



**Grange  
Academy**

*Belong · Believe · Achieve*

**Article 23:** *You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.*

## School Offer

**Policy Status:** Statutory

**Review Cycle:** Annually

**Owner:** Angela Morris - Acting Head of School

**Date:** September 2021

**Approved by:** Local Governing Body (LGB)

**Date:** October 2021

**Review Date:** October 2022

## Introduction

At Grange Academy we believe that all children and young people irrespective of gender, race, faith, disability and social status have the right to an education which enables them to reach their full potential. We provide many opportunities to acquire new skills, knowledge and understanding through quality teaching that offers stimulating and challenging activities matched to the individual ability levels of the young people. Our pupils are encouraged to be self-motivated, to adopt a positive attitude to learning and to take responsibility for their choices. All parents and carers play a valuable part in the education of children and young people and we strive to encourage a partnership between teachers, parents, and other professionals.

## Transition

The Local Authority, with advice from Educational Psychologists and schools make the decision at the Special Schools Pupil Placement Panel that Grange is the correct placement for our pupils who all have an Education, Health & Care Plan (EHCP). Pupils from other primary/secondary schools may also transfer to Grange if they have struggled to access the curriculum at previous schools.

We have many strategies in place to ensure a pupil's transition is as smooth as possible. Personalised transition programmes of varying lengths are put in place dependent upon pupils' needs.

- New pupils are encouraged to visit the school with their parents prior to starting, this will often take place after an initial visit is carried out with parents.
- Pupils are invited to attend lessons with their future class teacher/form tutor, have morning break in the playground.
- If necessary and appropriate, we arrange additional visits for children with specific transition needs. We are happy for parents, carers, primary schools or other agencies to request these.
- SLT, HODs/SENDCo are happy to meet parents and carers for further discussion on specific needs prior to their child starting school. On occasion teachers visit primary schools to meet new pupils and gain more personalised information.

## Teaching and Learning

Lessons across the school are active, engaging, and challenge pupils in order to promote progress.

In primary and the ASC provision, pupils spend the majority of their lessons with their class teacher and learning support assistant/s (LSAs) in their classroom, just moving to other rooms for lessons taught by specialist teachers in their specialist areas (e.g. Food Technology, PE, Design Technology, Art).

In secondary, pupils have lessons taught by subject specific teachers and move around the school in order to access specialist classrooms and expertise.

In years 10 and 11, pupils work towards various accredited courses according to their ability. These include a limited range of GCSE, Functional Skills and Entry Levels. Where possible and suitable, Work Experience placements are offered in Year 11 and contributes to the careers guidance and aspiration program at KS4.

## Curriculum

Grange Academy provides a topic-based creative curriculum across the school. All learning is pupil-centred and focused around pupils' individual Education Health Care Plans.

The Primary Curriculum is designed and delivered through a pupil-centred topic based approach. It develops the whole child through quality first teaching. The primary curriculum is mapped to

include coverage of the National Curriculum and provides a range of experiences for pupils through an enhanced and progressive provision. It is designed to challenge, engage and motivate with the ultimate goal that learners progress in all aspects to become successful, confident individuals, who make a positive contribution within school and out in the community. Topics develop pupils' understanding of the world around through an inspiring and creative approach which allows for development of cognitive skills, sensory needs, motor skills and communication.

The ASC Curriculum delivered at Grange Academy caters for pupils from primary age, through to preparing for adulthood at age sixteen. The ASC curriculum is underpinned by the TEACCH approach and is delivered through topic-based learning to develop understanding of the world, and has a significant emphasis on Life Skills. The overarching aim of the Grange ASC curriculum is to ensure that pupils with autism are prepared for adulthood, develop independence and have the ability to engage with the world around them.

The secondary curriculum is delivered in distinct subject areas. Many of these subjects follow accredited courses which are offered at a range of different levels to match different pupils' abilities and to support pupils with preparation for next steps post-16. Each term the department follows a theme which allows for a flexible cross-curricular approach to fully embed learning. The long term planning is set on a 4 year rolling programme but is flexible to cater for pupils needs and interests.

Full details of our curriculum can be found on the website.

