

Eastwood Grange School Local Offer

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1. What does your service do?

Priory Eastwood Grange School is an independent specialist, residential school with off site children's homes for young people aged 9 to 18 years who exhibit a variety of behavioural, emotional and social difficulties.

We have a day school with a separate residential home on site and two Children's Homes in the communities of Rotherham and Chesterfield which offer care placements and education at our school. Our young people enjoy a warm, welcoming and relaxed, yet structured environment, which encourages them to develop social, educational and practical skills and enjoy an active and fulfilling life in beautiful surroundings.

Eastwood Grange offers an integrated package of Care, Education, and Therapy (including CAMHS) which means we are able to fully meet the needs of complex young people with a wide range of needs.

The school also provides access to a wide range of activities including football, rugby, swimming and offers the young people a wide range of social opportunities such as joining local sporting clubs and cadets.

2. How are decisions made about who can use your service?

Young people are referred to Priory Eastwood Grange School via Local Authorities, social services, education departments and health departments. We offer full care, termly, weekly and day placements depending on individual needs.



3. How will college staff support the child/young person?

Education is overseen by the senior leadership team. The school has fully qualified teachers who deliver the academic curriculum and instructors who deliver the more practical curriculum. Each class is supported by a teaching assistant with classes rarely exceeding six pupils.

4. How will the curriculum be matched to the child's/young person's needs?

From admission, the needs of each young person is taken from their statement, meetings with associated professionals and visits by appropriate staff. All staff are advised of the needs and an action plan is devised to ensure that these are met. Once in school a baseline assessment is carried out to ensure staff can differentiate their planning to meet individual needs, this process is supported by the therapeutic team.

Lesson plans differentiate for all pupils on an individual basis. Individual timetables are used to match pupils to their needs, levels and interests. Qualifications now range from Entry Levels to Higher Level GCSE. Vocational courses are also offered through local providers and also on-site. Pupils have access to work experience and local college provision.



5. Do you offer any therapeutic services?

Many young people with behavioural, emotional and social difficulties have complex mental health problems and often have to wait for the availability of therapeutic input from an already overstretched local CAMHS team.

As part of the service available to young people at Priory Eastwood Grange School, the school has developed an on-site therapeutic team that consists of:

- Consultant Psychiatrist
- Counselling Psychologist
- Speech and Language therapy
- Music Therapy
- Occupational Therapy as required.

6. How does the school celebrate the success of children with SEND?

The school celebrates the success of children with SEND by holding weekly assemblies, end of half-term celebrations and rewards, as well as certificates, letters sent home and reward points.

7. How will the parent/carer know how their child/young person is doing and how will you help the parent/carer to support their child's learning?

Parent/carers can ring school to discuss progress at any time and make an appointment to come into school. The school holds annual reviews and a six month interim review in which they are invited to attend these meetings.

Progress reports are sent out regularly and staff ring and email parents, foster carers or social workers to give regular progress reports. The reports are detailed assessments of progress in all areas both formative and summative, ongoing monitoring of progress is detailed throughout the year and is formally recorded on a termly basis.

We track to see whether pupils are making expected, below or above expected progress, this is monitored through teachers meetings, analysis of data, lesson observations, learning walks and work scrutiny.

The child's parent/carer will be involved in the planning of the education for the pupil through ongoing discussion and review meetings where targets are set for the next six months.

8. What support will there be for the child's overall well-being?

All of the pupils at Eastwood Grange School have special needs. Therefore, the support offered applies to them all.

Residential pupils have a key worker in care and all pupils have a key worker in education who meet regularly with the pupils and hold 3-way meetings on a termly basis. Pupils attend their review meetings for both care and education which are held to discuss progress against targets, discuss the pupil's well-being and give them the opportunity to discuss any concerns or issues.

