

The Grange Therapeutic School Knossington

SCHOOL PROSPECTUS

Independent Residential School for boys aged 8 – 16
with Emotional, Social and Behavioural Difficulties



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Introduction

The Principal, staff and pupils would like to welcome you to Knossington Grange Therapeutic School. If you have not yet visited us please feel more than welcome to do so. Simply telephone the school to make an appointment:

Our number is 01664 454 264

Our Web address is: www.knossingtongrange.co.uk

Our E-mail address is: office@knossington.rutland.sch.uk

This prospectus provides general information about the school. If you require more detailed information or have any questions please do not hesitate to contact us by telephone. We are a small school dedicated to working closely with parents/carers and Local Authorities to provide for the individual needs of our pupils and we therefore welcome contact with anyone who has an interest in the school.

The school is situated in the beautiful village of Knossington on the border of Rutland and East Leicestershire, and is well placed for access from the A1 to the east and the M1 to the west. Pupils from Local Authorities from all areas of the country attend the school. We offer 38 weeks per year boarding provision although the majority of boys like to stay with us on alternate weekends. Local Authorities provide taxi transportation, a small number of senior boys can use the national rail network if this is appropriately planned and agreed with parents/guardians and carers.

The school is placed in a large attractive house in beautiful landscaped grounds. The school has two huge well stocked fishing lakes, excellent expanding education and Physical Education facilities and a number of houses, which provide excellent accommodation. The school and its houses in the village are built of Cotswold stone and provide an impressive and spectacular environment. The school also has a large detached house in Oakham, which is the residence of the senior boys. The boys are encouraged to develop their independent skills whilst living at 'The Hayne'. The school offers education for boys aged 7 to 11 in our satellite junior provision known as White Gables, which is situated in the village. Three classrooms provide the education base; physical education and practical subjects are taught on the main school site. The boys live in outstanding detached houses, which provide extremely high-level care.

Introduction (continued)

In addition to classrooms for each subject area we have a Science laboratory, a Design and Technology room, an Art room, a Food Technology kitchen, a music room and a library/resource centre. There is also one ICT suite. The school is set in eighteen acres of wooded and open grounds and has an all weather football area, outdoor and indoor cricket nets, and a climbing wall. PE lessons take place in the specialist sports facilities housed in the extremely large Gymnasium - a health studio is being developed to encourage our young people to develop healthier lifestyles. The school also offers an extremely well developed Outdoor Education programme, which is expanding thanks to the interest and commitment of the staff team. This programme currently offers mountaineering, climbing both on rock and at a local climbing centre, sailing, canoeing, fishing, caving, mountain biking, orienteering and hill walking. The Duke of Edinburgh's Award Programme accredits our sporting, adventurous activities and the wide range of skills and interests offered as a part of the residential experiences we are constantly adding to. Residential visits and expeditions range far and wide; in the past year the boys have been to The Outer Hebrides, North Wales, West Wales, The Lake District and Central France - these visits are annual events and enable the staff and boys to develop the close relationships that form the key component of our successful work, which is mutual respect.

Knossington Grange Therapeutic School is part of the Acorn Care and Education group of schools and specialist childcare providers. Doug Sharp is the Head of Education for Acorn and Steve Page the Lead Director for the school.

Statement of Purpose

Context

Over the past thirty years, The Grange School has pioneered and developed an approach which ensures that pupils are supported in their development through a balanced provision of teaching, care and therapy with four key levels of intervention –

- Individual Therapy
- Child centred Family Support
- Whole School Therapeutic Support
- Educational programme
- These are inter-related, progressive and responsive to individual needs. This rich history and experience provides the basis for the on-going development of the school.

Mission

The Grange Therapeutic School is committed to providing, developing and improving education, care and therapeutic support which is responsive to the special needs of all our pupils and where each individual is valued within a safe, caring and supportive community, characterised by high expectations, quality teaching and the highest standards of physical and emotional care.

Vision

To create and sustain an educational community where:

- Pupils are safe, healthy, able to enjoy and achieve, participate positively and make progress
- Our approach to education, care and therapy is balanced, progressive and responsive
- Every child is able to explore his inner self, his environment and his responses
- All staff through their attitudes, actions and behaviour facilitate the healthy physical and emotional development of every child

Statement of Purpose (continued)

Values

The success of individuals is founded on our core values of respect, dignity, trust and well-being, a commitment to realising the potential of each child and young person through a broad and enriching curriculum, growing independence and widening the opportunities for continued learning and work. We will:

- Be professional in our approach
- Be willing to explore, challenge and change in order to improve
- Be responsive and flexible in meeting individual needs
- Challenge discrimination and positively seek equality of opportunity for all
- Create and deliver the educational, physical and social environment that is essential to the health and well-being of all pupils
- Engage with families and carers, local authorities and agencies to support and strengthen the child's place within his family and community
- Make full, efficient and effective use of all our skills and resources to deliver learning, care and support of the highest standard

Standards

The school will ensure that the welfare of all our children and young people will be safeguarded by ensuring:

- All staff are suitable and have the appropriate skills and qualifications to work with children and young people and that they are provided with professional and personal development to keep up to date with theory and practice and to provide the best possible education, care and support
- Physical environment is maintained and improved to provide a living and learning environment which is clean, safe, attractive and materially pleasing
- We fulfil our duty of care by ensuring a safe, secure, containing and controlled environment and that all pupils have a personal care plan that embraces personal, educational, physical and emotional development
- Our procedures for investigation, recording and disclosure ensure effective handling of any matters of concern and specifically any allegations of physical, emotional and sexual abuse
- Our use of resources is planned efficiently and effectively to deliver support and learning programmes and comply with legal and financial requirements
- All pupils are provided with a range of learning opportunities based on the National Curriculum framework, Vocational Pathways and community links and Individual Learning Plans which take into account personal and welfare needs.

