



Cambian



Grateley House School

Specialist Education Services for young people with a primary diagnosis of Autism and associated conditions and complex needs.

Mixed Gender • 11 - 19 Years
Day Placements

Pond Lane, Grateley, Hampshire, SP11 8TA • 01264 88975



Cambian has a history of delivering high quality education and care for students with Autism and associated needs.

Grateley House School is an Ofsted registered independent specialist school for boys and girls aged 11-19 years old with Autism, complex needs and challenging behaviour.

The purpose and ethos of the school is to prepare students for the demands of adult life through staff expertise and specialist approaches. We provide a nurturing environment that encourages students to flourish academically, socially and emotionally.

We aim to teach self-management that allows students to utilise their strengths and manage their difficulties successfully. Our work is based upon understanding the ability of the student to manage as an individual, as part of a group, as part of their family and as part of the wider community.

We celebrate success and achievement at every opportunity, recognising that the outcomes for our students can be measured in many forms. This may include achieving qualifications, such as GCSEs, Functional Skills, Vocational Certificates and Diplomas through NCFE, Duke of Edinburgh Award

and 'Bikeability' (cycling proficiency), or achieving personal learning aims and goals through non-accredited programmes such as Skills-Based Learning and Social Skills.

We pride ourselves on the range of specialist support services within our multidisciplinary team who work together to enhance the learning experiences of our students. We draw out the potential in each student and work alongside them to discover their own personal strengths. Above all, students thrive at Grateley House School, enjoying the learning experience and all that comes with it.



Eva Pereira
Principal



Our Approach

Grateley House School consists of small class groups, creating a supportive and relaxing environment where students can learn and achieve their personal best.

The school's approach to behaviour is positive and non-aversive. The teaching styles and strategies are developed with Autism in mind and are very much led by the needs of the students.

The work of staff is based upon understanding the ability and needs of the student to manage academically, socially and emotionally in various situations.

Individualised plans are designed to meet students' specific needs, and these plans form the basis of the fourway partnership between the student, school, family and local authority.

The curriculum is tailored to individual needs and it is supported by Individual Education Plans (IEPs). These plans allow each student to have access to a challenging, broad, relevant and differentiated curriculum that is designed to be autism friendly.

Student Profile

- Mixed gender, ages 11-19 years
- Primary diagnosis of Autism and associated conditions
- A history of school refusal and periods of time out of school
- Complex needs and associated challenging behaviour
- Specific learning difficulties such as dyslexia and dyspraxia
- Issued with an Education Health and Care Plan (EHCP) or a Statement of Special Educational Needs (SEN)



Dedicated to each and every student

Therapeutic services

Grateley House School makes use of the therapeutic services and the crisis prevention intervention framework. The therapeutic services approach ensures difficulties are detected and allows students to receive support as needed.

The overall aim is that our multidisciplinary team is seamlessly integrated with the care and education teams, so together we enable and empower students to overcome their difficulties and promote their individual strengths.

Students are supported by:

- Maximum class size of six students
- High staff ratio of between 1:3 and 1:1
- On-site therapeutic team

The school day provides opportunities for academic, personal and social skills to be developed. Full use is also made of resources in the local environment demonstrating what has been learned in Skills-Based Learning programmes as well as the opportunity to engage in meaningful Work Experience placements local to the school.

Our educational programmes allow individuals to engage and participate in activities such as shopping, sports, swimming, horse riding, social skills, library visits and country walks.

Every member of staff is dedicated to help all students achieve their potential through a personalised curriculum. This approach is designed to assist the students in developing academic, social and life skills that will enable them to achieve the maximum amount of independence in their adult lives.

Our specialist team:

- Specialist Teachers
- Teaching Assistants
- Keyworkers
- Designated Safeguarding Lead
- Behaviour Support Lead
- Pastoral Support Lead
- Consultant Child and Adolescent Psychiatrist
- Consultant Clinical Psychologist
- Assistant Psychologists
- Speech and Language Therapist
- Occupational Therapist





Specialist interventions for students

Our therapy team contributes to a therapeutic environment through staff training, support and personalised intervention for all students.

