

# LOCAL Offer 2018/19

## GRANGEWOOD SCHOOL



### A member of the Eden Academy Trust family of schools

Grangewood School is a primary school, which provides for children between 3 – 11 years of age who have severe learning difficulties. Over half of all pupils have an autistic spectrum condition. All pupils have language and communication difficulties.

All pupils have a statement or EHC plan of special educational needs. Pupils come from the London Borough of Hillingdon and from neighbouring authorities. Many pupils come from homes where English is not the first language. Approximately one third of pupils are eligible to receive the pupil premium (additional government funding for children who are looked after and those eligible for free school meals), which is much higher than the national average.

The Head of School at Grangewood works very closely with the Director for Schools and other Trust leaders. A team of therapists is employed directly by the Trust to work with pupils at this school on a daily basis.

**Head of School: Liz Edwards**

**Eden Academy Trust CEO: Susan Douglas**

**Eden Academy Trust Director for Schools South : Jarlath O'Brien**

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<p><b>What is the purpose of The Local offer?</b></p>	<p>The Local Offer has two key purposes:</p> <ul style="list-style-type: none"> <li>• To provide clear, comprehensive and accessible information about the provision available; and</li> <li>• To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parent carers, and service providers in its development and review.</li> </ul>
<p><b>How does a child get a place at Grangewood School?</b></p>	<p>Parents are welcome to contact Grangewood School to arrange to visit when they will have the opportunity to view the school and to talk with a member of the School Leadership Team about the provision available.</p> <p>New admissions to our School will either have an Education Health Care Plan or be undergoing the statutory process towards such. All admissions to any of the Eden Academy schools come from the local authority in which the family lives.</p> <p>Prior to any child commencing a placement at the school we will endeavour to visit them either at home, in their pre-school setting or at their current school. Where practical parents will be offered the opportunity for their child to visit the school prior to their admission.</p>
<p><b>What type of placement is available at the School?</b></p>	<p>We admit children as young as 3 years old on a part time basis. Children join the school throughout the school year if a place has been agreed and there are spaces available. The majority of children come here once the statement or EHC plan has been finalised and agreed and the school has been named on the EHC plan. If there is a pressing need ie. If a child is new to the borough and/or is not in any kind of provision, or if it has not been possible to determine the setting that would best suit the child, it is possible to arrange an assessment place at the school. This does not automatically guarantee a place at the school once the assessment period is over. Children are offered a full time place at the school in the term after their fourth birthday.</p>
<p><b>How much support will my child receive?</b></p>	<p>All pupils are taught in small class groups with the average class size being nine pupils. Every class in addition to a teacher has 3 or 4 qualified and experienced Teaching Assistants. The child: staff ratio is never less than 2:1. This helps to ensure that all pupils receive an appropriate balance of whole class, small-group and individual teaching. Many of our children are assessed as being in need of one or more of our therapies – Occupational Therapy, Physiotherapy, Speech and language therapy, creative therapy (music, drama, dance and movement). The school employs its own educational psychologist who assesses children on request and offers advice on strategies. Vision and hearing specialists are on hand as are paediatricians and other health experts. We have a senior teacher with expertise in meeting the needs of ASD pupils.</p> <p>The class teacher will ensure that all staff who work with your child enjoy a positive relationship with them and staff will meet regularly to ensure that they are using consistent and effective approaches at all times in their interactions with your child. You can expect regular communications for the school about your child’s learning and how we can work together as partners to bring about the best possible outcomes</p> <p>If a child’s needs are deemed to be exceptional even within our special school setting the School Leadership Team will ensure that further support is available to them.</p> <p>There is a wide range of extended services on offer to children and families, including holiday clubs, enhancement days, after school clubs as well as positive parenting courses to support parents and children. The staff in this team liaise regularly with Social Services to bring about the most positive outcomes and provide the most suitable opportunities.</p>

**How accessible is the School?**

The school is purpose built and is all on one level with easy access to all areas. Several of the rooms have ceiling hoists and there are enough mobile hoists for all children who need to use them.

The building has been developed and expanded over the years in keeping with the original style. The classrooms are all well-equipped and the majority have their own quiet room, many with distraction free workstation areas. The majority of the classes have their own playground area as well as the main one. We have one purpose built TEACCH room and a number of specialist teaching areas. The site is both safe and secure.

