

SEND Report

2020-2021



About the school

Grange School caters for 220 pupils from Early Years Foundation Stage through to Key Stage 5.

All pupils who attend the school have a diagnosis of autism with significant and complex learning needs. Pupils attending the school all have an Education, Health Care Plan which states that specialist provision is required to meet their educational needs.

School Aims

* To provide a broad, balanced, relevant and differentiated education through which the Curriculum is made accessible for all.
* To provide the spiritual, moral, cultural development of students providing a “I can do” culture that gives opportunities and experiences whilst encouraging lifelong learning.
* To promote confidence, responsibility, success and a positive attitude to adult life whilst providing life skills and opportunities for life in the wider community including the development of British Values.
* To provide a suitable, happy and secure working environment in which students develop their abilities and make progress according to their individual needs.
* To acknowledge the uniqueness and intrinsic value of all students and staff in school.
* To forge positive working relationships with parents and encourage a partnership between home and school, involving parents in all aspects and stages of school life.
* To encourage students to pursues personal interests, to make their own choices and decisions so they can contribute possibly to society.
* To promote equal opportunities, embracing everybody regardless of disability, gender, race, age or sexuality.

Curriculum and Learning

Pupils at Grange School follow a bespoke curriculum. The Know and Remember Curriculum allows pupils to achieve any ambition they may have and lead a life brimming with success, happiness and fulfilment. Pupils develop the biggest breadth of knowledge possible. From the life span of a stegosaurus to the history of football from making a Greek salad to cooking with basic rations, from orienteering to yoga. The huge amount of content is chosen by our skilled subject leaders to ensure that pupils learn about the most exciting, the most interesting, the most surprising and critically the most relevant content that will enrich their life and love of learning.

However, in order to learn about such a vast array of topics it is vital that this is supported by a **deep understanding of skills needed to become experts** within these subject areas. You cannot become a historian without being able to use chronology, you cannot become a scientist without being able to observe and you can’t become a philosopher if you can’t question! Therefore, pupils develop a very specific set of skills in each subject area that allow them to become the geologists, composers, poets, sportspeople, mathematicians and all-round great citizens of the future!

Our overarching goals within the curriculum are to:

* Give our pupils a vast array of curriculum knowledge to apply and develop their subject specific skills within
* Ensure that culturally and community relevant content is addressed to support our pupil’s real-life experiences outside of school life
* Opportunities are given to enrich the curriculum through the carefully selected and sequential cultural capital offer
* Ensure our pupils are fully equipped to live and successful and happy citizens both inside and outside of school and develop the necessary skills to be take the next step in life, whatever that may be



The Know and Remember curriculum allows for subject specific skills to be built upon as a spiral curriculum. The curriculum at Grange is split into 2 halves:

**Remember More**

These skills are taken from the “Remember more” curriculum with targets set linked to that skill. The remember more curriculum is a rolling plan with skills returned to each year to build upon prior learning. A skill is developed either termly or half termly. The skill being developed in each subject is the same across school to allow for greater cultural capital opportunities.

**Know More**

The knowing more curriculum is the vast amount of content that the pupils learn during the time at Grange school, the content is chosen by subject leaders in line with the national curriculum and content seemed relevant for our pupils. The skills learnt in the remember more curriculum is then applied to the new content each term. Modules are delivered termly or half termly

School Structure

Grange school has four departments Grange Foundations, Grange Academy, Grange Aspire and Grange Futures.

Grange foundations is a vibrant primary provision that provides pupils with an innovative and engaging learning journey. Our child centred approach at Grange Foundations is under pinned by a positive culture that celebrates the uniqueness of individual learners. This is reflected in the bespoke curriculum alongside carefully planned learning environments, together these aim to diminish learning barriers and support both personal and academic growth. We aim to ignite a love for learning from the Early Years Foundation Stage through to Key Stage 2 ensuring pupils are given the pest possible start to their education at Grange School.

