



# The Grange Therapeutic School

## **CURRICULUM POLICY**

**GP36**

**To be read in conjunction with:**

- Teaching and Learning Policy
- Assessment Policy
- Accessibility Policy
- Equal Opportunities Policy
- Special Educational Needs and Inclusion Policy
- Educational Off-site School Visits Policy
- E-Safety Policy
- Management of Behaviour Guidelines
- Promoting British Values Guidelines

Revised Date: Sept 24	1	Curriculum Policy
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## **The Grange Therapeutic School Curriculum Policy**

**The curriculum of The Grange covers all the organised activities that pupils engage in.**

### **The Aim and Intent of the Curriculum**

School motto is “Discover potential, enjoy success and prepare for life”. We want the pupils of The Grange to leave the school with the academic qualifications to achieve the next step in life, confidence to make that step and the resilience, emotional and social skills to maintain that choice, be it college or employment.

In short – the aim is to meet the needs of pupils through the structure, delivery and outcomes of the curriculum.

All the pupils at the school are referred to the school because of their social, emotional and mental health needs. They may also have co-morbid cognition and learning difficulties. An outstanding specialist curriculum should adapt itself to the shape of the child to meet that child’s needs.

The curriculum intention is built on two concepts:

*Building academic and practical qualifications:* The intent is to equip the pupils with the core skills of literacy and numeracy that will be required in adult life. The achievement of these will be recognised by the qualifications that those pupils receive allowing them to progress to the next stage of their education.

The academic and practical qualifications will lead to the pupils making further progress in their next step. The chance to complete qualifications in practical and vocational subjects will allow the pupils to become the “more knowledgeable other” when they progress to further education, therefore helping them deal with the change and flourish in a non-SEN specialist setting such as a 6<sup>th</sup> Form college.

*Building character and developing social emotional skills:* The intent is that through the curriculum offer we can give pupils opportunities to build confidence, learn to fail - learn - succeed (enjoying success), develop social skills and team work, build resilience, develop emotional intelligence and communication skills. These are the key attributes that will determine that once outside of the protected environment of specialist provision that they will thrive and enjoy success and therefore reach their potential.

Fundamentally we want pupils to leave school with the same skills as our own children, ready for the next step.

Revised Date: Sept 24	2	Curriculum Policy
Next Review: Sept 25		Revised by: Ed McDonald

## Implementation:

### Lower School

Lower School has up to 4 classes and the programme is informed by the primary curriculum for KS1 and KS2.

Maximum class size of 6 per tutor group.

The vast majority of pupils arrive in Lower School below age related expectations. This is due to a combination of factors –for example their learning or cognition needs or having missed substantial periods of education due to previously being part time or not having a school place. The curriculum in Lower School aims to decrease these gaps and also help them progress in preparation for transition to Upper School. This is done by:

- High levels of support in the classroom
- Judicious use of one to one numeracy and literacy interventions, after an initial assessment
- Speech and Language interventions
- Teaching to “stage not age”

The broad curriculum also helps the pupils develop their social, emotional and character needs.

Academic Education	Social, Emotional and character education
Literacy	Swimming
Numeracy	Horse Riding
Science	Outdoor Education including climbing, bike riding etc
French	Forest Schools
Catering	Fishing
Topic (Humanities)	Group Speech and Language Therapy
RE	Music
PE	PHSE
Art	PGL residential
ICT	
D&T	

To support the pupils, the literacy and numeracy lessons take place in the first two lessons of the day and the classes become more kinaesthetic as the day progresses.

There are two streams in Lower School – a standard and a Nurture stream. The standard stream of classes is generally for pupils who are near or within 2 years of age-related expectations.

For the pupils with the most pronounced cognition and learning challenges and highest social and emotion needs we run a Nurture programme, which was developed in conjunction with Dr Tina Rae of the Nurture Group Network. This consists of two classes and includes:

- High in class support
- Additional therapeutic input
- Additional targeted literacy and numeracy interventions
- Increased sensory support
- Nurture specific lessons based around the SEAL concept

Revised Date: Sept 24	3	Curriculum Policy
Next Review: Sept 25		Revised by: Ed McDonald

Pupils are assessed on admission and allocated to the appropriate stream. Throughout their time at the school pupils can move between streams as they make progress academically and socially – most commonly pupils move from Nurture to the standard stream.