In the first 3 months of a student joining Grateley House School they are assessed by the multidisciplinary therapy team. Following an assessment, an individualised programme will be developed and circulated to the wider staff team, as well as to parents and carers. In addition, students can be referred for further individual therapy appointments throughout their time at the school. Sessions can take the form of a 1:1 with the therapist, indirect sessions led by the key worker or teacher, or group sessions with a selected peer group.

Appointments with therapists are confidential, however parents will receive feedback alongside other aspects of their schooling, and will be aware that their son or daughter is receiving support. Telephone appointments can be made with therapists, and there is an opportunity to meet and talk with them at our annual consultation day or by individual appointment.

Students at Grateley House School may have additional mental health needs such as anxiety and depression, and will be given opportunities to attend sessions with therapists. Where students struggle to engage with the therapy team, care can be provided indirectly through both care and education staff, as well as local services.

Our overall aim is to work alongside the care and education teams to allow students to overcome their difficulties and promote their individual strengths. In addition, the therapy team devise and implement anger/anxiety management programmes through 1:1 and indirect work with the students. Each term, a student has an education review meeting with staff members who are closely involved in their care. This meeting is an opportunity to discuss a student's overall care, education and therapy needs.

As work with each student is based on their EHCP needs, the therapy team may also contribute to any updates or revisions made to these documents. In addition, transition reports summarising all relevant work and needs are written for all of our leavers, allowing for a well-planned transition out of Grateley House School, be it to employment, education, or supported living.

Tailored Environments

Classroom layouts are flexible, allowing for individual needs. There is plenty of room for personal space for students who perform better alone, and equipment can easily be arranged to accommodate those who thrive on collaborative approaches to learning.

Holistic approaches

Grateley House School has access to a full range of qualified clinicians accommodating for students' individual needs.

Training in life/work skills

Work related learning gives our students real life experiences in the local community. This develops not only their working skills but also, self-esteem, confidence, teamwork and communication skills.

Curriculum flexibility

We allow for all types of learners and all abilities, entering students for qualifications ranging from Entry Level and Level 1 courses right up through to GCSE and Level 3 equivalents.

Occupational Therapy Services aims

Occupational therapy supports students to meet a wide range of goals in:

- Sensory Processing • Life skills [Activities of Daily Living] • Motor Coordination
- Emotional and Sensory Regulation • Executive Functioning

Teaching and learning

We have a flexible approach to learning, personalising the curriculum and offering small teaching groups to meet students' needs and abilities.

Curriculum

At Grateley House School we aim to provide consistent, diverse, enjoyable and structured learning opportunities through an extended day curriculum.

We understand that not all young people with Autism will learn new skills at the same pace. Our curriculum caters for students with a wide range of needs regardless of the speed of their progress. Targets are set in individual subjects and mapped through the Individual Education Plans (IEP's) of each and every student.

Grateley House School believes that our students are entitled to a curriculum that is characterised by breadth, balance, relevance, differentiation and progression through specially designed pathways to suit the ability and needs of all of our young people.

Personalised approach

The curriculum followed is broadly based on the statutory requirements of the national curriculum, but the delivery of subjects is adapted to meet the very particular needs of our students.

The curriculum model emphasises the importance of key core subjects, whilst offering the full national curriculum. Our curriculum offers a range of options in years 9 to 11 that can lead to external accreditation and qualifications. There is also an opportunity for students to have short [or extended] periods of work experience where appropriate; these may be on or off-site. Where possible the school places students with local employers and works with partner organisations to ensure the suitability of placements.

Consistent teaching and learning takes place over a longer period than in mainstream day schools. Class groups are small, allowing for individual programmes of study. Alongside the formal curriculum, behaviour management strategies and the development of social skills and skills for life are also an integral part of every lesson on the timetable.

Grateley House School provides formal education for students on 190 week days within each academic year.



Qualifications and achievements

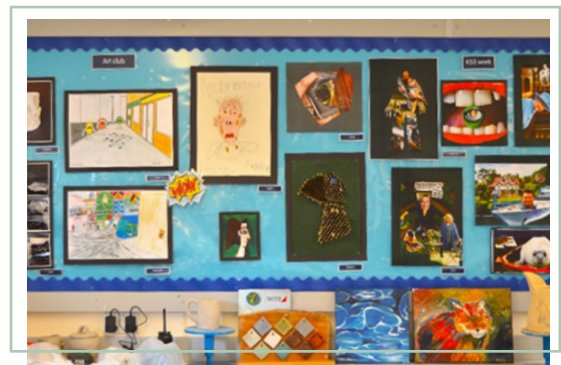
Our students make good progress in all aspects of learning, whether it is social, emotional, behavioural or academic.

