



The Grange Therapeutic School

“Discover potential, enjoy success, prepare for life”



Information for Students, Parents & Carers

2026/27

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Welcome To The Grange

I am delighted to welcome you to The Grange Therapeutic School. Nestled in the beautiful countryside, our school offers a supportive environment where every student is valued, understood and empowered to grow both academically and personally. We are a nurturing and inclusive community dedicated to supporting children and young people with social, emotional, and mental health (SEMH) needs.

At The Grange, we recognise that each of our students has a unique story and individual needs. Our mission is to provide a safe, structured, and therapeutic space where young people can feel secure, supported, and motivated to succeed. Our dedicated team of education staff and teachers, therapists, support staff, and specialists work together to create tailored learning experiences that help every student reach their potential.

We offer a broad and balanced curriculum that not only meets academic requirements but also prioritises the development of social skills, emotional resilience, and self-belief. From catering and outdoor learning to targeted therapeutic support, everything we do is designed to help our students develop confidence, independence, and the tools they need for lifelong success.

We believe that strong partnerships between school, families, and carers are key to positive outcomes. I look forward to getting to know you and your child as we work together to ensure their time at The Grange is meaningful, enriching, and full of opportunity.



Jonathan Sleath
Principal

What is The Grange Therapeutic School?

The Grange Therapeutic School is a school in Knossington, Leicestershire. It supports children and young people aged 8 to 18 who may need extra help with learning, social or mental health and wellbeing.

The school supports students with things like:

- Behaviour and emotional wellbeing
- Autism, ADHD, dyslexia and dyscalculia
- Difficult life experiences and challenges engaging in education

The school also helps students build skills for the future, including:

- Enjoyment and discovery of different interests
- Confidence and independence
- Social and communication skills
- Preparing for college, work, or adult life
- Finding potential
- Building positive and healthy relationships

Therapeutic schools offer a unique approach by combining learning with emotional support in a safe and understanding environment. Classes are smaller, and staff are specially trained to help students understand emotions and behaviour. At The Grange, this approach is taken further through kind, calm and therapeutic approaches which respond to each student's needs. Therapy and emotional support are built into the school day, with a strong focus on trust, safety and nurturing positive relationships.

The Grange is a school where students can grow and learn at their own pace — both in lessons and in life.



Meet Our Leaders



Jonathan Sleath
Principal



Ed McDonald
Deputy Head and
Head of Education



Laura Runcorn
Clinical Lead



Pete Dolan
Deputy Head and Designated
Safeguarding Lead



Katherine McKenna
Assistant Headteacher



Ryan Hurst
SENCo and Assistant
Headteacher



Jo Shepard
Assistant Headteacher
and Head of The Gables

The Grange Way

At The Grange Therapeutic School, we all work together to make school a safe, kind, and happy place to be. Everyone – students, teachers, carers, and staff – is part of our school community.

We have a set of values that everyone in our school community displays, so that everyone can feel welcome, understood, and ready to learn.

Our Golden Values

1. Be Kind

- Use kind words and kind actions.
- Help others if they're feeling sad or left out.
- Treat people how you want to be treated.



2. Be Respectful

- Listen when others are speaking.
- Wait your turn to talk.
- Respect other people's space and feelings.
- Take care of things that belong to school and to others.

3. Be Safe

- Keep hands and feet to yourself.
- Walk calmly indoors.
- Use things the right way.
- Ask for help if you feel unsafe or worried.



4. Be Honest

- Tell the truth, even when it's hard.
- Say sorry if you hurt someone or make a mistake.
- Try to make things right.

5. Try Your Best

- Have a go, even if something feels tricky.
- Ask for help when you need it.
- Celebrate your own and other people's progress.



Our School Pathways

We offer three different learning pathways designed to meet the diverse needs of our students.

Each pathway is designed to provide the right balance of academic learning, emotional support, and structured routine. Our goal is to ensure every pupil is given the opportunity to succeed in a way that works best for them.

ENHANCED

A broad, balanced and ambitious curriculum for students who benefit from specialist support within a structured learning model.



Class sizes/ teaching staff

All classes in this pathway are kept to a maximum of 6 students and are facilitated by one key teacher and one student support mentor.

Each student will have a key tutor and class group, where they will complete morning and afternoon tutor sessions focused on connection and reflection.

English and maths on the enhanced pathway are taught by a key class teacher in class groups until KS4, when students will be grouped based on their ability. At KS4, these lessons are taught by specialist maths and English teachers.

For our additional specialist subjects, we have a dedicated team of specialist teachers who deliver these lessons with the class groups key student support mentor.



Curriculum

The curriculum combines academic achievement with continued development of emotional wellbeing, self-regulation and personal growth.

All pupils on the enhanced pathway take part in core subjects, including maths, English and PSHE. They also have the opportunity to take part in specialist subjects including catering, PE and forest school.



