



The Grange Therapeutic School
Brochure



The Grange
Therapeutic School



Welcome

To The Grange Therapeutic School

Thank you so much for your interest in our school. I'm Ollie, the Headteacher at The Grange and when you come through the doors you'll realise that we are no ordinary school. You'll often see students and teachers sitting side by side during break and lunchtimes discussing the latest football results or their plans for the weekend. Many people comment on the family atmosphere here, which is a great reflection of the wonderful relationship the team have with our children; something which we believe is key to our success here at The Grange.

Our aim is very simple: we want to equip every child with the skills and knowledge they need to lead healthy, productive lives. Many come to us with very complex needs and challenging circumstances, but we always look beyond the issues to see their innate potential within. We take the time to come alongside our children, understand their challenges and take an interest in their lives so we can put in place the right package of care for them.

As a specialist therapeutic school, therapy is a key part of the curriculum we provide. Many children benefit from one-to-one therapy sessions each week and others from the broader therapeutic approach we offer throughout the school. Members of our experienced team work closely together to provide each child with the right level of support, encouragement and structure they need to thrive.

This brochure will give you an overview of the care and educational support offered by The Grange. If you'd like to know more about the opportunities we provide and the difference we make in the lives of young people, please get in touch.

Ollie Sharp
Headteacher



Children enjoy being at the school. One child reported that he was 'really excited' about moving from one of the homes to the upper school residential provision. When asked if he had any worries, he replied: 'Not in a million years. I give the home 10 out of 10.'

Ofsted 2020



**The Grange
Therapeutic School**

Our approach

Building trusting relationships

We believe that success in the classroom depends on great relationships between staff and pupils. From the moment we know a child is coming to The Grange we reach out and develop the trust, respect and understanding that underpins everything we do. We also work hard to build close links with a child's family or carers, as well as the other agencies who are involved in their life. With these foundations in place we can come together as a team to build support around the individual needs of each child.

Removing barriers to attending school

Many of the young people who come to The Grange have had negative experiences of education, so the first challenge we face is simply getting them to attend. We make it a priority to speak with a child's previous teachers, invite parents and carers to our school and visit children in their own homes. For our most reluctant students we start by offering outreach lessons at home to help build their confidence and self-esteem. We have a great track record of transitioning children into full time education and our school attendance rate is well above that of similar schools in our area.

Involving parents and carers

For many of our young people, an unsettled home life is one of the greatest barriers that prevents them thriving in school. Class teachers encourage them to talk about what's going on at home – there is plenty of opportunity for informal conversations before school, at lunchtime and during individual therapy sessions. Extending help outside the classroom is vital. Our Stakeholder Support Officer will support families and carers on a regular basis and as a school we operate an open door policy to enable them to speak with individual members of staff directly.

Commitment to each child

We use the in depth knowledge we have of our children to wrap support and education around their needs. At the same time we maintain a clear structure and a consistent approach to learning, so they understand what is expected of them and how they can progress. With classes of no more than six students we have the capacity to creatively tailor lessons to engage all our children. In addition we schedule one-to-one interventions and therapy sessions to meet the wider individual needs of each young person if appropriate.



Celebrate achievement

Once a week we take time during assembly to recognise those who have made great progress academically, in their behaviour or in their attendance over the course of the week. We also award credits throughout the week for consistent appropriate behaviour. Students are rewarded by participating in a variety of fun activities on a Friday afternoon, including going horse riding, bowling or to the local swimming pool.

Children's needs are well understood. There are examples of children who make exceptionally good progress emotionally and socially.

Ofsted 2020

**“WE AWARD CREDITS
THROUGHOUT THE WEEK
FOR CONSISTENT
APPROPRIATE BEHAVIOUR.”**

Education

Primary education

For Key Stages 1 and 2 we develop individual educational plans (IEPs) for each child, using the National Curriculum for English, Maths, Science, IT, History, Geography, Personal, Social and Health Education (PSHE), Religious Education, PE, Art and Design and Technology. Alongside the National Curriculum subjects, we also schedule Life Skills and plenty of outdoor learning – our children love the regular Forest School that we run in the woodland area onsite.