We offer a range of qualifications, including:

- GCSEs (Core + Options)
- Vocational Qualifications with NCFE (Sport, Food & Cookery, Creative Crafts, Business and Occupational Studies) – Levels 1 to 3
- ASDAN Qualifications
- Information Technology (OCR Creative iMedia) Level 1 & 2
- AQA Unit Awards
- Entry Level
- Functional Skills (Literacy & Numeracy)
- Duke of Edinburgh Awards
- 'Bikeability' (Cycling Proficiency) Level 1 & 2
- Food Hygiene Certificate Level 2
- Sailing Certificate

In addition to academic attainment, students are provided with the opportunity to develop their full personal potential in the following areas:

- Physical health and wellbeing
- Independence, life skills and self-help
- Social acceptability
- Project-based learning
- Communication & social skills
- The development of relationships with adults and peers
- The ability to make informed choices
- Intellectual development and problem-solving
- Spiritual, faith, moral, social, cultural and emotional fulfilment
- Positive self-esteem, self-awareness and self-confidence
- Leisure and self-occupation skills
- Work-based learning





Family Contact

Our aim at Grateley House School is to work in partnership with parents and siblings to create an environment where families feel supported.

Access to staff

We understand that families may be anxious when their child starts at a new school. All parents and carers have access to members of staff that are involved in the education and care of their child, including our therapy team. We welcome questions and are happy to provide advice to help parents support their children.

The therapy and care teams are an important link for families and are available to offer practical support to parents in transferring strategies from school to home and management of challenging behaviour in the home environment. Individual appointments can be made with members of the therapy team to discuss individual needs.

Two-way support

We operate an open door policy for parents who are welcome to arrange visits with the school at any time.

Telephone can be a crucial link, as well as email communication and/or TEAMS.

We have a firm commitment to two-way support and openness of attitude where partnership with parents is concerned, and we involve families in care, target-setting and individual programme content, to achieve a greater degree of consistency.

Grateley House School

Outcomes 2024

AQA GCSE RESULTS

3 x English Language inc. 1
Grade 7 and 1 Grade 4

4 x Mathematics inc.
1 Grade 5 and 1 Grade 4

2 x Combined Science Trilogy
- Double Award at Grade 5-5

1 x Biology at Grade 5

1 x Geography at Grade 5

1 x History at Grade 4

OCR

1 x Cambridge National Creative
i-Media - Level 2

1 x Cambridge National Creative
i-Media - Level 1 Merit

NCFE

1 x Certificate in Creative Crafts
(Art and Design) - Level 3

1 x Diploma in Sports
(Sports Coaching) - Level 2

NCFE (SIXTH FORM)

1 x English Language Functional
Skills - Level 2

1 x Everyday Mathematics
for Life - Level 2

1 x Mathematics - Level 1

PERSONAL ACHIEVEMENTS

- Post 16 students G and H and 1 Year 11 student S successfully completed one of the toughest hikes in the UK - the Welsh Three Peaks Hiking Challenge.
- Sixth form students undertook college courses in Level 2 Motor Vehicle Maintenance, Level 2 Music, BTEC Level 3 Psychology and BTEC Level 3 Public Services.
- One student who completed their GCSEs a year early, studied an AQA extended project and the first year of a BTEC Level 3 in Applied Biology and will be moving on to Sixth Form.
- An ex-student gave a very moving speech at the Grateley House School Summer Celebration Day. She was able to describe how her journey started and progressed with the support of family, friends and staff, and is training to be a firefighter.

WORK EXPERIENCE

- Students A and B completed work experience at Enham Radio station, an online radio station run by people with disabilities to support disabled people to live, work and enjoy life.
- Student J enjoyed work experience as a Teaching Assistant, coaching PE and sports.
- Student D completed work experience at the school, cleaning and valeting school minibuses and cars.
- Student H completed work experience in carpentry and is working with the firm on an apprenticeship programme.

