

# Eastwood Grange School



# Welcome to Eastwood Grange School

Welcome to Eastwood Grange School, located in the village of Ashover in the heart of the Derbyshire Peak District. We are an independent school providing specialist education and care services for children and young people aged 5 to 18 years with a range of needs. These include social, emotional and mental health (SEMH) needs, attention deficit hyperactivity disorder (ADHD), an autistic spectrum disorder (ASD) and attachment disorders.

## Supporting pupils to achieve their potential

At Eastwood Grange School, we are passionate about supporting children and young people to overcome barriers and achieve their potential. We re-engage students with learning and with the opportunities that life has to offer. The children and young people learn to understand and address their mental health difficulties, building the confidence, resilience and life skills for academic success and an independent, fulfilling future.



## Learning tailored to each young person

We understand that school and the education services must be done differently for our students, and that starts with a careful transition into Eastwood Grange School. Our welcoming and supportive learning environment helps children and young people to overcome any past negative experiences at school, and to become happy and active participants in their education.

We deliver individually tailored learning, designed to recognise the unique start points at which children begin their journey with us. We are also committed to empowering our pupils to develop socially and emotionally, guiding them to build the skills and character for positive transitions to further learning or employment.

## A highly experienced and dedicated staff team

Our experienced and caring staff team are committed and unwavering in their support of our children and young people. They build the meaningful relationships with pupils that make them feel secure, valued and ready to learn again. We encourage young people to feel optimistic about the future and guide them to work towards their dreams and aspirations.

Located in stunning, picturesque countryside, Eastwood Grange School benefits from extensive woodland grounds, providing the perfect setting for our outdoor learning programme and therapy sessions.

We would be delighted to welcome you to our school. Please feel free to contact me if you would like to arrange a visit to see Eastwood Grange School for yourself.

**Stuart Lees**  
Head Teacher  
Eastwood Grange School



## Services summary

The range of services and facilities available at Eastwood Grange School include:

- A broad curriculum with individualised learning programmes in small groups
- A highly experienced therapy team providing 1:1 support, including access to occupational therapy, speech and language therapy and counselling
- Modern and well-equipped facilities designed to meet young people's holistic needs
- A discrete primary provision located within a recently refurbished building
- A new provision to also support girls aged 5 to 18 years
- A post-16 area in the school that creates and nurtures the learning and career aspirations of our students, in preparation for lifelong learning and future employment. This also includes attending additional accredited vocational educational centres and experiencing a variety of work placement opportunities
- Specialist areas in music, construction and outdoor learning
- The development of functional skills and access to national accredited qualifications, including GCSEs, functional skills, vocational qualifications and NOCN awards
- Regular parent, carer and Local Authority communication, including sharing progress and achievement updates
- Pathways to further education and employment
- Associated children's homes in Derbyshire and South Yorkshire, offering 38 and 52-week care placements



**100%** of Year 11 pupils continued their education at Eastwood Grange School and/or a local college into post-16 education

**100%** GCSE pass rate

**100%** of Year 13 pupils progressed to adult learning courses



# Education services

Eastwood Grange School helps children and young people with complex needs to address and then overcome their barriers to learning. Mainstream school has not met the needs of our pupils and they may have been out of education for long periods. With our intensive specialist support, we address their social, emotional and mental health (SEMH) needs, building resilience that sees them access learning in a productive and beneficial way.

Our pupils also develop character that enables them to rise to new challenges and feel confident, taking academic risks and learning new skills for life. The school prepares children and young people for secure and productive lives, where they contribute positively to society.

## A broad and balanced curriculum

Our broad and balanced curriculum is designed to challenge and inspire learners, and prepare them for their future. Every child and young person has a bespoke learning package to meet their individual needs which takes into account their specific starting point.

Learning at Eastwood Grange School genuinely engages our children and young people, because they choose some of the subjects that they would like to study. We regularly consult with our pupils on their areas of interest and provide a wide range of academic and vocational subjects to select from. Our World of Work (WoW) curriculum makes learning meaningful by showing job possibilities and explaining how education can help them to take advantage of these opportunities.