Secondary education

As students progress into Year 8, they move into the Upper School where they'll continue to work through the core curriculum whilst pursuing their individual talents and interests. Alongside their academic studies, our Upper School cohort can choose from a whole range of activities including Bikeability, Horticulture, PE and Outdoor Education. Students also take accredited courses such as NCFE Art and Open Award ICT. In Year 9 we help them prepare for their Entry Level and Functional Skills awards in English, Maths and Science. If your child has a talent, it is our job to find and promote it.

Qualifications on offer

In addition to offering GCSEs we also work closely with local colleges to give students the opportunity to study for NCFE and BTEC qualifications in a range of subjects including Motor Vehicle Maintenance, Health and Beauty, Catering, Rural Studies, Small Animal Care, Fisheries Management and Sustainable Land Management. Throughout their time at The Grange, we encourage pupils to develop an independent learning skills and make sure that they are fully prepared for their exams. We do everything we can to help them to succeed and so we give them plenty of time to progress at their own pace.

Nurture

We are ambitious for our students and want to develop an environment where everyone can make progress and achieve their potential. Many of them are particularly vulnerable and benefit from the more focused curriculum provided by our Nurture groups. In these groups, students work alongside others with similar needs to develop core capabilities and benefit from enhanced social and emotional support. The curriculum, which we have developed specifically for our children, is heavily based on the principles of SEAL (social and emotional aspects of learning). We make sure lessons are varied and fun too, as everyone participates in weekly cooking lessons, offsite trips and outdoor activities.





Children benefit from positive relationships with staff, as well as clear boundaries and routines. This enables them to confidently take steps towards independence. Staff are child-centred and flexible in their support of children's individual needs and plans. This helps children to settle quickly, promoting their health and well-being.

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The educational environment

Making learning fun

We believe that learning can be fun for every child, so our teachers carefully plan lessons that will hold the attention of their class. The classrooms themselves are bright, welcoming and well resourced. We use the full range of auditory, visual and kinaesthetic learning techniques to engage our students and get them practically involved in learning.

Outdoor learning

We are fortunate to have incredible outdoor facilities on site, such as horticultural areas, a small fishing lake, a large gym and woodland. Our pupils love participating in Forest School – where they learn great skills and gain confidence outdoors, whatever the weather! When it's appropriate, we also take our students on trips and visits that will bring the learning they are doing in the classroom to life.

Class sizes

Each class has no more than six children supported by a teacher and Teaching Assistant, so we can offer a very high level of personalised support. We encourage individual learning, group work and plenty of outdoor education to help them gain a whole variety of skills as they progress academically. Many of our students need extra support with key areas of their learning, so we schedule interventions each week where they receive one-to-one focused support.

The good quality of teaching and learning is based on high quality planning which takes account of pupil's various starting points on entry to the school. Staff quickly develop an understanding of what pupils can do well and how learning activities need to be organised so each pupil can make progress.

Ofsted 2018





Residential stays have a positive impact on the progress of students. This is reflected in the views of parents and professionals. One parent said: 'He has come on leaps and bounds.' A social worker stated: 'This has been a very positive placement. He has made really good progress in all areas. The team offers consistency, which is really important.

Ofsted Care 2018

“CHILDREN LOVE READING OUT LOUD TO BUCKLEY, AND IT’S A FANTASTIC WAY TO BUILD THEIR CONFIDENCE AND FLUENCY.”

Beyond The Grange

Further education

We pride ourselves on preparing all our pupils well for the next stage of their life and are delighted that 100 per cent of our young people either go on to further education or into employment. From Year 8 an independent Careers Advisor will start encouraging them to think about the future. We have exceptionally good links with the local colleges and businesses in the area – many of whom send representatives to talk about the courses and job opportunities they offer. We also take our pupils to open days so they can get a sense of what college life is like. In Years 10 and 11 all students also participate in work experience as they start to think about their future career.