LOOKING TO THE FUTURE

- Student Y developed his confidence and independence skills over the past 7 years. He is now in a position to continue his music studies independently.

Case Studies

Luke Bexington

Luke joined Grateley House School in 2017 as a Year 7 student. He started life in the Nurture Group, where students were taught most of their lessons in the one room, gradually adjusting to the school environment, before moving on when emotionally ready, to the specialist subject teaching rooms in the school.

With a profile of Autism, anxiety disorder, sensory issues, demand avoidance, and communication and interaction difficulties, Luke was unable to integrate into a mainstream school.

Initially, it was also difficult for him at Grateley, frustrated by not being able to make friends, leading to bouts of aggression and emotional breakdowns.

Over time, with support from staff, Luke learnt how to make, and maintain friendships, which in turn helped him to settle happily into the school.

During Luke's five years at Grateley, he developed and flourished into a confident mature young man, confident enough to represent his peers on the Student Council, a reliable voice of reason.

Luke also developed an excellent set of skills which were reflected in his GCSE results, not least in Science, Maths and IT where he had natural ability and flair. Luke achieved the grades to go onto a local 6th form college where computing will comprise the main focus of his college studies, University and likely future career.

Reflecting on his time at Grateley he said "I was diagnosed when I was young as having Autism. This caused me difficulties with my schooling and life in general but with the support from Grateley House School staff and the school therapists, I have overcome a lot and am now much better at managing my anxiety and sensory issues. I feel that I am ready to return to mainstream education."

Rob Cartwright

Rob joined Grateley House School in 2015; he started his journey in year 7 and completed his studies in the school 6th Form eight years later in July 2023.

Rob had a complex presentation, Autism, expressive language disorder, communication and interaction difficulties, poor self-help and life skills and a very limited attention and concentration span.

Over the years Rob had extensive input from the Speech and Language, Occupational Therapy and Clinical Psychology teams in the school. During Key Stages 3 and 4 this largely comprised of direct intervention and personalised therapy programmes but as he got older through acquiring more skills, confidence and independence his development was able to be overseen by the care team in the residential setting.

Likewise, in his learning, Rob initially had a highly bespoke personalised curriculum but over time was able to function and learn in larger groups of students.

During his time at Grateley his attendance and application to his studies was excellent and more recently he was able to transition to a mainstream environment (with continuing support from school staff) studying at a local college, completing courses in Health and Social Care, sports and practical building and construction skills.

A very active young person and a keen sportsman, he has become an integral part of the local rugby club enjoying both the social side as well as the on-field sport and competition.