Grange Academy is a dynamic specialist provision, which is innovative and at the forefront in its curriculum offer. We are a nurturing learning community with an unwavering dedication to enhance pupil’s social and academic ability. We have a strong focus on academic rigour, but equal importance is placed upon developing self-esteem, resilience and creative flair in order to create well rounded citizens. Grange Academy prides itself on building relationships underpinned by mutual respect in order to ensure all pupils are given the opportunity to unlock their full potential and prepare for future success.

Grange Aspire is a creative secondary provision that provides pupils with a specialised structured pathway to continued academic and personal progress. Building on Primary foundations, we offer an engaging curriculum and a wealth of cultural experiences that contribute to an innovative secondary school experience. At Grange Aspire we aim to ensure pupils become successful members of society by developing their communication, independence and curiosity for the world around them through a bespoke structured method of teaching.

Grange Futures offers a unique specialist provision, providing innovative further education to students in Year 12-14. We are dedicated to ensuring our students are provided with a wealth of experiences to allow them to apply their learning to life beyond Grange school. By equipping students with qualifications, cultural capital, knowledge of the workplace and a wealth of practical life experiences we ensure the students future is unlocked and they can successfully access Education, Training or Employment as they step into adulthood. Grange Futures is a dynamic learning community that pushes the boundaries of further education.

School terms and closure dates will reflect those of the Trust and other local schools, supporting families that have a number of children in school; in Manchester this is currently based on a three-term year. Training days for staff will be published annually in advance to enable families to plan for these occasions.

Education Health Care Plans

Education Health Care Plans. From 1 September 2014, Education, Health and Care (EHC) plans replaced Statements of Special Educational Needs (SEN). The purpose of the Education, Health and Care plan is to identify needs across education, health and social care and the desired outcomes and provision needed to enable these to be met. The person-centred annual reviews take into consideration all aspects of the child’s life and encourage decisions to be made with the family and child rather than made for them. They involve all parties that are working with the family/child ensuring the voice of the family/child is captured and heard. Parents reported how valuable the EHCP process is for them and their child. They felt valued, listened to and respected throughout the process. Further information on Education health Care Plans can be found in the SEN Code of Practice https://www.gov.uk/government/publications/send-code-of-practice-0- to25 Educational Health Care Plan meetings. Parents and carers are invited via letter to a EHCP review early on in the academic year. A one-page profile shared with parents. The parent’s views in addition to any further relevant information relating to the individual child is requested in order to collate as much information as possible relating to the child prior to the review taking place. This ensures parents and carers are prepared and informed prior to the meeting, and that their views and wishes are considered at each review. All professionals working with the child will be invited to the annual review. If they cannot attend, it is anticipated that they will forward a report that can be shared at the meeting. Students’ will be invited to join the review. The needs of Looked after students within our school are catered for in line with all other students. There is a designated member of staff who ensures all multi agency professionals, parents and carers, and fostering agencies are invited to the PEP, LAC and EHCP meetings. In addition, parents and carers are informed of the progress their child is making towards achieving their EHCP objectives. Learning outcomes are reviewed, and new SMART targets are agreed and set for the forthcoming year in collaboration with a member of the senior leadership team and child’s class teacher.

Keeping Our Students Safe

All staff are trained in all areas of safeguarding in line with the KCSIE updated documents. Risk assessments are planned for very specific reasons to keep students’ safe they include: Individual Student Risk Assessments for Behaviour, Individual Student Risk Assessments for Moving and Handling and other Health Care Plans. Curriculum Risk Assessments where necessary, Risk Assessments for Offsite Educational Visits Disclosure and Barring Checks are carried out on all staff appointed to the school. Risk assessments for the school premises are carried out regularly including fire safety, moving and handling, electrical supply etc. Risk assessments are carried out in accordance with statutory requirements and in line with school policies on a regular basis; the school also carries out dynamic risk assessments to meet changing needs. Staff are trained in accordance with their roles and responsibilities across the school, to be able to carry out assessments of risk and plan to reduce and manage the risk; staff with key responsibilities are named in respective policies.

