



LAURUS  
RYECROFT

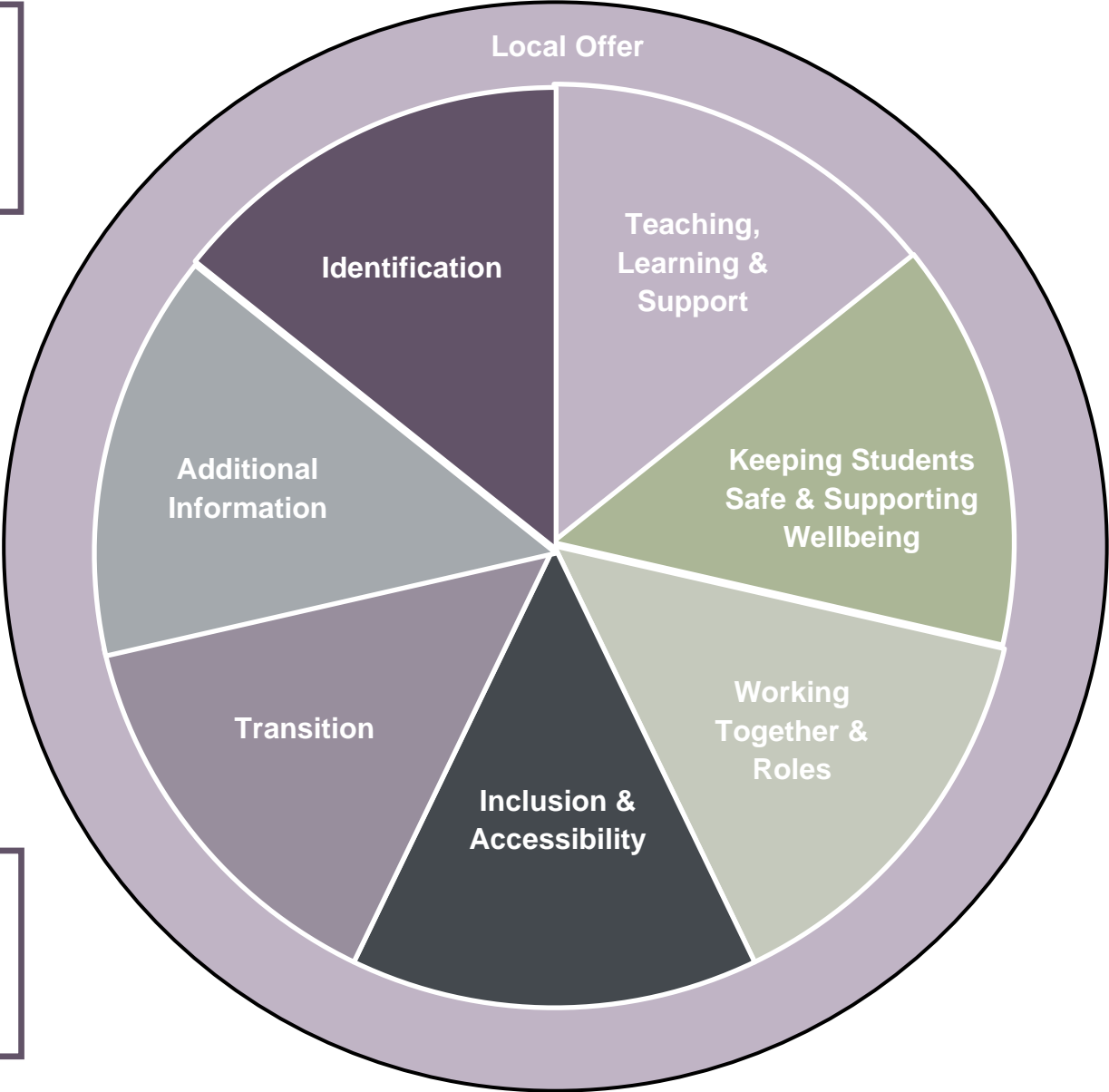
# Special Educational Needs and/or Disability (SEND) Information Report

**Author:** V Marin Roman

**Last reviewed:** June 2023

**Next Review:** June 2024

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type.