Within education, a pastoral team provide one to one and group support to pupils. This support enables pupils to access education and to learn. They also work with pupils to provide bespoke individualised programmes, especially when their social, emotional or behavioural difficulties are preventing them attending normal lessons on a full-time basis.

The care team are responsible for meeting the needs outlined on health plans. Pupils are registered with the local doctor and dentist and if necessary attend Chesterfield Hospital. All other aspects of personal care are the responsibility of the key worker and care teams.

Both the care and education teams work with pupils to enable them to improve their behaviour. They set targets with them and monitor progress.



All pupils have both a personal handling plan and risk assessment. These are updated and amended frequently, especially following an incident. Within school, the pastoral team is used to support pupils and to prevent exclusion. The care and education staff are also on hand to support attendance.

9. What specialist services, training and expertise are available at or accessed by the school?

All staff are trained in behaviour management strategies. Behaviour management plans are in place for all young people and prescribe the best practice intervention, which is fully individualised.

The emphasis is fully placed upon de-escalation and staff are supported and trained in these skills. Training is regularly refreshed and any improvements and alterations to best practice are cascaded throughout the staff teams.

After any incident, both staff and young people alike are debriefed. This takes into account the feelings of the young person and allows senior managers an effective review and the de-brief is incorporated into the updated risk assessment and behaviour management planning processes.

We are fully committed at all levels and in all areas to a restorative approach. After any incident of conflict, staff will support a restorative approach process and full details of this are recorded and kept for future reference.

The staff receive specialist training, for example this year this has included training on autism, working with young people who have sexualised behaviours and working with young people with SEND.



10. How will children/young people be included in activities outside the classroom and how does the school ensure that children with SEND are able to access leisure and residential activities?

Our pupils integrate into the community in a wide variety of ways including:

- Joining local clubs such as rugby, football, youth club and cadets
- Supporting local community projects
- Going to local cinemas, ice rinks and swimming pools
- Going on camping trips
- Carrying out community activities that may be linked to Prince's Trust or Duke of Edinburgh

Depending on the age of the pupil, these will be accessed and either fully supervised, partially supervised or unsupervised.



11. Does your school offer any outreach?

Yes we are developing outreach to mainstream schools.

12. How accessible is the school environment?

The education block has wheelchair access for downstairs classrooms but the care houses do not have wheelchair access. The education provision also has a wheelchair accessible toilet on the ground floor.



13. How do you prepare and support the child for transition to the school?

We prepare and support the child by:

- Visits to the school and by staff to the pupil in their current home/school
- Visit by parent/carer/social worker to the school
- Analysis of referral information
- Detailed impact risk assessment
- Consultation with current pupils
- Provision of information about the residential houses and education



14. How is the decision made about what type and how much support the child will receive?

This is determined through the requirements outlined on the Statement of Special Educational Needs; close liaison with the therapeutic team and through referral information in the first instance. The level of staffing is determined by the risk assessment and level of needs it identifies.

Pupils can request additional support through key worker meetings and professional discussions during review meetings may identify additional support being required such as literacy/numeracy support, CAMHS involvement and educational psychology support. The parent/carer will be involved through review meetings and through telephone consultation.

Targets are set following admission and there is an ongoing assessment of progress against these targets. Progress is recorded and evidence collated. This could include a range of information including improved school attendance, reduced incidents/RPIs, positive contributions to school life, improved academic progress and increase in reading ages.

15. Do you have a children's/young person's council?

The council meets regularly in school time, additionally the houses hold weekly young person meetings.

16. How do you support young people to move onto the next stage of their life?

The school provides specialist equipment where necessary.

17. Where do young people go when they leave your service?

We are focused upon preparing our students for successful adult lives. In recent years, our young people have transitioned to a variety of destinations including returning home, to their family or into foster care or post-16 provision.

Get in touch

To make the process of referring a young person into Priory Education and Children's Services as seamless as possible or for further information about Eastwood Grange School, please contact our dedicated enquiries office today on **0845 277 4679**.