Eastwood Grange School offers a range of qualifications, including:

- GCSEs
- Functional skills
- BTECs
- NOCN



## A wide range of facilities

The school is well-equipped with a creative area for study of the arts, hairdressing and barbering. There is a construction area to support bricklaying, tiling, plastering and rendering, horticulture and bike maintenance. The school also has music facilities and a sports hall.

## Our enrichment programme

Our enrichment programme features a programme of extra-curricular activities designed in partnership with our young people. These include activities such as sports, poetry, drama, languages and art. As well as providing positive life experiences, the activities enable pupils to pursue their personal interests and build relationships with children in the wider school community.



## Our post-16 college

Eastwood Grange School's further education post-16 college shares Eastwood Grange's site and provides our pupils with the next step in their education. The college offers all of the opportunities of a mainstream provision, alongside entirely bespoke and individualised study programmes and support. Using a variety of educational pathways, learners study for qualifications that move them towards future career goals and encourages lifelong learning.

The college provides opportunities to undertake a wide range of work placements. The entire programme is flexible to meet the complex needs of each individual, and encourages and develops their ability to focus on career aspirations and entering the workplace.



## Building life skills

Life skills are well integrated within every element of the academic and residential curriculum at Eastwood Grange School. We are committed to making sure our children and young people are prepared for when they move on to the next stage of their life and achieve this through:

- Personalised curriculum input from the therapy team e.g. social stories
- Promoting a SEAL (social and emotional aspects of learning) approach across the curriculum
- Supported work experience placements
- Involving residential pupils in cooking and domestic chores
- Independent travel training
- Community learning with activities and trips to help familiarise students with everyday activities that they might want to take part in after leaving school

"Eastwood Grange School has been a massive change for my son. He now has GCSEs which I would never had thought would have been achievable two years ago because he wasn't even in lessons. For my son to now have English, maths and science is a stepping stone forward."

Parent of a pupil at Eastwood Grange School



## Practical careers guidance

Thorough preparation for life after school, whether that involves further education or employment, is a core component of our curriculum. Our partnership with Chesterfield College ensures that every child and young person receives independent careers advice and guidance. Pupils have support to identify personal interests which contribute to curriculum choices and plan their next steps after Eastwood Grange School.

## Building partnerships with families

We recognise the importance of working in partnership with parents to support their child to reach their full potential in school. Our approach is to ensure regular communication, with daily progress updates and consultation on the next steps in their journeys with us. In many cases, our Therapists will work directly with parents to also introduce strategies to effectively support their child at home.

## Part of one of the leading specialist education providers

We are proud to be part of Aspris Children's Services, one of the UK's leading specialist education providers. We form part of a network of schools and colleges sharing best practice and learning from each other's successes.

We benefit from a comprehensive and continually updated range of training, expert information and advice for educating and supporting students with SEMH needs and autism.

Our school is supported by a central team including an Operations Director, Health and Safety Advisor and Quality Lead, ensuring a consistent and robust approach of the highest standards.

# Therapeutic support

Therapy plays an essential role in the work that we do with our children and young people at Eastwood Grange School. It underpins the students' education and development, and gives them valuable tools that they can draw on for life. Our therapy team work side-by-side with the staff team to help young people reach a place where they are ready to learn. They advise on the most effective approach to take in the classroom to maximise a student's chance of success.

Every child starting at Eastwood Grange School is assessed by our Educational Psychologist. Our team identifies the difficulties a young person may have that hinder learning from taking place and then works with them to remove those barriers. The support provided can range from helping a child cope with getting through a school day to addressing previous trauma.

**The therapy and intervention teams provide very good support for pupils' social and emotional needs. Pupils are kept safe and feel safe.**

Ofsted November 2018



## Innovative and effective new approaches

Our Therapists guide children and young people to manage their emotions and to self-regulate. By learning to control emotions, impulses and think before they act, students grow emotionally, socially and can pursue their goals and ambitions. Our Therapists have introduced innovative and effective new approaches to encourage this in school, including a means for pupils to tell a teacher if they are feeling anxious without speaking, which calms the student and has improved lesson outcomes.