In Year 7 pupils normally remain at Lower School for an additional year. The rationale behind this is that this best supports their social emotional needs as the primary model, with the consistent teacher, provides reassurance and as the vast majority of pupils are behind age related expectations primary teachers are best suited to meet their academic needs. Pupils who are working securely at Year 7 levels receive the Year 7 maths and English curriculum through differentiation in the classroom. If judged it is in the best interests for the pupil, given their academic and social emotional capabilities, they can progress to Upper School at the start or midway into Year 7.

### Upper School

The increasing age of pupils allows the school to expand the offer for pupils to include vocational subjects. These increase their understanding of possible future careers and help them make choices for Post 16.

Maximum class size of 6 per tutor group

Academic	Social, Emotional and Character	Practical and Occupational
English Maths Science Art PE ICT Careers PHSE Topic (Humanities) Media Studies Business Studies Drama	Duke of Edinburgh (Bronze/Silver) Bikeability Climbing Fishing Horse riding Forest Schools Sailing Canoeing Orienteering Personal Fitness Horticulture	Catering Construction Motor Vehicle Fisheries Management Creative Craft CBT Land Management Wider Key Skills Traditional Crafts Construction Green Card Construction CITB Public Services Photography Employability Small Animal Care
Offered at a range of levels including GCSE/ BTEC / Entry Level / Functional Skills / Unit Awards depending on age and ability	Offer for non-qualification purposes however qualifications from specialist bodies are achieved i.e. NICA L1 -L3 for climbing	Offered at BTEC L1, L2 / NCFE E3, L1, L2 / City and Guilds ASDAN / Open Awards / ABC L2

At the end of Year 7, pupils move into one of our Year 8 standard stream/nurture classes based on their cognitive and emotional development. The move from Year 7 to Year 8 is planned across the final summer half term in a gradual manner to ensure a smooth transition and as little stress is placed onto the pupils as possible. The Year 8/9 pupils are then encouraged to develop and consolidate their

Revised Date: Sept 24	4	Curriculum Policy
Next Review: Sept 25		Revised by: Ed Mcdonald

key skills in core subjects and are also offered opportunities to extend their knowledge in other areas of the curriculum.

Students in Year 8/9 study a common curriculum consisting of Art, Careers, Catering, English, ICT, Maths, Topic, Outdoor Education, PE, PSHE, Science and Forest Schools.

The final half term of Year 9 is geared towards preparing the students for the transition to KS4 and the start of their GCSE courses. Pupils at this stage are able to make the choices to personalise their learning for the beginning of Year 10. These choices run for one year and are then reviewed at the end of Year 10.

Social, Moral, Spiritual and Cultural (SMSC) aspects of learning and Social and Emotional Aspects of Learning (SEAL) are incorporated into planning across the curriculum as well as issues being addressed directly in the PSHE programme.

In KS4 pupils further specialise as they prepare for their transition to Post 16, college or apprenticeships. They complete more practical and occupational based learning through their chosen options – normally one day a week.

#### Vocational Plus

To further meet the needs of pupils there is a third stream available in KS4 – Vocational Plus. This is a NASS award winning outreach programme which is highly individualised for pupils with the highest levels of mental health needs or want to follow a vocational pathway. It includes intensive tuition, work experience and college placements. Staff work intensively with families, providing high levels of emotional and practical support. Pupils can access it full time or as part of a mixed package with the standard or Nurture streams.

