



Grantham School Prospectus

***Developing
skills to thrive***

Find your way

- 1 - Head's welcome
- 2 - Mission statement
- 3 - About our school
- 4 - Meet the team
- 5 - Members of the Grantham team
- 6 - Discover more about Grantham School
- 7 - The school day
- 8 - Attendance and term dates
- 9 - Term dates 2023-2024
- 10 - Medical information
- 12 - Safeguarding
- 13 - Children with SEN
- 15 - Curriculum statement
- 16 - Curriculum offer
- 17 - Implementation
- 18 - What our students will study
- 20 - The Esland model
- 21 - EHCP outcomes
- 22 - External exams
- 23 - Reporting to parents/carers
- 24 - Uniform
- 26 - PE kit
- 27 - Outdoor education kit
- 28 - Jewellery, hair, and makeup
Lunches
- 29 - Home/school communication
- 30 - Behaviour expectations
- 32 - Equal opportunities
- 33 - Contact emails



Head's welcome



Dear students, parents and carers

It is a genuine pleasure and privilege to share information about Esland Grantham School. We opened on 2nd November 2020. There is a highly qualified, enthusiastic, and caring staff team in place who are eager to work with children and young people needing extra support and help with what they want to achieve in their lives. The staff team brings a wide variety of experience and knowledge, both in terms of their expertise in special settings and their subject knowledge.



We are a staff team who believes learning should never stop and that we can learn as much about life from our students as they can learn from us. We are determined to ensure that our students feel safe, valued and that their lives are enriched by an exciting, skills-based curriculum. We aim to develop skills, knowledge, and qualities in our students that will enable them to live successful and fulfilled lives as adults. We know that if we work in partnership with our students, parents, and carers we can make the transition to the next phase of education, employment, or training, a positive one.

Please do not hesitate to contact us if there is more information you require that is not contained in this brochure. We love to show visitors around our school so you can experience our setting first hand. Feel free to contact the school to make an appointment and we will be happy to offer a tour of our building and tell you more about Esland Grantham School.

Yours sincerely

Suzanne Harvey,
Head Teacher,
Esland Grantham School

"We are a staff team who believe learning should never stop and that we can learn as much about life from our students as they can learn from us."

Mission statement

Our mission is to provide high quality education in a safe, respectful, and inclusive environment that builds a foundation for lifelong learning. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is treated fairly, and all achievements are celebrated.

Vision statement

Our vision is to develop resilient, responsible and confident individuals who aspire to achieve their full potential and live fulfilled adult lives.

Our Values



Bold



Fun



Curious



Kind



About our school

Esland Grantham School caters for 7 – 18-year-olds with social, emotional, and mental health issues and/or complex needs. The school has the capacity for 30 students and is based over two floors. The heart of the school is 'the Hub', where students eat, attend assemblies, socialise, have interventions, and where some students take part in sensory circuits. The school has 5 classrooms, a food technology room, a first aid room, a sensory room, a 1:1 support room as well as some administrative offices. Additionally, there is a small outside area to the side of the building where our students can relax, get some fresh air, have their lunches, or play games.

Some of our learning activities take place off site, these include, sport, games, learning outside the classroom, outdoor education lessons and some Personal, Health, Social and Citizenship Education (PHSCE) lessons. As we are constantly seeking to develop skills of independence and employability, we also undertake regular educational visits with pupils into our local community. We also identify appropriate work experience placements for our older students.

Students who come to Esland Grantham School come from a range of local authorities with many travelling into school by taxi. When they first come to school, they will have tutor time which allows them to settle into the day with the offer of a breakfast such as toast or fruit. These sessions help the students build relationships with their peers and the adults in the school.



Meet the Team

We're a friendly bunch at Esland Grantham School

Check our who is who below.