The school day

Each student will be greeted by school staff when they arrive to school each morning.

The day starts with morning tutor time, where students can have breakfast and connect with their key teachers.

Students will have a weekly timetable which includes a mixture of core and specialist subjects split into 6 lessons per day.

Students at The Gables will follow a primary model with most lessons taught in their classroom, whilst at The Grange students will transition to different spaces. Many lessons are delivered as a double to reduce transitions in the day, although regular learning breaks are embedded into the school day.

Specialist subjects are delivered on rotation to students in KS2 and KS3 to allow them the opportunity to try different subjects. In KS4, students will then have the opportunity to tailor their options and gain specific qualifications based on their interests.



Additional support

All students on this stream will have access to personalised intervention to support with areas of the curriculum they find challenging. They will also receive regular academic, pastoral and clinical monitoring.

Therapeutic intervention is embedded into the school day with direct support on offer to students as required.

Our School Pathways

ENRICHMENT

A highly nurturing, relationship-based curriculum designed for pupils who require a consistent, primary-style learning environment.

Class sizes and teaching staff



All classes in this pathway are kept to a maximum of 6 students and are facilitated by one key teacher and one student support mentor to foster a relational teaching approach.

Each student will have a consistent classroom environment and peer group, mirroring a primary class model to provide a secure base with predictable routines.

Most lessons on the enrichment pathway are taught by a key class teacher in class groups with the exception of some specialist subjects.

The school day



Each student will be greeted by school staff when they arrive to school each morning.

The day starts with morning tutor time, where students can have breakfast and connect with their key teachers.

Students will have a weekly timetable which includes 3 1.5 hour lessons per day. Transitions between lessons are limited where possible, although regular learning breaks are embedded into the school day.

Curriculum



All students on their steam will be supported with an ambitious but carefully sequenced teaching, based on their readiness to engage and individual developmental needs.

This curriculum aims to close gaps in literacy, numeracy and wider curriculum knowledge, whilst developing independence and confidence.

This includes integrated emotional regulation and social communication support throughout the day, as well as specialist teacher-led communication, sensory and developmentally appropriate approaches.

Additional support



All students will receive regular academic, pastoral and clinical monitoring, with a focus on sensory regulation, and restorative and relational behavioural approaches.

Therapeutic intervention is embedded into the school day with integrated speech, language and communication strategies, where appropriate.

Our School Pathways

ENGAGE

The school's most bespoke curriculum offer designed for students whose complex presentations and circumstances have contributed to significant challenges with consistent access to group learning.

Class sizes and teaching staff



All classes in this pathway are kept to a maximum of 4 students, who are supported by one key teacher/instructor and one student support mentor.

Students are matched to a key staff member, based on their developmental, social and academic stage, to foster intensive relational practice.

The school day



Each student will be greeted by school staff when they arrive to school each morning.

Students will have a weekly individualised timetables and learning programmes, delivered across a range of indoor, outdoor, online and community environments.

Consistent adult support and enhanced connection time is embedded into the school day to rebuild trust, safety and emotional security to support students to engage in school life.

Curriculum



Bespoke academic programmes, including maths and English lessons, are matched to students developmental stage, alongside opportunities for practical, vocational and experiential learning.

The pace, sequence and structure of learning are adapted continuously to meet each pupil's changing needs.

The learning programmes will be highly flexible and involve a high focus on developing aspirations and interests to build engagement in the school environment.

The Engage curriculum has been developed to build emotional regulation and resilience, whilst strengthening academic, communication and interpersonal skills.

Additional support



All students will receive regular academic, pastoral and specialist clinical oversight, including fortnightly reviews of individual outcomes and provision.

Students will have access to individual behaviour support and co-regulation strategies.

Therapeutic support is delivered through key teaching staff, who receive advanced training from our clinical teams to support students on the provision. Where appropriate, direct therapeutic interventions may be integrated into the school day too.

Our School Sites

Each of our school sites have been carefully designed to facilitate our vast cohort of students ages and needs.

The Grange

For students in year 8 and above who sit on our Enhanced pathway.

The Grange also has a sports hall and gym, catering and science facilities and a dedicated mechanics and construction workshop used by students across the school site.

The Gables

For students in year 4 - year 7 who sit on our Enhanced pathway.

For all students on the Enrichment pathway.

The Lodge

For all students on the Engage pathway.



Our Therapeutic Approach

We are committed to creating a therapeutic environment where every student feels safe, understood, and supported. We recognise that difficult experiences can significantly affect a young person's ability to learn and thrive, and all staff are trained to respond with compassion, patience, and care.

Our whole-school approach is guided by two key therapeutic strategies that inform everything we do, from therapy sessions and staff training, to classroom practice and everyday interactions.