Statement of Purpose (continued)

Standards (continued)

- Learning programmes are paced, personalised and delivered flexibly to small class groups and based on teaching styles that combine personal support and counselling with effective classroom teaching
- Initial assessment takes account of referral agency requirements, family/carer expectations and includes care and learning plans
- Recording and reviewing of progress and behaviour takes place on a regular basis and informs individual development as well as supports effective relationships with agencies and carers
- Effective working between all agencies involved with providing services for our children and young people

The Grange Therapeutic School upholds the values of Acorn Care and Education, which strives towards achieving equality of opportunity in all of its service provision and employment practices. This is especially important given the discrimination and difficulties that the majority of the children, young people and their families will have experienced. We aim to eliminate inadvertent and unlawful discrimination practices in order to enable all our pupils and employees to have access to opportunities to realise their own potential. Our aim is to build a diverse and socially inclusive environment that is responsive and appropriate to all.

Complaints Procedure

If any parent, carer or other person wishes to make a complaint they should contact the school either by telephone or letter and the complaint will be investigated and responded to within five working days. Copies of the school's complaints procedures are available on request from the school office.

For your information the school received no formal complaints during 2006/7.

ADMISSIONS

Pupil Numbers

The school provides places for up to 80 boys aged 8 to 16. There are currently eleven classes, catering for years five to eleven. Classes normally have no more than eight pupils except, for example, in P.E. where a whole year group may be taught together.

A place will only be offered where there is a space within the appropriate year group and where the pupil meets the criteria set out below.

ADMISSIONS (continued)

Admission Criteria

- Pupils will be male and aged between 8 and 16 years.
- All pupils will have a statement of special educational needs.
- The statement will specify that the pupil exhibit emotional and behavioural difficulties.
- Pupils will normally have been assessed as being within the low average to above average ability range.
- Pupils may have learning difficulties and/or low attainment that are associated with their emotional and behavioural difficulties.
- Pupils may have specific learning difficulties, such as dyslexia, dyspraxia and dyscalculia.
- Pupils may be admitted on the basis of their need for therapeutic input. (See section on therapeutic support.)

Admissions Process

All pupils admitted to Knossington Grange Therapeutic School will have been initially referred by their Local Authority (LA). If, after reviewing the information provided, the school believes that the pupil meets the admission criteria, arrangements will be made with the LA for the parents/carers and pupil to visit the school. The visit will include a tour of the school, introduction to key staff and a meeting at which the school policies and curriculum are discussed. Visitors will have the opportunity to ask any questions they may have. This visit will occasionally be supported by a visit to the pupil's home by the school's Head of Therapy or other relevant professionals where any additional matters can be discussed within the pupil's home environment.

If, following these visits, all concerned are agreed that the pupil's needs can be met at the school and that the pupil and parent/carers are committed to the placement, arrangements will be made for admission.

The school uniform requirements are:

- School polo shirt and sweatshirt, black or dark grey trousers. Parents may purchase additional shirts and sweatshirts from the school if they wish.

Pastoral Support

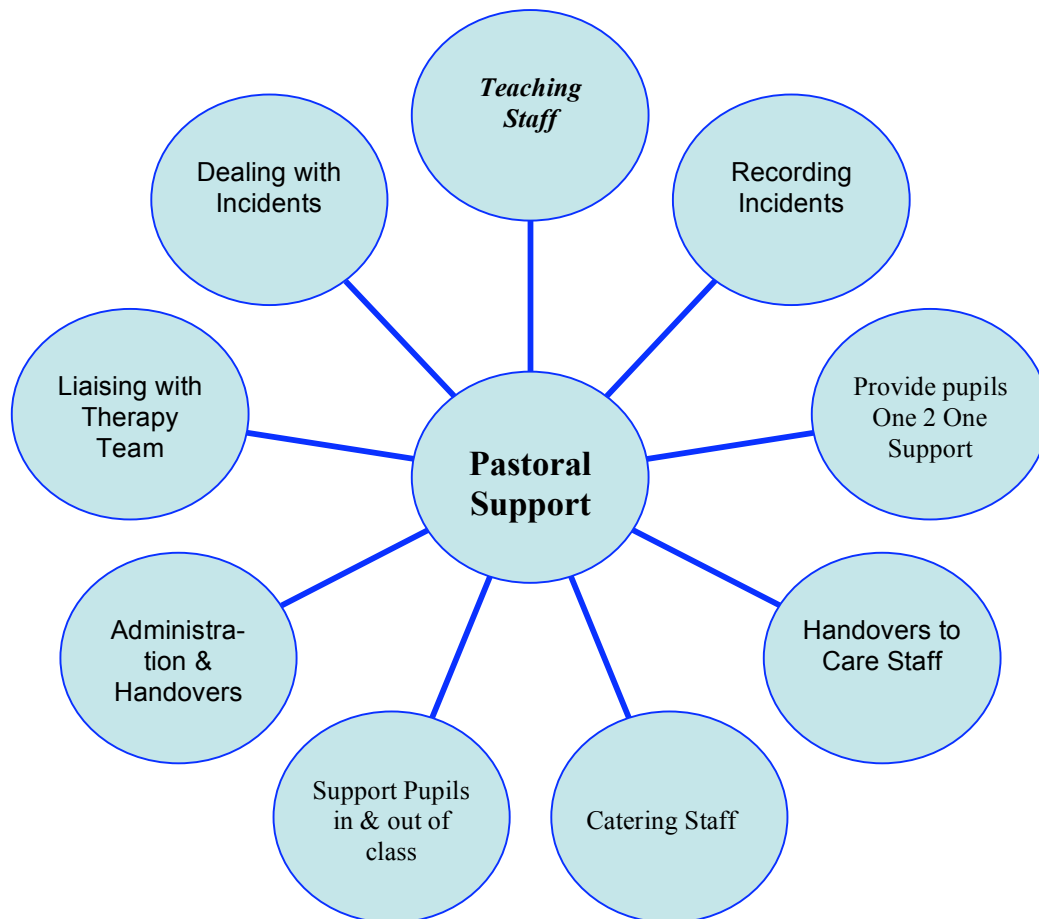
The Grange Therapeutic School is a living-learning environment with Pastoral Support provision. Our Pastoral Team consists of staff trained and experienced in person-centred counselling approaches, care and social work, education and especially working with children and young people experiencing emotional and behavioural difficulties like autism, Asperger's syndrome, attention deficit hyperactivity disorders as well as depression, bereavement and many others.

