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## HEAD OF LIBRARY

# 31 LIBRARY POLICIES ESSENTIAL FOR SUCCESSFUL:

- **LIBRARY MANAGEMENT & INSET;**
- **PROVISION OF DOCUMENTATION;**
- **SCHOOL INSPECTION.**

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### The School Library Handbook

**PREFACE:**

The contents of this Handbook have been determined following consultations with all current members of the Library staff. The contents are subject to frequent and regular review, and are amended as necessary, particularly in the light of changes in pertinent legislation, the adoption of new initiatives, or the publication of OFSTED/HMCI reports. In order to facilitate such amendments, the Handbook is word processed and held in a ring-file.

A full copy of the Handbook is held by the Headteacher, The Librarian, The Chair Of Governors and another one, usually in the possession of the Headteacher is made available to visiting inspectors, governors and parents. Each member of the Library staff has been provided with a copy, and another has been placed in the Staff room for general staff reference. All staff have their own copies of relevant policies, e.g. 'Links and liaison with senior staff and subject departments'.

N.B. Where there is an example in the SSER resource pack it is marked with an asterisk, i.e.\*. The example may not be a separate policy.

**Section 1: INTRODUCTION**

- Aims and objectives of: i. The School. ii. The Library. \*
- Library involvement in the delivery of the Curriculum: list of courses offered/involved in; number and sizes of pupil groups; percentage time allocations; extra-curricular lessons, etc.
- Extra-curricular activities, e.g. the Library club, competitions, visits and visitors. \*
- Involvement in cross-curricular themes/events and Careers Education. \*
- Links and liaison with senior staff and subject departments. \*
- Links with the local community, etc.
- Links with other educational institutions.
- Policy for parental liaison and involvement.

**Section 2: STAFFING**

- Library staff and their responsibilities.
  - full time staff (with job descriptions, administrative responsibilities).
  - part time staff (with job descriptions, administrative responsibilities).
- Staffing structure - detailing the number and distribution of allowances.
- Current academic year timetables for:
  - library staff (see Appendix \_).
  - use of the Library.
- Policy on timetable provision and priorities. \*
- Policy for 'In Service Training' of library staff. \*

**Section 3: FINANCIAL MANAGEMENT**

- Financial management of the Library Budget, e.g. teaching staff requesting/ordering books. \*

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Library Policies (Ver. 4.6)	Pages (Appx.)
The School Library Handbook (Contents)	3
Aims & Objectives - Library	2
Monitoring & Evaluating Library Provision	1
Storage, Stock & Catalogue	2
Withdrawal & Disposal Of Stock	2
Financial Management Of The Library	2
Procuring Services/Supplies From Outside Agencies	2
Ordering & Purchasing Resources	4
Choosing Resources (Multicultural, Gender & SEN)	2
Computer Systems & The Library	3
Internet Access	6
Code Of Behaviour For Pupils In The Library	2
Copyright Issues	3
Liaising With Subject Departments	3
The Library Club, Visitors & Visits	2
Differentiation Within The Library Provision	2
Library Display Policy	2
Library Health & Safety Policy	10
Staffing, Timetabling & Accommodation Issues	1
Staff Training Policy	2
Performance Management	15
Job Description - Senior Librarian	1
Job Description - Assistant Librarian	1
Cross-curricular Themes, Careers Ed. & The Library	2
<i>Core Skills Development &amp; The Library</i>	
Developing Cross-Curricular Skills	2
Developing Numeracy Skills	6
Developing General Language & Literacy Skills	7
Developing Literacy Skills - DARTs	1
Developing Spelling Skills	4
Developing Reading Skills	1
Developing Handwriting Skills	1
<b>All 31 Policies</b>	<b>97</b>

# THE MOST TIME EFFECTIVE WAY TO DEVELOP LIBRARY POLICIES!

## SCHOOL LIBRARY AIMS AND OBJECTIVES

It should be noted that, as appropriate, the aims and objectives of the School Library relate directly to those of the School, and to the requirements of the National Curriculum. In order that the Library's aims, objectives and various policies are implemented and become effective then the active promotion of the Library is essential as is the role of the Library in enabling pupils to become capable and enthusiastic readers.