## **Education Outside the Classroom**

Grange Academy is committed to providing outstanding educational opportunities for all of our pupils. Educational Visits and learning outside the classroom are a key component of that provision, broadening experiences for our pupils and enabling a deeper understanding of learning to take place.

Education outside of the classroom is planned and embedded as part of a sequence of learning in order to ensure enriching experiences that facilitates pupils' holistic progress and life skills, including the ability to use public transport. Educational visits are planned to be inclusive for all, and a risk assessment is carried out prior to any off-site activity to ensure that everyone's health and safety needs are accounted for.

## **Assessment of Pupil Progress**

The curriculum on offer is underpinned by the Grange Steps. These incremental stages of progress draw upon the National Curriculum, but are adapted to suit the needs of the pupils at Grange Academy.

Pupils are banded according to their ability in order to ascertain the amount of progress expected from them each term. Progress is tracked using statements from the Grange steps and it is identified whether pupils have made expected, better than or less than expected progress.

Progress reports are collated termly, discussed with pupils, and sent home to parents/carers.

## **Interventions**

Grange Academy offers a range of interventions for pupils who require additional support: academic, physical, social, or mental wellbeing. These include: English, maths, Speech and Language Therapy, social skills support, fine and gross motor skills interventions, allocated one to one time, and behavioural support.

## **Input from External Agencies**

We work with outside agencies including Educational Psychologists, Visual and Hearing specialists, occupational therapists, ASC advisory team etc. who work with our pupils to determine needs, offer advice to school and parents once assessment and observations have been completed.

At times it may be necessary to consult with outside agencies to receive more specialised expertise such as the school nurse, paediatricians, music therapists, CAMHs and Social Care to help school and parents or carers to best support their child. A referral will be made with parental permission and forwarded to the relevant agency. This may involve the completion of an EHA (Early Help Assessment) form to gain a clearer picture of the needs of the young person and to prioritise them. This can then be used to advise all agencies of the difficulties and to gain additional advice and support. In some cases, if there are several barriers identified to a child's learning, a TAC (Team around the Child) meeting will be arranged where relevant agencies are invited along with parents and carers to plan a package of support.

## **Parental Partnership**

Parents and carers are encouraged to have an active role within the school and their child's learning this may be through:

- Discussion with class teachers, informally or during parents' evenings.
- Parents and carers are encouraged to attend and contribute to EHCP review meetings.
- All parents and carers are welcomed to special events, assemblies, open days, and celebrations.
- Parents and carers may wish to join our parent group or become a parent governor.

## **Pupil Voice**

Our pupils are encouraged to contribute their views:

- Pupils are elected to our student parliament and offer their views and opinions and also act as advocates for others.
- Pupils are supported and encouraged to discuss their views, interests and ambitions for the future.
- Teachers and learning support assistants discuss targets and feedback with individual pupils.
- Pupils are encouraged to contribute to review reports and review meetings
- Pupils are encouraged to talk to staff if they have any concerns, in particular, relating to their emotional health and well-being. Pupils have a self-chosen named contact
- Pupils may also be invited to attend and contribute their views to TAC (Team around the Child) meetings if appropriate.
- Pupils are invited to participate in annual pupil focus groups discussing their views about school and their learning informing the need for any improvements.
- A weekly newsletter promotes pupil voice whereby pupils share what they have been doing/learning that week

## **Annual Review**

Your child's EHCP is reviewed annually. This document details each pupil's strengths and needs, outcomes and targets, provision required, and significant achievements.

The review meeting is attended by the pupil, parents or carers, and all relevant professionals. Outcomes of the review process will continue to support pupil needs whereby pupils' individualised targets are evaluated and set. Parents and carers have the opportunity to express their views either in writing or verbally during the review meeting.

Following the annual review meeting, the *Pupil Profile* is updated to reflect changes to the EHCP, including the views and aspirations of the child.

## **Behavioural Support**

Encouraging and supporting positive behaviour in Grange Academy is a crucial part of supporting our pupils to learn effectively. Grange staff understand the importance of understanding challenging behaviour in order to intervene and support pupils effectively. Staff avoid challenging behaviour by recognising the signs of escalation and deescalating before the situation heightens, by avoiding confrontation or any factors known to present difficulties to the pupil. We have a positive approach to all types of behaviour management and a consistent system of rewards and sanctions.