Managing the transition

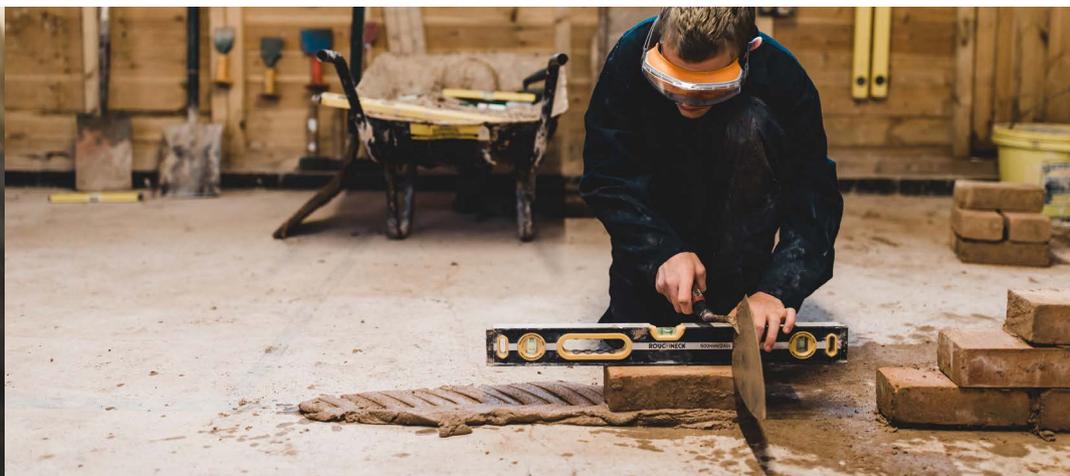
The freedom and choice that comes with college life can be daunting for many of our students, so we plan their transition. When they reach Key Stage 4, students start attending lessons at the Melton Learning Hub in Melton Mowbray, which gives them a gentle introduction into life after The Grange. Initially, we provide transport for the children but over time, we help them to get there by themselves on public transport. Many colleges also give our students the option of staggering their entry, gradually increasing their attendance as they gain confidence.

Life skills

We care about the future of our children and will do our utmost to help them participate fully in society when they leave us. Through our Life Skills classes, students learn the skills they'll need to live independently, such as budgeting, cooking, navigating public transport and taking care of themselves and their home. Whilst most of us take these small tasks for granted they can be huge barriers for many of our students, so we make it a priority to help them become independent, self-sufficient young adults who can make good decisions about their future.

Building confidence

Life isn't just about work, so we encourage our students to develop broader skills and interests that build their self-esteem and help them engage with society. Our Duke of Edinburgh Award and St John Ambulance qualifications are popular options that encourage them to stretch themselves. It's wonderful to see them develop capabilities they didn't even realise they had. We want students to leave us with the qualifications, confidence and social skills to thrive in the adult world.



"We are still at the beginning of our journey with helping our son as he grows, but I can honestly say the hardest thing for me to do was send my most precious son to a school so far away was extremely hard. But it has been the best thing I have done for him. He has changed so much in the short time and this is down to the help and support of everyone at the Grange guiding him and supporting him in every step he takes, giving him the right tools and mind frame to make him be able to achieve and meet his goals...I can't thank everyone enough for everything that they have done to support our son and US as a family. I would highly recommend The Grange with no hesitation and they have been amazing every step of the way."