Senior Leadership Team at Esland Grantham School



Suzanne Harvey
Head Teacher



James Pointing
Deputy Headteacher
and Curriculum Lead



Richard Hawley
Assistant Headteacher
and Pastoral Lead



Nicola Gibson
SENCO/Inclusion Lead



Members of the Esland Grantham School team

Gill Hawley	Attendance & administration officer
James Pointing	Humanities & curriculum
Richard Hawley	Science
Nicola Gibson	Nurture teacher
Lauren Perkins	Nurture teacher
Suzanne Harvey	Maths
Jodie Smith	English
Mark Smith	Food Tech & ICT
Megan Jones	PE & outdoor education
Hannah George	Assistant psychologist & bullying officer Teaching Assistants (TA)

Clinical team

Occupational Therapist
Speech & Language Therapist
Psychotherapist



Discover More about Esland Grantham School



"We aim to develop skills, knowledge and qualities in our students that will enable them to live successful and fulfilled lives as adults."

The school day



The student's day starts at 9.00 a.m. Students will be greeted by a member of the Senior leadership team at the gate and be escorted to their classrooms by a member of staff for registration and Drop Everything and Read (D.E.A.R). The students will leave school at 2.30 p.m. where school staff will ensure they safely get into their transport home.

See below an example of a typical day.

	Nurture		Group 3	Group 4	Group 5	Interventions
	1	2				
9am	Students Arrive - Home / School handover					
Tutor 9-9.15 am	GRTL/tutorial Progress skills D.E.A.R Breakfast Club	GRTL/tutorial Progress skills D.E.A.R Breakfast Club	GRTL/tutorial Progress skills D.E.A.R Breakfast Club	GRTL/tutorial Progress skills D.E.A.R Breakfast Club	GRTL/tutorial Progress skills D.E.A.R Breakfast Club	
Core 1 9.15 -10.15 am	Maths	English	Maths	English	PSHE	Reading
Core 2 10.15 -11.15 am	English	Maths	Science	Maths	English	Phonics
11.15-11.30 am	Break					
Core 3 11.30 -12.30 pm	Science	PSHE	English	Science	Maths	Behaviour Support
12.30-1.00 pm	Lunch					
Lesson 5 1.00 -1.45 pm	PE	Art	Humanities	Duke of Edinburgh	Food Technology	GCSE History
Lesson 6 1.45 -2.30 pm	Art	Humanities	PE			
2.30 pm	Students Leave - Home / School handover					

Attendance and term dates

If your child is absent from school then please inform us as soon as possible, preferably between 8.30 a.m. and 9.00 a.m. If we have not been contacted by 9.00 a.m. then we shall contact you to ascertain the reasons for your child's absence.

Schools must differentiate between **authorised absences** e.g. due to illness, medical appointments or other circumstances and **unauthorised absences** e.g. unknown reason or absence without agreement with the school.

The headteacher undertakes regular monitoring of attendance and will contact parents/carers of pupils whose attendance level gives cause for concern, in certain circumstances, parents may be referred to other professionals for support or further actions.

It is against the law to take students out of school during term time and holidays during term time will only be sanctioned in exceptional circumstances e.g. religious holidays. If it does become necessary to take your child out of school for a period of holiday then you should apply in writing for permission from the headteacher. An application form for leave of absence is available from the school administrator.

Children must attend school for 190 days per year and staff for 195 days. As a result, there will be 5 in-service training days.

“We aim to develop skills, knowledge and qualities in our students that will enable them to live successful and fulfilled lives as adults.”

Term dates 2023 – 2024



Autumn term 1	Thursday 7th September 2023	Friday 20th October 2023
Autumn term 2	Monday 30th October 2023	Wednesday 20th December 2023
Spring term 1	Wednesday 3rd January 2024	Friday 9th February 2024
Spring term 2	Monday 19th February 2024	Thursday 28th March 2024
Summer term 1	Monday 15th April 2024	Friday 24th May 2023
Summer term 2	Monday 3rd June 2024	Friday 19th July 2024

Inset Days (school closed to students)
Monday 4th September 2023
Tuesday 5th September 2023
Wednesday 6th September 2023
Monday 8th January 2024
Monday 1st July 2024

Bank Holiday (school closed to students) - Monday 6th May 2024

Medical and safeguarding





Medical information

Parents are requested to inform the school about any medical conditions, dietary requirements etc, as they arise. If a student becomes ill during the school day, parents will be informed as soon as possible.