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<b>Name of Setting</b>	Laurus Ryecroft
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 200px; height: 15px;" type="text"/>
<b>Specific Age range</b>	11-18
<b>Number of places</b>	September 2022 – 1100 students
<b>Which types of special educational need do you cater for? (IRR)</b>	<input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

## Questions from the Parent/Carer's Point of View:

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### Identification

#### **How will you know if my child or young person needs extra help? *(IRR)***

At Laurus Rycroft (LR), we are committed to the early identification of students with SEND. Our Heads of Year and SEND department work closely with our partner primary schools to collate information on the specific needs of students with SEND. We also collaborate with all of the relevant outside agencies and with parents/carers, to ensure that a full picture of need is established. This ensures that we have the right information so that the best possible provision, intervention and support can be put in place from the start of a student's time in our school.

We closely monitor the academic performance of all of our students via progress data which is reported termly. This allows us to target underperformance and to provide students with the right support to achieve their potential. Our pastoral team monitor the social and emotional well-being of our students and pick up concerns raised by staff, parents/carers and the students themselves. This allows us to help students to develop within a supporting and caring environment.

#### **What should I do if I think my child or young person needs extra help?**

If you have any concerns about your child or young person and you think that they may need some extra help, then you can contact

Rycroft SEND Leads - [sendleads@laurusrycroft.org.uk](mailto:sendleads@laurusrycroft.org.uk)

This email address ensures that the following people receive your email:

SEND Lead – Natasha Alexander

SENCO - Valeria Marin Roman

#### **Where can I find the SEND policy and other related documents? *(IRR)***

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### Identification

The schools SEND policy and other relevant policies can be found on the school website. **(IRR)**

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### Teaching, Learning and Support

#### **How will you teach and support my child or young person with SEND? **(IRR)****

The school teaches students with SEND in accordance with the Tameside Local Offer.

Laurus Ryecroft is committed to ensuring full entitlement and access for students with SEND, to high quality education within a broad, balanced and relevant curriculum. We will maintain a standard whereby all staff within our school are aware of the importance of identifying and providing for those students who have special educational needs.

#### **How will the curriculum and learning environment be matched to my child or young person's needs? **(IRR)****

All staff are dedicated to ensuring that the curriculum for students with SEND is tailored appropriately to meet their individual needs. The SENDCO and Learning Support Team will liaise with students, parents/carers, and the appropriate outside agencies, to ensure that reasonable adjustment is made to allow every student an equal opportunity to succeed and demonstrate their full potential.

We educate students with SEND, wherever possible, alongside their peers in the classroom, using a differentiated curriculum that provides a variety of learning opportunities for all students. The Learning Support team produce 'School Focused Plans' for each student with SEND, to outline specific strategies to be used by their teachers to support and plan for their individual needs. The plan also includes information on the student's strengths, difficulties and interests as well as targets for improvement. These documents are produced in conjunction with the student and their parents/carers, to ensure that they are highly personalised. These documents are reviewed and amended on a continuous basis to ensure that they remain relevant.

### Teaching, Learning and Support

We recognise that some students require an alternative curriculum which is tailored to suit their individual needs, in order for them to make progress academically, socially and emotionally. Provision mapping and timetabling of support for children and young people with SEND is completed by the SEND Lead/SENCO in consultation with Curriculum Leaders and the Senior Leadership Team.

We provide alternative curriculum pathways for identified students which may include provision outlined in the whole school provision map such as:

- Additional numeracy and literacy lessons
- Social Skills intervention
- Counselling
- Reduced Curriculum Options at KS4

### How are resources allocated and matched to children or young people's needs?

The management of the SEND budget is the responsibility of our Senior Leadership Team in collaboration with the SENDCO, and regular discussion and monitoring takes place to ensure that resources are allocated appropriately. We use performance data, and careful provision mapping, to make decisions on the best strategy to implement for each student, to ensure that they are able to make progress academically, emotionally and socially.