Parent



*The quality of the school's work ensures that pupils, most of whom enter the school with low starting points, make strong progress with their learning. Disadvantaged pupils make progress at rates comparable to other pupils from similar starting points nationally. **Ofsted Education 2018***

**"WE DO OUR
UPMOST TO HELP
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WHEN THEY LEAVE
THE GRANGE."**

Therapy

Holistic approach

Many young people who come to The Grange have a whole range of social, emotional and mental health issues which can sometimes prevent them from thriving in their academic and personal life. We truly believe that any child, with the right support, can achieve their full potential. To help them manage their feelings and work through specific issues we make therapy an integral part of our timetable. We have a dedicated multi-disciplinary team including Speech and Language Therapists, Occupational Therapists, other specialist therapists and Psychologists.

Focused therapy centre

All therapy is conducted on site in The Lodge – a spacious, homely environment where children can relax away from the classroom. Within this dedicated space, children have the undivided attention of our therapists. All our students who come for therapy will have been referred by either a GP, Social Worker, teacher or sometimes themselves. We carefully select a therapist whose skills and experience match the needs of each child and will support them for as long as they require our help. Some will come for therapy for just a few months, whilst others will benefit from sessions for the duration of their time at The Grange.

Integrated approach

Our therapists and staff work seamlessly together to help set targets around each individual student. Our Head of Therapist joins the staff meeting at the end of each day and frequently runs training sessions to ensure there is consistency in our approach throughout the school. Therapists also play an active role in communicating with the wider network of individuals and organisations involved – be it Social Workers, Child and Adolescent Mental Health Services (CAMHS) and the children's families. Therapists regularly speak with parents and carers too and often help them to develop strategies to support their child's development at home.

Coping during the day

We build periods of therapy into the weekly plan for most of our students. On site we also have quiet rooms where they can take themselves if they feel anxious or just need a break from the classroom environment. Our beautiful grounds also provide a wonderful haven of space and calm where they can unwind.





There are excellent relationships between children and staff. Children are able to communicate their view, wishes and feelings which has been a significant progress for some children. **Ofsted 2019**

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Residential care

Home on site

Our two beautiful school houses currently provide residential care for up to 14 children. The older students stay in The Manor, which is right on the school doorstep and the younger ones live in The Spinney, just a five-minute walk from school in the heart of the quiet village of Knossington. The children live with us during the week and then travel home on a Friday before returning on a Sunday evening. Our Care team work very closely with school staff to ensure there is consistency of care, but we make sure that home feels like home and not an extension of the classroom.

Home life

Of an evening you'll often find the children helping to get dinner ready, doing the chores and sitting round the kitchen table finishing their homework – just like any other family. We have very clear boundaries and house rules, which we know give them the sense of security they need. Our young people contribute to every aspect of family life and through regular house meetings they can offer ideas and suggestions to improve the home. Whatever their requests, be it to repaint the bedrooms or put more choices on the menu, we always listen and make every effort to respond.

Facilities

Within our spacious residential houses each child has their own bedroom, which they love to decorate themselves. We have huge living rooms and play rooms, with plenty of toys and games to enjoy. Outside we are fortunate to have not only large gardens, but also access to woodland where we have built a bike track, which the children can enjoy throughout the year. We have also converted the garage areas into outdoor games rooms where they have the freedom to play music, enjoy a game of pool and relax together. We give everyone an opportunity to try a whole range of after school activities that they might not otherwise get to enjoy, such as skateboarding, swimming or bowling. We really hope that all the children who stay at The Grange will build some really special memories during their time with us.

Our team

Consistency of care is important for our cohort, so we have a close knit residential team who make sure they are well cared for, happy and safe on a day-to-day basis. From the moment a child is referred to our residential team they make personal contact to ensure their transition into the house is as smooth as possible. We find that the children who stay with us are remarkably understanding and welcoming when a new addition joins our family.





Children make very good progress in a number of aspects of their lives. This also has an effect on their family life. Parents report improved behaviours within the family home, alongside improved relationships with family members. A child said that he thinks the home is the best and felt completely safe. **Ofsted Care 2019**

“CONSISTENCY OF CARE IS SO IMPORTANT FOR OUR CHILDREN, SO WE HAVE A CLOSE KNIT RESIDENTIAL TEAM.”

