

# **CHILDWALL ABBEY SCHOOL**

*A calm, safe and welcoming place in which to work and learn.*

*A place where everyone supports each other to achieve.*

*A place we enjoy coming to each day.*



## **Complaints Procedure**

2018-2019

# Childwall Abbey School

## COMPLAINTS PROCEDURE

### Parent Guidance

#### **If you have a concern or complaint**

We would like you to tell us about it. At Childwall Abbey School we welcome suggestions for improving work. Be assured that no matter what you want to tell us, our support and respect for you and your child's school will not be affected in any way. Please tell us of your concern as soon as possible. It is difficult for us to investigate properly an incident or problem which has happened some time ago.

#### **Stage 1: Informal concerns and complaints**

Most complaints or concerns can be sorted out quickly by speaking to your child's class teacher. You may contact the Headteacher or Chair of Governors if you feel this is more appropriate. It is usually best to discuss the problem in person. You may need an appointment to do this and can make one by ringing the school office. You can take a friend or relation to the appointment with you if you would like to.

We hope we can resolve your problem informally. We will make sure that we understand what you feel went wrong and will explain our own actions to you. We will ask you what you would like the school to do to put things right and explain what we intend to do. Of course, this does not mean that in every case you will be satisfied with our response, but it will help us all to understand the situation. It may also prevent a similar problem arising again.

#### **Stage 2: Formal complaints to the Headteacher**

If you are dissatisfied with a teacher's response, you can make a formal complaint to the Headteacher in writing. The Headteacher will again meet you for a discussion of the problem. You can take a friend or someone else with you if you wish. The Headteacher will conduct a full investigation of the complaint and may interview any members of staff or people involved. You will receive a written response to your complaint.

### **Stage 3: Formal complaints to the Governing Body**

If your complaint is about an action or decision of the Headteacher, then you should refer it to the Chair of Governors in writing via the school office. This stage offers an opportunity for achieving conciliation between parties. We hope that informal discussions between the Chair of Governors and the Headteacher will resolve the complaint and that both parties will be able to agree a way forward.

### **Stage 4: Governing Body's complaints panel - reconsideration or review**

On the rare occasion where an agreement cannot be reached, the Chair of Governors will arrange a meeting of the Governors' Grievance Panel to investigate your complaint. The Complaints Panel will conduct a full investigation of the complaint including interviews with those involved. You will receive a written response to your complaint.

### **Stage 5: Review by the LEA**

Complaints about school problems are almost always settled within schools but, in exceptional cases, it is possible to refer the problem to an outside body such as the Local Education Authority.

### **Supporting pupils on the autism spectrum.**

We use a range of multi-sensory teaching and learning styles.

We use a number of common fundamental principles that make for successful teaching of pupils on the autism spectrum.

These include:

- Intensive, structured and purposeful teaching.
- Clear, unambiguous and explicit instructions and teaching strategies.
- Use of repetition to consolidate.
- Re-teaching in different contexts and in different ways, not assuming that the pupil has understood because they have repeated or demonstrated something.
- Using a communicative form that the pupil understands and can use to convey ideas to others i.e.: visual, audio or kinaesthetic learning, giving students the opportunity for learning to be achieved through experience of the world.
- Giving opportunities for learning with a personal meaning that is interesting and motivating.

- A high level of adult support and tuition.