In the case of an accident then one of our qualified first aiders will treat the injury and parents/carers will be informed by phone call or email, including the treatment that was given. In circumstances where the first aider feels further medical assistance is required then parents/carers will be contacted and asked to collect their child, so they can decide on the course of action to take or take the child to their GP for further advice. In extreme emergencies the school may contact the emergency services and if the child needs to go to hospital a designated member of staff will accompany them until a parent/carer arrives.

School arrangements are in place to administer prescribed medicines during the school day. Parents/carers must complete a consent form and the school can only accept prescribed medicines if these are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin, which must still be in date. Non-prescribed medicines e.g. Paracetamol, will require a consent form from parents/carers with instructions. Please note a child under 16 should never be given medicine containing aspirin unless prescribed by a doctor.

Special dietary requirements and allergies

Whilst parents/carers will be providing lunches for their child, there may be occasions when other snacks are on offer throughout the school day and students will be tasting different foods in their lessons e.g. as part of Food Technology.

Parents must inform us if their children have specific dietary needs and inform us as soon as possible about such requirements. Please also include any allergy information, as well as the emergency contact details where required, including where changes have occurred.

Safeguarding statement

The school aims to ensure that:

- **Appropriate action is taken in a timely manner to safeguard and promote children's welfare**
- **All staff are aware of their statutory responsibilities with respect to safeguarding**
- **Staff are properly trained in recognising and reporting safeguarding issues**

Any safeguarding concerns are passed to the safeguarding team in school. These are Headteacher (Designated Safeguarding Lead) and Deputy Headteacher (Deputy Designated Safeguarding Lead). The DSL and Deputy DSL may contact other agencies for further support and advice where safeguarding information is shared.

The following safeguarding measures are in place:

Cause for Concern: All staff are asked to report any causes for concern to the DSL/Deputy DSL using our online recording system. Any concerns will be shared with parents/carers as early as possible as, more often than not, there are extremely reasonable explanations for the concern. Concerns may range from students being visibly upset, to persistent lateness to students disclosing concerns.

Early Help Assessment:

Children and families may need extra support at different times in their lives. Team Around the Child (TAC) is a group of people who want the best for the child or young person and will work together in an open and honest way to create a plan of support. A TAC is initiated when a concern is raised about a child or young person and coordinated support is required. A Lead Professional is the person who has the best relationship with the child and family. They will complete the Early Help Child and Family Assessment.

Children with Special Educational Needs and Disabilities (SEND)



All children are valued, respected, and welcomed to our school whatever their level of educational, social, emotional or mental health needs. We seek to support all children in their learning and ensure they have equal access to all areas of school life. The SEND Code of Practice underpins our practices to enable us to focus on specific areas of need as listed below:

- **Communication and interaction (language and autism spectrum disorder)**
- **Cognition and learning (general learning and specific learning difficulties)**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

We seek to identify and assess the special needs of individual students using a variety of early and on-going assessment techniques, working in co-operation with the students, parents/carers, teaching staff, in-house and external clinicians and external agencies. We provide an environment, which enables access for all students, regardless of their need, our accessibility plan enables optimum participation in the school community for students, and prospective students. Teachers differentiate students' needs in each lesson, through individual SEND Support Plans or Educational Health Care Plans.

Esland Grantham School offers clinical input for all students at school, initial assessments take place within the first 12 weeks of attending school. Sessions offered range from SALT, OT and access to school Counsellor.

Student voice

We believe it is important to listen to our students and value the contribution they can give to making decisions about the school. Every year the school community elects a series of representatives to the school council who meet at least monthly with the Deputy Headteacher. At this meeting they put forward ideas which their fellow students have asked them to bring to the attention of the Headteacher through their suggestions and tutor time discussions. These ideas are discussed and then decisions shared back with their classes.

Students are also an important part of many regular meetings that discuss their progress and plan for the future. This includes the EHCP annual review, or PEP meetings. If students do not feel comfortable attending or speaking, then their views are sought prior and shared in the meeting.