Meet Will

"The moment I stepped inside The Grange I could see Will being happy there," explains Charlotte, mum to nine-year-old Will, who has been at The Grange since 2016.

Before joining The Grange, Will, like many of the children we support, had experienced a very disjointed start to his education. From an early age he struggled to cope within a large classroom environment. He wasn't able to make friends or work in a group and his frustration often led to violent outbursts.

"For three years he was in and out of education. Eventually he was excluded and I had to give up my job to be at home with him," says mum. "It took two and a half years to get the Education, Health and Care Plan, but it was such a relief to finally know that there were underlying issues affecting his behaviour."

Having had such a negative experience within the classroom Charlotte feared that her son would never be able to truly integrate into school life, but our team worked together to make the transition as uncomplicated as possible. "The care from everyone is amazing. The school phoned to see if I needed help with the paperwork even before Will started."

Within the small classes, with plenty of support and structure, Will is now thriving. When he started with us he would struggle to concentrate for any length of time and was nervous about trying new activities, particularly outdoors. He's now one of the most enthusiastic participants in our Forest School and has developed a real interest in fishing.

At home, the family have also noticed a huge change in his behaviour: "When we went on holiday, I was stopped by another passenger who commented on how well behaved Will was. It meant so much to me."

Not only is her son happy to go off in the taxi to school each morning, Charlotte has been able to return to work. In fact, she's been so inspired by the progress he has made that she's training to become a teacher herself. But perhaps the thing that she is proudest of is the fact that, for the first time in his life, Will has made friends, one thing Charlotte feared he'd never have.

"It feels like we're making up for lost time. Of course I'd like him to sit his GCSEs, but most of all I just want him to be happy."



Work with parents is very effective. A parent said: 'The staff are always on the ball.' Regular communication about care and education provides a consistent approach. It supports students in their residential placements and in their family homes. A parent said: 'As a result of my son being there, he has improved weekends and holidays at home. **Ofsted Care 2018**

Meet Edward

thegrangetherapeuticschool.co.uk

For Alison, sending her son Edward off to school every morning used to be a daily battle she dreaded. Although a bright boy, he suffered with anxiety and nerves and struggled to settle within the busy, mainstream school environment.

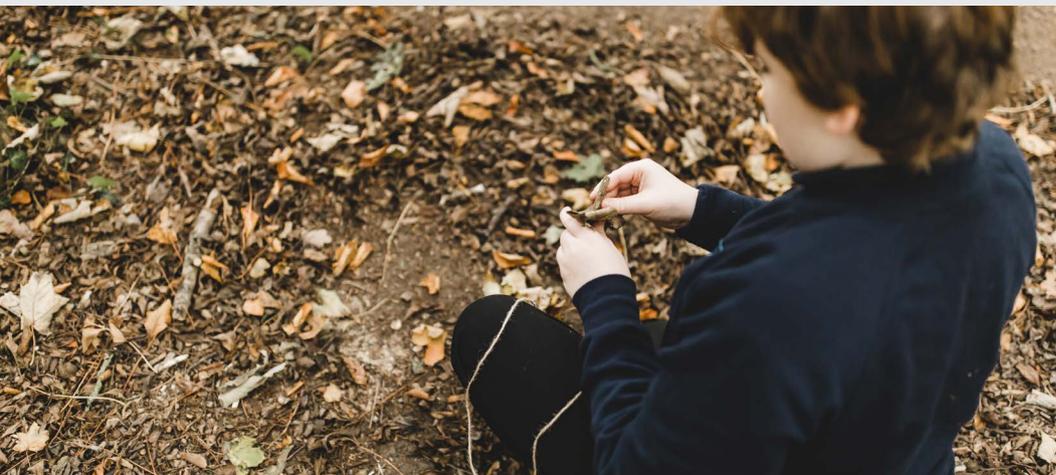
As is the case for many of our children, there followed years of interrupted education. "I was called into school most days, Edward would be sent home and excluded. The pressure on the family was awful - there were a lot of arguments, a lot of tears and a huge amount of pressure," says Alison.