Pastoral Care at our school is an integral part of providing support throughout the school day for pupils presenting with emotional difficulties and behavioural barriers to learning.

In short, our Pastoral Team helps children access education in the classroom, care on the residential homes and therapy in the clinics. Overall, the team supports children and young people placed in our school to gain good social skills and develop a sense of well being.

The Pastoral Team is also an important part of supporting staff at all levels of our school.

They work particularly closely with staff who work with pupils who find it difficult to stay in class or de-escalate anxieties quickly. The diagram immediately below shows the Pastoral Team's working relationships and networks.



Therapeutic Support

Pupils referred to The Grange Therapeutic School, Knossington by the very nature of their referral qualify as presenting with emotional behavioural difficulties. Each pupil arrives with a statement of special education needs produced by an Educational Psychologist of his placing authority. Invariably the pupils placed at our school have for a plethora of reasons fallen out of mainstream education following sustained periods of presenting behaviours and attitudes considered disruptive and out of acceptable social norms. Some pupils have more serious presenting needs like attention deficit hyperactivity disorders {ADHD}, low to medium functioning autistic spectrum and / or Asperger's syndrome.

As experience has shown, emotional behavioural difficulty is complex, complicated and has no one definitive cause. A difficult life experience like parental separation, low mood, bullying, isolation, poverty, rejection, parental abandonment, crime, difficulty reading and writing, death of a care giver, being placed in care and a whole lot of other issues could trigger a pupil to act out in ways construed as disturbed. Given such complexity in the presenting problems of our pupils it is imperative that they receive Care, Education and Therapy in a safe, homely, stimulating, challenging and rewarding environment in the hope that some stability could be established in what for many would already have been quite a chaotic start to life. We provide therapeutic support within our living-learning environment, The Grange Therapeutic School.

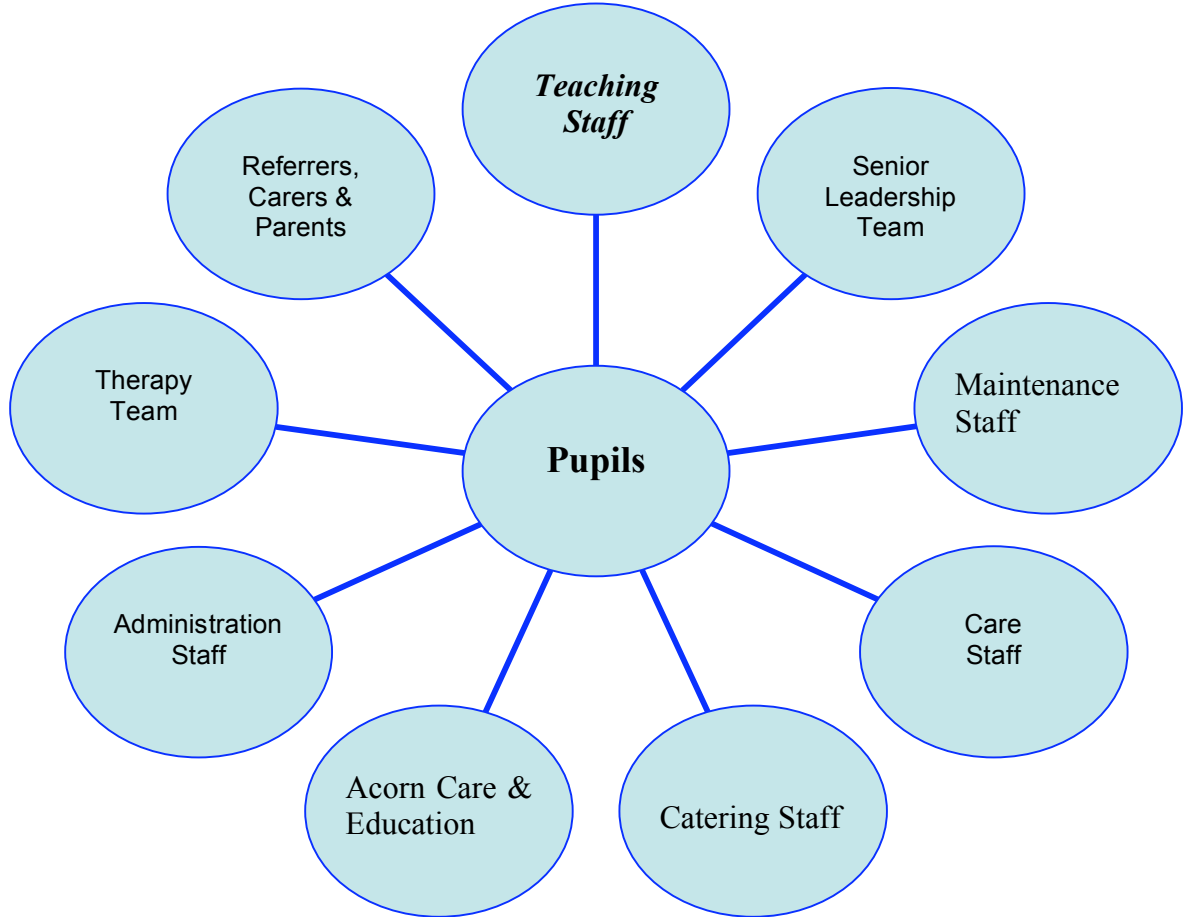
The therapeutic support we provide are guided by identified needs of the pupils in our care and reinforced by the five key goals of the 'Every Child Matters' Policy, which are:

- Being Healthy
- Staying Safe
- Enjoying and achieving
- Making a Positive Contribution
- Achieving Economic Well-being

It is our view and practice that these objectives are best achieved through collective responsibility. In other words it is the collective responsibility of all members of our **community groups**, staff and pupils to work together to achieve our aim. This process involves a great deal risk taking, commitment, trust, challenging, self – examination and / or reflection, modelling and constant effort. Our community groups are represented in the diagram immediately below with pupils right in the heart of our functioning.

