



Cambian Wing College

Specialist Education Services

- Mixed Gender • 16 - 25 years
- Up to 52 Weeks Residential • Day Placements

Welcome

Welcome to Cambian Wing College, an independent and specialist further education college for young people aged 16-25 with high-functioning autism and complex needs. Many of our students display challenging behaviour and may also suffer with mental health conditions that impact their ability to achieve their potential.

The college is located in Bournemouth, a vibrant local community in Dorset. All sites are within easy reach of fantastic beaches, the New Forest and town centre tourist attractions.

Our role is to provide every young person with a study programme that meets their individual needs and enables them to reach their potential in all aspects of their life. This is a place where our students flourish - our absolute priority is to ensure each student achieves their goals and leaves prepared for adulthood.

Young people come to us from across the UK and we are able to consistently provide excellent outcomes through our team of specialist education, care and therapy staff. We provide a holistic experience that is personalised for each student and we are so proud of their achievements.

We always welcome visitors and I would like to take this opportunity to personally invite you to come and see our work for yourself. Please do not hesitate to get in touch and I look forward to welcoming you.

Cassandra Pollitt

Principal



Cassandra Pollitt
Principal

126 Richmond Park
Road,
Bournemouth,
Dorset,
BH8 8TH

Phone:
01202 635630

What We Stand For



All of the young people we work with face challenges in everyday life as a result of their learning difficulties and associated mental health conditions; so we are set up to provide bespoke programmes that ensure they can experience appropriate and holistic support to improve their health and well-being, as well as their educational outcomes.

We are fully funded by the Education and Skills Funding Agency (ESFA) to deliver high-quality, bespoke study programmes* for all of our students. Based on each student's ability and ambitions, these programmes are designed to include a broad range of academic and vocational learning opportunities, alongside work based learning, enrichment and tutorial.

Overall, we aim to meet the four preparing for adulthood outcomes:

- Employment - Independence - Community Inclusion - Health.

*All programmes include a focus on the development of English and Maths skills at an appropriate level and achievements are accredited through a wide range of recognised awarding bodies.

Student Profile

- Mixed gender, ages 16-25
- Day and up to 52-week residential
- High Functioning Autism
- Asperger Syndrome
- Mental Health
- Has an Education, Health & Care Plan