#### Post 16

Post 16 is only provided for pupils already on roll at the beginning of Year 11 who are able to access local college provision. Post 16 provision utilises offsite provision only as a stepping stone to integration fully into college or apprenticeships

This judgement is made with the local authority, parent and social worker if appropriate. They may then stay at the school for Post 16. This can be a matter of months or up to 2 years. This is effectively an extension of their Year 11. Pupils are normally placed in supported college and work placements and also continue to study English and maths, however the work is designed to meet their independence deficits as well, so pupils learn how to travel independently and some are funded through their driving test if they live in particularly rural locations. This is overseen by the Vocational Plus team

#### Qualifications

The qualification structure allows pupils to build confidence, recognising that many pupils have missed a large amount of school and may have a negative self-image of themselves as learners. Pupils have a clear, stepped progression starting with Entry Levels, then Functional Skills and finally GCSEs. This works at their pace however generally Entry Level English and maths are completed in Year 8 and 9, Functional Skills L1 in Year 9 and 10 and GCSEs in KS4. BTECs and L1 and L2 vocational qualifications are completed in KS4. These qualifications are skills based and so they allow pupils to achieve them without narrowing the curriculum. Other qualifications such as Unit Awards and Open Awards are also achieved. This builds confidence, allows them to change their self-perception and gives them the chance to celebrate success.

Revised Date: Sept 24	5	Curriculum Policy
Next Review: Sept 25		Revised by: Ed Mcdonald

Some children are accepted into a Year group lower than their chronological age. This is agreed with local authorities, parents and is in the child's best interest.

#### Core subject curriculum plan

	<b>8</b>	<b>9</b>	<b>Nurture</b>
<b>English</b>	Pupils access the National Curriculum and also work towards the AQA Step Up Award (equivalent to Entry Level).	Pupils spend the first term working towards Functional Skill Level 1 before sitting the exam in January. Pupils then begin GCSE 'Bridging' work.	Pupils continue to work through gaps in their knowledge and this is often supported through intervention. Pupils will hope to achieve an AQA Step Up award by the end of Year 9 (This can progress to Year 10/11 where appropriate).
<b>Maths</b>	Pupils access the National Curriculum and also work towards the Entry Level 3 award.	Pupils access the National Curriculum before working towards Functional Skills Level 1. Pupils then begin to Pupils then begin GCSE 'Bridging' work.	Pupils continue to work through gaps in their knowledge and this is often supported through intervention. Pupils will hope to achieve an Entry Level 3 by the end of Year 9 (This can progress to Year 10/11 where appropriate).
<b>Science</b>	Pupils access the National Curriculum.	Pupils work towards the Entry Level 3 Award.	Nurture science is based on the Entry Level 3 award. Pupils will work through the award at their own pace but will aim to achieve by the end of Year 9.

#### Forest Schools, Duke of Edinburgh, Outdoor Education

Across Key Stages 2 and 3, all pupils will access Forest Schools and Outdoor Education. Planned educational opportunities away from the classroom with accreditation allow pupils to flourish and provide a more successful learning environment. In these subjects, pupils develop their understanding of the world, their ability to communicate, display leadership and teamwork and develop their understanding of mutual respect for others. Pupils are encouraged to take risks, find things out for themselves, make mistakes and most importantly, learn from these.

All appropriate Year 9 pupils can access the Duke of Edinburgh Bronze Award. This allows them to develop their ability to express themselves, develop basic independence skills and provides a framework in which they can succeed. Pupils progressing into Key Stage 4 will also be offered the opportunity to complete the Silver Award.

#### College Placements

Revised Date: Sept 24	6	Curriculum Policy
Next Review: Sept 25		Revised by: Ed Mcdonald

The rationale for college placements is to provide extended learning opportunities and personal development, to encourage new relationships and friendships, to experience new learning environments, to access appropriate learning for individual needs and to encourage lifelong learning. All Year 10 & 11 pupils have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathway.

### Careers Guidance

The Grange Therapeutic School endeavours to provide all pupils with a range of opportunities to participate in a vocational environment. A clear vocational philosophy exists at Key Stage 4 and careers and guidance is encouraged as part of a whole school approach in education, care and therapy. Emphasis on vocational opportunities is being developed in Years 10 and 11 and this is being supported by academic subjects to allow pupils to make informed decisions. Enterprise is encouraged in all areas of the curriculum and is further encouraged through whole school charity work and community events.

In Key stage 4 and beyond the emphasis is placed on the world of work, opportunity awareness, college experience and work experience. Before reaching KS4 pupils are given a choices booklet which is shared with parents and carers in order to allow pupils to tailor their own curriculums and begin to think about 'next steps'.

