



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: Rachel Timms - Headteacher

Date: November 2025

Approved by: Local Governing Body (LGB) **Date:** November 2025

Review Date: November 2026

Introduction

At Grange Academy we believe that all children and young people irrespective of gender, ethnicity, 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 pupils, and we strive to encourage a partnership between teachers, families, and other professionals.

Transition

The Local Authority, with advice from a range of professionals make the decision at the Special Schools Pupil Placement Panel that Grange is the correct placement for a pupil who must have an Education, Health & Care Plan (EHCP) and meet our entrance criteria. They then consult with the school. Pupils from other primary/secondary schools may transfer to Grange, if they have struggled to access the curriculum at previous schools, through the same process.

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 (who have been offered a place) are encouraged to visit the school with their families prior to starting, this will often take place after an initial visit is carried out with parents alone.
- Pupils are invited to attend a session/s with their future class teacher/form tutor.
- If necessary and appropriate, we arrange additional visits for children with specific transition needs. We are happy for parents, carers, current schools or other agencies to request these.
- We 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, to promote progress.

Some 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 (e.g. Food Technology, PE, Design Technology, Art).

Other pupils have more 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, Level 1 Functional Skills and Entry Levels. They can also choose two options from Horticulture, Art, DT, Child Care, Animal Care, Textiles, D of E and additional ICT. Where possible and suitable, Work Experience placements are offered in Years 10 and 11 which contribute to the career's guidance and aspiration program at KS4.

Curriculum

All learning is pupil-centred and pupils' individual Education Health Care Plans are embedded in the curriculum offer, alongside discrete support and intervention.

In some classes, the curriculum is designed and delivered through a pupil-centred topic-based approach. It develops the whole child through quality first teaching. The curriculum is mapped to include coverage of the National Curriculum, to promote independence, life skills and employability. It 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 aim to develop pupils' understanding of the world around them, through an inspiring and creative approach which allows for development of cognitive skills, sensory needs, motor skills and communication.

In other classes, the 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 different teams follow a theme which allows for a flexible cross-curricular approach to fully embed learning. The long-term planning is set on a 3-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, go shopping and use local facilities. 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. Cultural capital is a high priority and developed robustly.

Assessment of Pupil Progress

The curriculum on offer is tightly linked to 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 set targets 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 if relevant qualification syllabi; and it is identified whether pupils have made expected, better than or less than expected progress. If less than expected progress is made, we analyse the reasons why and put support in place.

Written progress reports are collated twice a year, 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, sensory support, fine and gross motor skills interventions, allocated one to one time, and regulation support. These are planned according to need, and we are always creative in looking for opportunities.

Input from External Agencies

We work with outside agencies including educational psychologists, visual and hearing specialists, occupational therapists, SALT team, ASC advisory team and others, 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 a pupil. 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 TAF (Team around the family) 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.
- We offer a range of parent/ carer training sessions throughout the year.

Pupil Voice

Our pupils are encouraged to contribute their views:

- Pupils are elected to our student parliament, offer their views and opinions and also act as advocates for others.
- Pupils can apply to be curriculum leaders, Eco Club members, mental health champions or sports' leaders.
- Pupils are supported and encouraged to discuss their views, interests and ambitions for the future.
- Pupils co-produce their own personal targets linked to their aspirations and EHCP targets.
- 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 TAF (Team around the Family) 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 fortnightly newsletter promotes pupil voice whereby pupils share what they have been doing/learning that week

Annual Review

Pupil's EHCPs are 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 Passport* is updated to reflect changes to the EHCP, including the views and aspirations of the child.

Self-Regulation 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 aim to reduce behaviour that challenges, by identifying triggers and scaffolding factors known to present difficulties to the pupil if possible. We have a positive approach to all types of behaviour management and a consistent system of rewards and sanctions. On rare occasions, a pupils' behaviour may require more specialist support than Grange can offer. If this occurs, we will work with families and the SEND team to seek a more suitable placement.

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 anti-prejudice 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 rewards which are bespoke to individuals, reviewed regularly and are dependent on the needs of the student.

Reward systems include: GrangeCo point system, certificates, reward cards, tokens to spend on a chosen reward, prizes, and whole class incentives. Pupils can earn points to spend in our school shop, GrangeCo.

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 TAF (Team around the Family) meetings to support a family to improve their child's attendance. The attendance officer implements bespoke incentive schemes for persistent absentees.

Specialist Provision

- SEND specialist teachers and LSAS
- Food Technology room including life skills equipment
- Sensory room and sensory circuits room including specialist equipment
- 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.
- Forest school and Grange Community Farm

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.

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 Michael Wright (Assistant Head Teacher); Angela Morris (Deputy Head/SENDCO) or Natasha Cowell (Communication Lead), dependent upon your concern. Appointments can be made by contacting the school office by telephoning 01234 407100
- You can also email the Headteacher
- Angela Morris (Designated Safeguarding Lead) is responsible for Safeguarding and Child Protection procedures. angela.morris@biltt.org Janine Ashton Lewis is Deputy Designated Safeguarding Lead. janine.ashton-lewis@biltt.org
- The responsibility of our Local Governing Body (LGB) is to provide both support and challenge to the Headteacher 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 and on our school website.