How we work

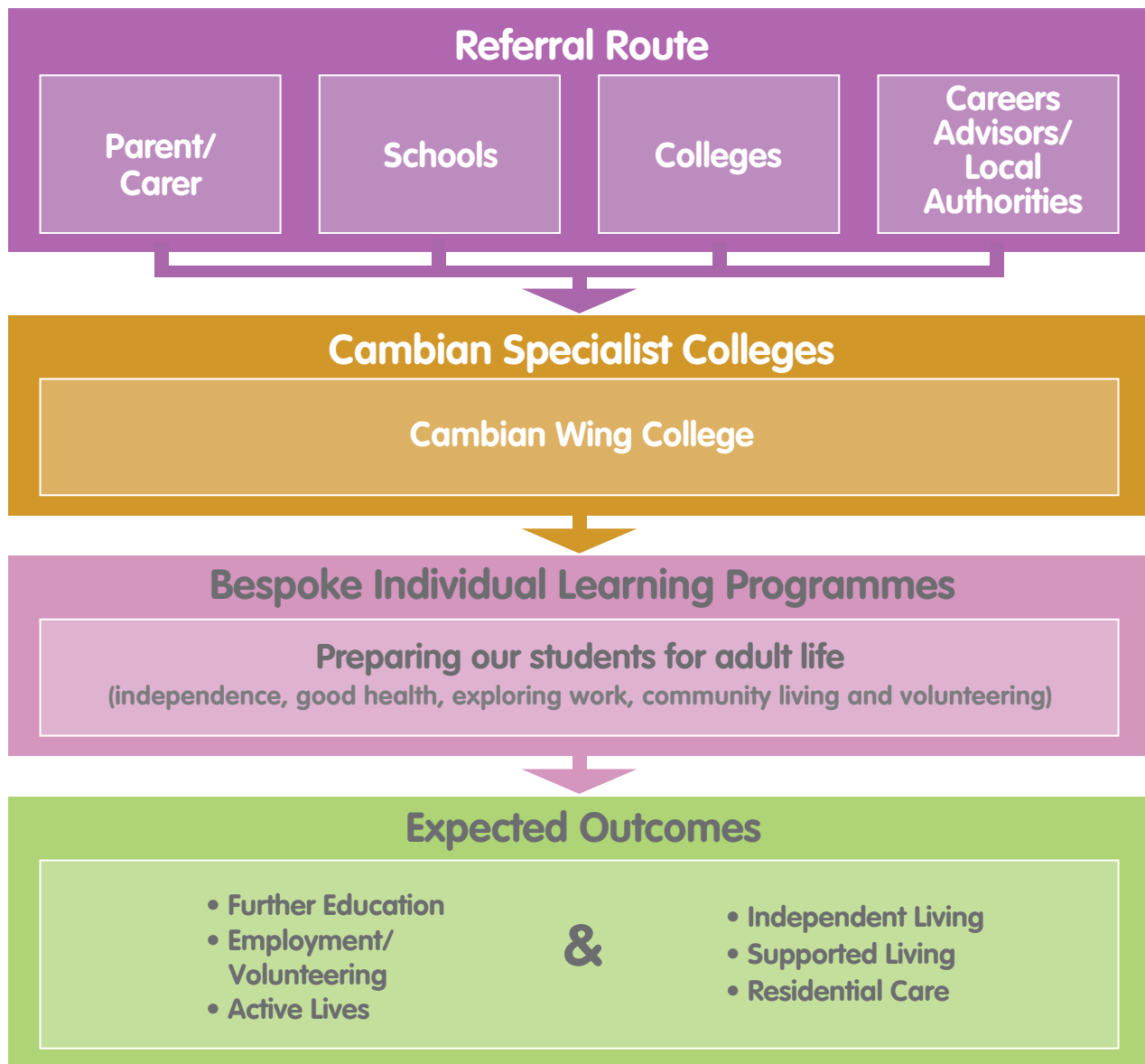
We recognise that students with additional needs may require support that is not ordinarily available. With this in mind, teaching groups are usually no larger than six students and support is provided by specialist education, care and therapy staff. All environments are carefully designed to provide the best possible sensory environment to encourage engagement and learning.

Keeping in touch

We believe that our students are most successful when their education is supported by their whole family. We are committed to maintaining communication with parents/carers through Weekly Home Links, End of Term Reports, 3 Month and Annual Reviews.



Referral route, education programmes and expected outcomes



Curriculum



Bespoke Individual Learning Programmes:

Extra Curriculum Activities and Social Hub

Something you enjoy whilst learning such as photography, sport, music, and horticulture. Social Hub activities include board games, quizzes, movie nights and strategic gaming.

Preparation for Adulthood: Pastoral Education

This combines Next Steps sessions with a Learning Support Assistant and Personal Development (PHSE) in teacher led group settings. The topics covered include money management, sex and relationships education, domestic skills, cooking, shopping, travel training, independence towards adulthood, online safety, personal action planning, along with mental and physical wellbeing.

Tutorial

Tutorial gives students the opportunity to check in for the start of the college day and to cover Personal Development (PSHE).

Maths and English

It is a government requirement to continue to study English and Maths until a level 2 qualification is achieved. We also ensure that literacy and numeracy for life are an intrinsic part of all curricular areas as they are key life skills necessary in employment and beyond.

Qualification

Award, GCSE or A Level in a certain subjects.

Preparation for Adulthood: Work Experience

To learn the skills needed for employability in the future.

Wellbeing

To engage with support from the Wellbeing Team through group or 1:1.

Cambian Wing College offers the following levels:

- Entry 3 – Functional Skills Certificates and Awards
- Level 1 - Functional Skills Certificates and Awards
- Level 2 – GCSEs / Vocational Awards / Functional Skills
- Level 3 – A Levels

Curriculum Offer



GCSEs

GCSEs • Level 2

English Language

Mathematics

History

Photography

Art

Psychology

A-Levels

A-Levels • Level 3

(delivered over 2 to 3 years or as a coaching programme bridging the gap between GCSE's and A-Level standard of work)

Mathematics

History

Photography

Other A-Level subjects and vocational qualifications can be supported at local sub-contracted provisions.