### AIMS:

The Library in liaison with subject teachers works towards achieving the following aims:

1. To provide a challenging, yet supportive environment to stimulate, maintain and develop:
  - i. a lively enquiring mind;
  - ii. a curiosity, interest and enjoyment in reading.
2. To encourage all pupils to reach their true potential and eventually become independent learners who value learning with and from others, i.e. have a positive attitude to life-long learning.
3. To enable pupils to be familiar with a body of knowledge and information retrieval skills applicable to a wide range of sources including books, CD ROMs, audio and video tapes. To this end we encourage pupils to develop the habit of reading and to value reading as a source of pleasure and as an important skill for life.
4. To contribute to the development in pupils of a wider body of knowledge and skills, e.g. to value application, perseverance, initiative and independence of thought and action, as well as co-operative endeavours.
5. To support teaching methods and to provide sufficient and carefully selected stock that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to a wider body of knowledge and skills and to experience success and enjoyment in their work. The stock also includes resources that contribute towards the pupils' spiritual, moral, social and cultural development.
6. To develop an awareness in pupils of:
  - i. the implications of books and other Library resources (past and present) for the individual and the local, national and international communities and to appreciate human achievements, failures and aspirations.
  - ii. the significance of books and other Library resources in order to value them as an important, pleasurable and fundamental realm of human experience.
7. To enable pupils to develop a range of desirable personal qualities such as politeness, perseverance, initiative and independence.

### OBJECTIVES:

These objectives relate directly to the seven aims of the Library at \_\_\_\_\_ School and are intended to show how the aims are actually put into practice.

## SCHOOL LIBRARY MONITORING & EVALUATING THE LIBRARY'S SUCCESS

Currently there are \_\_\_ pupils attending the School.

Effective monitoring/evaluation of the library provision is dependent upon the maintenance of accurate and up to date records. The criteria by which the monitoring and evaluation of the library provision is undertaken are described below:

### TEACHING STAFF

1. the number of teachers who request loan of resources from the library;
2. the number of teachers who request purchase of library resources pertaining to their subject;
3. the degree to which the pupils are sent to library to use its services;
4. any pertinent feedback from pupils and teachers;
5. regular updating of information for teachers in the Staff handbook;

### PUPILS

6. the number of pupils using the library;
7. the number of individuals who have sought help and who have benefited from that help;
8. the numbers of pupils who borrow book and non-book resources;
9. the number of pupils using careers information in the library;
10. the number of disciplinary incidents (including racist, sexist and bullying incidents);

### BUDGET

11. the amounts of the budget allocated to library;
12. any appropriate adjustments in budget allocation to reflect changing needs and priorities, including multimedia resources;

### PLANNING

13. the inclusion of library issues in development planning (including whole school ICT);
14. time allocated to planning for pupils with Special Educational Needs;
15. the degree to which library stock has been reviewed and updated;

### STAFF/INSET

16. involvement by all staff, library and teaching, in INSET courses relating to library issues;
17. senior management involvement in library issues;

### INDEPENDENT REPORTS

18. analysis and publication of OFSTED/OHMC/LEA reports.

The School's annual report contains a report of the effectiveness of library provision and any amendments made or proposed over the year to our library provision. Parents are encouraged to offer their views on the library provision at the annual meeting for parents which is organised by the Governing body.

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## SCHOOL LIBRARY STORAGE, STOCK AND CATALOGUE

### Section 1

#### STORAGE

As with most school libraries, storage of resources is dictated by the size and shape of the room, in addition to funding limits. All available space has been utilised, whilst trying to maintain enough free area for movement and study tables. The shelving is free standing and is supported by castors – this enables us to change the room layout (within limitations) for different requirements. Resources are stored as follows:

- a) Stationery supplies are stored in locked cupboards; keys are held by all library staff.
- b) Books are shelved according to the Dewey classification system. This is to ensure that, pupils have familiarity with, and the skills to use the classification system of most libraries.
- c) Oversize books are kept in separate shelves.
- d) Fiction is shelved alphabetically by author's surname.
- e) New books are displayed before being shelved.
- f) There is a picture book area and an easy read section.
- g) Current periodicals are arranged on a display stand. Back copies are stored for a limited period.
- h) Audiobooks, videos, audio cassettes and CD ROMs are kept in special cabinets.
- i) Newspapers are delivered every day and are available for pupils to read. Articles relevant to school courses are cut out on the following day and are stored for information retrieval.

### Section 2

#### STOCK

- a) **Selection:** At the end of the budget year, purchase requirements are requested from Heads of Departments, who are encouraged to check library stock relevant to their subject before finalising their list. The Senior Librarian discusses lists with Heads of Departments and agrees purchases within budget limits. It is important to maintain a broad-based library stock which covers the whole curriculum, as well as resourcing pupils' wider interests. The LEA Library service provides valuable support in the selection of books and we make a point of choosing some books that are suitable for staff/student teachers to read in the library – their presence in the library is seen as an important role model for the pupils.
- b) **Processing:** Each item (books, audiobooks, videos and CD ROMs) goes through the following sequence:
  - i) Accession number is given.
  - ii) Library label is attached.
  - iii) Dewey classification is given.
  - iv) Item is covered.
  - v) Item details are added to database, including keywords. These are updated regularly after discussion with Heads of Departments.
- c) **Loans:**
  - i) Each loan is processed and entered into computer.
  - ii) Item may be renewed unless required by another borrower.

