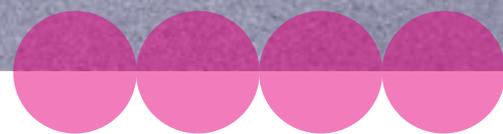




Education and Skills



The Grange School  
Prospectus 2020 • 2021



# Welcome to The Grange School

It is my pleasure to welcome you to The Grange. The Grange is a small specialist school which provides education for pupils with Social, Emotional and Mental Health needs (SEMH) who need a smaller, more specialised intervention than can be provided in a mainstream school.

We are committed to each and every one of our pupils, providing specialist support tailored to each individual's unique needs and helping

all pupils to achieve their full potential. Children often come to our school with negative perceptions of the education system, having experienced repeated rejection.

We are dedicated to turning their experience of learning into a positive one.



Jennie Allport  
Headteacher

## Values and Beliefs

We believe that every pupil has the right to the appropriate and relevant educational provision that allows them to achieve their full potential.

All pupils have the right to a learning environment which provides:

- a fresh start,
- empathetic supportive staff,
- a structured, academic and activity focused curriculum which can develop:
  - i. a sense of belonging
  - ii. experience of personal success
  - iii. empowerment: taking increased responsibility for activities, learning, self and others,
  - iv. personal skills, including social and emotional well-being
  - v. purpose towards employment.

All the pupils have the right to staff who:

- have positive regard for the pupils and treats them with respect.
- have high expectations concerning all pupil's achievements coupled with realism and honesty.
- show a continuing commitment to high quality.
- will develop a relationship of trust and mutual respect, with time set aside to pay attention to the progress and achievement of each individual.
- contribute to the well-being and safeguarding of pupils.

Pupils are actively engaged as partners conveying a sense of mutuality about their work.

The treatment of both pupils and staff exemplifies good equal opportunities practice.

We believe that there is a virtuous circle of learning, which for so many pupils has been absent. The intention is to replace a downward spiral of educational failure with a cycle of achievement, building on and reinforcing self-esteem.



## Our mission...

### Providing a nurturing and positive environment where every child matters.

The Grange School, part of the Keys Group, provides both day and residential placements and is registered with the Department for Education.

The school is situated in a small village location in Ossett and offers a nurturing and safe environment for the children attending. The school building has been newly refurbished to a high standard and offers a pleasant and spacious learning environment.

There is a bright inviting atmosphere to the school with all classrooms being equipped with modern furniture and resources and with an imaginative and interesting use of children's work for displays.

The children and young people are encouraged to take an active role in contributing to and putting up displays which helps foster a pride in both their own work and in the appearance

of their school.

Class sizes are small and are structured to facilitate the implementation of individual education plans. The plans ensure each pupil works through a differentiated National Curriculum programme of study appropriate to their ability and Key Stage.

In order to meet the diverse needs of the pupils at The Grange School we ensure that the staff to pupil ratio is very high. The school is registered for 16 pupils and is staffed with a Senior Head Teacher, Deputy Head Teacher, 5 Class Teachers, a further 6 Classroom Support Staff and a School Administrator.

The pupils are encouraged to work in a variety of settings; individually, co-operatively in pairs and in small groups, as we believe the development of social skills and independent work strategies is vital.

The school's leaders set high expectations for what the staff and pupils can achieve together. The effectiveness of the school results from excellent teamwork involving all staff members.



“ Our philosophy reflects the view that these children are often confused and angry - with themselves and their world. ”

## Statement of Purpose

Pupils with emotional and behavioural difficulties are not “naughty children” but are individuals who struggle to fit within the conventional structures of school. Their behaviour has often led to them being rejected at school and isolated from their peer group, yet they are often the children who need to be listened to the most carefully.

