

EASTWOOD GRANGE SCHOOL

PARENTAL INFORMATION SHEET



Eastwood Grange Vision Statement:

“Building resilience and skills in our young people for an independent, fulfilled life beyond education”

Overview

Eastwood Grange School is an independent, special day school for up to 50 boys and girls aged 5-18 years. The students exhibit a variety of severe and complex educational, social, emotional and mental health difficulties, which have impeded personal developmental and educational success. Many have a number of diagnoses. Our students have breakdowns in a number of educational settings and been failed by the level of support for their needs prior to their time at Eastwood Grange School. They arrive very disengaged with education and life after having experienced many crises and trauma.

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Next review date: November 2021
Author: Stuart Lees (Head Teacher)

The following information is for Eastwood Grange School, which is part of the Priory Group.

Proprietor: Priory Education and Children's Services
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Chair for the Proprietor: Karen Sheldon
Executive Assistant to:
Chris Strong, Chief Operating Officer
Education Management Team
T: 01483 899132
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Home/School Address: Eastwood Grange School
Milken Lane
Ashover
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Chair of Governors: Anthony Armstrong
Operations Director – North
Tel: 07885 818046

Headteacher: Stuart Lees
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VISION

A safe learning community of outstanding quality for the well-being of young people with complex special educational needs, consistent with combinations of autism, behavioural, emotional and social difficulties as well as other, related conditions.

This is the **VISION** for Eastwood Grange School

MISSION

To provide a caring, consistent, healthy living and learning environment in which every child feels safe and valued whilst being encouraged to achieve their potential.

This **MISSION** for all staff, partners and stakeholders of the school is the way we achieve our **VISION**.

VALUES

Safeguarding Success Care Partnership Inclusion Communication

These are the thematic **VALUES** that inform our **MISSION** and embody our ethos.

AIM

- Promote a culture in which students feel safe, secure and listened to
- Foster a positive ethos to enhance students' self-esteem by celebrating success and progress
- Provide high level of care where interest is taken in each student's well-being
- Provide appropriate management, specialist and therapeutic intervention
- Set boundaries and have expectations so students take responsibility for themselves
- Provide an enjoyable, relevant waking curriculum that addresses individual student needs
- Offer opportunities that broaden horizons and lead to certificated awards
- Provide accommodation that is suitable for both privacy and shared activity
- Maintain positive working relationships with all partners and stakeholders
- Actively promote students' participation in the local community
- Value and support all members of the school community
- Empower all staff to accept shared responsibility for the students in our care

These **AIMS** are how we promote our **VALUES**, work on our **MISSION**, and achieve our **VISION**

- See also the Statement of Purpose, and the School Prospectus, and associated Eastwood Grange documents and policies which contain similar information and statements (full copies can be provided on request)
- Ofsted, Dept for Children Schools and Families, Every Child Matters, Local Safeguarding, Connexions, Health and Safety Exec, Team Teach, Qualifications and Curriculum Development Agency, National Autistic Society, Children's Workforce Development Council, Engage, National Assoc of Independent Schools and Non-Maintained Special Schools, Priory Group websites and others may be helpful for background info.

ADMISSIONS

Eastwood Grange School provides flexible residential care and education for students offering specialist education and residential care and day placements for boys from aged 9. Students have emotional and behavioural difficulties and learning difficulties which can include autism and other diagnosis. The school specialises in working with pupils exhibiting emotional and behavioural difficulties and those who have difficulties in acquiring appropriate social skills. Many pupils have experienced failure, disappointment and criticism with resulting feelings of inadequacy and poor self-image. Many also have additional conditions including Asperger's Syndrome.

Eastwood Grange School provides a positive and structured environment where pupils are encouraged to assess their behaviour and affect change. Their efforts are privately and publicly acknowledged in a constructive manner.

Placements can be flexible on a day basis, weekly boarding, term time and for up to 52 weeks of the year (in the children's home), depending on individual needs.

ADMISSIONS PROCEDURE AND CRITERIA

The school will review all relevant and recent reports. This will usually include:

- Recent Statement
- Last School's Report
- Social History and any relevant reports
- Psychologist's reports
- Psychiatric report (if any) and diagnoses of special need
- Any other factors e.g. other disability (Epilepsy, visual impairment)

If it is felt that the school can offer a place, the admission of the student will be planned in the most appropriate manner in order to meet the individual's specific needs. This could usually involve several observational visits from Eastwood Grange School staff to the young person's current placement and home, and the young person visiting Eastwood Grange School.