**What resources are available at the school?**

The school has a wide range of facilities including :

- Purpose built playgrounds for the majority of classrooms with safety surfacing and appropriate equipment
- A large communal playground at the back of the school with safety surfacing and space for bikes and other large equipment
- Sensory gardens
- A nature trail in woods with two areas of adventure trail
- A sensory room
- A soft play room
- An interactive learning centre housing the school library, large whiteboard area, a sound room and three touchscreen computers
- Use of a hydrotherapy pool
- Purpose built classrooms, most with quiet rooms and all with computer and touch screen whiteboards
- Therapy rooms
- 4 minibuses for social training and other educational visits
- Hall with wall bar equipment
- Opportunities for integration with mainstream peers

**How do children travel to the School?**

The majority of our pupils are eligible to free home to school transport which is provided by the local authority.

Pupils may travel on a mini bus or a taxi with other children from their locality. All home to school transports in addition to a driver also have an escort who is employed to support the child throughout their journey.

Those children who live nearer to the school are often brought to School by a parent.

Further details regarding home to school transport including eligibility can be obtained from School Transport Department on 01895 250008 if the family live in Hillingdon. Telephone and contact details for other local authorities will be available on their websites

**What specialist services are available at the School?**

A wide number of professionals work in school each week to support our pupils' health, wellbeing and education. These include:

- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- School Nurse
- Health Care Assistant
- Specialist Teachers for the Hearing Impaired and the Visually Impaired
- Music Therapist
- Drama therapist
- Creative therapist
- Dance and Movement therapist

In addition to the above, clinics are regularly held in school for pupils and their families and these include:

- Vision and hearing assessments
- Wheelchair clinics
- Dietician's clinic
- School Dentist
- Medical appointments carried out by Paediatricians and other Consultants

A range of other experts work into school and these include:

- Musicians
- Artists
- Sports Coaches

Yoga teachers

**What will my child learn at the School?**

**Our curriculum is based upon the Early Years Framework and the subjects of the National Curriculum at key stages 1 and 2. Each child receives a personalised curriculum that is differentiated to account for their needs and abilities.**

**The majority of pupils make good or outstanding progress in their development of skills including those in English and Maths.**

**All pupils are prepared for the next stage of their education and life. There is a strong emphasis on the development of pupils' social interaction skills and on giving them the skills and knowledge that will allow them to live a good quality of life as young adults.**

**Specialist approaches are used to support pupils' learning and these include:**

- a sensory curriculum for pupils with profound and multiple learning difficulties
- Sensory diets and sensory integration programmes for ASD pupils
- Social Skills programmes including sex and relationships education as appropriate to primary aged pupils
- Life skills training
- Visual Timetables
- PECS
- TEACCH
- A total communication approach using signing and visual approaches with objects of reference, photos and symbols
- Alternative augmented communication approaches
- Individual, small and whole group work

**How will I know what progress my child is making at the School?**

Assessment at Grangewood is viewed as essential, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences to enhance the provision at the school.

Aims of Assessment (Why do we do it?)

- To gather information about the performance of individual pupils, groups and cohorts so that it can be used to inform target setting at a range of levels, including for individuals, groups of pupils and as a whole school.
- To promote inclusive practice by ensuring all cohorts of pupils are making similar progress
- To monitor special provision to ensure it is proving effective both in progress of pupils and related cost
- To gather information to inform teachers and ensure consistency and progression as pupils move up through the school and change teachers
- To track individual progress and identify/address individuals and/or groups of pupils not making the expected progress
- To ensure pupils are making progress in line with national averages within similar cohorts

Who is assessment for?

- Pupils, who will know:
  - what they are doing well
  - what they can do better in
  - what they are trying to achieve
  - how they can do this
- Class staff, who will know:
  - where a pupil is starting from

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- which pupils are making progress in different areas of the curriculum
  - which pupils need monitoring and tracking
  - if their teaching is effective in all areas of the curriculum
  
  - Parents & Carers, who will know:
    - if their child is making progress
    - if there are any issues to be addressed
    - what they can do to support the learning of their child
  
  - Head of School, members of the Local Advisory Board and Senior Teachers, who will know:
    - which pupils are meeting or exceeding expected progress
    - which pupils are causing concern and therefore need to be monitored or tracked
    - if there are specific groups of pupils whose progress is causing concern and therefore need extra input
    - if there are groups of pupils whose specific provision is particularly effective
    - which aspects of the curriculum need developing across the school
    - how the progress of the pupils compare to others in the country
    - how the school scores compare with previous years
    - how the school is progressing against its targets
    - what the impact of the school improvement plan has been – particularly any curriculum related developments

In these ways, the assessment process addresses the five values that underpin all our work both at Grangewood and across the academy. They are Inclusion, Focus, Quality, Integrity and Collaboration

#### The Early Years Foundation Stage

Assessment in the early years is very similar to the main part of the school. Each pupil follows their My Learning Journey curriculum. Careful observation of the pupils in EYC ensures that a thorough record of their progress is kept in their curriculum file.