- Top up Funding is used to support individual students as required or as part of their Statement or Education, Health and Social Care Plan, in order to meet the objectives, set out in these plans.
- Additional Funding can be secured by making an application for an Education, Health and Care plan (EHCP) to the Local Authority. Evidence of actions taken to support the needs of individual students as well as advice sought and implemented from outside agencies will be needed to make such applications.
- In exceptional circumstances, if a student requires immediate support which goes above and beyond that which can be provided from within school resources, the SEND Lead/SENDCO can make an application for additional school support to the local authority.

### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?*(IRR)*

### Teaching, Learning and Support

For students entering our school, transition information collated by our Heads of Year and SEND department, as well as prior attainment data, will inform the level and nature of the support provided for students with SEND. The decision on the provision that is necessary to meet a student's needs, will rest with the SEND Lead/SEDCO and Trust Directors of Inclusion.

On an ongoing basis, the SEND Lead will use academic progress data, as well as feedback from parents/carers, staff and outside agencies, to regularly monitor and measure the progress of students with SEND. The support and provision provided will be determined by their level of need and will be decided by the SEND Lead/SENCO and Trust Directors of Inclusion.

Students with complex needs who are in receipt of element 3 funding, will receive the support and provision as outlined on their Education and Health Care plan (EHCP) or Statement of SEND. These students will have an annual review to review their progress and to adapt provisions where necessary in light of their progress.

### **How will equipment and facilities to support children and young people with SEND be secured? *(IRR)***

We are committed to ensuring that the necessary equipment and facilities are in place for all of our students. We regularly review our Disability Access plan, to ensure that we continue to develop the learning environment and ensure that it is accessible for students with SEND. We seek advice from Occupational Therapists and other relevant external agencies for individual students, to ensure that we have professional advice on the equipment and facilities that we may require. We hold access meetings three times per year with students with SEND, their parents/carers and relevant outside agencies to identify areas where we can improve access to our learning environment. We use our SEND budget to procure equipment and facilities to support students with SEND where necessary.

### **How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)***

Each student's progress is assessed by their subject teacher. This is done continuously via internal assessments of their working at grade. This information is used to produce a termly progress check, which is sent home to parents. Each year group has an annual parents' evening for parents/carers to discuss their child's progress in more detail, and to discuss how they can be further supported at home.

The Heads of Year, Heads of House and the Learning Support Team, are responsible for monitoring, evaluating and reviewing the progress of learners within their respective areas. This team of people collaborate and communicate concerns regarding the progress of identified learners, and decide on the best form of action to take to ensure that each student has the support necessary to achieve their full potential.

## Teaching, Learning and Support

Parents/carers with concerns throughout the course of the academic year are welcome to contact the Head of Year for their son/daughter's year group, subject teacher, Head of House or SEND Lead/SENDCO.

Parents/carers are invited to attend numerous events throughout the year which are designed to support parents to support their children at home. This includes the following events;

- Literacy and Numeracy evening
- SEND welcome evening
- Year 6 parent induction evening
- Year 9 options evening
- Parent consultation evening for each year group

### **How does the school consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)***

Students with SEND jointly create their School Focused Plan in conjunction with the SEND Lead/SENDCO and parents/carers.

Every student with SEND, whatever their level of need, takes part in a yearly review meeting with a member of the Learning Support team, to allow them an opportunity to review and refine their School Focused Plan, and to express any concerns that they may have about their education.

An annual review of a student's Statement or Education and Health Care plan, is used to evaluate the progress that is being made against set objectives. As part of this process, the student is asked to reflect upon and write about their progress and the support that they receive. Students are encouraged to express any concerns they may have and to put their ideas forward. This helps to inform our planning for the following academic year.