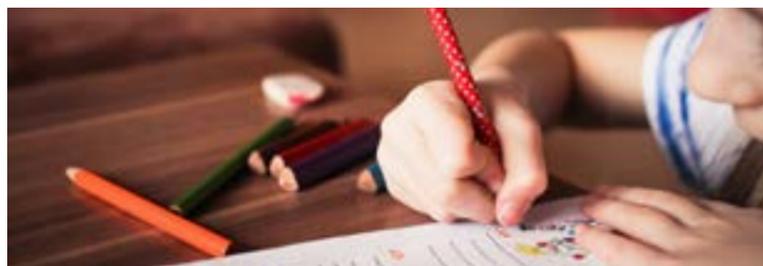
The philosophy of The Grange School reflects the view that these children are often confused and angry, with themselves and their world. Their behaviours are not viewed as having to do with manipulation and power but rather as a form of self-protection.

Many of the children who come to The Grange School have been diagnosed with conditions such as ASD, ADHD, Dyslexia/ Dyspraxia and Post Traumatic Stress Disorder. As a result of conditions such as these and other social, emotional and mental health needs, they have experienced significant difficulties in Mainstream schools. They have begun to associate school with feelings of fear, frustration and failure. Some have already given up trying to learn.

At The Grange School our first and primary approach to children with emotional and behavioural difficulties is to address their feelings about themselves. The raising of self-esteem is a pre-requisite to any changes in behaviour and only then will any progress in learning be possible.

We aim to ensure that the children and young people who attend The Grange School are given a holistic education that will provide them with learning opportunities, which target their specific individual education needs. This will help them identify and focus on their academic, personal and social successes and will teach them how to conduct themselves so that they may relate to others in a socially acceptable way.

Our challenge is to help these children and young people to achieve their academic and personal potential and to equip them with the skills they need to enjoy a full, well integrated and satisfying life.



“ We aim to encourage personal responsibility, respect, co-operation and sensitivity to the needs of others. ”

### Our aims

1. To provide a safe, secure, positive and supportive environment in which each individual can contribute and feel valued, knowing that his/her achievements are recognised.
2. To encourage personal responsibility, respect, co-operation and sensitivity to the needs of others.
3. To awaken a thirst for knowledge and understanding and to develop the skills with which to acquire and use that knowledge and understanding.
4. To support pupils in developing effective Literacy and Numeracy skills.
5. To deliver all the requirements of the National Curriculum.
6. To support pupils in acquiring the knowledge, skills and understanding relevant to adult life and employment/further education.

# The School

The school introduces the pupils to a wide range of knowledge, skills and experiences - linguistic, literary, mathematical, scientific, technological, moral, physical, aesthetic, creative and social.

The school has clear, positive expectations for behaviour and well-established and successful positive reinforcement strategies that are reviewed regularly. Every child has individual education targets relating to both academic and behavioural achievements that are reviewed regularly to ensure positive progress is being made.

The Grange School fundamentally operates within two main principles:

1. All children, without exception, are to be valued as unique and special members of society.
2. All children can succeed and should be encouraged towards ever-greater appropriate challenges in all areas of their learning.

# The Curriculum

Sound academic progress and achievement is of great importance to us. The school seeks to re-establish the concept of learning as a positive and enjoyable experience.

The Curriculum provided is broad based to ensure that each pupil takes part in the full National Curriculum and Religious Education, which is differentiated to meet individual needs. We aim to introduce pupils to a wide range of knowledge, skills and experience.

The Curriculum emphasises the need to acquire basic skills in literacy and numeracy, Maths and English Schemes of work are carefully planned to ensure full coverage of the National Curriculum at a level appropriate to the pupil's ability.

**The curriculum includes:**

English	SMSC (spiritual, moral, social and cultural development)	Computing
Maths	Topic	Citizenship
Science	Physical Education	Educational Visit
PSHE	Art and Design	Religious Education
Humanities	IPC (International Primary Curriculum)	ASDAN
Functional Skills	Food Technology	Music

Foundation subjects are taught using the International Primary Curriculum.

Planning in all subject areas follows the guidelines issued in the National Curriculum programmes of study.

“The school provides a safe environment in which pupils feel valued and well cared for.”

**Ofsted**



# Wider Curriculum Activities

We aim to offer all pupils a rounded curriculum in which, irrespective of academic ability, they can achieve high levels of success. In response to this we offer a variety of practical wider curriculum activities.