Many of the students attending Grange School arrive at school on home to school transport, managed by the local authority. There are procedures in place for all staff to receive the students’ off the vehicles in the morning and to return them to their vehicles in the afternoon. Some students are assessed as being competent independent travellers, students working towards competency are offered travel training by the Travel Coordination Unit. Other students are brought to school by parents and carers, a Breakfast Club offers a safe and welcoming place for students who arrive at school before the student start time of 9.00am. On arriving and leaving school students ware registered by a member of SLT or the teaching team. Students’ are registered in classes in line with the school’s attendance policy and first day absence calls are made to parents when reasons for absences are not known. At the end of the school day students’ leave the premises in a well organised, managed, safe and controlled way. Parking areas are provided for students to be picked up and dropped off. Parents, carers, contractors and visitors are welcome to park within the school grounds. There are clearly marked parking bays for disabled badge holders, taxis and private cars. The vehicles entering and leaving the premises with students are managed in a safe way.

Transition from Y6 to Y7 Student needs are carefully considered to ensure that Piper Hill School can indeed provide the right educational environment to meet individual student needs. EHC Plans inform admissions (taking in to account both prior levels of attainment and additional needs). Meetings with parents, visits to pupils in their current schools and discussions with current school staff and other professionals all provide valuable information to support appropriate placement. Once it has been agreed that the school can provide the right educational experience for an individual, a transition programme is put in place in the Summer Term to allow a number of supported visits over a period of weeks, and where possible supported by staff from the current school. Transition is supported by printed and digital resources, and personalised materials to allow familiarisation with the school before arrival and admission.

Supervision of students’ during breaks and lunchtimes

Break time arrangements are managed by teachers and support staff in each class according to student needs; students are supervised throughout this time. During lunchtimes we have a team of lunchtime organisers who join class teams to ensure there is a smooth transition between the morning and afternoon teaching times; supporting students in the dining hall, facilitating social interactions, supporting and delivering enriching activities in a variety of lunchtime clubs. Ensure students participate in some meaningful recreational activities and ensuring they return to their class ready to learn in the afternoon. Arrangements are made depending on students’ individual needs and class need.

Promoting Good Behaviour

At Grange School we stress the positive achievements of students and value the contributions that all pupils make to the life of their School. Good discipline is an essential pre-requisite for good learning. No matter the extent or nature of challenging behaviour, it is a barrier to learning and teaching for the individual concerned and for their peers. We believe that each child has a right to the best education which can be provided in a partnership between their school, parents and the community. We therefore aim, through strong, consistent and fair management of pupil behaviour, to establish a happy, secure and purposeful environment in which each child may develop his or her full potential. A key factor in achieving this good learning environment is ensuring that all students are given the support to develop appropriate behaviour for learning. Every child is therefore asked to conform to a code of conduct in school and parents are kept closely informed so that they can support the systems in use.

Help for families

During the EHCP meeting, and at any other formal and informal meetings and discussions, staff within school will help parents and carers with anything they request support for, including transport forms. If parents and carers wish to receive some support in completing forms, they should contact the school office who will then in turn request support from the teacher or a member of the leadership team. Relevant paperwork will be completed in conjunction with parents and carers. We will support families with the use of social stories, individual reward systems, bespoke lessons and activities around good behaviour; and ongoing communication with the families. Parents are welcome to contact school in relation to any support or advice they may need. Parent/carers will be signposted to relevant advice and support when requested. The school works closely with pupils’ families and social care, complex families and family intervention support staff where there are safeguarding or child protection concerns. Families will be signposted to appropriate service and support including assessments for short breaks.

Induction and Transition Arrangements

For students with autism and significant learning disabilities, effective transition is a key to successful access to learning. Carefully structured transitions are planned into, within and subsequently beyond school. The annual review process forms an important structure within the transition process before pupils arrive at school and as they progress through. Transition planning in Y5, Y7, 9 and 11 is carefully structured to support pupils as they transition to their next steps and adult life.