Curriculum



Functional Skills

Functional Skills are the essential skills needed for English, Maths and ICT, and are vital for young people and adults to participate in life, learning and work.

They were introduced in September 2010. Problem solving is at the heart of Functional Skills; they require the student to apply their knowledge and understanding in a range of familiar and unfamiliar situations.

Functional Skills are a mandatory element in apprenticeships as well as being stand-alone qualifications in their own right at Entry Level 1-3, Level 1 and Level 2.

Assessment method: Written assessments (plus a spoken assessment for Speaking & Listening)

Functional Skills • Entry 1 – Level 2

Mathematics

English

ICT

Further information on the ICT Curriculum

ICT: Students taking ICT have two academic routes:
ICT Functional Skills or ICT Ascentis Units

ICT Functional Skills include: Powerpoint, Excel Spreadsheets,
Word, Publisher, E-Safety & Research Competency.

Computer Science

Students choose their project and topic of study and collect credits as they progress. The course is available at Entry 3 to Level 2.

Curriculum



Cambridge Nationals

Cambridge Nationals are vocational qualifications, equivalent to GCSEs.

Recognised on performance tables (up to 2022) each qualification goes from Level 1 to 2.

They provide an excellent foundation for progression to Cambridge Technical and other Level 3 vocational qualifications as well as A Levels and apprenticeships.

Assessment method: Externally set task, written assessment

Cambridge Nationals (Level 1 & 2)
OCR Centre approval needed (subject to intake)

Child Development

Sport Science

Duke of Edinburgh

Cambian Wing College offer Silver and Bronze award levels. For each of these levels students need to complete four ability areas: Volunteering, Physical, Skills and Expedition.

Assessment method: There are three levels of Award: Bronze, Silver and Gold (subject to sourcing facilities). For each level you need to complete four sections: Volunteering; Physical; Skills; and Expedition. To achieve a Gold Award, you also have to complete a Residential section.

Duke of Edinburgh

Work Experience / Work Related Learning

Hospitality and Catering Industry

Charity Shops

Animal Care

Retail Industry

Car Garages

Childcare Industry

Other areas related to students' interests

Supported Internship Programmes

Curriculum



AQA Foundation / Higher / Extended Project qualifications

All of our project qualifications are designed to fit easily into your existing curriculum.

AQA Level 1 Foundation Project Qualification

The Level 1 Foundation Project qualification is designed to engage and motivate students with different capabilities. It encourages students that may struggle with traditional academic studies to work on a practical project, and can be used to stretch more able students beyond the standard curriculum. This qualification is an ideal stepping stone to the Level 2 Higher and Extended Project Qualifications.

AQA Level 2 Higher Project Qualification

Level 2 Higher Project Qualification is an ideal basis for the Extended Project Qualification. Students will discover the joys of independent learning, take responsibility for their own studies, and develop new life and study skills. It challenges students to develop a project beyond the curriculum, and inspires them to develop a practical project based on something they choose themselves.

AQA Level 3 Extended Project Qualification

A market-leading Extended Project Qualification (EPQ) gives students the opportunity to extend their abilities beyond the Level 3 programme of study, in preparation for university or their future career. The EPQ also earns valuable UCAS points.

AQA Unit Awards • Entry 1 - Level 2 (bespoke; any subject e.g. Art and Horticulture)

Art

Horticulture

Entry 3 - Level 2

History

Any other specialist interest
(Languages, Film Studies, Media etc)

Entry 3 - Level 2

Sport

Outdoor Education



Horticulture – practical skills

In Horticulture you will gain knowledge of horticultural techniques such as plant propagation, plant husbandry, plant identification, understanding of Health & Safety and the horticultural industry. You will benefit from working outside in all types of weather.

The sites we work at:

Cambian Wing College – While working here you will gain knowledge of maintaining plants and plant identification. You will get real life experience of maintaining a garden at one of the college houses. You will be able to gain AQA units.

Cambian Southlands School – While working at Southlands you will get to experience a wider range of horticultural practices like plant propagation, plant husbandry, plant identification and soft landscaping skills. You will be able to gain AQA unit awards.



