



Grafham Grange School

Building Better Futures

Our Offer

School Overview

September 2017



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The Local Offer

The Local Offer refers to the requirement for Local Authorities to publish and review information about services they expect to be available for children and young people (CYP) with special educational needs aged 0---25. The intention of the local offer is to improve choice and transparency for families.

This information sheet aims to fulfill Grafham Grange School's contribution to local offers and provides a general overview of the school.

Your Needs

All our pupils have statements of special educational needs with SEMH (social, emotional and mental health) as their primary identified need, though the majority of pupils have additional special educational needs such as autistic spectrum conditions, speech, language and communication difficulties, ADHD, opposition defiance, medical conditions and attachment disorders.

Our Location

Grafham Grange School is set in 42 acres of Surrey countryside at Grafham, near Guildford, and is easily accessible by road and rail. The site benefits from a rural location and has extensive facilities within the grounds including a hard court for a variety of ball games, a lake and its own quad bike track.

The school also has a bespoke 3G football pitch supplied by the FA, which is extensively used by the community as well as the school.

Our Provision

Grafham Grange School is a successful non---maintained special school for boys. We offer 44 residential (weekly) boarding and day provision for up to 52 pupils, referred from local authorities across the south of England from the age of 10 to 16 (Year 6 to Year 11).

From September 2016, the school will reinstate its provision for a small number of post 16 placements, bespoke programs supported by local colleges of further education.

Education, Health & Care

Curriculum

At Grafham Grange School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

To ensure focused, truly personalised learning, from September 2015 students will be allocated to one of 6 groups based on their individual requirements, as highlighted in the statement or EHC Plan, not their age. This will ensure accelerated progress and maximising the potential of all students.



Therapeutic Services

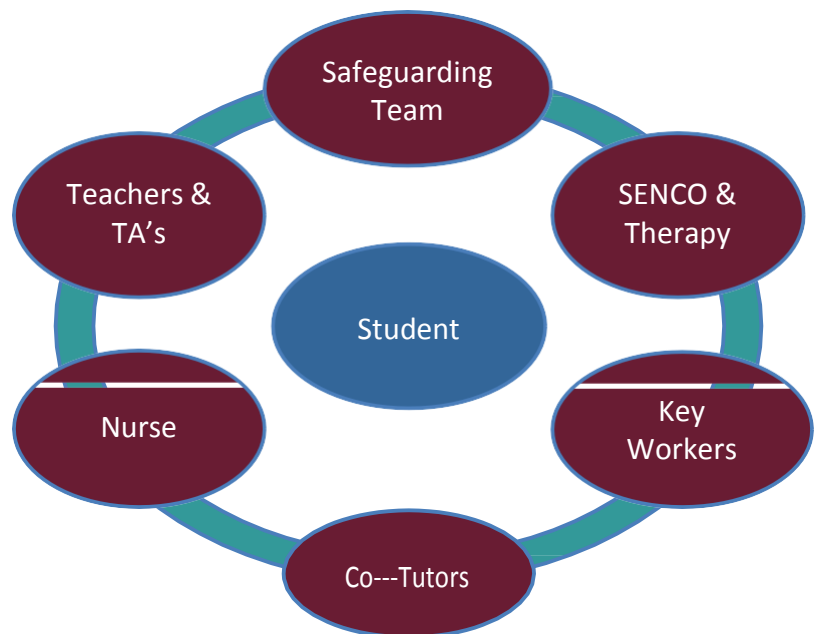
The focus on therapy is anchored on the specialist input needs as identified in legacy statements, EHC Plans and individual therapy assessments for pupils and includes at minimum:

- Speech and Language Therapy.
- Occupational Therapy.
- Psychological Therapies.
- Nursing expertise delivered by Virgin Care.
- Personalised therapeutic interventions e.g. music therapy, art therapy, CBT.

In addition, the integration of therapy through multi-disciplinary working and a blended approach to meeting the customised needs of each student will be developed as a feature of the school, going above and beyond the approach in other schools nationally.

The Team

We have a dedicated team of staff who will endeavour to support all of your child's needs.



Young People

Our multi-professional team is composed of teachers, therapist, teaching assistants, nurse, support assistants and residential care staff. We adopt a holistic approach to the curriculum to reflect our pupils' special educational academic, vocational and individual needs and promote learning, teaching, therapy and care.

The school offers GCSE, and Functional Skills programs. Students have the opportunity of attending Link courses in a local College and undertake work experience placements. The Careers Education programme ensures that the students receive the appropriate advice and guidance. We support all students in their destination after they leave us.

Enquiries & Admissions

Parents and/or Local Authorities may make direct contact with Grafham Grange School to organise an initial visit to the site. This is done by making arrangements with the Headteacher through the school office.

The school will require copies of all relevant documentation outlining the needs of the potential student including the current EHC Plan/Statement of Special educational Needs, school and agency reports. Having reviewed this information with relevant and named professionals, the prospective student and their carers will be invited to visit the school, before we offer an assessment

Following assessment students are discussed at a Student Panel meeting convened by the Senior Leadership Team to determine the suitability of the placement with the class group including the anticipated impact of the student on the peer group. Following a full consideration of the information Parents/Carers/LA will be contacted by the Headteacher.

The formal offer letter will outline next steps in the admission process. This will include an Interview with Headteacher and an assessment.

All new students will be subject to an induction process during which they will complete a range of baseline assessments to inform the Personalised Learning Plan (PLP).

All new students will have a probationary period of 6 weeks (or half a term).

Grafham Grange has a banded fee structure depending on the phase of education being accessed and the level of need of the individual child. Fees are a matter between the school and the students placing Local Authority.

For further information or to request a prospectus please contact the school 01483 892214 or email schooloffice@grafham-grange.co.uk.

Governance

The School Governing Body:

The composition of the school governing body complies with statutory requirements established by the Secretary of State for non---maintained independent special schools.

The required **composition** includes:

- At least one member appointed by an LA
- At least one member from teaching employees
- At least one member to represent parents of children at the school

The School takes the view that in addition to elected teacher employees at least one further place on the governing body is reserved for representative(s) of residential care and/or support services employees.

The School Governing Body appoints the Chair and Vice Chair and approves all additional school governors.

Governor profiles can be found on the school website at www.grafham-grange.co.uk