The central element of this is our Outdoor Education programme which includes swimming, walking, orienteering and climbing.

This programme enables pupils not only to develop new physical skills but also to develop trust and positive relationships with others.

We also actively encourage visits from outside agencies such as the Fire Brigade and have built up links with local sports facilities.

### Individual education and behaviour plans

Work is carefully differentiated in order to meet the individual needs of pupils and regular assessment ensures continuity and progression. Each child/ young person has individually tailored positive expectations for achievement. This ensures they are challenged appropriately and experience success frequently.

Termly targets for literacy and numeracy skills are set and progress assessed carefully and frequently.

The remediation of learning difficulties, whatever the cause, is facilitated by a supportive educational programme and intensive individual help.

Individual behaviour targets are discussed with the child/young person on a daily basis and are monitored, reviewed and revised regularly.

All pupils have Annual Reviews where a detailed report is produced assessing attitude, attainment and progress.

### Provision for Children with Education, Health and Care Plans

Our objectives and principles in making provision for children with special educational needs are as follows:

1. Each child/young person is given a broad based and relevant curriculum.
2. The special needs of each child/young person, as identified in his/her EHCP are addressed and statutory S.E.N. Statement Reviews are held regularly and completed in

a thorough manner.

3. A behaviour management programme is in place and is continually reviewed; staff training in the management of children/ young people with SEMH is ongoing.
4. The school has a team approach. Teachers, Teaching Assistants, Therapists, Residential Carers, Social Workers and other professionals are all involved in monitoring pupil progress using individual education and behaviour plans.

### Identity/cultural diversity

#### Provision for Children for whom English is an Alternative Language

Pupils for whom English is a second/alternative language will be treated with respect and care. A supportive education programme will be provided and advice sought as appropriate. Keys have a strong commitment to value a child's cultural and religious heritage. A child's individuality in respect of their age, race and gender is recognised and valued.

#### Religious Education

Through R.E. pupils are given opportunities to gain knowledge of the diverse religions practised worldwide and to understand and respect those beliefs.

All children take part in a daily morning meeting which promotes opportunities for pupils to reflect upon and develop their self-knowledge, self-confidence and self-esteem. The children are encouraged to show respect to each other, to accept responsibility for their behaviour and improve social and friendship skills.

Parents/guardians have a right to withdraw their children from morning meetings and religious instruction and any wishing to do so should discuss the matter with the Senior Headteacher/ Senior Teacher in Charge.

### Careers guidance/further education

All secondary age children have access to careers advice and guidance on a regular basis.

This is provided through links with the Connexions Service in Wakefield.

### Safeguarding

The Grange School (as part of Keys Group) has a comprehensive child protection policy and will take any reasonable steps to ensure the safety of its pupils. In cases where the school has reason to be concerned that a child may be subject to ill treatment, neglect or other forms of abuse, staff will follow Wakefield County Council's child protection procedures

and inform both Keys' Company Directors and Social Services of the concern.

All parents of young people at The Grange are sent the School Safeguarding Policy, it is available at any time on request from the school and is available to all in the school's website.

### Anti-bullying policy

The Grange School is totally opposed to bullying in any form and it will not be tolerated at any level.

We are committed to providing a caring and safe environment for all pupils where they can develop both academically and as an individual.

A comprehensive anti-bullying policy operates within the school along with a set of procedures to identify and deal with any incidents quickly and effectively.

If you have any concerns regarding bullying or wish to discuss this area further, please do not hesitate to contact the school.

### Health and safety

The Grange School has comprehensive health and safety policies and procedures.

The Policy/Procedures file is kept on school premises and is available to anyone at all times.

### Complaints procedure

It is important to pupils' sense of security and personal confidence that they have a means of "being heard", in the event of having a complaint. For this purpose we ensure every child/young person is made aware of the suggestions and complaints procedure and will assist and support them in the event that they feel the need to use it. [The policy is held in school and is available on request]

Pupils can share their complaint with their Class Teacher or the Head Teacher. If they are still unhappy they can telephone (0121 780 7800) to speak to Nicola Kelly (Education Director) who will arrange to see them. If they feel they cannot talk to any of these people, then they can telephone NYAS (0808 808 1001) or Childline (0800 1111). These calls are free and confidential.