When they were invited to look around The Grange, Alison and her husband were somewhat apprehensive, unsure whether the school could really offer what their son needed. But there was something about the school that just felt different and their instincts have proved right.

Three years on and the struggles to get Edward to school is a thing of the past. "He's so much more settled. He never used to want to go to school, but now he gets himself ready every morning. Everyone knows each other so well; it's like a family. There is always someone to talk to and you can tell it's more than a job to the teachers."

Edward has made incredible academic progress and caught up with the work he missed. He has taken his SATs and his reading age is the same as his peers. He has also benefited from the therapy that is such an integral part of the timetable. "Before he'd just had odd sessions, but by seeing someone week-in, week-out they really worked with him and got him to open up," explains Alison. "They highlighted a lot of issues that we can now work on."

For the first time she is now optimistic about her son's future. "If he'd stayed in mainstream education I dread to think where he'd be. Now he could go on to college or even university. Whatever he chooses, I know the school will help him along the right path."



Meet David

David was adopted as toddler and the impact of his early-life trauma really became apparent when he started school. His mum, Clare, remembers the daily conflict to get him to school and the regular phone calls about his behaviour.

Although David is very bright, he has severe dyslexia and struggled in class. His frustration, coupled with his anxiety, led to a deterioration of behaviour and he fell further and further behind in his studies.

"We were heavily involved in CAMHS, but the school just didn't have the capacity to put in place the recommendations," remembers Clare. "Eventually he was excluded. We'd applied for an EHCP and began the procedure of looking for a new school."

David didn't cope well with change so Clare was concerned about moving him, but what she saw at The Grange impressed her. "We thought The Grange would be a good fit," she says. "We liked the Nurture groups, the outdoor learning and just how calm the classes were."

Within the Nurture groups David discovered that learning can be fun. Additional intervention was put in place to help him catch up with his reading and give him more confidence. "The teachers here are exceptional," she continues. "They see the good in every child and you can see the relationship and the rapport they have with the children."

Now he's in Year 10, and is about to take his exams. Through The Melton Learning Hub he's also studying Catering and Land Management, which is a great introduction to college life. Clare's not sure which path her son will take, but with the support of the team at The Grange he has some great options available to him.

*The names used in this article have been changed.





The Grange at a glance

How old are the students at The Grange?

We support boys and girls from 8-18 years of age.
We will consider referrals from 7 to 18 years of age also.

How many students attend?

The school provides places for up to 85 children.

How long is the school year?

The school year follows the same 38-week timetable as mainstream schools within the area.

What special needs do students at The Grange have?

All the students who attend The Grange will have a Statement of Special Education Needs or an Education, Health and Care Plan. Many have additional learning or communication needs as well as ASD or ADHD too.

How far do students travel to attend the school?

The majority of children at The Grange live within an hour's drive from the school. Pupils have been referred to us from Leicester City, Leicestershire, Rutland, Nottingham, Nottingham City, Derby, Northamptonshire and Peterborough. We also have a number of children who come further and stay in one of our residential homes from Monday to Friday.

Residential places

We have two spacious, well-equipped homes close to the school.

How do the students get to school?

Most children arrive at school via taxi and are dropped off and picked up at the door. This is paid for by the Local Authority.

What extra support is provided?

Our multi-disciplinary team consists of Teachers, Teaching Assistants, Care Workers and Therapists. We also have a Stakeholder Support Officer who works directly with families and carers.

What facilities are available onsite?

The Grange is set in spacious, peaceful countryside less than 40 minutes from Leicester. Our Lower and Upper Schools are on separate sites, less than five minutes apart. Within the grounds we have woodland, two small fishing lakes and an area devoted to horticulture.

If you are interested in visiting The Grange, or finding out more about the support we provide, please call **01664 454 264** or e-mail office@knossington.rutland.sch.uk