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## SCHOOL LIBRARY EVALUATION, WITHDRAWAL AND DISPOSAL OF STOCK

It is necessary to regularly evaluate, withdraw and dispose of library stock as necessary to:

- keep items relevant to the current National Curriculum and the broader curriculum;
- comply with DfEE, OFSTED and OHMC/LEA reports and guidelines, etc;
- maximise the efficient use of shelf space;
- support the aims and objectives of the School and the School's policies on Equal Opportunities and more specifically those concerned with multicultural/anti-racist and gender/anti-sexist issues;
- identify the need to withdraw and/or dispose of existing stock and the need to order new editions/versions;
- utilise new technology (CD ROMs, audio-visual);
- have display stock that is both attractive and relevant to the pupils and which encourage them to learn.

Withdrawal of the text should be considered if replacement is desired. If financial resources do not permit replacement or if only a minor section requires its removal then 'errata' can be stuck into the book in the appropriate places. Errata should always be typed and in a font, style and size that matches the original text. The use of errata does not apply to books that are unacceptable on the grounds of race, gender, religion, colour, violence or gratuitous sex.

### SECTION 1 Factors to consider common to all stock (including fictional stock):

- the stock item looks unattractive, i.e. is old, dirty, damaged or in generally poor condition;
- the stock item has not been borrowed or used for at least 5 years;
- the stock item gives unacceptable impressions about race, gender, religion, colour;
- the stock item is not relevant to departmental syllabuses/not needed for general reference stock;
- the stock item has dated illustrations, images or video clips;
- the stock item suggests excessive violence or gratuitous sex;
- the stock item suggests dangerous procedures or inappropriate behaviour, e.g. in sport, food technology and science;
- the stock item has dated language - this is particularly important in fictional stock which does not contain current teenage vocabulary (this does not apply to classic fiction);
- the stock item has a dated cover - a replacement cover may be a cost effective alternative and offers an opportunity for pupils to apply DTP skills to a relevant task.

### SECTION 2 Factors specific to non-fiction and audio-visual stock:

In addition non-fiction and audio-visual stock should specifically be considered for withdrawal if:

- the stock item contains out-of date information, e.g.
  - i. Geography and History texts which refer to Hong Kong as currently a British dependency.
  - ii. Atlases that do not reflect recent changes such as the reunification of Germany, etc.
  - iii. Business Studies, Law and Politics texts which have out-of date legislation.

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# THE MOST COST EFFECTIVE WAY TO DEVELOP LIBRARY POLICIES!

## SCHOOL LIBRARY ORDERING AND PURCHASING

### INTRODUCTION:

The effective control of the School Library's ordering and purchasing is a complex task and by effective implementation of this policy we aim to:

- contribute towards the 'internal controls' by which the School ensures that its finances are properly managed;
- demonstrate that we actively strive towards obtaining and providing 'value for money';
- describe how we place orders and pay for goods and services.

The policies for ordering and purchasing are also governed by the principles of 'internal financial control' described in the policy entitled 'General Aspects Of Budget Management & Reporting'.

### OBTAINING AND PROVIDING 'VALUE FOR MONEY':

This means obtaining goods and services at the correct quantity and time and price together with the best quality and price available. If we use the budget wisely and obtain good 'value for money' then we will be in a position to offer good 'value for money'.

### OBTAINING THE BEST PRICE:

Price should never be the sole factor by which one decides what goods or services to order, e.g. lower maintenance costs and a longer life span for a product can mean that money is saved in the medium to long term. To establish whether a price is competitive we use one or more of a variety of strategies before committing any expenditure, i.e.

- we often consult the LEA supplies department;
- we often check trade journals, catalogues and magazines;
- we often seek several quotations from local book suppliers or bookshops;
- we often collate order requests from several departments in order to procure discounts;
- we often contact second-hand book suppliers;
- we strive to ensure that offers of discounts are taken up if appropriate.

### OBTAINING QUOTATIONS:

A quotation is obtained when a supplier replies to a request for a price to supply specific goods or services. A quotation should be obtained in writing.

The Governing body has established the following procedures for obtaining quotations where the estimated value of a purchase exceeds £2,500:

- the School should obtain three written quotations. If for any reason this is not possible then this must be recorded and minuted in a Governors meeting, with associated reasons;
- if the lowest quotation is not accepted then this must be recorded and minuted in a Governors meeting, with associated reasons.