### **How does the school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)***

The school SEND Lead/SENDCO, in collaboration with the rest of the Learning Support team, Heads of Year and Heads of House, undertake regular monitoring of student progress which allows us to assess the effectiveness of provision for students with SEND. Every intervention that we offer is assessed individually alongside the usual data tracking processes. Because of the nature of some of the interventions that we offer, e.g. social skills,



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### Teaching, Learning and Support

academic quantitative data is replaced with qualitative data, which includes a student's own reflection on their progress as well as observed progress by teachers, parents/carers and support staff.

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### Keeping Students Safe and Supporting Their Wellbeing

#### **How do you ensure that my child or young person stays safe outside of the classroom?**

Student safety is of the upmost importance. Information about students with SEND or vulnerable students is communicated to relevant school staff via their linked documents on our central student data base. These documents outline any areas which could pose a risk to the student.

Where risks are identified, measures are taken to limit these, these measures include;

- supervising students at the beginning and end of the day
- a highly supervised break and lunch area is provided
- staff on duty during unstructured times
- access to Heads of Year, at any point during the day

Parents/carers are required to phone the attendance officer to report any absences. If a student doesn't arrive for the first lesson of the day, parents/carers are notified. Students are registered in each lesson and this is monitored by our attendance officer. This allows us track where students are during school hours in order to effectively safeguard them.

#### **What pastoral support is available to support my child or young person's overall well-being?**

All students can access their form tutor at during the day. In addition to this, we have Heads of Year (non-teaching staff) who are responsible for the behaviour, achievement and well-being of each student within their year. These members of staff are available to support students at any time of the day, and have at their disposal the option to refer students to outside agencies where appropriate; some of which are based in school during certain times of the week. Heads of Year are available for students to report bullying issues to, and to provide help and support to those suffering from bullying. Bullying is always thoroughly investigated by Heads of Year with action taken immediately. The school's policy for bullying can be found on the school website.

### Keeping Students Safe and Supporting Their Wellbeing

The Heads of Year maintain close communication with parents/carers, Learning Support and the SEND Lead/SENDCO to ensure that the needs of each student in their care are fully understood and communicated effectively.

We provide a number of mentoring programs for students who need some extra support. The form in which this mentoring takes is dependent on the needs of the student.

### **How will Laurus Ryecroft manage my child or young person's medicine or personal care needs?**

We have a dedicated member of staff responsible for managing the storage of medicines and medical information. This member of staff coordinates individual health care plans for students, ensuring that all members of staff have access to the right information, and that it is centrally stored within our school database.

Where a student's medical needs have a profound effect on their education and/or are at risk within school, a meeting is arranged with the relevant members of staff to ensure that we are equipped with the right information to support the student, and training is organised where necessary.

In the event of a medical emergency, the school would follow the medical policy and the individual health care plan for the student, and utilise one of our many trained First Aiders to deal with the emergency, who are always on call.

Medical appointments are managed by the attendance team and in some circumstances where the appointment spans more than 48 hours, teachers are asked to provide work for students.

### **What support is available to assist with my child or young person's emotional and social development? *(IRR)***

Where there are concerns about the emotional and social development of a child or young person, we would discuss these with parents/carers and the child or young person. Children and young people may be referred to an appropriate outside agency, such as the CAMHS or CLASS at Pupil Support Services where necessary.

## Keeping Students Safe and Supporting Their Wellbeing

Where a significant emotional or social need is identified, we offer one to one and/or small group intervention to target specific difficulties, and this intervention is tailored to the needs of each individual in consultation with all relevant members of staff, outside agencies, parents/carers and the student themselves. These interventions include, social skills groups and counselling to support social and emotional development.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

There are a number of actions that LR take to support and promote positive behaviour and to avoid exclusions.