Curriculum



Curriculum statement



The vision for our curriculum offer is to engage and inspire our students so they successfully transition to adulthood, by focusing on three key elements:

- Self-regulation
- Independence
- Social interaction

These curriculum drivers are vital for preparing our students to become emotionally aware individuals who are able to continue their education, employment or training. Our aim is to support and challenge our students to be successful learners, who can use the skills they develop to build stable relationships, engage productively in the community and establish a fulfilling work life.

Our students access a broad and balanced curriculum, including a range of subjects, that are personalised for each student. Conversations about student destinations take place on admission to school to ensure an individualised pathway is designed in consultation with the young person and their ultimate aims for the transition from school. We offer qualifications at GCSE level, Functional Skills qualifications at Entry 1, Entry 2, Entry 3, Level 1 and Level 2 as well as ASDANs and vocational accreditations. Our work experience offer college links and community visits allow students to demonstrate how their skills in self-regulation, independence and social interaction have developed and grown into real-life opportunities in the wider world.

“Our curriculum offer is to engage and inspire our students so they successfully transition to adulthood.”

Curriculum offer

Holistic development for future success

At Esland Grantham School, students are entitled to a curriculum which contributes to a well-balanced education, developing the abilities and life skills of students so that they become valuable and positive individuals, and have an active place in society. The entitlement is for all students at Esland Grantham School, regardless of age, gender, race, religion, or disability.

Esland Grantham School's objective is to provide an inspirational learning environment where students are encouraged to actively participate in all learning opportunities; where students will enjoy learning, celebrate achievement, recognise the importance of education; and nurture the qualities that will enable each student to become confident and competent members of society.

These objectives are central to our curriculum which focuses on students' well-being, learning and preparation for adulthood. Our aspirations are that students leave Esland Grantham School ready for their next steps. They will have experienced a range of academic pathways and developed social skills that will stay with them throughout their adult life. Student progress in these areas will form the foundation of future success in their employment and their independence and will enable them to become effective members of their local communities.

Curriculum intent

Our curriculum intent has been carefully devised to consider the skills and qualities that we consider to be essential to become a healthy and successful adult. Our curriculum enables all students to make progress from their individual starting points, and to experience successes in learning. Added to this, we have a strong focus on developing students social, emotional and mental health.

The Esland Grantham School curriculum has been developed to engage all students in learning and support each student's holistic development. It allows us to focus on academic achievement, personal well-being and relationships and recognises the core characteristics which we feel are essential to be developed if young people are to become successful adults and we support all students to make healthy and safe choices.

Our curriculum includes all elements of British values and SMSC and each subject has a curriculum which incorporates progress towards these. During their time with us, each young person has an opportunity to engage in activities which promote strengths of character that we value in our learners and for them to gain valuable experiences that will stay with them for life.

Implementation



We encourage all our students to take ownership of their learning and become engaged, independent and motivated learners.

Following the 6-week assessment period, a personalised curriculum is designed for each of our young people. Dependent on prior attainment, gaps in learning and previous experiences of education and trauma, there are three streams available:

What are the 3 curriculum streams?

1

The **Stepping Stones curriculum** is aimed at Key Stage 2 or Entry Level ready learners. This curriculum prioritises learning to read, write and communicate, alongside developing a secure grasp of key mathematical concepts. These core skills are embedded in broader curriculum opportunities that provide focus and challenge, deepening young people's knowledge and understanding of the world and enhancing how they communicate with it.

Subjects include :

- English and mathematics (Including phonics)
- PE, PSHE, and science
- Humanities and RE
- Creative arts and Food

2

The **Elements curriculum** is aimed at KS3 learners studying the National Curriculum. It provides a robust challenge in key elements of the core subjects, alongside themed learning projects which add depth and breadth to their knowledge ensuring they are prepared for KS4.

Subjects include :

- English and mathematics
- PE, outdoor education, PSHE, and science
- Humanities, RE, Food and Art

3

Our **Futures curriculum** at KS4 and KS5 is aimed to ensure that learners are prepared for life beyond school whilst gaining accreditation in the core subjects. We offer a range of vocational opportunities during our Futures curriculum and this includes links with local colleges.