## SCHOOL LIBRARY HEALTH AND SAFETY POLICY

### Introduction:

The Library's policy for 'Health & Safety' is consistent with, and so reinforces, the 'Health & Safety' policies of the School and LEA, which seek to promote safe and healthy working conditions, behaviour and procedures.

All members of the Library staff recognise their duty:

- to take care of their own 'Health & Safety' and the 'Health & Safety' of others who may be affected by their actions;
- to be familiar with this policy and that of the School;
- to co-operate with the School Management in promoting 'Health & Safety';
- to report damaged equipment/hardware or ineffective safety systems as soon as possible to the Librarian.

The effective management of safety for the Library can be seen as having four major components:

1. **Risk assessment and planning of accommodation** to include:
  - i. accessibility of stock;
  - ii. use of available space;
  - iii. appropriate and adequate furnishings;
  - iv. adequate lighting and ventilation.
2. **Organisation of routines during and between lessons** to include:
  - i. access to stock and resources;
  - ii. reporting problems with equipment;
  - iii. location of fire equipment;
  - iv. reporting and dealing with accidents;
  - v. tidying up after the lesson.
3. **Control** to include:
  - i. where to find safety information, e.g. COSHH file, risk assessments, etc.
  - ii. regular safety checks;
  - iii. safety training - to include all relevant staff and pupils. For further details of staff training see separate policy on INSET;
  - iv. policy statement on 'the use of the Library without the Librarian present' to be included in the staff handbook and staff induction programme - see separate policy at the end of this document;
  - v. effective storage;
  - vi. statement on 'charging for breakages'.
4. **Monitor and Review** - including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general, e.g. reporting localised hazardous conditions to caretaking staff for immediate attention - wet floors, obstructions, loose floor tiles/carpet, etc.

### Section 1. Risk Assessment And Planning.

All Library staff are required to familiarise themselves with the Health and Safety Policies of the LEA, the School and the Library, copies of which must be retained in the Library administration area. Repeated referrals to Health and Safety circulars are not required once staff are familiar with the information, but staff need to be aware that the information is updated periodically - see section 4 (Monitor & Review).

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## SCHOOL LIBRARY LINKS/LIAISON WITH SMT & SUBJECT DEPARTMENTS.

### PRINCIPLES

The Library staff work closely with the subject based departments and those who have a senior role in designing and managing the Curriculum in order that all pupils:

- have full entitlement/access to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum).
- have their curiosity, interest and enjoyment in their own education stimulated and/or maintained so as they can reach their full potential and enhance their self-esteem.
- receive continual and appropriate forms of educational provision by the most efficient use of all available resources, thus allowing them to become familiar with an appropriate body of knowledge, skills, principles and vocabulary.

The librarian formally meets with a member of the SMT once a term and attends HOD meetings.

### SUPPORTING SCHEMES OF WORK

The School Library should support all Departments so that their schemes of work should enable all of a Department's staff, both teaching and non-teaching, to translate the Curriculum (based on the National Curriculum if appropriate) into a structured course which will achieve the 'Aims and Objectives' of that Department. If the following criteria are adhered to then the library staff will be able to work more effectively with the subject specialist teacher and the pupil(s) under her/his charge. Each Scheme of work should:

- a) include reference to the use of the Library and its resources, e.g. the English Department and Pastoral Managers work together in utilising the 'Reading Book' scheme.
- b) guide and support all staff particularly on learning styles.
- c) provide a structure which facilitates the sharing of experiences by teachers.
- d) not be so prescriptive that individual and special areas of study are prevented.
- e) indicate appropriate resources that are available, in the library, for each part of the course.
- f) plan suitable routes through the course which plan & allow for the best use of library resources.
- g) provide detailed links with the whole School & the Department's 'Aims & Objectives'.
- h) provide outlines showing how the National Curriculum is being covered in terms of the programme of study, the attainment targets and the levels of attainment.
- i) reflect DFE., HML., OFSTED and LEA. policies and developments.
- j) provide the means to inform those with a need to know the details of the courses being run, e.g. the Headteacher, the Head of Department, parents, inspectors, governors and other teachers or simply for those who have a responsibility for, or wish to build up, cross-curricular links.
- k) allow the whole School Curriculum to be regularly reviewed by appropriate persons.