Transition into Grange School

Student needs are carefully considered to ensure that Grange school can indeed provide the right educational environment to meet individual student needs. EHC Plans inform admissions (taking in to account both prior levels of attainment and additional needs). Meetings with parents, visits to pupils in their current schools and discussions with current school staff and other professionals all provide valuable information to support appropriate placement. Once it has been agreed that the school can provide the right educational experience for an individual, a transition programme will be put into place.

Transition within school

It is equally important that student needs at the time of transition between Key Stages are considered. As a student progresses through the school the balance of time allocated to vocational curriculum elements is enhanced considerably. Starting in KS3, transition planning is an integral part of the Annual Review process, where individual future aspirations are discussed with students, their parents / carers and other professionals. Students are equally supported when they move up from KS4 into the sixth form provision. All sixth form students receive independent careers advice which feeds in to EHC plans to ensure that they have chosen the correct accreditation/options pathways to fulfil their current potential and future aspirations.

Transition from school into the world of work

At Grange School, we aim to ensure that everyone has as much support as possible to achieve their longer-term goals and aspirations with regards to employment. All pupils across the school have a careers education via the Grange School Careers curriculum. This begins with pupils in Grange Academy completing personal jobs and brings on the expectation that pupils need to take responsibility for jobs relating to themselves. Pupils then move onto Classroom Jobs, which develops their understanding of a working rota, taking responsibility for the whole class, as well as continuing with the expectations that personal jobs will continue. Aspire Pupils in Ks3 work on wider school jobs which include running the school post office, school recycling services and site management. Ks4 pupils take part in a Vocational Day and these include running a Farm Shop, growing produce in the school allotments and using the produce to create food for the school deli. Academy pupils in Ks3 and Ks4 can apply for a range of jobs via the school’s careers website, pupils apply for a role and then their progress is tracked via appraisals and certificates of completion. School businesses include Smoothie Shake, Apple Junior Genius, Wash and Glow, Vision, The Deli, Farm Shop. Preloved and Evert Express.

Pupils in Grange Futures take responsibility for the planning and running of Grange Businesses. They get the opportunity to take on a variety of roles and to work on different projects. These are linked to Gateway Courses that pupils are working towards.

Extra-curricular activities

Grange School has a lively and comprehensive programme of enrichment activities both within and outside the school day. Students access sporting events across the city, visit art galleries and museums, make use of libraries and bookshops and access outdoor leisure destinations such as Chorlton Water Park or Delamere Forest. Students will also have the opportunity to attend off-site residentials as part of a developing programme in school. All students take part in Cultural Capital activities and experiences, and these are linked both to the curriculum and to pupils individual ECHP targets and outcomes.

Working together

We believe co-operation and discussion between parents and staff is essential, and that establishing an effective partnership between home and school will give each student the maximum opportunity for development.

All students have a home school diary, which is completed on by class staff and is used for communication between home and school. The weekly timetable is included in the diary. The diary is a useful tool to support communication between parents and carers and the class teacher. A newsletter is sent home to parents on a regular basis over the year. This contains information about forthcoming events together with information on topics of particular interest. There are many events in school during the year, to which parents are invited. Staff and students work hard to prepare for these occasions and an audience is always appreciated. Parents are always welcome to visit the school at any time. Parents’ are asked to telephone school beforehand to make an appointment if they wish to see someone.

School Council

Grange School has a well-established school council which is well supported and managed by our school Speech and Language Therapist. The school council is made up of student representatives from each class who meet regularly to discuss a range of topics relating to the school. We want students to be fully involved in school life and to help make important decisions such as how funds are raised and spent, to taking part in staff recruitment. This is an important aspect of student voice within the school.

Complaints procedure

A detailed complaints policy is available on the school website.