.

High Grange School has appointed a 'school improvement partner' on a consultancy basis. Clare Considine is the schools school improvement partner. Placing Local Authorities carry out annual 'quality assurance' visits and analyse the effectiveness of the school against a predetermined judgement criterion.

The school has a parent governor who independently meets with the principal and head-teacher to discuss the school's performance. The parent governor represents the parent

body at the school and has direct access to key performance indicators within the school. The parent governor has an influence on the school's strategic development and improvement.

The school has various ways of evaluating its effectiveness, the key self-evaluating measures are as follows:

- OFSTED (report June 2023 / material change inspection report 2019 and material change inspection report 2021)
- Schools SEF (self-evaluation form)
- School improvement plan(s)
- Termly report to the board / key performance indicators
- SIP visits
- LA quality assurance visits
- Schools peer assessment (other schools SLT undertake an assessment of an identified area of HGS)
- Annual Education Health and Care Plan reviews

11. Handling complaints

High Grange School is an independent special school. The school has a CEO who is identified as the chair of the board of directors and chair of the board of governors.

Complaints should be directed to:

Gavin Spicer, Principal, High Grange School, Hospital Lane, Derby, DE3 0DR.

Telephone: 01332 412777

Email: gavin.spicer@highgrangeschool.co.uk

If the complaint is against the Principal the complainant should contact Mr Surjit Rai, the school's CEO. Please call Head Office directly on 01509 219605 or email reception@rushcliffecare.co.uk

12. Named contacts

Name of individual	Email address	Phone number
Gavin Spicer Principal / DSL /SENCO	gavin.spicer@highgrangeschool.co.uk	01332 412777
Philip McBride Head Teacher	phil.mcbride@highgrangeschool.co.uk	01332 412777
Chris Haines Deputy Head Teacher / deputy DSL	chris.haines@highgrangeschool.co.uk	01332 412777
Matthew Cottrell Deputy Head Teacher	matt.cottrell@highgrangeschool.co.uk	01332 412777
Stephanie Sterndal SENCO and exams officer	Stephanie.sterndale@highgrangeschool.co.uk	01332 412777
Admissions team	referrals@highgrangeschool.co.uk	01332 412777