Community Inclusion



Community Inclusion

An important aspect of our holistic curriculum is community inclusion – encouraging students to develop a wide range of interests and supporting them to access the wider community as a young adult. As part of the study programme, all students are included in an individualised programme of practical life skills within real-life supported living and community environments - these activities are proven to be highly effective in increasing young people's confidence, self-esteem and employability skills.





Work Experience

During their time at Cambian Wing College, our students are expected to engage in work-based learning and work experience placements as part of their study. Students take the confidence gained and skills learnt from their placements and transfer them, along with employer references, to increase the opportunities available to them after they leave college. We have established strong links with local organisations and employers that support the college by providing community based learning, leisure, volunteering and work experience.

Preparation for Adulthood: Health and Wellbeing

Throughout their time at Cambian Wing College, all of our students are encouraged and supported to develop and maintain healthy lifestyles, with a strong focus on good, sustainable physical and emotional health. We support students through a multi-disciplinary approach, utilising our specialist therapy, education and care teams to deliver programmes that ensure all students take an active role in managing their own health and wellbeing.

Physical Health

Our staff deliver regular individual and group sessions to promote good health and are available to answer any individual health queries. Diet and nutrition are regularly reviewed and physical activities are offered and encouraged as part of all study programmes. Students are supported to coordinate all necessary health appointments and staff monitor the general health of students and any medication requirements as necessary. All students are coached in good personal care, sleep and hygiene routines.

Emotional Health

To ensure a strong focus on positive emotional health, all students follow a varied programme which includes themes that explore individual roles and responsibilities in different contexts - including topics such as:

- Substance misuse
- Keeping safe in the community
- Alcohol misuse
- Cyber-safety
- Smoking
- Sex and relationships
- Vulnerability within the community
- Equality & diversity

Therapy & Clinical Services



The Wellbeing team commence a 3-month assessment for each student upon admission. This assessment supplements their current EHCP, allowing the clinicians to implement the correct interventions drawing from a variety of evidence-based practises. Interventions will be delivered through individual or group session via a direct and/or indirect approach.

The wellbeing team offer a person-centred approach to all students to ensure that their personal goals and needs are met.

Understanding the individual needs of our students is essential to supporting their development - we believe that a diagnosis of Asperger's Syndrome or High-Functioning Autism does not predict behaviour or dictate support requirements. Every one of our students is unique and our positive approaches are embedded across education and our waking-day curriculum. Our range of multidisciplinary therapies are delivered by a highly skilled and passionate team who work together to create a holistic, caring environment.

Our specialist team:

- Speech and Language Therapist
- Occupational Therapists
- Holistic Therapists
- Assistant Psychologists
- Clinical Psychologist
- Psychiatrist
- Mental health practitioner

The whole team supports the delivery of:

- Every YP at CWC has an individual Communication Profile
- Corrective exercise programmes & Holistic strategies
- Anxiety management strategies
- Cognitive behaviour therapy techniques
- Emotional management
- Positive communication environment
- Social interactions and social thinking groups
- Personal relationship support
- Sensory plans
- Zones of Regulation

Residential Care



Our Homes

Our ethos is to maintain a safe therapeutic environment in which students can learn and grow at their own pace and achieve in their own ways. We are committed to developing our working approach and keep the students at the centre of all that we do.

For those who require residential care, we also have four homes located in central Bournemouth, all of which are located close to the Wing College Campus and are accessible with regular public transport links. All of our residential homes are comprised of single occupancy bedrooms and most rooms have en-suite bathroom with showers provided. All of our homes have comfortable communal lounges, kitchens and other communal spaces for the use of all of our individuals.