Keys Group also have a visiting advocacy service to all their children's homes provided by NYAS on a monthly basis.

Parents, carers or representatives from the Local Authority or Social Care who are concerned about the quality of education offered at The Grange School should contact the school's management immediately. Any complaint will be given prompt, serious consideration.

Complaints for the preceding year are available on request from the school. Please call the Deputy Head Andrea Coysh on 01924 278957 or write directly to the school.

There were no complaints made to the school in the year 2019/2020

## Philosophy and expectations

Policy and practice at The Grange School reflects the belief that disruptive and challenging behaviour has underlying causes and effects. Children with low self-esteem cannot tolerate anything that increases their negative feelings about themselves and therefore try to reduce the chances of being hurt any more. They often refuse to recognise their own achievements, resent other people's successes, can delight in upsetting others, reject praise, humiliate others or refuse to respond to those around them at all.

A particularly destructive characteristic of children or young people with low self-esteem is that by shutting off from the negative, these children also shut off from the positive. They cannot feel 'good feelings'. They struggle to hear praise or receive 'good' information.

Our challenge is to reach beyond the young person's defensive shell and help them believe that teachers are really there for him/her and that they can trust teachers. The foundation of our work concerns establishing positive relationships based on mutual respect.

We prefer to talk about behaviour being consequential rather than of sanctions.

Sanctions are used sparingly and after all other alternatives have been considered.

Discussion will take place with a senior member of the team before a decision is taken regarding an appropriate sanction. Sanctions usually involve some form of reparation (tidying, cleaning and helping) but sometimes may involve the loss of a privilege or a restriction in a particular activity for a defined period of time (eg.5 minutes less break).

Should a pupil's behaviour escalate to a point that he/she is likely to cause harm to himself/herself, other people or cause serious damage to property, then physical intervention will be used. Pupils are always given the opportunity to reflect on the incident and talk through it with a member of staff. The form and method which this takes is clearly identified in Keys' Physical Intervention Policy. All staff are fully trained in the Keys' method of physical intervention. Placing authorities are informed of the Keys Group physical intervention policy. Any incident requiring physical intervention is recorded in detail, with access to relevant parties made fully available.

## Exclusions

We acknowledge that the children placed at The Grange have had previous negative educational and social experiences and as such will present challenging behaviours.

It is our aim therefore to provide a quality education for even the most challenging pupils. Permanent exclusion from education is not an alternative.

However, if a child's placement in school is seriously preventing the 'effective education'

of other pupils or the child is presenting a significant risk to themselves or others within the school, additional support may be sought or an alternative education package may be provided.

Any 'Education Intervention Plan' will be reviewed regularly and steps taken to reintegrate the pupil back into normal school provision will be clearly defined.

## Behaviour management programme

The Grange seeks to create an environment which encourages and reinforces positive behaviour; recognising this as necessary for effective learning to take place. The purpose of this Positive Behaviour Policy is to ensure that the Grange has a consistent approach to rewarding good behaviour and achievement, and challenging inappropriate behaviour. Good behaviour is most effectively achieved when there are clear expectations of pupil conduct.

Pupils bring with them a wide variety of behaviour patterns and at The Grange the aim is to work within standards of behaviour based on the basic values of honesty, respect for self, others, authority and property, responsibility and consideration. The intention of applying rewards and sanctions is to demonstrate to pupils that their behaviour and actions have consequences.

The full Behaviour Policy will be given to the parent/carer during the induction meeting and is available at any time by request.

## Documentation

All policies and procedures are available on request and can be obtained from the Head Teacher.

## Admissions

### Admissions Criteria:

Pupils will either be unable to maintain a place in a mainstream school or be thought to be able to benefit from a stable period in a small supportive school environment. The pupil will be considered to be SEN, ASD, MLD or SEMH and between the ages of 7 and 14 years.