In terms of careers guidance, teachers, instructors and learning support staff give valuable support and guidance as they support the individual pupil needs. Further extensive careers support and guidance are available through: discrete careers lessons, planned visits and discussions and advice from local Connexions Advisor (school and personal), Outside Agencies and Parents / Carer involvement as opportunities are provided for pupils' individual needs and future transitions.

It is the aim of the school that all pupils should leave the school with a suitable placement. The aim is for all Year 11 pupils to actively apply for college placements, training schemes or jobs whilst in their final year.

Pupils receive independent advice and guidance via ideas4careers who hold a 1:1 meeting with all pupils in Year 10 and 11.

### Careers plan – Year 8 – 11

8	9	10	11
Careers is taught using 'Steps' booklets during Topic lessons. Aim is for pupils beginning to understand the skills required for the world of work and to begin to consider career paths of interest.	Careers delivered as part of the PSHE curriculum and pupils can gain an Entry Level qualification. Pupils will visit at least one college and begin to access volunteering through the Duke of Edinburgh Award.	Pupils work towards a Level 1 Award in Careers as a timetabled lesson. Pupils will access independent careers advice. Pupils will complete at least 1 college visit.	Pupils work through 'Steps' booklets which are more relevant to specific career goals. Pupils also use careers lessons to research colleges and begin the application process. Pupils will access independent careers advice. (ideas4careers) Pupils will complete at least one college visit.

### Work experience

Due to the nature of our pupils, it is difficult to organise whole school work experience. Individual work experiences take place, however local opportunities are rare. A balance between the benefits of

Revised Date: Sept 24	7	Curriculum Policy
Next Review: Sept 25		Revised by: Ed McDonald

the work experience for the pupil and the missed curriculum time is always take in to account. All work experiences are appropriately risk assessed and is the pupil's suitability for the placement. Recent examples including in construction, a boat builder and a campervan conversion company.

### Personal Development

A primary aim of the curriculum that is offered at The Grange is to maximise the development of each individual, to become successful learners, confident individuals and responsible citizens. Personal development therefore is identified as the key in all areas of the school. Therefore, Education, Care and Therapy work together in supporting the individual needs of each pupil. Personal and social development is at the centre of a therapeutic community in all settings. This is delivered overtly in the SEAL and PHSE lessons, but is also woven through all the curriculum offer. In all that the school offers, the key is to provide for the support and challenge that meet individual interests and aspirations. The school strives to ensure that young people leave equipped with the knowledge, understanding, skills and attitudes to cope with life in the wider world. In particular to establish positive relationships, meet the demands of employers and to be able to live safe and healthy lifestyles.

One of the most important aspects of the school offer is hidden learning through activities such as charity fund raising, therapeutic interventions, encouraged acts of kindness, modelling by staff of correct social interaction and use of restorative practice to resolve disputes and issues between pupils and pupils and teachers. This can be as effective as an overt curriculum in developing social skills, confidence and emotional intelligence.

### Spiritual, Moral, Social and Cultural development

Spiritual Development is promoted in a variety of ways. Whole School assemblies delivered regularly include religious content and themes. Religious Education content of PSHE actively encourages pupils to examine the nature of religion, its beliefs and practices.

Pupils are encouraged to discuss and reflect on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth. Pupils consider important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.

Pupils are encouraged to reflect upon their own attitudes and values in a range of lessons. In some subjects, notably Art, Music, English, History, Science and Geography pupils explore their feelings and responses to wider issues and beliefs. Many lessons and extra-curricular experiences allow pupils to develop a sense of awe and wonder and to reflect upon inner feelings and ask questions about meaning and purpose.

Moral Development is promoted through the tutorial programme (including praise, credits and rewards and target setting); in certain subject areas such as PSHE, History, Catering, English and Art, through consistent application of the School's code of conduct and classroom expectations and by positive reinforcement of good behaviour. The ethos and practices of the school encourage pupils to learn to distinguish between right and wrong. We seek to promote positive relationships throughout the school community and genuine tolerance and understanding of all cultures. In addition, the assembly programme addresses many moral, ethical, environmental and social issues.

Students are encouraged to value themselves and others and to explore the influence of family, friends and other sources on moral choices. A key priority relating to student moral development is based on all students being provided with regular opportunities to reflect on the importance of rights and responsibilities and to develop a sense of conscience.