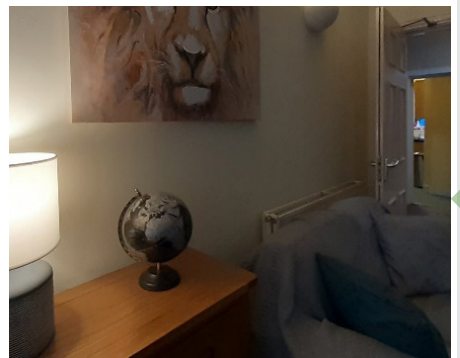
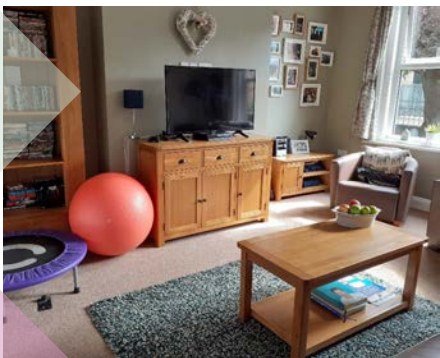
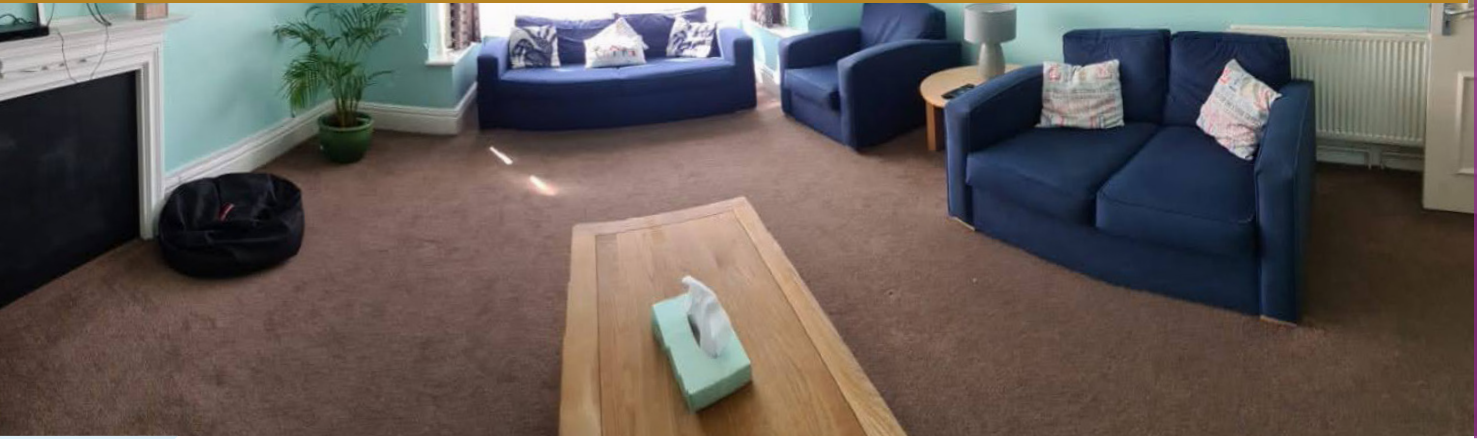
The work that is offered in our residential homes is to effectively prepare and enable our students to develop the skills that are required for future independence and self-management. We maintain strong links with the education and wellbeing teams to ensure that a holistic approach is maintained throughout the individuals time with us. We do this by supporting the individuals in our care to focus on the following Preparation for Adulthood areas;

- Daily routines to support college attendance
- Management of money
- Shopping and Cooking
- self-care and living skills
- mental health and managing faced challenges
- Managing medications and physical health
- developing and maintaining social skills and friendships
- Building positive relationships with parents/carers
- Community inclusion and safety skills
- Transition planning and future goals

For each of the areas of support that are identified, we assess the level of support needed at that time and build on this with the individual as required step by step with the positive approaches and experience of our staff teams.

We strive to focus on the voice of the individuals in our care and always offer regular meetings within the homes in order for them to feel valued and that their voice is being heard. There are plenty of opportunities to partake in activities, including weekly gym and football sessions, boxing training and trips out to the cinema, meals out, walks in the new forest and visits to the beach, as well as in-house activities.