The children and young people have access to therapeutic services, including speech and language therapy, counselling and occupational therapy. There are two dedicated therapy rooms, fully resourced to deliver high quality support.

The Therapists also work with the parents/carers, developing strategies and approaches to help them care for their child at home. This provides further opportunities to improve the wellbeing of our students and extends the positive impact of our support further.

**The intervention team is effective in developing pupils' social, emotional, language, friendship, intervention and self-esteem skills...Recent work with the counselling and therapy teams has helped to ensure that pupils are improving their understanding of their own emotions and feelings.**

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# Residential care services

The children's homes linked to Eastwood Grange School are Moor Farm Cottage, Moor Field House and The Cloisters. Moor Farm Cottage and Moor Field House both support young people aged 8 to 18 years with complex needs, while The Cloisters is for those aged 9 to 18 years.

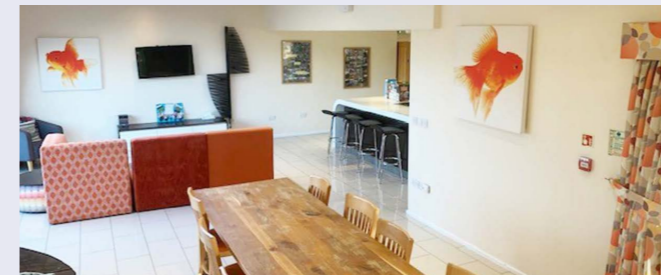
All three homes are situated in peaceful and calming rural locations providing safe, homely and nurturing environments that support our young people to develop and progress. The children are actively encouraged to follow interests and hobbies, and each home has access to a wide range of activities both on-site and in the nearby towns. Moor Farm Cottage and Moor Field House also work closely with each other, providing opportunities for children and young people from each home to mix and enjoy different surroundings.

A consistent approach to supporting young people is taken across the residential care and school, with staff working together as a multidisciplinary team which extends our positive impact. The residential care staff also help the young people to access and engage with education, working closely with the school staff team to provide integrated care that gives each child the best possible chance to succeed.



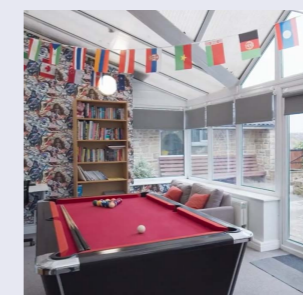
## Moor Farm Cottage

Moor Farm Cottage is a spacious and modern children's home located within a village in Derbyshire. The property is adjacent to farmland and benefits from a quiet and rural setting. The service supports six children and young people aged 8 to 18 years with social, emotional and mental health (SEMH) needs, as well as behaviours that may challenge. Moor Farm Cottage has also been rated as 'Outstanding' in all categories by Ofsted for a fifth successive inspection.



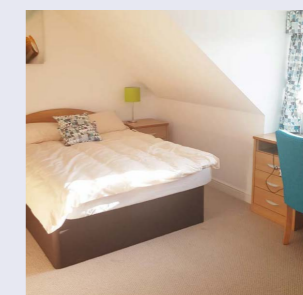
## The Cloisters

Located within a small village in South Yorkshire, The Cloisters occupies a private, quiet and rural setting adjacent to farmland, with panoramic views of woodlands and open countryside. The service supports six children and young people aged 9 to 18 years with a range of needs. This includes social, emotional and mental health (SEMH) needs, and behaviours that challenge. The Cloisters is also rated 'Good' overall by Ofsted.



## Moor Field House

Moor Field House is located in a rural setting on the outskirts of a small village in Derbyshire. The dormer bungalow was built a few years ago to a high specification, and supports three children and young people aged 8 to 18 years with social, emotional and mental health (SEMH) needs, as well as behaviours that may challenge. Moor Field House is also rated 'Good' overall by Ofsted, with 'Outstanding' features.