Subjects include :

- English and mathematics
- PE, outdoor education, PSHE, preparation for adult life & science
- Options: Humanities, food, creative arts, D&T, ICT, DJ skills and college-links vocational course (inc. bricklaying, vehicle mechanics, hair & beauty, and carpentry)

What our students will study...

English

Esland Grantham School is determined in its commitment to ensure that young people learn to communicate effectively through its English curriculum. This includes enhancing speaking and listening skills, writing with confidence, and reading with fluency and understanding.

Mathematics

We believe that every child and young person should be enabled to develop a sound understanding of maths, equipping them with the skills of calculation, reasoning and problem-solving that they need in life beyond the bounds of education. We strive to provide our children and young people with an engaging, exciting, and empowering curriculum that equips them for today, tomorrow and the future.

Science

Our young people deserve a broad and ambitious science curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment. Where appropriate, experiments are used to reinforce learning.

PSHE

Personal, Social, Health and Economic (PSHE) education is taught at all stages of a young person's educational journey at Esland Grantham School. PSHE is a subject through which pupils develop the knowledge, skills, and attributes they need in life, both now and in the future. In KS3, KS4, and KS5 this includes career education.

Humanities

We offer our young people the opportunity to study history, geography and religious education. History fires curiosity about the past in Britain and the wider world and plays an essential part in preparing us for living and working in the contemporary world. Geography explores the relationship between the Earth and its people through the study of place, space, and environment. RE promotes respect and open-mindedness towards others with different faiths and beliefs and encourages students to develop their sense of identity and belonging through self-awareness and reflection.

...What our students will study



Food technology

In Food technology pupils are taught how to become competent in a range of cooking processes such as selecting and preparing ingredients, using utensils and electrical equipment and how to adapt their own recipes. We believe that all of our students should leave us knowing how to prepare healthy, well-balanced meals.

Creative arts

Our creative arts curriculum provides young people with a new way of looking at and experiencing the world and provides them with a means of communicating creatively. Throughout their time with us, we aim to provide young people with creative and artistic experiences through Art and Music. Music is delivered by the Music Academy.

Physical education / Outdoor education

We aim to help young people develop health and fitness, and excel in their chosen sport if that is what they wish to do. Our PE and Outdoor Education Curriculum aims to inspire and engage young people's interest in a broad range of physical, outdoor, and sporting activities.

Preparation for Adult life (PFA)

We aim for all Esland students to achieve their potential in life and work. We cover important topics such as employment and independent living to ensure our students have the necessary skills once they leave us.

The Esland Model

<p>Better together Developing a culture of collaborative and independent learning</p>	<p>Core strengths</p>
<p>Nurturing environments: To provide an inspirational, supportive and safe learning environment where students actively participate in all learning opportunities</p>	<p>Empathetic, Confident Communicators, Resilience, Independence, Confidence, Respect for others, Respect for self, Problem solving, Self-management, Friendships, Self-awareness, Creative thinkers, Critical thinkers, Personal & cultural identity, Independent living skills, ASDAN programme, Experiential learning, D of E, Volunteering.</p>
<p>Tailored education: Promote personal and academic achievement where students will enjoy learning, celebrate successes and recognise the importance of education</p>	<p>Academic, education: English, maths and science</p>
<p>Child focused: To remove barriers to learning, promoting independence, confidence and resilience, developing individual's talents and interests</p>	<p>ICT, ASDAN, Humanities, PSHCE, Food technology, PE, Outdoor learning, GCSE, Functional skills, Entry level certificate, AQA units, College links, Educational visits, Off site learning, Work experience, Vocational pathways</p>
<p>Therapeutically informed: Provide an environment where all students are challenged, encouraged and receive the right level of support</p>	<p>Additional needs/therapeutically informed</p>
<p>Committed to Training: Facilitate active and reflective learning opportunities for staff and students</p>	<p>Literacy, Numeracy, Social skills, Communication, Speech & language, Therapy, Clinical input, Occupational therapy, ASC - Friendly, Processing skills, Clubs/enrichment activities, Residentials, Horticulture, TAC LAC PEP, EHCP Reviews, Multi agency working, Clinical assessments, Transition reviews.</p>
<p>High Expectations: To nurture the academic and personal qualities that will enable each students to maximize potential and become confident and competent members of society</p>	

EHCP outcomes



Experiences designed to prepare for adult life, becoming positive and independent members, of society, ready for the transition from school.