Accommodation



Independence



All students at Cambian Wing College are supported to develop their independence while they are with us. Part of every study programme will focus on the core skills of self advocacy and independent living and we offer a wide range of support to develop students' confidence in managing their own lives as they move into adulthood. Some of the ways we do this include:

- Student voice & student representatives
- Study skills
- Peer mentoring
- Independent shopping
- Money management & budgeting
- Travel training
- Independent cookery
- Personal care

Student Voice

Students are encouraged and supported to express their views on the things that are important to them via regular questionnaires, 1:1 meetings and group tutorial sessions with their education tutor, and keyworker. Students are involved in the decisions and processes that affect college life including staff recruitment. They also have access to NYAS, an independent advocacy service, who visit both the college and the homes regularly to engage with our students

Student Council

The student council consists of elected officers and leads a whole college learner meeting every half term. The council then raises any suggestions or ideas with the senior management team. They work to solve problems, influence and make changes in the best interests of the college. They also decide and drive the yearly fundraising focus.

"I look forward to Student Council meetings. They give me an opportunity to get involved in what's going on at the college."

–Student

Transition



At Cambian Wing College all of our provision is designed to support our young people to achieve their long-term goals and meet the four preparing for adulthood outcomes:

- Employment
- Independence
- Community Inclusion
- Health

To achieve this, planning for transition begins as soon as a young person joins us, and is central to all aspects of our work. Effective transition requires the active involvement of the student their family and all connected agencies to ensure the process is as smooth as possible. Our transition team will work closely with each student to listen to their goals and ambitions and to those of their family and other professionals. Transition activities may include:

- Visits to the next placement so students become familiar with the new accommodation, staff and local amenities
- Advice and guidance regarding choices of university or college
- UCAS applications
- Applications for student finance and accommodation - Supported living assessments

Wing College Outcomes 2024

A-Levels		AS-Levels			
1 x History		2 x Mathematics inc. 1 Grade A		1 x Psychology at Grade A	2 x History inc. 1 Grade C
GCSE Results					
1 x Mathematics (Higher) Grade 4			1 x French (Foundation) Grade 5		
Functional Skills					
6 x Mathematics Level 2			4 x Mathematics Level 1		
6 x English Level 2		4 x English Level 1		1 x ICT Level 1	
Further Results					
3 x Ascentis Stepping Stones to Functional Skills - Maths (Extended Award) Level 1		1 x Gateway to Digital Level 2	1 x BTEC Extended Certificate in Engineering Level 3		1 x Future Tech Level 3
1 x Digital T-Level 2 - Foundation		1 x CompTia F+ Pass		Award Programmes	
				5 x Duke of Edinburgh Bronze Awards	

Award Programmes & Work Experience

- All of our students undertook some form of volunteering work experience, ranging from working in a charity shop, litter picking or carrying out a leaflet drop in the local area as part of our employability programme.
- Student RP spent an extremely productive year undertaking work experience in a café. He developed his independent travel skills, working with customers and money handling skills during this time.
- Student SP undertook a work experience placement at a local preschool, working with children who were from diverse backgrounds including those with SEND and those who came from families whose first language was not English.
- Student AP spent time working at Lenovo in Farnborough, working in their labs to test equipment and undertaking other IT related tasks as part of his role.
- Student AiC undertook a weeks work experience at Dorset County Hospital, working in the microbiology labs in order to develop his understanding of the sort of roles which might be available to him in a potential career and learned a lot about apprenticeships within that company.
- Student AC spent a day each week working in a local engineering company, Aeroflex, in order to further her knowledge and complement her academic studies.
- Student BTD spent three days undertaking a placement at Lighthouse Theatre in Poole and wants to continue this by doing a Young Technicians course with them in the future.
- Student EC worked for BCP Council providing them with valuable insights about some of the work that they do from the perspective of a young person with additional needs.
- Student JuA worked in two different educational settings as her work experience. She worked in a local nursery and also in a local infant school as she wishes to work with children in the future.
- Student SC travelled to Liverpool for a days work experience with the National Trust, working as a tour guide in The Beatles Childhood Homes.
- Student SM worked at Swanage Railway as a Guard on the trains, developing his independence, customer service and timekeeping skills.
- Several of our students turned our CWC tuckshop enterprise into a Coffee Shop and successfully ran both endeavours.