Therapeutic Support (continued)

Community Groups



Management of Behaviour

Good Behaviour

The school has a policy on the management and development of pupils' behaviour and exclusions. A copy of the full policy is available on request. Issues relating to the policy are discussed with prospective pupils and parents/carers at the interview.

The school aims to provide a high standard of education to its pupils within a caring environment. To enable pupils to meet their potential the school helps and encourages them to improve their behaviour, social skills and achievement so that they can take the best advantage of the educational opportunities the school offers. Socially acceptable behaviour and individual achievement is encouraged through a positive reward system known as The Credit and Reward System. A Credit and Reward System policy is available on request.

Pupils who have additional behavioural needs have an Individual Behaviour Plan (IBP), which runs for at least a term, but may run for longer. This IBP is reviewed frequently and regularly and is also discussed at the Annual Review.

Management of Behaviour (continued)

Rewards

Pupils' good behaviour is rewarded through the opportunity to take part in activities such as organised football, cricket, music, board games, cycling, art activities and computer games during morning breaks and lunchtime breaks. Consistently good behaviour throughout the week is recognised through the award of credits and the opportunity to take part in extended and more varied activities on Friday afternoons. These activities include swimming, ten pin bowling, football matches, cultural visits, out door education activities, horse riding, laser quest, tennis coaching, golf, animation club, cooking, mountain biking and cinema. Pupils' good work is also rewarded through commendations and book tokens awarded by subject teachers and teaching assistants for outstanding work in their lessons. Further awards are made at the end of each term for consistently good behaviour, effort in class, excellence in each subject area and attendance throughout the term. All certificates and rewards are presented in assemblies where all success is frequently recognised and celebrated.

Sanctions

Appropriate sanctions are applied when pupils have not met the school's high standards of behaviour as set out in the Behaviour Policy either in class, out of class or while travelling to and from school. Sanctions are graded in terms of severity in order to reflect the seriousness of the misbehaviour. In a situation where disruptive behaviour has an after school catch up session as a consequence, parents/carers are always informed. Catch Up sessions are usually held on the day on which the pupil has misbehaved.

There may be some occasions where despite the best efforts of staff a pupil's behaviour is seen as likely to endanger themselves, other pupils or staff or to cause major damage to property. On these occasions it may be necessary for the staff to ensure the safety of all concerned by the use of agreed positive handling techniques.

PLEASE NOTE:

- Positive handling techniques will only be used by staff that have been appropriately trained.
- Positive handling techniques will only be used as a last resort.
- Positive handling techniques will only be used with minimum force and with maximum concern for safety.
- The methods used will be demonstrated and discussed at interviews with both parents/carers and prospective pupils.
- Parents/carers and LA's will be kept informed of any incidents involving physical management.

Management of Behaviour (continued)

Exclusions

The school has a policy on exclusions, which can be seen on request. The decision to exclude a pupil either for a fixed term or on a permanent basis is serious and will normally only be the final step in a range of strategies employed by the school. Exclusion will generally only be used when these strategies have been unsuccessful. Only the Principal or in his absence the Vice-Principal acting with his authority, can exclude a pupil from school.

A decision to exclude a pupil will only be taken:

- In response to a serious breach or ongoing breaches of the school's behaviour policy and,
- If allowing the pupil to remain in school would seriously harm the education and/or the welfare of the pupil or others in the school.

If a pupil is excluded for more than one day, work will be provided for him to complete at home during his absence from school.

Bullying and Harassment

Bullying behaviour is not accepted in school and is never ignored. Bullying is behaviour, which is deliberately hurtful and frightening and can include both physical and verbal forms. If bullying is suspected or reported it is investigated immediately. It is dealt with appropriately and followed up later to ensure that it has not resumed. Incidents of bullying and how they have been dealt with are recorded. Copies of the Bullying Policy are available on request.

The schools policy on exclusions is available upon request. The school complies with DCSF Exclusions Guidance and updates its policies accordingly

Racism and Sexism

Racist and sexist incidents and comments are not acceptable in school and are very firmly dealt with. Any incidents or comments are recorded along with the name of the person responsible for the incident and the consequences. Copies of these policies are available on request.

Care at the Grange

We have 6 residential houses, White Gables and The Spinney are for our younger pupils and are in the village and separate from the main house. Northfields and Southfields are within the main school building and together with The Manor, a separate house with in the grounds, cater for intermediate ages. Our older pupils live at The Hayne, in the town of Oakham. The houses provide a very high standard of living accommodation, a homely atmosphere and opportunities for the pupils to engage in a variety of activities.

Each house has a team of care staff who provide care to the group and with individual support through the 'Personal Support Worker' system. A Personal Support Worker is a key-working role responsible for meeting all day to day needs of the pupil, providing individual support and target planning. They also provide a main point of contact for parents.

Medical care at the school is provided under supervision of a qualified school nurse. Our pupils are registered with the Dr T Gray of the Oakham Medical Practice. We have a daily appointment arrangement with the Practice should any pupil require medical treatment.

Special Educational Needs

SEN Policy and Practice

Response to our pupils' Special Educational Needs (SEN) is an integral part of the work of the school and reflects some key principles, which are: -

- putting pupils as our first priority;
- setting challenging targets for all partners and acknowledging effort and success;
- establishing high levels of professional confidence and competence;
- creating a climate of openness and honesty;
- recognising that progress depends on partnership;
- valuing initiative and enterprise;
- identifying the critical importance of excellent leadership;
- maximising the potential of new technology and learning;
- maintaining and enhancing the religious, cultural and linguistic diversity within our community

Staff at The Grange aim:

- to raise standards of pupil achievement in line with national and local targets;
- to enhance the skills, confidence and effectiveness of governors, education department and school based staff;
- to enhance equality of opportunity, entitlement and inclusion for all pupils;
- to enhance the range, quality and cost effectiveness of support services.