There is a statutory obligation to report pupils' achievements against Early Learning Goals in the Foundation Stage Profile as pupils leave EYFS.

Progress towards them is tracked using the Assessment Profile on Classroom Monitor

At Grangewood, we base line the pupils within half a term of entry and set personal targets (8-12) to achieve each term of the same academic year and, in July of each year, report the percentages of pupils who have met these targets.

Teachers in EYFS within the academy will moderate the profile by attending an academy wide moderation meeting each June.

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### How do we report progress?

To Parents – at the end of the summer term class teachers compile an illustrated report of pupils' progress and achievement during the year. This report also includes pupils' current P levels and the results of their progress against their My Learning Journey outcomes. AT the end of each half term parents are requested to comment on any progress noted at home and discussed during parents evening. Each term new My Learning Journey outcomes are sent home to share with parents. Progress against MLJ outcomes is discussed at annual review.

To Staff & members of the Local Advisory Board – following the collection of results at the end of each summer term a report is compiled for staff & governors in 4 sections to reflect our assessment.

Conclusions from this report will be included in the School Improvement Plan and performance management targets as necessary. Staff are able to analyse the data regularly to track any pupils progress of their class group so they can reflect on the progress of their pupils and how their teaching may have affected results. It also means that staff can decide which pupils are causing concern and will therefore be on the tracking list.

### **How will my child's health and well-being be supported?**

Children's emotional well-being is paramount to us and we take great care to ensure that all of our pupils have positive learning experiences throughout their time with us.

Considerable emphasis is put on the teaching of personal, social and health education and pupils are given many and varied opportunities to enjoy a range of Spiritual Moral Social and Cultural experiences during their time at school.

We share our behaviour policy with you annually. The emphasis is on a holistic approach towards dealing with difficult feelings and challenging behaviour, using a positive, proactive approach. We also share with you any positive handling plans we have for your child, enabling an informed and consistent approach at home and school.

Children are referred for creative therapies – music, drama, dance and movement, and these are proven methods of improving and enhancing children's wellbeing, confidence, self-belief and interpersonal skills

We hold regular meetings with professionals working in the school - educational psychologists, OT, physical and creative therapists and school nurse, to discuss any children causing particular concern. We also liaise regularly with professionals from other agencies- Social Services and Health in particular, to ensure the best possible outcomes for children.

Our school nurse is a regular visitor to children's homes and will offer a huge amount of practical advice on issues such as toileting, diet and sleep.

Our Family Services Coordinator is a regular visitor to children's homes and will offer practical advice on behaviour strategies, and connect you with social services, CAMHS and other support groups, as well as offering parenting courses, resource centre and After school and Holiday Clubs

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**What training do staff at the School have?**

- All teachers are fully qualified or are undertaking a recognised teaching qualification course
- The ASD Coordinator is trained to Masters level in the field
- All staff have undertaken safeguarding training which is regularly updated. This is a requirement when staff first start at the school
- All staff have DBS
- The majority of the staff are Team Teach trained. Team Teach is a holistic approach to behaviour management . We have two trainers in school who regularly train new staff and offer refresher courses to existing staff
- We have two trainers in school for manual handling. They offer a three module training programme and all staff involved in any manual handling are required to have trained to the appropriate level
- The Occupational Therapist and the Speech and Language therapist run a group each throughout the year, enabling each class to have a Physical Development rep. and a Speech and language rep. These members of staff, usually TAs , will have additional expertise in these two vital areas
- All staff have an experienced mentor in their first year at the school
- Staff working with children who require regular medication or other medical interventions will be trained by the School Nurse and signed off as competent prior to working with a child.
- We run an induction programme for all new staff, including SMSAs. This will be short training on a range of subjects including behaviour management , health and medical matters, autism, curriculum planning and assessment , manual handling, therapy support, developing play skills, child protection and safeguarding
- We regularly update our expertise in a range of areas through good practice workshops, held after school for the whole staff
- Our INSET days are always used for additional training on arrange of subjects
- CPD and requests to attend external training courses outside school are considered sympathetically, especially if the request fits in with existing priorities as identified in the SDP. We have, for example, in the past funded a place on a course which will enable one of the LSAs to be a trainer in Signalong. Another LSA undertook training enabling her to train in both Intensive Interaction and Sherborne

As part of an Academy Trust, not only do we have considerable expertise within the school itself, but we have Trust service managers working across the schools with skills/expertise/training potential in the areas of coaching, CPD, extended services and therapeutic interventions.