Personal Achievements

- Student AC was awarded the Cambian Wing College Cup for ultimate achievement.
- Students JM and HA were jointly awarded the Cambian Wing College Credit Cup for consistent attendance, attitude and effort.
- Students SP and IP were jointly awarded the Cambian Wing College Cup for effort and determination towards independence.
- Student BTD was awarded the Charles Bender Plate for effort and achievement in Music.
- Students TK and LB were jointly awarded the Nicholas Hedges Cup for overall community and personal development.
- Student RP was awarded the World of Work Shield for outstanding commitment and development in work experience.
- Student SM was awarded the Bob Isles Shield for all round sports endeavour.
- Students CD and DT were jointly awarded the Colin Allen Cup for overcoming adversity.
- Students EC and CS were jointly awarded the Enterprise Plate for Creative Minds.
- Student SM was awarded the Cambian Wing College Legacy Cup for the leaver that leaves a positive legacy for others to follow.
- Several of our students were presented with awards by BCP Council for the work they put into collecting for and creating Christmas Hampers for charity.
- TH was awarded the Tommy Naylor Shield for effort and achievement in football.

Looking to the Future

- Student CD has engaged with Adult Social Care to find a supported residential placement. His grades have ensured that he will be able to attend mainstream college to undertake a Level 2 Engineering course.
- Student TK has moved on to a residential only placement with a view to moving into a supported residential placement. His grades have ensured that he will be able to continue to attend mainstream college to undertake a Level 3 IT course.
- Student AC has moved on to a residential only placement and her grades have ensured that she is able to progress to the second year of her Engineering course at mainstream college.
- Student JK has improved his independence skills to a level where he has been able to move into supported living accommodation and will be progressing on to a vocational course at a mainstream college.
- Student LB has moved on to a residential only placement and his grades have ensured that he is able to progress to a Level 3 course in IT at mainstream college.
- Student SP has moved into supported living accommodation and will be continuing to pursue her aspirations of working in a childcare setting.
- Student IP has been able to move into supported living accommodation with the aim of progressing on to a Level 3 media course at mainstream college after having successfully completed his Level 2 course at a local mainstream college.
- Student SD is working with Adult Social Care in order to find a supported residential placement and he hopes to to pursue a Level 2 course in mainstream education in the future.
- Student DT has moved into supported living accommodation and will be starting a further course at a local mainstream college.
- Student RP has gained suitable experience and qualifications to enable him to start a Level 2 IT course at mainstream college.
- Student NB has moved into supported living accommodation and will be supported in gaining volunteering and work experience opportunities.
- Student CS will be progressing to Futures in order to undertake a Vocational Course.
- Student EC continues to live in a supported living placement and hopes to continue at mainstream college with her media course whilst also working at BCP Council.
- Student SM is now seeking full time employment in the rail industry alongside working part time in retail.

Henry's Story

Henry joined us at Cambian Wing College in September 2018 with a primary diagnosis of High Functioning Autism and associated mental health difficulties. He had been out of education for a long period of time as a result of his mental health difficulties and had most recently spent over a year as an in-patient in a secure mental health facility. Unfortunately Henry was unable to return to his family home as the relationships there were a significant trigger for his mental health issues and he was therefore enrolled at the college as a 52 week residential student.

We were aware of his high intellect and huge potential throughout the admissions process but his extreme anxiety and suicidal ideation were barriers to him truly making progress and working towards his potential. Therefore a clear and robust integrated programme of academic, therapeutic and care support was paramount to his success.

Henry settled in well to his residential house and to college, fully engaging with all services available from day one. Though there have been some incidents of anxiety provoked discharge behaviours including self-injurious behaviours and withdrawal from the outside world, the integrated approach has ensured that these are minimal in comparison to his previous issues and the development of trusting relationships has enabled him to find the necessary support and persevere through his difficulties. Henry was initially supported 1:1 within education and care to aid the development of trust and to ensure that the more extreme SIB (self-injurious behaviours) stopped being his 'go to' response to stressful experiences. As a result Henry began to see that his life could take a very different path and he voiced that he would be keen to try studying for some of his A-Levels, with support at a mainstream college.