All staff implement the school's behaviour policy, which is a whole school approach to managing behaviour. Most behaviour in school is managed and dealt with by the classroom teacher with support from subject or curriculum leaders where necessary. For children or young people who require further behaviour intervention, our Heads of Year intervene. We seek advice from outside agencies, [such as the BLIS Team at Pupil Support Services](#) where appropriate to help support children and young people at risk of permanent exclusion. A wide variety of strategies are implemented where appropriate. These can include the following;

- mentoring
- report cards
- reward systems
- modified timetables
- anger management
- social skills support
- timeout cards
- Individual Behaviour Support Plans
- Additional assessment of need
- De-escalation plans

In terms of increasing attendance there are a number of actions LR takes to support and promote good attendance;

- Children and young people are rewarded for good attendance throughout the year.
- Attendance is reported termly to parents/carers via progress checks and if there are concerns about attendance then letters are sent home to parents to highlight concerns.
- Meetings and individual strategies and plans are used to support students who have difficulties maintaining good attendance. Parents/carers are encouraged to contact Heads of Year to discuss any concerns they may have.

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### Keeping Students Safe and Supporting Their Wellbeing

- LR liaise with outside agencies to support attendance issues as necessary. There are regular meetings with the Education Welfare Officer.

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### Working Together & Roles

#### **What is the role of my child or young person's class teacher?**

Students will have a variety of different teachers throughout their school life. All students will have a Personal Tutor with whom they will have contact during the week.

The role of a subject teacher is to:

- Ensure that all students have access to a broad, balanced and relevant curriculum in which they can thrive and make progress.
- Ensure that all differentiation is met through the School's Quality First Teaching approach.
- Monitor student progress.
- Implement any additional support (catch-up sessions).
- Ensure that all Learning Support Assistants are aware of the level of support needed for a particular subject and are actively deployed.
- Ensure that they are aware of any students with SEND and the strategies that are implemented to meet their needs.
- Ensure that any student who is entitled to exam access arrangements receives these for any in-class assessments/tests.

#### **Who else has a role in my child or young person's education?**

- Children or young people with SEND may have additional LSA support in class and/or receive targeted interventions from the Learning Support Faculty.
- The SEND Lead/SENCO and Trust Director of Inclusion will manage provision for students with SEND to ensure that their needs are met.
- The Heads of House are responsible for ensuring that the learning needs of our students are met. They ensure that academic progress is carefully monitored, and appropriate interventions are put in place where necessary.
- Heads of Year provide pastoral support to ensure that students are supported socially, emotionally and behaviourally as well as academically.

## Working Together & Roles

### **How does LR ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?**

- Every student with SEND has a School Focused Plan which is produced in conjunction with parents and the students themselves. This document outlines the specific needs of the student and how best to differentiate for them in the classroom. These are updated on a continuous basis in response to changing needs.
- The SEND Lead/SENCO ensures that all SEND documents including EHCPs and Statements are stored centrally, and are attached to a student's profile.
- The SEND Lead/SENCO ensures that any changing or emerging needs are communicated via meetings, staff briefings and via email where necessary.
- The SEND/SENCO Lead collects feedback on the progress of students with SEND from subject teachers on an ongoing basis.
- The SEND Lead/SENCO and Trust Director of Inclusion provide regular training, support and advice to all staff, on the specific needs of students with SEND, and on differentiation strategies within the classroom.

### **What expertise is available at LR in relation to SEND? (IRR)**

We are committed to delivering high quality professional development to staff on all aspects of SEND. This is built into our professional development calendar.

The SENCO for Laurus Ryecroft is supported by the Trust Directors of Inclusion. The SENDCO has the following qualifications: BSc Psychology, British Psychological Society (BPS) accreditation, PGCE Spanish and is currently working towards her MA in Inclusive Education and Special Educational Needs and Disabilities.

The SEND Lead for Laurus Ryecroft is a qualified teacher and is supported by the Trust Directors of Inclusion. The SEND lead has the following qualifications; PGCE Dance Teaching, MA Creative Practice, Teacher Subject Specialism Training Mathematics, Register of Qualification in Test Use (RQTU), British Psychological Society (BPS) Certificate, National Award for SEND Coordination (NASENCO).