Special Educational Needs (continued)

The Grange embraces the following principles and understandings when meeting SEN: -

- a child with special educational needs should have their needs met;
- the views of the child should be sought and taken into account;
- parents have a vital role to play in supporting their child's education;
- children with special educational needs should be offered full access to a broad, balanced and relevant education based on the National Curriculum

Definition of Special Educational Needs

A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

A child has a learning difficulty if they: -

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority;
- is under five and falls within the definition at (a) or (b) above and would so do if special educational provision was not made for the child

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Objectives

- Inclusion

All children at The Grange have equal rights to the opportunities offered by education. All pupils at the Grange have a statement of special educational needs on account of their social, emotional and behavioural difficulties. In addition, they may also be diagnosed with specific learning difficulties and a wide range of syndromes and conditions.

- Early Identification

The school recognises the importance of early identification, assessment and intervention for all pupils. It will seek to work in close liaison with both statutory and voluntary agencies to facilitate a co-ordinated and holistic approach to both assessment and intervention.

Special Educational Needs (continued)

- Raising Standards

The school is committed to raising standards of pupil achievement across the age range by seeking the participation of all pupils in learning which leads to the highest possible level of achievement. We support the approach of central government in emphasising the need for high expectations for children experiencing special educational needs. A range of assessments will be used to provide information about pupil progress. These will include National Curriculum attainments, teacher assessments, baseline assessments and progress against individual education plans.

- Partnership

The school recognises that in order for pupils with special needs to achieve their maximum potential a key issue is that of “partnership” with a number of parties. Specifically, such partnerships are likely to include:

- pupils
- parents and carers
- voluntary organisations
- Health and Social Service Departments
- Connexions
- Local FE colleges
- Speech Therapy Referrals via initially Rutland Memorial Hospital and then subsequently at school

- SEN Policy in action

The process and procedures which will be used to implement this policy will be in accordance with statutory guidance and agreed established practice whilst remaining aware of new initiatives and developments. We will continually review and seek to improve practice in all areas, which impact upon our pupils. We will continue to provide advice on criteria in relation to statutory assessment; guidance on issues and documentation in relation to special needs. This will include: -

- processes, criteria and procedures related to identification assessment and provision
- difficulties which children experience in their learning;
- strategies to manage learning and behaviour (including the training available);
- special education provision available including admissions criteria;
- the school’s responsibility towards the education of Looked After Children; information children and parents need to make informed decisions.

Special Educational Needs (continued)

Funding from Local Authorities is expected to cover the following activities: -

- the curriculum activities for all pupils, including both organisation and delivery;
- specific arrangements to match teaching styles, content and assessment to pupil needs;
- planning that takes account of the needs of all pupils;
- modification/differentiation of some materials for an individual pupil;
- preparing all students to live in a diverse society;
- support to modify pupil behaviour;
- access to speech therapy if nominated on a pupil's statement
- access to school based resources;
- monitoring and review of progress;
- arrangements for communication between staff;
- enhanced home/school contact;
- individual and group psychotherapy

Developing and implementing a clear **whole school policy for SEN** that:-

- describes how needs are identified and met;
- makes it explicit how children's needs are recorded and communicated to all other staff as well as parents and students if appropriate;
- outlines arrangements for establishing and maintaining links with other agencies;
- explains how staff training needs in relation to SEN will be identified and met;
- makes it clear how complaints and disagreements are managed;
- ensures that reports are made to parents on how SEN policies are implemented;
- describes arrangements for monitoring and evaluating the effectiveness of provision for SEN.

Special Educational Needs (continued)

SEN Policy and Practice

The school is committed to promoting high standards of education for all its pupils. It seeks to achieve this by: -

- ensuring all children and young people should have the same curricular entitlement.
- the National Curriculum will be followed by all children, unless meeting their particular SEN requires its modification or dis-application
- securing effective training for school staff to assist them in meeting needs appropriately;
- giving advice and guidance on general SEN related management and policy issues;
- carrying out assessments where appropriate, according to the nature and severity of their needs;
- encouraging teachers to have high expectations of their pupils;
- working with teachers to set challenging improvement targets for their pupils;
- the development of the use of pupil data systems

The school strongly endorses the philosophy of the SEN Code of Practice to encourage children to be more fully involved in their school and communities and to take part in decisions being made about their education.

Training, Advice and Support

The school provides a regular programme of training for staff on SEN issues. This programme is based on training needs identified via consultation with staff, evaluation forms of previous courses and through the school's own training priorities. The forms of training and advice offered by the school are as follows: -

- Courses offered with the regular termly Inset programme
- Training related to SEN Code of Practice
- Training relating to the Disability Discrimination Act
- Single events on specific topics such as dyslexia and autism
- Advice and guidance for individuals or groups offered by the Learning Support Services of local LA's
- Sharing good practice
- ICT support, assessment, guidance and advice
- Funding for teachers, members of the pastoral team and teaching assistants to attend accredited courses.

Special Educational Needs (continued)

Reviewing and updating SEN policy

This policy will be reviewed annually in consultation with staff, parents, pupils and other interested parties. The policy will be updated in light of: -

- any changes in legislation
- changes in governments policies
- advice from Acorn management
- Individual annual reviews
- Following consultation with stakeholders

Curriculum

The pupils who attend Knossington Grange Therapeutic School exhibit a wide range of both emotional and educational needs, which by their very nature can impinge negatively upon their progress. The school therefore provides a curriculum that addresses all areas of pupil needs. Full details of this curriculum are available on request.

National Curriculum

The school's statement of intent supports the two main aims of the National Curriculum 1999:

- To provide opportunities for all pupils to learn and achieve,
- To promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Pupils are encouraged to learn by being provided with as broad a curriculum as possible and with individual programmes of learning and behavioural support designed to encourage success and aid the development of self-esteem and self-confidence.