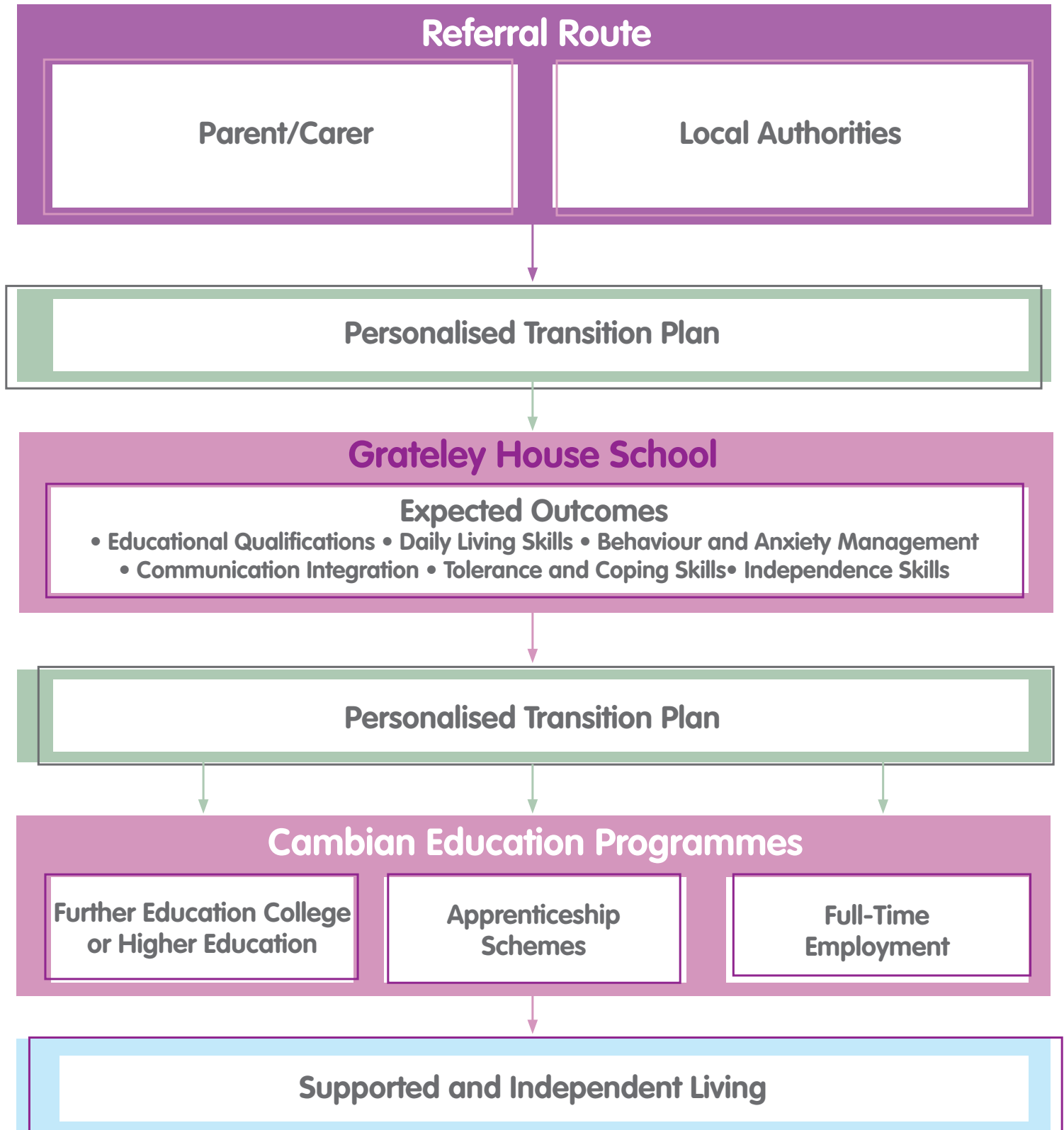
Work experience has been a huge part of Rob's journey, be that onsite in the school kitchen or in the community.

He has left the school this year to go onto a supported internship programme and supported living. He is keen to find full-time paid employment and is learning to drive to enhance his employability skills.

Rob leaves us as a confident young man, with a good set of self-help and independence skills, who wants to live in and contribute to his local community.

Transition Pathway

We focus on developing education, life and vocational skills that support a successful transition into adulthood.



Community Links

It is important to ensure our students are supported to live in the community and not just in our school environment, so every opportunity is taken to teach in real-life situations with guidance and support from trained and experienced staff members.

Interacting with the community

We aim to provide plenty of opportunities for our students to be included in life outside the school, whilst still allowing them to remain in their comfort zone. Students are given a range of experiences within the area and contact with the local community is an essential part of their weekly routine.

Students are encouraged to take up small jobs internally in the school kitchens and some students find themselves part-time jobs locally. The school has links with local religious communities, and arrangements can be made for students who wish to attend their own denominational churches and places of worship.

Opportunities to become involved in community projects are provided throughout the year, such as local fêtes, competitions, Red Nose Day, Children in Need, Remembrance Day, and other festivals and events within the community of a sporting or social nature.

Extra-curricular activities

Opportunities are available locally for students to join clubs and successful links have been forged with the following: sailing club, golf club, a football club, athletics, youth club, riding schools, drama club, trampolining and the Duke of Edinburgh Award Scheme.

Students participate in independence training in the community, teaching them how to go off site into town and make safe use of public transport, local amenities and shopping centres.

Grateley House School is at the very heart of the local community. It has built excellent links with local businesses and leisure facilities, offering scheduled work experience, learning opportunities, life skills as well as information sharing assemblies when visiting the school.