BEHAVIOUR MANAGEMENT

At Eastwood Grange School, the strengths of our approach are that, on an individual and group basis, it provides

- Clear boundaries and structures
- Predictable responses (using behavioural techniques) from staff who work in a consistent manner
- Cognitive work through reflecting on presenting behaviour and performance.

Adaptations to this approach are made to reflect the differing needs and disabilities of each individual student. The atmosphere provided at Eastwood Grange School is one of assurance and confidence where a student's efforts are privately and/or publicly acknowledged, where frequent praise is given and if criticism is necessary it is used in a constructive manner which provides positive alternatives.

The staff at Eastwood Grange School seek to provide a safe and healthy environment for all students. They are aware that many students have challenging behaviour and difficulties in controlling their own behaviour. It is therefore imperative that staff are qualified and trained and careful attention is given to the strategies created for the behaviour management of students. The school uses an approach called Team Teach and all staff are given training in this aspect. This approach seeks to avoid the need to physically restrain students. The de-escalation techniques are taught with the aim of ensuring that when students are displaying behaviour that could result in danger to themselves or others, effective strategies can be used to calm the situation without resorting to physical interception. However, it is recognised that there will be times when students need to be held for their and others safety and on these occasions, the specific techniques of Team Teach will be used. Staff will seek to use holds that enable students to remain standing or to be seated.

Eastwood Grange School is a school with an ethos of not excluding children.

Where serious incidents occur, children will be taught away from their peers 1:1, during internal reflection time or in more serious occurrences, arrangements will be made for children to be educated 1:1 off site. Permanent exclusions will only ever be used in very extreme circumstances, with consultation with all stakeholders and the widest range of possible alternatives will be sought to avoid any form of exclusion.

CURRICULUM POLICY

A full copy of the Curriculum Policy is available for inspection on each site. Our curriculum has three key aims:

Linking Learning Together

How we organise the learning for our children and young people to enable engagement, access and meaning to their studies across and within subject disciplines, in the school and the wider community and within themselves as they continued to grow emotionally.

Enhancing the Learning Experience

How we create a zest for learning within lessons, learning sessions and beyond by creating a flexible structure which improves access to a wide range of learning opportunities and outcomes and enables our children and young people to sustain their own life-long learning.

Understanding the Learning Journey

How we link teaching and learning to well-being, understanding the emotional intelligences and barriers of our children and develop what we know and understand about them, through a comprehensive suite of assessments, to best provide for their individual needs.

During the education day the curriculum is based on students having individual education programmes. Assessments of students' ability levels are made on entry and the results of these are used in deciding specific teaching programmes. Students in years 7, 8 and 9 are offered subjects of the national curriculum. In years 10 and 11 there are option choices that include taking GCSE, Btec courses, Functional Skills or Entry Level and following life skills programmes such as National Open College Network NOCN. Students also have the opportunity to take college courses as appropriate to their needs and abilities. Each student is placed in a tutor group and the tutor has responsibility for monitoring the progress and updating the targets of each student. The tutor also works closely with the member of the care team who has specific responsibility for the student (Key Worker) to ensure that there is a consistent approach to the support provided.

The school supports a waking curriculum in partnership with the children's home, which shares the site. This means that throughout each day, during school time, evenings and weekends activities are planned that increase students' learning opportunities and experiences.

TEACHING AND LEARNING POLICY

A full copy of the Teaching and Learning Policy is available on each site. Basic principles of teaching and learning are:

- Lessons based on using assessment information on students' prior learning.
- Clear learning objectives for each lesson.
- Variety of teaching approaches to suit students' differing styles .
- Positive feedback to students on their efforts.
- Use of information and communication technology as appropriate.
- Clear expectations of behaviour during the teaching day.
- Individual teaching as appropriate, including interventions.

SAFEGUARDING, WELFARE AND HEALTH AND SAFETY ARRANGEMENTS

Priory Education Services, the Head Teacher and staff at Eastwood Grange School fully recognise their responsibility for ensuring the safety and well-being of the students in their care.

Safeguarding is of paramount importance. The Head teacher and two DSL's are responsible for safeguarding in education. Any member of staff who has a safeguarding allegation made against them, where all other alternatives have been considered, may be suspended on full pay, without prejudice, pending a full investigation. This will also involve contact with the Derbyshire LADO. The school's Safeguarding local procedure is available on request.