### **Which services does LR access to provide for and support students and students with SEND (including health, therapy and social care services)? (IRR)**

### Working Together & Roles

The school rely on the expertise of external agencies to provide support and guidance where necessary. Currently Laurus Ryecroft can access support from;

- The Educational Psychology Service
- CAMHS
- School Nurse
- Education Welfare Officer
- Services for Young People
- Children's Services including Social Workers, Family Support Workers
- Occupational Therapy
- Physiotherapy
- Speech and Language Team (SALT)
- Youth Offending Team
- Mosaic drugs and alcohol support
- Beacon Counselling
- Young Carers
- Pupils Support Services – BLIS and CLASS

A referral to an outside agency would always be made in consultation with, and with consent from parents. Outside agency support from agencies not listed above would be sought where necessary.

### **Who would be my first point of contact if I want to discuss something?**

To discuss behaviour, achievement or wellbeing, a student's Head of Year would be your first point of contact. For the academic year 2022/2023 we have the following staff:

- Year 7 Head of Year – Heidi Williams
- Year 8 Head of Year – Fern Schofield
- Year 9 Head of Year – Lewis Leigh

### Working Together & Roles

Year 10 Head of Year – Jayne Pinguey  
Year 11 Head of Year – Lashana Pryce

### Who is the SEND Coordinator and how can I contact them? *(IRR)*

The SENCO for Laurus Ryecroft is Miss V Marin Roman. She has responsibility for the operational and strategic leadership of SEND and responsible for KS4.

The KS3 SEND Lead for Laurus Ryecroft is Miss N Alexander. She works alongside Miss Marin Roman with the operational leadership of SEND and is responsible for KS3.

Ryecroft SEND Leads - [sendleads@laurusryecroft.org.uk](mailto:sendleads@laurusryecroft.org.uk)

### What roles do your governors have? And what does the SEND governor do?

Our Trustees are fully involved in the admissions procedure for students with SEND, and are always involved in any changes to policy and practise within the Learning Support Department. Our SEND link is involved in the monitoring, evaluation and review of the SEND policy and the annual development plan for Learning Support.

### How will my child or young person be supported to have a voice at LR? *(IRR)*

- Students' views are sought as part of our student voice scheme.
- Children and young people are encouraged to attend meetings which discuss their progress and plan for their future especially Annual Review meetings for Statements or Education, Health and Social Care Plans.
- Children and young people may have mentors with whom they are encouraged to express their concerns and views.

### What help and support is available for the family through LR? *(IRR)*

In terms of providing help to families to complete required paper work and forms or in sourcing information and guidance, parents/carers can contact the following people;

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### Working Together & Roles

For support in matters relating to SEND;

Ryecroft SEND Leads - [sendleads@laurusryecroft.org.uk](mailto:sendleads@laurusryecroft.org.uk)

SENCO – Valeria Marin Roman

KS3 SEND Lead – Natasha Alexander

For support in matters relating to behaviour, wellbeing or achievement;

Year 7 Head of Year – Heidi Williams

Year 8 Head of Year – Fern Schofield

Year 9 Head of Year – Lewis Leigh

Year 10 Head of Year – Jayne Pinguey

Year 11 Head of Year – Lashana Pryce

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### Inclusion & Accessibility

#### **How will my child or young person be included in activities outside the classroom, including trips? (IRR)**

We ensure that all students are able to attend enrichment opportunities such as after school clubs and school trips wherever possible. We work creatively and flexibly to make the relevant adaptations to enable students with SEND to attend. This may mean that an additional Learning Support Assistant is provided and alternative travel is arranged, as well as additional risk assessment procedures where necessary.

#### **Is the building fully wheelchair accessible?**

Yes. The new building has a lift and has been designed to be accessible. Please see separate accessibility plan.