# Case study

Oliver\* is 14 years old and has a complex variety of social, emotional and mental health (SEMH) needs. Please read below Oliver's story and the positive outcomes that he has achieved at Eastwood Grange School.



## Oliver's story

Following Oliver's arrival at Eastwood Grange School, we carried out an assessment to determine how much he currently undertakes personal hygiene responsibilities and found that he doesn't:

- **Brush his teeth with regularity – he doesn't like the taste of mint**
- **Wash his hands after using the toilet – he doesn't like the feel of soap and water**
- **Use deodorant – he doesn't like the odour**
- **Wash his hair or face – he doesn't like the feel of soap and water**

From first working with Oliver, it was clear that he presented difficulties in both communicating and expressing his emotions. The school made a referral to access Early Help and for him to gain Child in Need status.

The aim of this intervention was to find strategies for Oliver to settle on-site and in class, and also to foster a working one-to-one relationship with his Teaching Assistant (TA), with the assistance of our Positive Behaviour Managers (PBM).

## Our approach

Our TA and PBM discussed with Oliver that the personal hygiene responsibilities are all important tasks to carry out, pointing out that germs would continue to make him ill and that he would feel better when he was clean. We arranged a trip for Oliver to go to Alfreton with staff and buy some personal hygiene items. He engaged well on the trip and chose the items himself, including:

- **Tutti-frutti flavoured toothpaste**
- **Strawberry mouthwash**
- **Tea tree face wipes**
- **Hand sanitiser gel**
- **Berry scented dry shampoo**
- **Scented antiperspirant**

To try and help encourage Oliver to use these items, a reward chart was set up which allows Oliver to monitor his own progress. On a daily basis, there are also agreed hygiene routines to help him to further manage his personal hygiene.

## A range of activities

In addition to the small class-based activities, Oliver engaged in a range of planned activities which all produced very positive interactions between Oliver and staff. These included:

- **Assembling his own sensory box**
- **Bike riding**
- **Time at parks**
- **Visiting Brook Garden Centre and Meadowhall**
- **Walking**

## Planned strategies

The team at Eastwood Grange School developed a range of planned strategies for Oliver to further help improve his skills. These included:

- **Oliver using his sensory brush at least 4 times a day**
- **Writing in a notebook to state how he is feeling and what is on his mind**
- **Completing core work in the morning, as Oliver struggles to complete any work and becomes disengaged often after lunch. In the afternoon, he takes part in physical or social activities**
- **After each lesson, Oliver goes for a short walk to help him avoid becoming restless**
- **If Oliver is struggling to concentrate in lesson, the use of his sensory box enables him to re-focus, using the items in his box**
- **When Oliver becomes quiet and doesn't respond, we try giving him plenty of time to process. We give Oliver 2 options at the most, and a set amount of time in which to make a decision. Once the time is up, staff will make the decision and communicate this clearly to Oliver**
- **Having cards with emojis helps Oliver to explain how he is feeling**
- **A structured and compiled timetable for each day, as Oliver likes to know what he is doing the next day**
- **Giving Oliver the opportunity to work with the others in class. However, if this starts to unravel, an alternative room is designated for him to continue working 1:1**



## Developing a sensory box

Oliver and the TA put together a sensory box, and went on a trip to Meadowhall to find items that would help him to settle, when required. Various shops were visited and the items found for his box included:

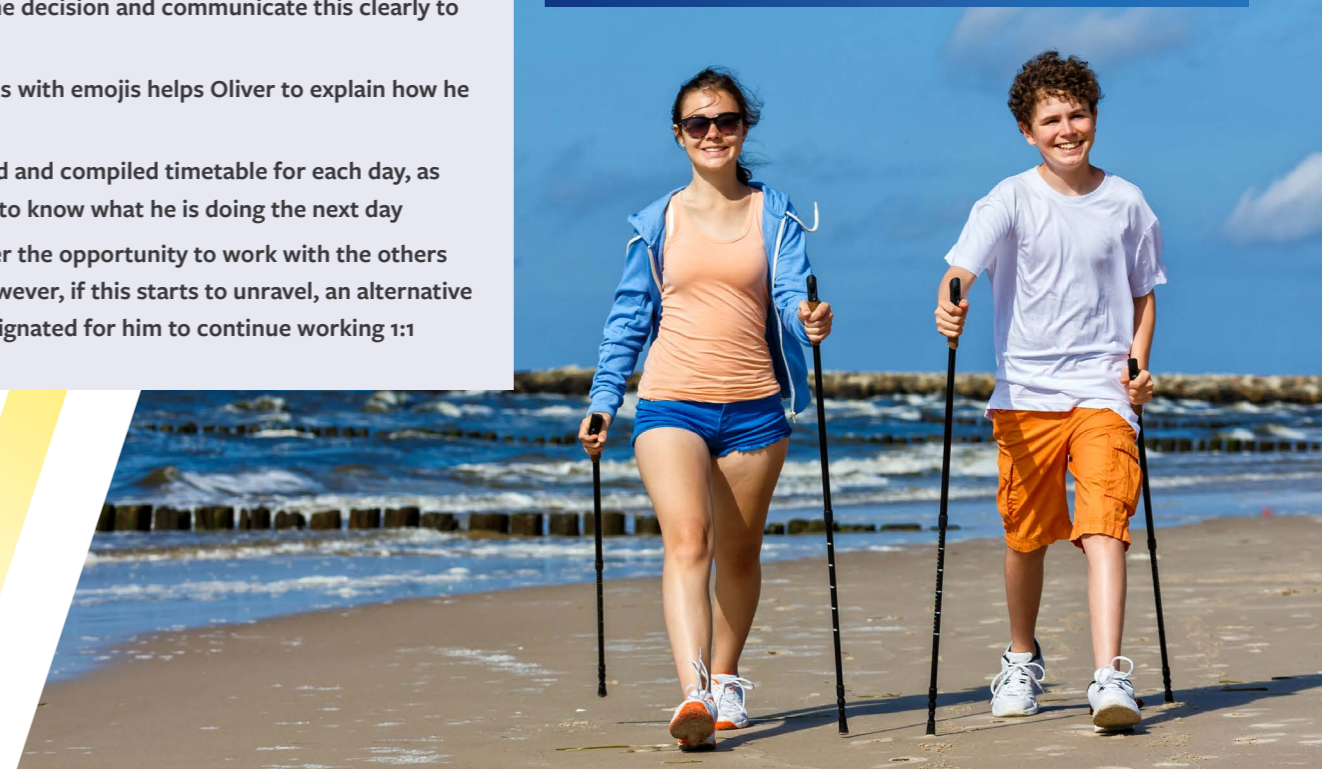
- **Bubbles**
- **Modelling clay**
- **Sensory balls**

We also bought a fishbowl for sensory tasks and a crossword book, which Oliver says helps him to relax.

## Achieving positive outcomes

Since arriving at Eastwood Grange School and through the staff team identifying Oliver's requirements, the outcomes have been remarkable, in terms of Oliver's mental wellbeing and his engagement in both developing new relationships and learning. Oliver has really progressed and both his personal hygiene and communication skills have also increased.

Oliver has been working in a classroom on his own with staff, which has made it easier for him to settle. Oliver is even completing all of his work and asking for more, which would have previously been unimaginable when he arrived at the school.



## Get in touch

For information on our specialist services at Eastwood Grange School, please do not hesitate to contact us.

**Call: 01246 590 255**

**Email: [placements@aspris.com](mailto:placements@aspris.com)**

**Website: [www.aspriscs.co.uk](http://www.aspriscs.co.uk)**

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**"My son was literally buzzing with excitement yesterday when he returned home, that led us to having a fantastic afternoon together. I am so happy he is within your school."**

Parent of a pupil at  
Eastwood Grange  
School

**"Pupils' improved attendance and engagement, combined with the positive ethos and high expectations set by the headteacher and staff, ensure that pupils make good progress from their low, and sometimes very low, starting points."**

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