The school has a dedicated health and safety officer and all staff undertake a health and safety course. As part of the staff induction programme all staff will be made aware of the key provisions of the Children Act 1989 (and 2004 update) which concern our work (Ref. The Children's Act 1989 Independent Schools) and of the procedures for reporting concerns for a student's safety. The school's Safeguarding Policy is available on request.

All staff listen and take seriously all disclosures/allegations made by pupils. Any member of staff who has evidence or any concerns that a student is being put in danger or at risk, or is suffering physical, emotional or sexual abuse, either within the school or outside the school, including in his home, completes a Safeguarding Concern form. This is immediately passed to the school's Designated Safeguarding Officer, who, together with the Principal will decide on the most appropriate action to take. This may involve referral to either LADO or Ofsted.

All concerns about a pupil's safety, pupils' complaints and incidents are logged on our computer systems. The school is therefore able to track whether what may appear to be an isolated incident or complaint is in fact part of a more serious issue or pattern of behaviour.

The school's Anti-Bullying Procedure is available on request.

SPECIAL EDUCATIONAL NEEDS

Eastwood Grange School is part of the Priory Education Services schools and is a specialist educational setting where the children and young people attending are almost always in possession of a transitional SEN Statement or a statutory Education, Health and Care Plan which has been agreed by families and all agencies involved.

The SEN Code of Practice (2015) states that Education, Health and Care Plans/Statement of Educational Needs are integrated support plans for children and young people with SEN from 0 to 25 years of age. They are focussed on achieving outcomes and helping children and young people make a positive transition to adulthood, including into paid employment and independent living.

Eastwood Grange School is committed to working in partnership with education, health and care professionals to enable students to achieve their academic potential and successful transition into adulthood.

Eastwood Grange School makes provision for a broad range of special educational needs across within the school setting, based on a needs-led assessment. These include autism; behavioural, emotional and social difficulties; communication and language difficulties; and moderate and severe learning difficulties. Our students often have compounding complex needs and these can include additional needs such as sensory impairment or mental health needs. Eastwood Grange School makes provision for students in the age range 9-18.

Eastwood Grange School believes that:

- All students have the right to access a wide range of learning experiences that reflect their needs, abilities and interests
- The learning opportunities and experiences provided for students should allow them to be successful in achieving understanding and skills
- All students have a right to access a suitable programme of learning
- The views of students about their education and the views of parents/carers about the education their children receive should be sought and taken into account
- Each student has the right to be valued for their culture, religion and their different style of learning
- All students should be educated in an environment and atmosphere that supports their learning and provides them with safe and stimulating opportunities and experiences.

Exam results – the school will publish its exam results in September 2021.
 Last year's exam results are as follows:

Year 2019 – 2020

Year 2019-2020 Exam Results and commentary:

GCSE'S:

Academic year achieved	school year sat in	exam Board	Qualification type	Tier	Subject	Grade achieved
2019/2020	13	AQA	GCSE	F/H	English Language	2
2019/2020	12	AQA	GCSE	F/H	English Language	3
2019/2020	12	AQA	GCSE	F/H	English Language	3
2019/2020	12	AQA	GCSE	F/H	English Language	3
2019/2020	13	AQA	GCSE	F/H	English Language	4
2019/2020	12	AQA	GCSE	F/H	English Language	4
2019/2020	12	AQA	GCSE	F/H	English Language	4
2019/2020	12	AQA	GCSE	F/H	English Language	4
2019/2020	13	AQA	GCSE	F/H	English Language	3
2019/2020	11	AQA	GCSE	F/H	English Language	4
2019/2020	11	AQA	GCSE	F/H	English Language	4
2019/2020	11	AQA	GCSE	F/H	English Language	1
2019/2020	12	AQA	GCSE	F/H	English Language	4
2019/2020	11	AQA	GCSE	F/H	English Language	1
2019/2020	10	AQA	GCSE	F/H	English Language	1
2019/2020	11	AQA	GCSE	F/H	English Language	3
2019/2020	11	AQA	GCSE	F/H	English Language	1
2019/2020	11	AQA	GCSE	F/H	English Language	1
2019/2020	11	AQA	GCSE	F/H	English Language	2
2019/2020	13	Edexcel	IGCSE	F	Mathmatics	2
2019/2020	12	Edexcel	IGCSE	F	Mathmatics	5
2019/2020	12	Edexcel	IGCSE	F	Mathmatics	4
2019/2020	13	Edexcel	IGCSE	F	Mathmatics	1
2019/2020	11	Edexcel	IGCSE	F	Mathmatics	3
2019/2020	11	Edexcel	IGCSE	F	Mathmatics	2
2019/2020	11	Edexcel	IGCSE	F	Mathmatics	3
2019/2020	12	Edexcel	IGCSE	F	Mathmatics	4
2019/2020	11	Edexcel	IGCSE	F	Mathmatics	1
2019/2020	11	Edexcel	IGCSE	F	Mathmatics	1
2019/2020	11	Edexcel	IGCSE	F	Mathmatics	3