#### **Are accessible changing and toilet facilities available?**

We have accessible toileting facilities in the school.

#### **Do you have parking areas for pick up and drop offs?**



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### Inclusion & Accessibility

We have arranged with parents/carers of students with a disability to drop students off in a designated area of the school with easy and central access to main building.

#### Do you have accessible parking spaces for students?

n/a

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### Transition

#### Who should I contact about my child/young person joining LR? *(IRR)*

Information, including the admissions policy, can be found on the **school website**. This details the admissions requirements and entitlements for students with SEND.

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled students. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other students.

Contact Mr R Carling, Deputy Head of School, on 0161 507 5500 to discuss mid-year transfers or general admissions.

#### How can parents arrange a visit to your setting, school or college? What is involved?

The school has an Open Evening each year. Parents, carers and young people can visit the school and talk to staff representing each faculty. Details of the Open Evening are published on the school's website.

#### How will you prepare and support my child or young person to join your school and how will you support them to move on to the next stage, or move on to adult life? *(IRR)*

## Transition

For children and young people joining us in Year 7 from Primary School:

- There is a one-day transition event for each student joining our school. This is designed to facilitate a smooth transition by introducing students to our curriculum and to our pastoral support systems.
- Head of years and the SEND department work with our partner primary schools to collate information on identified students with SEND.
- Once a student's place has been secured at our school, LR organises additional transition events for students with SEND where appropriate, on top of the ones provided for all students.

For children and young people joining us within an academic year from other schools/ educational establishments:

- Individual transition plans will be made for student's dependent on need.
- Contact Mr R Carling to discuss mid-year transfers or general admissions.
- Some students are identified in Year 9 to take part in an alternative curriculum at KS4, which is designed to develop work and life-based skills as well as support literacy and numeracy difficulties.
- Young people with a Statements or Education, Health and Care Plans will have a transition focus as a part of their Annual Review from Year 9. This will be supported by Services for Young People.

## Additional Information

### What other support services are there who might help me and my family? *(IRR)*

Where a parent/carer wishes to access another support service, the school are more than happy to support them or direct them to the appropriate professional.

<https://www.tameside.gov.uk/localoffer/families>

Some additional useful websites are listed below: -

[www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk) – British Dyslexia Association

<b>Additional Information</b>
<b>When was the above information updated, and when will it be reviewed?</b>
This document was updated in June 2022 and will be updated in June 2023
<b>Where can I find the Tameside Local Offer? (IRR)</b>
<a href="https://www.tameside.gov.uk/localoffer">https://www.tameside.gov.uk/localoffer</a>
<b>What can I do if I am not happy with a decision or what is happening? (IRR)</b>
<p>Parents can give feedback to the school through a number of ways;</p> <ul style="list-style-type: none"> <li>• Contact can be made with reception on 0161 507 5500, who will direct the call to the relevant member of staff</li> <li>• Emailing <a href="mailto:enquiries@laurustrust.co.uk">enquiries@laurustrust.co.uk</a> with your request will allow it then to be forwarded on to the appropriate member of staff</li> <li>• Feedback can also be given at parents' evenings</li> </ul> <p><b>If you are unhappy with the SEN provision your son/daughter is receiving, then please contact the Trust Directors of Inclusion to share and discuss your concerns using the email addresses below.</b></p> <p><b>Emma Warrington-</b> <a href="mailto:emma.warrington@chhs.org.uk">emma.warrington@chhs.org.uk</a></p> <p><b>Mark Sackville-Ford</b> – <a href="mailto:mark.sackville-ford@laurustrust.co.uk">mark.sackville-ford@laurustrust.co.uk</a></p> <p>If you wish to make a formal complaint, this needs to be undertaken in conjunction with the trust's complaints policy which is available on the Laurus Trust website. All complaints need to be in writing. We will address all complaints objectively and in line with policy and standard procedure.</p>