Pupils' spiritual, moral, social and cultural development is supported in a number of ways including direct teaching, the promotion of the school ethos of mutual respect and trust, educational visits and in individual tutorial sessions.

Curriculum (continued)

Key Stage 2 Curriculum

Curriculum content and delivery at Key Stage 2 is underpinned by the Literacy and Numeracy Strategies. Lesson content is adapted to meet the needs of each individual.

Texts are chosen to interest and engage the boys and many areas of the Literacy Strategy are planned within our themed work, fictional texts are also chosen to enhance and support each topic.

All core and foundation subjects including R.E. as set out in the National Curriculum are planned and delivered through a theme or topic approach each half term or term. These are differentiated through the classes and run on a 3-year cycle to ensure that no boy repeats any area of the curriculum.

Initial baseline assessment indicates where there are gaps within an individual's education and these gaps are addressed through adapted individual work. Progress is monitored and tracked through the national curriculum levels and through the national end of key stages assessments.

All lessons cater for pupil's individual learning needs and include auditory, visual and kinaesthetic learning.

Class teachers deliver the majority of lessons, although specialist teachers from the senior school are also timetabled to help support the Key Stage 2 curriculum. This in turn helps to improve the transition phase over to main school as pupils continue their education.

Key Stage 3 Curriculum

In Key Stages 3 all pupils follow the National Curriculum. They study the three core subjects – English, Mathematics and Science. In addition they study Information and Communication Technology, Physical Education, History, Geography, Music, French, Citizenship, Religious Education, Art, Design and Realisation, Careers and PE.

Strategies to promote literacy and numeracy across the curriculum are in place. Pupils who need individual support to enable them to become more competent in literacy and numeracy are given individual sessions with specialist staff to achieve this. At the end of Key Stage 3 all pupils who have attained the required level are entered for the Standard Assessment Tests (SATs).

In Key Stage 4 pupils also follow the National Curriculum. However, to facilitate a more individualised approach, they are presented with an academic options package, balanced against College and Work-Based learning opportunities. All pupils study English, Maths, Science, ICT, PE and a rolling programme of PSHE/Lifeskills, Citizenship and RE.

From Year 9 into Key Stage 4, pupils select options from Art or History, Geography or Design and Realisation and Music or MFL (French). These options will, from 2008, allow pupils to complete AQA Unit Awards, Entry Level Awards and GCSE's in up to 12 subjects.

Curriculum (continued)

In Key Stage Four an alternative curriculum is being developed to support pupils who may need extra support to improve their Literacy and Numeracy levels, and provide them with the necessary Key Skills vital to a successful transition from school to the outside world at post-sixteen. Pupils accessing the alternative curriculum may be dis-applied from certain subjects to enable staff to focus on their particular needs.

College Links and Vocational Education

The school has developed links with several Colleges for pupils in Key Stage 4. A number of pupils from Year 11 attend colleges for a day a week undertaking courses suited to their own individual interests and skills. Additionally all Key Stage 4 pupils have the opportunity to attend colleges for six-twelve week blocks of half day sessions, dependant on the number of GCSEs they are entered for. The school is developing courses for the Duke of Edinburgh's Award, Junior Sports leaders Award and ASDAN Bronze and Silver Awards in its extra-curricular provision from September 2007. Vocational Education is reinforced through cross-curricular units and projects within the delivery of some aspects of the National Curriculum. Each pupil within Key Stage 4 is given full career guidance by a Connexions advisor.

Homework

Although it is not compulsory homework is always available and pupils are encouraged to develop independent study skills to help them make faster progress in their learning. Homework tends to concentrate on Literacy and Numeracy in Key Stage Three, whilst emphasis is placed on all GCSE topics in Key Stage Four.

External Examination Opportunities

In KS4 the school currently offers GCSE courses in English, Mathematics, Science, PE, Geography, History, Design and Realisation and Art. Pupils can achieve Entry Levels and Unit Awards in all of these subjects as well as ICT, Music, MFL (French) and Lifeskills. From 2008 pupils in Key Stage 4 will also have the opportunity to study towards the Duke of Edinburgh's Award, Junior Sports Leaders Award and ASDAN Bronze and Silver Awards.

Other Curriculum Opportunities

Assemblies and Religious Education

The school is non-denominational. At the beginning of each day except Friday there is Upper and Lower school assemblies at which the thought for the week is promoted. Special assemblies on Fridays in Lower School celebrate the successes of the week. The assemblies are led by Senior Staff and both staff and pupils play an active part in them.

In Key Stages 2 and 3 the major faiths of Christianity, Judaism, Hinduism, Islam and Sikhism are studied. Pupils learn about the history of these faiths, the vocabulary associated with them and their practices.

In Key Stage 4 moral and social issues are studied and the attitudes of these faiths towards these issues are examined.

Curriculum (continued)

Sex and Relationships Education

It is the policy of Knossington Grange Therapeutic School that Sex and Relationships Education should form part of the curriculum of the school. The school aims to provide the opportunity for pupils to learn about sex and relationships through Science, Personal, Social and Health Education (PSHE)/Citizenship and the local Health Care Trust.

We endeavour to give pupils the opportunity to learn the facts while dispelling myths and half-truths without creating fear or anxiety.

Parental Consent

All parents/carers will be informed by letter before the delivery of the PSHE/Citizenship part of the curriculum and given the opportunity to withdraw from the lessons. However lessons that form part of the Science National Curriculum Statutory Orders are required learning for all pupils and they may not be withdrawn from them.

Drug Education Policy

It is the policy of Knossington Grange Therapeutic School to provide an ongoing programme of Drug Education as part of its KS3 and KS4 curriculum.

Although there are opportunities for drugs to be discussed across the curriculum and through the Therapeutic Department, it is within the area of PSHE/Citizenship, coupled with the statutory Science orders that we can best provide a formal framework for delivery. We use a range of teaching and learning techniques to deliver information and raise awareness including group discussion, role play, structured games, information and knowledge programmes and the use of speakers from outside agencies.