**How does the School support families?**

There is a wide range of support for families including:

- Regular coffee afternoon for parents with workshops and talks on a range of topics
- Opportunities to meet with the therapists in school if your child is in receipt of creative or physical therapy
- Weekly opportunities to meet with the Speech and Language therapy Team
- Excellent home school liaison through the use of link books and follow up telephone conversations with teachers

- Termly more formal consultations with teaching staff
- 'Making Changes' courses for parents – a 10 week positive parenting course ( offered in community languages)
- Sibling group course – for the siblings of disabled children attending Grangewood to address the specific challenges they may face
- Support from the Family Services Team with issues around direct payments, DLA allowance etc.
- An active PTA ( FOG- Friends of Grangewood)
- Social and fund raidraising events throughout the year

**What activities are available to children outside of the school day?**

We have a Family Services team in school who provide a wide range of extra curricular activities outside school hours. These include:

- Weekly after school clubs on a Wednesday and Thursday ( offered on rotation basis )
- Holiday clubs during the Easter and Summer holidays
- Theme days every half term. This could be an event in school or a trip out
- Saturday club for Key Stage 1 or Key Stage 2 children. Again, this could be an event in school or a trip out.
- Saturday swim club for parents and children in the hydrotherapy pool at RNIB Sunshine House School, one of the other schools in the Academy. This is more relaxing and accessible than public pools
- Crèches are almost always provided at school fairs in the summer and at Christmas to help families enjoy the event in a more relaxed way

Most of the above is an opportunity for families to leave their child with experienced staff and enjoy a well-deserved break. These opportunities are mostly run and manned by staff already working at the school, so families have the added reassurance of knowing that their child will be cared for by someone who is already familiar with them

**How will the School support my child at times of change?**

With so many of our pupils being ASD, transition issues and dealing with change are often at the forefront of our thinking. We have a clear set of transition rules to help us to support children going through changes, however big or small. There is a huge emphasis on clear communication, visual cueing systems, countdowns and schedules, information sharing and, above all, time for the child to understand, accept and possibly anticipate what is about to happen.

Children moving classes at the end of the school year are thoroughly prepared for the change, and there is an opportunity for them to spend some time in the new class before the new term. Children starting at the school are often given a staggered start or reduced hours initially, although it is recognised that this can sometimes create more confusion than it alleviates!

Within the Trust we have strong links between the schools. If it is felt that a child will benefit from a move to another school within the Trust, this will need to be negotiated with clarity, integrity and transparency. All parties ie. local authority, parents, child , receiving school, need to be willing for the transition to take place and it needs to be clear that the child's best interests will be served by the move.

Pupils will have the chance to spend some time in the receiving school with trusted adults before the change takes place. Parents will of course have had the opportunity to spend some time in the new environment before they give their consent. There will always be a meeting of professionals prior to the move to give and receive information. Video footage can be very

helpful here.

**What might my child do when they leave school?**

We begin to consider secondary transition at a child's Year 5 review. Attendance is vital at this meeting. This review is attended by an SEN Officer from the local authority and the process is explained, together with dates by which any preferences need to be declared. Parents are usually encouraged to start looking at possible schools as soon as possible; especially if they feel that they should be considering specialist provision other than SLD. The secondary school for SLD schools in the academy, Moorcroft School, is the natural progression for our pupils and if there are any thoughts that this may not be the most appropriate provision, parents need to consider options and a rationale as soon as possible following the Year 5 review. There are agencies who may support parents with this; Parent Partnership for example.

**Who was consulted about this Local Offer?**

We will need to consult with Trustees, members of the Local Advisory Board, parents and the Local Authority

**What can a parent do if they feel that The Local offer is not being delivered or if their child's needs are not being met?**

**We have a formal Complaints procedure but we would urge you to make an appointment to meet with the Head of School in the first instance, to see if the issue can be resolved in this way first.**

**How will The Local Offer be reviewed?**

The Local Offer will be formally reviewed and updated on an annual basis each July to ensure that it is relevant for the following school year. Members of the Local Advisory Board, parents and staff will be invited to take part in this process.

**Who can I contact for further information about the School?**

**If you require any further information about the school please do not hesitate to contact us on 01895 676401.**