Revised Date: Sept 24	8	Curriculum Policy
Next Review: Sept 25		Revised by: Ed McDonald



Social Development and social education is an integral part of the philosophy and ethos of the school. All pupils are encouraged to play a full role in the social life of the school. Across the whole curriculum, we aim to develop pupils' knowledge, values, personal and social skills to help them benefit from their school experience and prepare them to take their place as responsible citizens in society. Many aspects of the school and its work contribute to personal and social education, the ways in which members of the school community behave towards one another, the links between the school and the wider community, our many extracurricular activities such as sport, music and a wide range of trips and activities out of school. Social Development is promoted through many opportunities for pupils to work together, in a variety of situations, both within and beyond lessons. Pupils have extensive opportunities to take responsibility through activities such as School Council, participation in the whole school Outdoor Learning Programme, work in support of charities, and assisting at School functions and events.

Further opportunities for social development are provided through the Outdoor Education, Sports Leaders, Team Building activities and Life Skills programmes. Students are also regularly reminded of the need to develop positive peer and adult relationships.

Cultural Development is encouraged both within lessons and through a very wide variety of extra-curricular activities. Different international cultures and lifestyles are explored through RE and PSHE. The range of cultures represented in the school is valued and celebrated and national and international religious festivals are recognized. Cultural diversity from a national and international perspective is explored through a range of cross-curricular opportunities including planned in-depth geography-based studies of other countries and their cultures, study of poetry and fictional literature from different cultures.

#### Promoting British Values

Throughout the curriculum staff are actively promoting the fundamental British values. The key areas of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are addressed in both specific lessons in PSHE, Religious Education and Topic as well as being promoted in the general ethos of the school.

#### Out of School Experiences

Planned, structured experiences for learners outside of the classroom and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include; Outdoor Educational trips and also curriculum related visits and activities. These also feature as part of the educational experience through all learning phases and are supported by English, History, Science and Geography departments and also through the delivery of Life Skills, Catering, Horticulture and Bikeability.

#### Delivery

The curriculum is delivered in a way to make it as accessible to the pupils as possible, starting with the timetable structure. Academic subjects predominantly happen in the morning and more active learning takes place in the afternoon. The beginning of weeks tends to have a more academic focus whilst the end of the week is normally centred around vocational and social emotional learning.

Revised Date: Sept 24	9	Curriculum Policy
Next Review: Sept 25		Revised by: Ed McDonald

The school operates on a 30 period week. There are 6 periods per day, 4 in the morning, and 2 in the afternoon, each of which lasts for 45 minutes. There is a 15-minute tutor period each afternoon and a further 20-minute period each Monday, Thursday and Friday morning. The final 2 periods on a Friday are used to support the School's extended curriculum by offering a range of activities both on and off site. Additional student learning and support is incorporated through the delivery of two fully planned morning assemblies (Tuesday and Wednesday). Teaching time per subject reflects the need to maintain a broad and balanced curriculum. A generous time allocation is made in particular for English, Maths and Science reflecting the importance of these subjects for all students at KS2, KS3 and KS4 and the development of vital basic skills.

The Key Stage 4 curriculum has been developed in order to allow all pupils to access at least one day a week offsite to access vocational awards and prepare them for college. This also supports the moral and social progression of the pupils by providing opportunities to form relationships with other staff and pupils.

### Differentiation

Despite the relatively small class groups and high levels of learning support there is inevitably a wide range of ability in these class groups. In addition, it is well documented that pupils who display social, emotional and behavioural difficulties have a wide range of preferred learning styles: some work well in small groups or in pairs while others prefer to work individually; some perform best in long-term projects while others like defined tasks; some respond well to oral work, while others prefer written work; some find written communication difficult but work effectively on a computer.

To take account of these differences and the range of ability in any class, all staff at The Grange Therapeutic School have a responsibility, when planning work, to meet the needs of all pupils. This will involve, at different times, adapting tasks, providing different resources, developing extension work, providing a variety of learning styles and environments, setting individual goals, giving different levels of support, and offering a variety of ways to demonstrate knowledge and understanding. A thorough knowledge and understanding of each learner's needs, preferred learning styles and IEP targets are also crucial and these are recorded and communicated through the individual pupil profiles referenced from their EHCPs.