The National Curriculum Science Order requires the following elements of drug education to be taught:

- How the misuse of solvents, tobacco, alcohol and other drugs affects health
- That the body's natural defences may be enhanced by immunisation and medicines
- How smoking affects lung structure and gas exchange
- The effects of solvents, tobacco, alcohol and other drugs on body functions

Curriculum (continued)

Careers Education and Guidance

Knossington Grange Therapeutic School endeavours to provide quality care for its pupils' needs and abilities and this is particularly relevant in its provision of Careers Education and Guidance.

The school has in place a planned careers programme that starts at Year 8, continuing through to Year 11 culminating in individualised opportunities.

Unlike some mainstream schools where careers education is delivered as part of the PSHE curriculum, Knossington Grange Therapeutic School provides specific careers guidance throughout the academic year through the College-Links Co-ordinator employed full-time by the school. The College-Links Co-ordinator works closely with the school's appointed Connexions Advisor and the Careers and Enterprise departments providing pupils with extensive careers support.

In Key Stage 4 emphasis is placed on the world of work, opportunity awareness, handling careers information, college experience, work experience and C.V.'s. Pupils also develop their Progress File and practise completing application forms and writing application letters. During Key Stage Four a comprehensive programme of outside speakers visit the school. These include College Representatives, Armed Forces and Business mentors visiting speakers who inform pupils of possible career paths.

It is the aim of the school that all pupils should leave the school with a suitable placement; therefore all year 11 pupils are actively encouraged and supported to apply for college placements, training schemes or jobs whilst in their final year.

Working with external agencies

Knossington Grange Therapeutic School co-operates with all the Connexions and Careers Services throughout the school's catchment area and is thus able to provide the individual pupil with the current labour market, training and college information in his own area.

Pupils are also encouraged to visit their local Connexions Adviser for guidance and college course information in their own towns.

The local East Midlands Connexions Adviser attends the School on a regular basis and is on hand to help pupils with their career choices and action planning. The Adviser may also attend the Annual Review meetings of all pupils in Years 9, 10 and 11.

Work Experience is regarded as an important opportunity for the pupils and is closely monitored by the School. Pupils are prepared for their placement beforehand, mentored during and debriefed on completion of their placement.

Curriculum (continued)

Work Experience

Work Experience at Knossington Grange Therapeutic School is arranged for Year 10 and Year 11 pupils and where possible placements are made for them to work in an occupational area where they have already shown an interest. Placements are made in the pupil's home area wherever possible.

Through work experience pupils have the opportunity to work alongside people of varying age, background and status. For many this will be the first experience of a working situation so attention is given to preparation, particularly to health and safety and conduct.

Work experience provides an excellent opportunity for pupils to practise and develop skills learned in the classroom and to experience some of the challenges of working life, e.g. teamwork and discipline. All this can help our pupils to be better prepared for life after school.

The length and nature of work experience will differ according to individual pupil needs and ability. Placements are usually on a chosen day, on a weekly basis. However some pupils have the additional opportunity to undertake an extended work experience placement, up to two days a week for a set period of time. We aim to give every pupil an experience of work, which is appropriate to their personal development and to their overall curriculum experience. We recognise that some pupils will need additional support to achieve this aim.

The Curriculum Enrichment Programme

The school delivers an Enrichment Programme led by its full-time Curriculum Enrichment Co-ordinator. The foundation for the programme is a range of outdoor education activities ranging from half-day trips off-site to full week residential experiences in Scotland and Wales.

Other aspects of the programme are being developed including Eco-Schools recognition, the Government's Healthy Schools Campaign and Educational Visits relating to all subject areas. In addition, the school traditionally organises 'themed' educational weeks, aimed at promoting and developing target areas of the school. In 2008 the school will conduct a Book Week in April (targeting literacy awareness) and a Sports Week in June (targeting all aspects of health awareness).

The Curriculum Enrichment Programme is an initiative designed to enhance the educational experience of all our pupils. It is a tool that is designed to evolve and develop to the benefit of all aspects of education, care and therapy within the school.

Reviews and reports

Annual Reviews

Every pupil has an Annual Review. The pupil, his parents/carers, the LA and any other agencies that have a contribution to make are all invited to the review. At the review the pupil's academic, social and behavioural progress during the previous year is discussed and targets set at the previous review are examined and new ones set. The review meeting is an opportunity for recognition of a pupil's progress and for ideas to be shared if there are any problems, which need to be addressed. If it is considered that it may be appropriate for the pupil to return to mainstream school this is the meeting at which this is discussed and plans for a return can be made. The current statement will be reviewed and the necessary paperwork will be sent to each LA within the statutory 10 days. If the need arises an Annual Review meeting can be convened earlier than usual.

Reports

Before a pupil's Annual Review all teachers, the Pastoral Head and the Personal Support Worker write detailed reports on the pupil's academic attainment and progress and on his social and behavioural development. This report is sent to all those involved in the Review and provides the main source of information on which to base discussion at the Review meeting.

At the end of each term pupils receive a report with details of their attainment, behaviour and effort grades for the term. At the end of Key Stage 3 all pupils receive a report containing the National Curriculum levels they have attained in all subjects by the end of the Key Stage.

Child Protection

The school follows the Leicestershire Safeguarding Children Board Child procedures. There are three trained Designated Senior Persons in the school who are responsible for Child Protection issues. All staff are trained by Leicestershire Child Protection Officers and the training is regularly updated. The school has a Child Protection Policy, which is available from the school on request.

Health and Safety

The school has a Health and Safety policy, which ensures the safety and well being of all pupils, staff and visitors. Health and Safety is an issue always addressed in the School Improvement Plan and there is a rolling programme of maintenance to keep the standards of the learning and working environment at a high level. The policy is available on request from the school.