### ADVISING/SUPPORTING A VARIETY OF TEACHING/LEARNING STYLES

The Library itself can offer teachers and pupils a novel environment in which to work and can support activities which are not possible in the classroom. The use of the Library and its facilities will certainly help the staff to achieve the following aims:

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## SCHOOL LIBRARY CLUBS/VISITORS/EXTRA CURRICULAR ACTIVITIES

The Library supports the School's assertion that any extra-curricular activities and clubs should have clear, achievable aims and objectives which are included in and/or complement Schemes of Work. The Library offers a variety of extra-curricular activities, e.g. Library Club (includes pupil helpers), the Library Committee, School Bookshop, competitions, etc.

### Aims:

1. To reinforce and to extend the Curriculum beyond that offered in timetabled sessions:
  - i. there may be opportunities to pursue/reinforce work encountered and skills being developed within the normal timetable.
  - ii. to allow pupils to pursue work/targets over long periods of time not usually possible within a normal scheme of work.
  - iii. to allow pupils to complete homework as well as private study in a calm, secure atmosphere.
  - iv. there may be opportunities to undertake work not normally encountered within the routine timetable. This may provide the pupil, and indeed the Librarian, with the opportunity to pursue a personal interest or hobby.
  - v. there may be opportunities for visitors/specialists to interact with a committed audience, e.g. authors, illustrators, etc.
  - vi. there may be opportunities to organise visits to venues of specific interest, e.g. a visit to a place of literary interest.
  - vii. there may be opportunities to develop a project and to enter a competition. Such events can enhance the image and reputation of individuals and of the School.
2. To allow non specialist staff/parents/others with a particular interest/talent to offer their experience and time to broaden and enrich the Curriculum offered to the pupils.
3. To allow pupils of different ages and abilities to interact.
4. To allow pupils, parents and staff to interact in a somewhat less formal manner. This can improve pupil/parents/staff relationships in the School.
5. To allow pupils opportunities to take on organisational/management responsibilities and to experience the workings of the democratic library committee.

### Principles:

1. The Library Club is committed to offering a variety of extra-curricular activities and clubs whenever and wherever practicable considering the restraints of staffing, cost and time. (This now includes the School Homework Club).
2. The extra-curricular activities and clubs should be open to all pupils and must be organised with this in mind.
3. All teaching staff, pupils, parents and governors should be informed of developments in the School Library. The weekly staff newsletter, and regular parents' newsletters and governors' reports have a regular slot for the 'Library Report'. The Library Report is written by pupils in the Library Club and is edited by the Librarian.
4. All extra-curricular activities and clubs must be organised with the safety of participants as the major consideration.
  - It must comply with LEA guidelines and school policy.
  - A document addressing aims, objectives, tasks, supervision, location and times should be presented to the Senior Management and the Governing body.

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SCHOOL LIBRARY  
IN SERVICE TRAINING

SECTION 1 - INTRODUCTION:

If quality of work and staff morale are important then attention needs to be paid to the training and staff development needs of the Library Staff. In addition all library staff should attend regular training courses both inside and outside the School. This is necessary to keep up to date, particularly with the use of I.C.T. in the School Library, e.g. staff will require training in the use of library resources including multimedia. When designing and implementing an in service training programme it is important to analyse the expressed needs of all staff involved. This may be done by use of a survey of individual, Departmental and Curricular needs. There are three groups of people that need to be involved:

- (i) the Library Staff;
- (ii) those involved in staff development and training;
- (iii) those responsible for school management including the Governing body.

Four areas are particularly of concern in the design and implementation of the 'In Service Training' programme:

- (1) **Are staff allowed to consider their role as described in the School Handbook and relevant policies?** All library staff need to be prepared to evaluate their own performance and skill, putting themselves in the position that their pupils are in as learners. By doing so librarians will become increasingly aware of their role and the ways in which that role can be made more effective.
- (2) **Are staff allowed the chance to develop the required skills?** A useful approach to helping staff develop such skills is first and foremost to help them identify the skills they already have, perhaps by some form of self-rating check-list.
- (3) **Are staff given enough time and opportunities to prepare adequately for their role?**
- (4) **Are staff trained sufficiently to ensure that library provision is maintained in the absence of certain staff?**

The Development Plan highlights our priorities for the year ahead, and in the medium and longer term. Integral in our planning must be professional development and creative use of our INSET budget.

- a) The School bids for and receives an INSET quota from GEST funding each year. Currently the INSET bid is an integral part of the School's Development Plan.
- b) The Headteacher is responsible for the detailed planning of INSET. The INSET provision involves both teachers and non-teaching staff. An allocation of £ \_\_\_ has been made to the INSET budget for the current year. The Headteacher attempts to use all funds as effectively as possible - sometimes combining funds from two or more sources in order to have a considerably

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