Work towards relevant and appropriate qualifications to facilitate progress in preparation for each transitional phase.

Equip students with the skills and coping strategies to approach obstacles and life challenges confidentially in a positive manner.

Promote happiness and social, emotional and mental well-being. Building safer lives and better futures.

External exams and assessments

On entry to Esland Grantham School, all students have an initial baseline assessment that helps us understand their needs and 'starting point'. This includes an academic assessment through BKSBS assessments and subject specific assessments as well as assessments with speech and language and Occupational Therapists. This allows the school to triangulate previous assessments and understand the student in more detail where these have not previously been completed.

Students at Esland Grantham School can access ASDANS, Unit Awards, Functional Skills or GCSEs dependent on their ability levels and aspirations. We are registered with a number of exam boards for GCSE and other external qualifications, such as AQA, WJEC and ASDAN.

Educational visits

The outdoor classroom can be used to bring learning alive for many children and we aim, where possible, to use the local community resources to inspire and stimulate our students. Each year we also encourage each class teacher to plan an educational visit further afield to a relevant place of interest within the region – this may be a site of historical or scientific interest, or a place to develop students' cultural awareness.

All visits are planned carefully, and a risk assessment completed by the class teacher so that they meet our Educational Visit Policy.

We also believe strongly in the value of residential experiences as a way of developing children socially and educationally. In years 10 & 11 students can undertake the Duke of Edinburgh Bronze Award, part of this includes a residential expedition. We would encourage all pupils to take part in this as it has proven to be a great challenge for our students and one which they are proud to have surmounted.

Parental consent is sought for educational visits when your child begins school and this consent will apply for the duration of your child's enrolment at this school or until consent is withdrawn. However, parents will always be informed of the details when their child is undertaking an educational visit. Specific parental consent will be obtained for visits of a residential or adventurous nature.



Reporting to parents / carers

Student's academic progress is reported to parents in detail each term. This termly report is used to discuss strengths and the next steps needed for each child to move forward in their learning. We encourage good communication between School and Home and value regular input from carers, parents and professionals.

All students have regular in-house TAC meetings that support progress and development. These meetings are invaluable to address concerns in a proactive manner. These meetings feed into wider professional meetings such as PEPs, LACs and Annual Reviews.

At Esland Grantham School we share information with parents and carers and discuss strategies to facilitate progress.

Formal school reports are issued termly.

Uniform requirements



Uniform



Black trousers / skirt



School polo shirt or buttoned shirt



School blazer or jumper



Black shoes



Please ensure clothing is labelled.

PE Kit



Azure logo T-shirt



Black shorts

Azure T-shirt with school logo and black shorts.



Black jogging bottoms



Black sweatshirt / fleece / zipped top

Black shorts or black jogging bottoms with a black sweatshirt, fleece or zipped top.

Activities



Wellingtons. waterproof coat and leggings. Walking Boots.

Swimwear

For activities related to Forest School, Horticulture, Duke of Edinburgh Award and swimming, students will be informed when specific items are needed.

Jewellery, hair and makeup

Students are not permitted to wear jewellery, including earrings, at school due to the risk of accidents and injury. If anyone wears earrings, for religious reasons only, these must be removed for PE and break times by the students themselves. In the case of newly pierced ears, these can be worn for 6 weeks but must be covered during PE and break times. If students are having their ears pierced, please do so during the long summer holiday. Watches can be worn but please avoid wearing a watch on your allocated PE day.

Makeup

A small amount of make-up is acceptable, but students should not abuse this privilege. False nails/Acrylics – can be worn, but must be kept to a short realistic length. They can cause injuries if they are ripped off and they can also hinder your ability to participate fully in lessons.