From September 2019, Henry enrolled in two A-Levels at a local college, initially supported by an LSA (Learning Support Assistant) but, at his request, this ceased within 8 weeks. Henry successfully completed the first year with glowing reports from the mainstream staff and is very excited to commence year 2. Henry has proved to himself that he has now established effective coping strategies to manage his anxieties the vast majority of the time and is able to actively participate in any given situation; this is through his own hard work and determination to leave the past behind him and find his own future.

A major stumbling block on admission had been the reparation of relationships within his family and we were determined to enable these relationships to once again flourish and for Henry to be able to return to his family home for successful, uneventful visits. Over time and with successful joint working between the Cambian Wing College team and the family, Henry is now able to return to the family home for a few weeks at a time and successfully maintains positive and healthy relationships with all members of his family.

The journey from in-patient to a very successful first year at a mainstream college has not been easy for Henry but he has continued to amaze both the staff here and his family with his drive and determination to succeed. Henry is now fully independent in the community, able to access mainstream learning unsupported, able to use public transport, can tend to all his self-care needs and independently cook his own meals, alongside a whole array of other independent living skills; none of this was thought possible when he first came to us but is testament to the effective triangulation of education care and therapy services here at Cambian Wing College and the collaborative work with the LA, social care and his family. Working together, we have helped to ensure that Henry can achieve everything he once thought impossible, and this is now his new reality.



A Testimonial from William's Parents



"Well, we attended the graduation ceremony today! I really wouldn't have believed anyone if they had predicted that William would attend university let alone get a degree or a first!

It was very emotional knowing what William has gone through to get to this point in his life! I confess I shed a few tears!

William has also secured himself a job with the same company my husband worked for and, indeed, in the same office with the same colleagues. William was asked to attend an informal interview a few weeks ago and they were so impressed with him they said they would generate a job just so he can work for them! He starts at the end of November and will join the graduate scheme next year.

I have attached the photo I promised for the newsletter. I would be most grateful if we could have a copy!

I really wanted to let the staff know how William has done as they have played a huge part in supporting him and helping him through some very difficult times. If William had not been a student at the Wing Centre he would definitely not have achieved so much. His time at the WC was a turning point in his life and gave him the springboard he needed to re-join the world. We will always be grateful for his time at the Cambian Wing College."

Dear Cambian Wing Team,

Thank you all so much for facilitating the visit for our son today. We really appreciated **the effort you all made to put him at ease** and get the best out of the visit. He was relaxed and chatty on the way home in the car, which speaks volumes for the process being a positive one.

He said he liked the college set up. It was a great opportunity to see what **learning in a flexible and supportive environment** can be like. I think it will take a couple of days to process all the information.

Thank you for taking the time to answer some of my questions and concerns too. My own feeling is that Cambian Wing is a place that he could really thrive. **The learning opportunities are quite unique** - particularly being able to pick the topics within a subject that you like and learn about them in detail. This is something he would really see the sense in and enjoy- as the lack of relevance of some subjects to his own life has proven very challenging and frustrating. I think he would be very enthusiastic about revisiting some subjects he thought would no longer be accessible. In addition, **the work experience opportunities sounded very flexible**. There was a great deal to take in today.

I was also very reassured to hear about the rigorous monitoring system for picking up on changes in behaviour which could indicate a deterioration in mental health, or bullying. **It sounds as if this system is very successful** in preventing escalation of worrying behaviours.

Did you tell him about the double D and D club, and war hammer enthusiasts? I hope that he might have the opportunity to make contact with another student with similar interests, if appropriate, in the future.

Finally, I do not have an email for the lovely occupational therapist who spoke to my son today. She had the hardest sell of all! I think **it will have made a great difference** that his wishes to speak privately were heard and accommodated- so please pass on my thanks for this.

I very much enjoyed meeting you all today - thank you.



Additional Information

Complaints Procedures

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

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

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

Should you wish to take your complaint further or feel you are unable to discuss the details with the College, please contact the director of education detailed below, especially if your complaint relates to the College leadership.

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, Metropolitan House,
3 Darkes Lane, Potters Bar,
Hertfordshire
EN6 1AG.

The representative of the proprietor may be contacted at
Andrew.Sutherland@caretech-uk.com

Where to find us



Wing Cambian College
126 Richmond Park Road,
Bournemouth,
Dorset,
BH8 8TH

Phone:
01202 635630