We record any incidents using Grange incident 'pink forms'. Early support is put into place for pupils as required by class teams. If challenging behaviour continues to persist, staff will work closely with parents and pupils to understand reasons for behaviour and develop support plans. Where necessary support from outside agencies will be sought. Self-esteem, anger management, social skills, anti-bullying and racism packages of support may be used with pupils as necessary.

We believe that pupils learn best by receiving encouragement and rewards for hard work and positive behaviour. Grange Academy operates whole class behaviour reward schemes, but also ones which are bespoke to individuals, reviewed regularly and are dependent on the needs of the student.

Reward systems include: house point system, certificates, reward cards, tokens to spend on a chosen reward, prizes, and whole class incentives.

## **Attendance**

Our attendance officer monitors punctuality and attendance, and makes referrals of any concerns to the Educational Welfare Officer. The school has a structured system for following concerns around lateness and attendance and aims to work in a supportive way to overcome obstacles to full attendance. This could include TAC (Team around the Child) meetings to support a family to improve their child's attendance. The attendance officer implements bespoke incentive schemes for persistent absentees.

## **Specialist Provision**

- ASC specialist staff
- Food Technology room including life skills equipment
- Sensory room (Phyzzpod) and sensory circuits room including specialist equipment
- Music Therapy
- Social and communication intervention where pupils take part in timed interventions to help with their social development.
- Library – we have an extensive library to enable pupils to choose and take out books and provides for our whole school reading initiative. The local library is also used regularly.
- Speech and Language intervention.
- Specific equipment is made available for those pupils who require it, this includes specialised seating, specialist ICT equipment, sloping boards, enlarged texts, visual timetables and information cues, coloured overlays, specialised pens, pencils and other items as necessary.
- Access arrangements, including reading pens, scribes and readers are available for pupils entered into exams
- All areas of the school are easily accessible by wheelchair and there are disabled toilets in the school.

## Pupils with Medical Needs

- The *Medicines in School* policy is in line with guidance from the Local Authority. Designated staff are trained to administer medication
- Staff have regular training and updates of conditions and medication so that they are able to manage medical situations that may arise. This includes asthma, diabetes, epilepsy training and the use of Epipens and also general first aid training.
- Detailed care plans are compiled with the school nurse, SENDCo, form tutors and consultation with parents or carers.

## Extra-Curricular Activities

Grange Academy provides a range of extra-curricular activities. Pupils are encouraged to take part in lunchtime and after-school clubs. These include sports club, cheerleading, choir, ICT club, and arts and crafts. Pupils can also join Duke of Edinburgh groups from year 9 onwards.

Breakfast Club is available for all pupils - this promotes attendance and punctuality as well as a healthy start to the day. Pupils are encouraged to use their money skills to purchase breakfast club items.

## Specific Information

More detailed information can be found in the following policies which support this offer, these can be found on our website:

- Access Plan
- SEND Information Report
- SEND Policy
- Equality Objectives Policy
- Behaviour Policy

## Points of Contact

- The first point of contact is your child's class/form teacher.
- Your next point of contact is Charlotte Thomas (Deputy Head of School/Primary Lead), Louisa Heritage (ASC Lead), or Angela Morris (Acting Head of School) dependent upon your concern. Appointments can be made by contacting the school office by telephoning 01234 407100
- You can email the Head of School at the following address:  
[Angela.morris@biltt.org](mailto:Angela.morris@biltt.org)
- Charlotte Thomas (Designated Safeguarding Lead) is responsible for Safeguarding and Child Protection procedures. Angie Morris is Deputy Designated Safeguarding Lead
- The responsibility of our Local Governing Body (LGB) is to provide both support and challenge to the Head of School and staff so that the school is as inclusive as possible and that all pupils and staff are treated in a fair and equitable way. The designated safeguarding LGB member meets with the DSL to monitor and review safeguarding policies and plans. All other statutory policies as defined by the Department of Education are available on our website or paper copies on request from the school office.

## Links

- Our school website is <https://grange.beds.sch.uk/>
- Our most recent OFSTED report in which we were judged to be good can be found on the OFSTED website [www.ofsted.gov.uk](http://www.ofsted.gov.uk)