Lunches

At Esland Grantham, we offer the students a choice of meals which are supplied for and delivered to us from 'The Farm Kitchen'. Students will order their meals in school and these are all funded by the school. If the student does not wish to have anything that is on the menu then it will be the responsibility of the parents/carers to provide a pack lunch for their child. The menus will be available <https://thefarmkitchen.com> and there is a selection of hot and cold food to choose from. We are a strictly no nuts school due to students and staff with serious allergies.



Communication



Home school communication

Staff will communicate with parents/carers via phone or email. This may also be in person at the start of the day or end of the day, where possible.

The Hub

The Hub is a multi-use space on the ground floor where students congregate to eat and have assemblies. It is also used for some clubs and enrichment activities.

Behaviour expectations

We expect students (and staff) who are part of Grantham School to demonstrate our core values. Students are reminded of these each morning and afternoon during reflection sessions.

Our core values are:





...Behaviour expectations

Staff celebrate and praise the effort and good choices students make by giving merits on their merit charts. These go towards end of term rewards. Students have recently chosen PlayStation vouchers, playdough, books and electronics. Celebration Assemblies also take place to reward student efforts.

Staff understand that students can sometimes get upset and distressed which may lead to them displaying behaviour that is inappropriate for a safe learning environment. These behaviours are graded: YELLOW, AMBER, and RED depending on how serious or persistent they are. First and foremost, staff will always seek to support and understand students. However, part of that support is about helping students to understand that actions have consequences.

If students are displaying behaviour that is deemed to be unsafe to themselves or others, damaging property or engaging in behaviour that disrupts the good order of the school, staff may have to physically intervene. This is only undertaken as a last resort and in line with a student's behaviour support plan. Staff are trained in positive handling techniques to ensure that physically intervening is only ever carried out in a safe way and when absolutely necessary.

Concerns and complaints

Should a problem or difficulty arise concerning your child, we would hope that, in the first instance, you would contact the school office or class teacher. In the unlikely event that the situation is not resolved, parents should follow our complaints procedure.

As a first step, this involves putting your complaint, in writing, to the Headteacher. If she cannot resolve your complaint then you should contact the Chief Operating Officer at: Esland Group, Riverside Business Centre, Foundry Lane, Milford, Belper, Derbyshire, DE56 ORN. Tel: 01773 823 989

Equal opportunities statement



We value all members of our school and community seeking to accept everyone with respect and ensuring that all have equality of opportunity irrespective of their gender, gender identity, ethnicity, sexuality, religion, background or disability. As a school, we welcome applications from children and young people with diverse needs and backgrounds, regardless of race, ethnicity, religion, sexual orientation, disability, learning difficulties, body image or social background. We aim to be fully inclusive in all areas of school life and encourage our students to recognise and value our rich and diverse world.

Admissions arrangements

Students who attend Esland Grantham School have been referred to us by a wide range of placing authorities. Admission to the school has two initial referral routes.

- 1** Formal consultation from a local authority SEND department in line with the SEN code of practice.
- 2** Part of a referral for a joint education and care placement.

Following an initial assessment of suitability based on the referral documents, the school may decide to progress the referral further. Prior to admission Esland Grantham School aims to understand in detail the needs of the young person and if we would be able to provide for these within our school. This process includes a home &/or school visit and a 3-day initial assessment/taster visit. Following this process our referrals team will contact the local authority with the outcome.

Key contacts



Contact emails

Headteacher

Suzanne Harvey

Suzanneharvey@eslandcare.co.uk

Deputy Headteacher

James Pointing

Jamespointing@eslandcare.co.uk

Chair of Governance

Jill Palmer

Jillpalmer@eslandcare.co.uk

Admin and Attendance Officer

Gill Hawley

Gillianhawley@eslandcare.co.uk

Safeguarding Governance Lead

David Doe

Daviddoe@eslandcare.co.uk

Admissions and Referrals

referrals@eslandcare.co.uk

Addresses



Esland Grantham School

Esland Grantham School, Grantham
Newton Chambers,
Grantham
NG31 9RT
Tel: 01476 855604

The Esland Group

Riverside Business Centre
Suite's 1 & 5
Foundry Lane
Milford
Belper
Derbyshire
DE56 0RN



eslandcare.co.uk