Within the school we have an extensive Personal Development programme that allows the students to engage in a number of initiatives that mean that they can finish their week (Friday afternoons) on a positive as well as being part of the local and wider community around them. Personal development initiatives includes games clubs, sport, debate club, Yu-Gi-Oh club, sailing at Lymington (New Forest), climbing, arts and crafts as well as social gatherings to ensure all aspects of developmental life skills are part of the curriculum offer.





Admissions

Securing your child's future

For more information on Grateley House School and our staff, and an in-depth look at our curriculum, services, outcomes and approach, visit our home page.

[Click Here](#)



Key policy documents

Our policy documents are available here:

[Policies](#)



They can also be requested in print by contacting Grateley House School main office on **01264 889 751**.

To discuss a placement in confidence, call us on **0161 507 3723** or the online link to make a referral is:

[Referral](#)



We understand that choosing the right school for your child can be a difficult decision. To support this process, we have parent liaison officers available who can offer further support and guidance on how we could be the right school for your child. We encourage you to visit our school to meet students and staff, as well as find answers to those questions not easily answered in this prospectus or on our website.

To initiate the assessment process, local authorities and/or children's services departments make formal requests for a placement. Parents should involve their

local authorities at an early stage. This ensures that visits by local authority educational psychologists or other professionals can be arranged to ascertain the appropriateness of the school for each prospective student.

Throughout the admissions procedure, the student is kept at the centre of the process. We believe it is unhelpful for the prospective student to see the school before the initial assessment, as it can be a disruption or a disappointment if we ultimately feel we cannot meet their needs.

Sometimes this strategy is changed, however, we always work in partnership with the local authority and parents/carers to determine the best way forward.

Following the assessment and review of reports, the Principal is then able to make a decision as to whether Grateley House School is the right placement for the prospective student. The majority of students are referred and placed by their local education authorities, often supported by children's services and their health colleagues. There are cases in which some students are privately funded.

Additional information

Safeguarding at Grateley House School

The robust and effective safeguarding of our young people is paramount at Grateley House School and has been described by Ofsted as one of our strengths.

Safeguarding is led and monitored by the dedicated safeguarding team. The designated safeguarding lead (DSL) for the school is Jean North and the deputy DSLs are Eva Pereira, Joshua Hand, Terry Kelly, Melissa Morton and Sarah Henstridge.

The parents of the students at Grateley House School should be aware that the school has a duty to safeguard and promote the welfare of the students. This responsibility necessitates a safeguarding policy and the school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. This policy on child protection is in accordance with the locally agreed inter-agency procedures and Hampshire Child Protection procedures. The policy also complies with guidance from the DfE and the Local Safeguarding Children Board (LSCB). The school recognises it is an agent of referral and not of investigation. Anyone can make a referral to children's social care, if necessary.

All staff are professionally trained and proactive in safeguarding our young people and raising concerns where required. Students are supported by the safeguarding team together with education and care staff. Students are able to raise concerns either by speaking to a member of staff or using the Mind of My Own app.

Assemblies are held on safeguarding topics and safeguarding is included as an agenda item at student council meetings. The school has a strong relationship with both British Transport Police and the Community Police Officer who support at assemblies.

Both staff and students receive half-termly safeguarding newsletters on current safeguarding topics.

Complaints procedures

We know there will be times when students, carers, parents or placing authorities will want to give us feedback about our school and we will always be happy to hear from you. If you feel that you would like to make a suggestion, let us know about something you were pleased with, or tell us if we did not meet your expectations, please contact the school. A complaints procedure allows for both formal and informal complaints.

Informal complaints will be dealt with quickly, while formal complaints can be made in writing. Our full complaints policy is available from the school on request. This policy is designed to help you raise concerns and ensures your complaint will be listened to and dealt with fairly. Should you wish to take your complaint further or if you feel you are unable to discuss the details with the school, please contact the Regional Lead, James Watson on james.watson@cambianguroup.com, especially if your complaint relates to the school leadership.

The proprietor

The proprietor of the school is Farouq Sheikh, Chair of the CareTech Board.

The representative of the Proprietor of the school, whose address for correspondence during both term times and holidays, is:

Andrew Sutherland,
Managing Director Education,
4th Floor, Parkview,
82 Oxford Road,
Uxbridge
UB8 1UX

The representative of the proprietor may be contacted at **Andrew.Sutherland@caretech-uk.com**