Summary Data

Attendance

School attendance from September 2006 to July 2007

Number of pupils on roll:	78
Authorised absence:	6.7 %
Unauthorised absence:	5.1%

Destination of former pupils

Number of pupils in Year 11 on 1st September 2006-July 2007: 11

% who have since commenced:

- a. A course at any school or any course of further education: 59 %
- b. Employment: 20 %
- c. Other training: 1 %
- d. Other: 20 %

SATs results

Key Stage 2 No. Y6 pupils on roll	All Pupils															
	7															
	<i>Teacher Assessments</i>									<i>Test Results</i>						
	A	D	W	L1	L2	L3	L4	L5	A	D	W	L1	L2	L3	L4	L5
English	0	0	0	0	0	2	1	0	4	0	0	0	0	2	1	0
Maths	0	0	0	0	2	2	2	0	1	0	0	0	2	2	2	0
Science	0	0	0	0	1	4	2	0	0	0	0	0	1	4	2	0

Key Stage 3 No. Y9 pupils on roll	All Pupils																			
	15																			
	<i>Teacher Assessments</i>										<i>Test Results</i>									
	A	D	W	L1	L2	L3	L4	L5	L6	L7	A	D	W	L1	L2	L3	L4	L5	L6	L7
English	0	0	0	0	2	10	2	1	0	0	5	0	4	0	0	3	2	0	1	0
Maths	0	0	0	0	0	8	6	0	0	0	1	0	0	0	1	6	5	2	0	0
Science	0	0	0	0	1	5	6	2	1	0	2	0	0	0	1	3	8	0	1	0
ICT	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

STAFF LIST

Senior Leadership Team

Steve Watt	Principal
Bob Batten	Vice-Principal
Judy Haslam	Head of Care
Emcee Chekwas	Head of Therapy
Chris Talbot	Finance & Facilities Manager
Farley Briggs	Assistant Head
Matt Storey	Assistant Head

Teaching Staff

Cliff Ashton	Head of Assessment, Recording & Reporting
Mick Basey	Head of College Links – Year 11
Katherine Belton	Teacher – Key Stage 2
Damian Fletcher	Teacher – I.C.T.
Russell Fisher	Teacher – Art
Phil Hammersley	Teacher – Science
Beth Hodgson	Teacher – Key Stage 2
Alistair McGregor	Head of P.E.
Lynne O'Brien	Teacher – Science
David Parker	Head of Key Stage 4
Tim Parrott	Teacher – Maths
Tony Simmons	Teacher – Key Stage 3
Kate Theedom	Teacher – Literacy & Numeracy
David Turner	Teacher – History
Caroline Webb	Teacher – Remedial Reading (P/T)
Richard Wilcock	Head of Curriculum Enrichment
Rob Williams	Teacher – Music
Ben Yap	Teacher – P.E.

Teaching Assistants

Gill McLeod	Head Teaching Assistant
Lesley Bath	Senior Teaching Assistant
Nicola Faulding	Teaching Assistant
Cristie Griffiths	Teaching Assistant
Tom Kempin	Teaching Assistant
Carol McSharry	Teaching Assistant
Sarah Payter	Teaching Assistant
Sue Sharpe	Teaching Assistant
Madeleine Wilcock	Teaching Assistant

Children, Schools & Families

Mary Rennie	Co-ordinator
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STAFF LIST (continued)

Care Team

Mike Dickerson	Deputy Head of Care
Pauline Hawkins	School Nurse
Karen Farrow	Welfare Assistant
David Bannister	Night Supervisor – Main School
John Green	Night Supervisor – The Hayne

Care Workers

The Manor

Jim Proctor	Acting Team leader
David Sharpe	Residential Care Worker
Pete Watt	Residential Care Worker

The Spinney

Lynda Sharpe	Team leader
Colin Marlow	Residential Care Worker

White Gables

Peter Taylor	Team leader
Linda Walcroft	Senior Residential Care Worker
Oliver Duggan	Residential Care Worker
Kelly McCleod	Residential Care Worker

The Hayne

Clive Hale	Team leader
Linda Livingstone	Senior Residential Care Worker
Terry Gaffney	Residential Care Worker
Gary Simpson	Residential Care Worker

Northfields

Kieron Chapman	Team leader
Andy Cropp	Senior Residential Care Worker
John Holton	Residential Care Worker

Southfields

Amanda Heaphy	Team leader
John Collier	Residential Care Worker
John Learoyd	Residential Care Worker
Scott Walker	Residential Care Worker

STAFF LIST (continued)

Therapy Team

Nikki Bedlow	Psychotherapist
Sarah Press	Psychotherapist
Vicky Stocker	Pastoral Care Worker
Sandra Crossan	Pastoral Care Worker

Administration

Maureen Bigden	School Administrator
Terri Cutforth	Assistant Administrator
Alice Cox	Secretary
Marcelo Serafim	Accounts Clerk

Catering

Marie Belton	Catering Manager
Mary Dawson	Assistant Cook
Carmel Flint	Cook – The Hayne
Alison Butler	Kitchen Assistant
Julie Brown	Kitchen Assistant
Kelham Cliffe	Kitchen Assistant
Dot Freckingham	Kitchen Assistant
Amanda Hobson	Kitchen Assistant
Emma Jugovic	Kitchen Assistant

Domestic Staff

Miranda Jones	Domestic Manager
Charlotte Boswell	Domestic Assistant
Gill Burton	Housekeeper – The Manor
Trudy Clark	Cleaner – Northfields
Carol Grapp	Cleaner – Spinney
Pat Hartshorn	Linen room Assistant
Rosemary Gudyer	Linen room Assistant
Tomasz Janeczek	Domestic Assistant
Pzemyslaw Kyrziak	Domestic Assistant
Susan Stewardson	Domestic Assistant – The Hayne
Sandra Warburton	Domestic Assistant – The Hayne
Brenda Ward	Housekeeper – White Gables
Paula Wright	Cleaner - Southfields

Maintenance

Sean Briant	Estate Manager
Alan Hartshorn	Maintenance/ Gardener
Carl Harlow	Maintenance
Mark Pick	Carpenter & Joiner
Peter Pope	Maintenance /Gardener
Billy Webster	Painter & Decorator
Jason Wilson	Maintenance