2019/2020	11	Edexcel	IGCSE	F	Mathmatics	2
2019/2020	11	Edexcel	IGCSE	F	Mathmatics	2
2019/2020	11	Edexcel	IGCSE	F	Mathmatics	3
2019/2020	11	Edexcel	GCSE	F	Combined science (double GCSE)	U
2019/2020	11	Edexcel	GCSE	F	Combined science (double GCSE)	5-4

Functional Skills:

Academic year achieved	school year sat in	exam Board	Qualification type	Tier	Subject	Grade achieved
2019/2020	12	AQA	FS	1	English	pass
2019/2020	11	AQA	FS	1	English	pass
2019/2020	11	AQA	FS	1	English	pass
2019/2020	10	AQA	FS	1	English	pass
2019/2020	10	AQA	FS	1	English	pass
2019/2020	10	AQA	FS	1	English	Fail
2019/2020	11	AQA	FS	1	English	pass
2019/2020	11	AQA	FS	1	English	pass
2019/2020	11	AQA	FS	1	English	pass
2019/2020	11	AQA	FS	1	English	pass
2019/2020	13	AQA	FS	2	English	pass
2019/2020	12	AQA	FS	2	English	pass
2019/2020	12	AQA	FS	2	English	pass
2019/2020	12	AQA	FS	2	English	pass
2019/2020	12	AQA	FS	2	English	pass
2019/2020	11	AQA	FS	2	English	pass
2019/2020	11	AQA	FS	2	English	pass
2019/2020	11	AQA	FS	2	English	pass

ELC:

Academic year achieved	school year sat in	exam Board	Qualification type	Tier	Subject	Grade achieved
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2019/2020	11	AQA	ELC		English	2
2019/2020	11	AQA	ELC		English	2
2019/2020	11	AQA	ELC		English	2
2019/2020	10	AQA	ELC		English	2
2019/2020	10	AQA	ELC		English	1
2019/2020	10	AQA	ELC		English	1
2019/2020	10	AQA	ELC		English	1
2019/2020	10	AQA	ELC		English	2
2019/2020	10	AQA	ELC		English	1
2019/2020	10	AQA	ELC		English	3
2019/2020	10	AQA	ELC		English	3
2019/2020	12	AQA	ELC		English	3
2019/2020	11	AQA	ELC		English	3
2019/2020	10	AQA	ELC		English	3
2019/2020	11	AQA	ELC		English	3
2019/2020	11	AQA	ELC		English	3
2019/2020	11	AQA	ELC		English	3
2019/2020	11	AQA	ELC		English	3
2019/2020	10	AQA	ELC		English	3
2019/2020	8	AQA	ELC		English	3
2019/2020	11	AQA	ELC		Maths	3
2019/2020	10	AQA	ELC		Maths	3
2019/2020	11	AQA	ELC		Maths	2
2019/2020	10	AQA	ELC		Maths	3
2019/2020	10	AQA	ELC		Maths	1
2019/2020	10	AQA	ELC		Maths	3
2019/2020	10	AQA	ELC		Maths	3
2019/2020	10	AQA	ELC		Maths	3
2019/2020	10	AQA	ELC		Maths	2
2019/2020	8	AQA	ELC		Maths	3
2019/2020	11	AQA	ELC		Science	1
2019/2020	11	AQA	ELC		Science	3
2019/2020	12	AQA	ELC		Science	3
2019/2020	11	AQA	ELC		Science	2
2019/2020	11	AQA	ELC		Science	3
2019/2020	11	AQA	ELC		Science	U
2019/2020	11	AQA	ELC		Science	3
2019/2020	11	AQA	ELC		Science	3
2019/2020	11	AQA	ELC		Science(double)	3

COMPLAINTS PROCEDURE

The school's Complaints Procedure is available on request. This gives clear timescales for the management of any complaint; together with details of the provision for a hearing to be held before a panel should this become necessary.

OFSTED:

If you feel that the school has not dealt with a complaint in a way that you feel appropriate, you are able to contact OFSTED on the following number: 0300 123 1231