### Admissions Procedures:

When a placement is requested, a copy of the child/young person's Statutory EHCP and/or other relevant documents, such as previous school reports, IEPs etc., will be required. This is in order to ascertain the suitability of the placement and to set up an education programme appropriate to the child/young person's needs. A planning meeting will then be held to determine if the placement is appropriate to the child's needs.

### Fees

- The academic year is 39 weeks divided into 3 terms.
  - a. Fees will be charged on a weekly rate for 39 weeks of the year and will be invoiced on a termly basis for day pupils one term in advance.
  - b. Should a child/young person leave without prior written notice or not as a result of a review, then 6 weeks (half a term) fees in lieu will be required.
- Notice to leave the school must be in writing and the 6 weeks (half a term) will be charged from the date of the letter of notice.

### Visiting the School

The Grange School is happy to welcome visitors and anyone interested in placing a child at The Grange is encouraged to make an appointment to visit the school. Representatives from the L.E.A. and Social Services Department (S.S.D) are encouraged to visit.

# General Information

## What are the start and finish times?

The school is open to pupils from 9.00am to attend Breakfast Club. The educational programmes start at 9.15am and finish at 2.30pm.

## What arrangements have been made for the lunch break?

All pupils and staff bring packed lunches to school as we do not have provision to provide school lunches. Pupils are supervised during this period.

## How will I know what progress my child is making?

Each pupil will have an Individual Educational Plan (IEP) setting out clear aims and objectives for learning. Pupil achievement and progress will be monitored on a weekly basis and a report produced at the end of each term. The report will be issued to the parent/carer.

All Parents/carers, representatives from placing authorities and partnership organisations will be invited to an Annual Celebration day.

## Who should absence be reported to?

Contact should be made on the first day of non-attendance giving the reason and indicating

when you expect your child to return. Absence should be reported to Administration, Tel: 01924 278957

## How will my child's attendance be monitored?

Your child's attendance will be monitored in exactly the same way as it is now in mainstream schools, with formal attendance records in the form of a register being kept by the school. Any concerns regarding attendance will be dealt with under current procedures and will involve close liaison between parents/carers, school staff, Local Authority and Children's Services professionals.

## Do pupils have to wear a uniform?

Yes, children are expected to wear the following uniform:

Winter	P.E. All children have a sports bag with:
Black trousers	Pair of black gym shoes/trainer
Black skirt	White polo/t-shirt
White polo shirt	Jogging bottoms/short
Dark sweatshirt	towel
Black/brown shoes	swimming costume/trunks

## School term dates 2020 - 2021

### Autumn Term 2020

**Term 1:** Wednesday 9th September to Friday 23rd October

**Half term:** Monday 26th October to Friday 30th October

**Term 2:** Monday 2nd November to Tuesday 22nd December

**Bank Holidays:** Friday 25th December  
Monday 28th December

### Spring Term 2021

**Term 3:** Thursday 7th January to Friday 12th February

**February Half term:** Monday 15th February to Friday 19th February

**February Term 4:** Monday 22nd February to Friday 26th March

**Bank Holidays:** Friday 1st January  
Friday 2nd April  
Monday 5th April

### Summer Term 2021

**Term 5:** Monday 12th April to Friday 28th May

**Half term:** Monday 31st May to Friday 4th June

**Term 6:** Monday 7th June to Friday 23rd July

**Bank Holidays:** Monday 3rd May  
Monday 31st May

### Staff training days:

7th September 2020

8th September 2020

6th January 2021



### The Grange School

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01924 278957

### Chief Executive:

David Manson  
0121 728 7800

### Chair of Governors:

Nicola Kelly  
0121 728 7800

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**Proprietor:** Keys Group

**Proprietor Representative:**

Nicola Kelly

**DfE No:** 384/6126

[www.keys-group.co.uk](http://www.keys-group.co.uk)

Inspiring and supporting young  
people to live happy, healthy  
and successful lives.



Education  
and Skills

Keys Child Care Ltd is a private limited company registered in England. Company number: 02928849  
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