Those pupils who need additional interventions will access programmes run by the intervention team, overseen by the SENCO.

### Gifted and talented Pupils

A small number of pupils display special talents, skills, expertise and understanding in particular areas. These include both high levels of ability in subject disciplines and in activities beyond the curriculum - sporting prowess or musical ability, for example. It is the responsibility of all staff to identify such pupils, to encourage their interests and to make appropriate provision for them. Such provision includes planning classroom-based work, which genuinely stretches such pupils, and additional challenges and experiences offered through clubs, interest and support groups, and opportunities to participate in external groups, societies, teams and organisations. Opportunities to celebrate such success include commendations in school assembly, letters of acknowledgement sent to parents and carers and records held in pupils' records of achievement.

Pupils who are identified as high achievers in the transitional phase are assessed on their readiness to begin studying their GCSE and NCFE courses early. If they are deemed ready to begin these, then they may be placed into an appropriate Y10 class to begin their studies. High achieving pupils will also be provided with additional intervention to support their progression and support positive outcomes.

Revised Date: Sept 24	10	Curriculum Policy
Next Review: Sept 25		Revised by: Ed Mcdonald

## The Learning Environment

The school is aware that a lively, purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behaviour management. All departments, class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms are orderly environments where pupils can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that pupils treat classrooms, workshops and any other learning environments with respect.

## Schemes of Work and Lesson Planning

Each subject leader is required to have schemes of work for all of its courses/programmes related, where appropriate, to the national curriculum and or examination board requirements. All teaching staff follow these schemes of work and subject leaders monitor their delivery. Schemes of work set out how the content of the course is structured, so that pupil's skills, knowledge and understanding are developed progressively, and how the teaching is organised. These schemes of work are supported by assessment strategies and methods for ensuring standardisation of expectation and assessment. It is accepted that teachers plan individual lessons, or sequences of lessons, in different ways and to this end the school does not prescribe a single method for short-term or long-term planning. It simply requires that such planning takes place, in sufficient detail to ensure that pupils achieve high standards and can achieve their potential and that the key planning requirements including specific learning objectives, planned activities and tasks and effective use of resources are considered as the bare minimum.

## Equality of Opportunity

All subject leaders are aware of and plan accordingly to the Whole School Equal Opportunities policy. They also should actively promote quality of opportunity in the curricular work of the subject. As a School we regularly explore the range of opportunities available to ensure that all curriculum areas engage pupils by showing respect for their cultural and personal identities. The SENCO will advise staff in devising appropriate teaching programmes for any learner who requires additional support in order to successfully access the curriculum.

## Impact of the Curriculum

The impact of the curriculum is measured across a range of indicators.

Academic outcomes are tracked and monitored, however with some pupil factors, such as the breakdown of care placements or their SEN needs can have a significant impact on their progress. Most pupils arrive with very inconsistent ability profiles as evidenced by the Educational Psychologist reports which can also make mainstream methods of judging progress hard to apply relevantly. It is the ambition of the school that all pupils leave with a destination and a nationally recognised qualification in English and maths as a bare minimum, regardless of need and social situation.

Revised Date: Sept 24	11	Curriculum Policy
Next Review: Sept 25		Revised by: Ed Mcdonald

Interventions are evidenced through WRAT data and improvement in progress in both English and maths.

Outcomes and qualifications are reviewed annually and evaluated by the senior leadership team, whilst progress in academic subjects is tracked using Classroom Monitor.

The social emotional and personal development impact of the curriculum is evidenced by:

- Engagement and attendance
- Behaviour data
- Questionnaires and surveys
- Beck and Connors assessments
- Annual review minutes
- Boxhall Profile
- Changes to EHCPs
- Teacher and therapist observations

**It is through the above that The Grange Therapeutic School aims to meet the needs of all learners – helping them discover potential, enjoy success and prepare for life.**

Revised Date: Sept 24	12	Curriculum Policy
Next Review: Sept 25		Revised by: Ed McDonald

Revised Date: Sept 24	13	Curriculum Policy
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