Therapeutic-Informed Practice: Connect, Co-regulate, Co-reflect (The 3 C's)



Our first strategy is dedicated to understanding psychological needs, and recognising how our students' life experiences may shape their behaviour and emotional development.

We use our 3 C's approach to encourage a predictable, nurturing and therapeutic environment, that helps students to build trust, manage their emotions and engage more confidently with their learning.

- Connect: Helps us to reach out to young people so they feel 'seen' and kept in mind
- Co-regulate: Develops and supports a sense of safety in the young person and their environment
- Co-reflect: Supports with therapeutic boundaries to develop safe and effective ways of being

We also communicate in a way that avoids blame or judgement to help support positive self-identity and resilience in our students.



Autism Strategy: Ask, Accept, Develop (AAD)

We know everyone thinks and learns in their own unique way, so our second strategy ensures that these are recognised and celebrated. By asking the right questions, accepting these views and working with students to develop a plan, we enable our autistic and neurodivergent students to thrive in ways that work for them.

These strategies have been developed by Outcomes First Group and are accredited by the British Psychological Society.

Our Therapeutic Offer

Alongside our whole school therapeutic strategies, we have an in-house clinical team, who provide daily support to both students and staff.

Disciplines

The clinical team is multi-disciplinary to foster a holistic approach. The clinicians work across the three school sites, under the following disciplines:

- Psychological and psychotherapeutic interventions: promoting emotional wellbeing and mental health.
- Speech and Language therapy: enhancing communication and learning potential by supporting speech and language needs, as well as our communication friendly environment.
- Occupational therapy: supporting sensory and physical needs to allow our individuals to take part in the activities that are important to them. This includes promoting our sensory friendly environments.

These disciplines work together to support students' emotional, social, relational, and cognitive development, creating a strong foundation for learning and personal growth.

The Clinical Pyramid

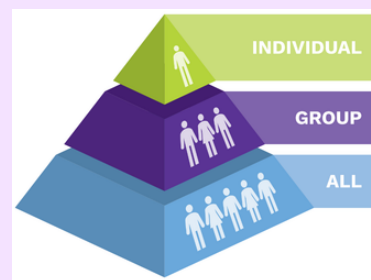
We offer differentiated levels of therapeutic support to meet the individual needs of each student.

All: Every student will receive this level of support, which focuses on creating holistic, therapeutic environments in which individuals can thrive and progress towards achieving their potential.

Group: Groups of students may require more focused support for a set period to meet specific needs. This may include being part of focused therapy groups or clinical consultations for specific class groups to support and guide the staff team.

Individual: Some individuals may require a block of direct intervention to meet individual needs for a period of time. This level also includes students receiving individualised clinical oversight support from a key clinician in the team.

The level of support received is led by the student's individual needs outlined in their EHCP (Education, Health and Care Plan), alongside any emerging needs identified by the team around them. Students can be referred to the clinical team, who will review any emerging needs and determine the level of support required.



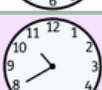
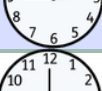
Facilities

We have a dedicated therapy space at each site, where students can access one-to-one and group therapy in a calm and confidential setting. These spaces have been designed to support our multi-disciplinary team to promote healing, personal growth, and emotional wellbeing, complementing our holistic educational approach. All our therapy rooms are named after trees, including Pine Room, Oak Room, Willow Room and Maple Room.

More information about our clinical offer can be found in the following resources:

The Grange Therapy Handbook
OFG Clinical Excellence 2025

Our School Day

Time		Lesson	Duration
8:50am		Tutor Time	20 minutes
9:10am		Lesson 1	45 minutes
9:55am		Lesson 2	45 minutes
10:40am		Break time	20 minutes
11:00am		Lesson 3	45 minutes
11:45am		Lesson 4	45 minutes
12:30pm		Lunch time	45 minutes
1:15pm		Lesson 5	45 minutes
2:00pm		Lesson 6	45 minutes
2:45pm		Tutor Time	15 minutes
3:00pm		End of school day	

End of the school day - 3pm

Sometimes two lessons are joined together to make a 'Double' lesson

Food for lunch times is served at the following times at each site:

The Grange (KS3)	The Grange (KS4)	The Gables	Engage
12:50pm 	12:30pm 	12:30pm 	12:30pm 

For students who require transport, the placing authority is responsible for arranging this. Please contact the transport team at your Local Authority for more information and eligibility.

Recognising Success, Rewarding Progress

What is ClassDojo?

ClassDojo is an online platform where you have your own Character or Photo. Every time you earn a 'Dojo', it shows up on your profile in real time – so you can always track your progress!



How It Works:

Everyday, you will have the opportunity to earn dojos through ClassDojo!

There will be a termly dojo focus, which will usually be attributes linked to our school values.

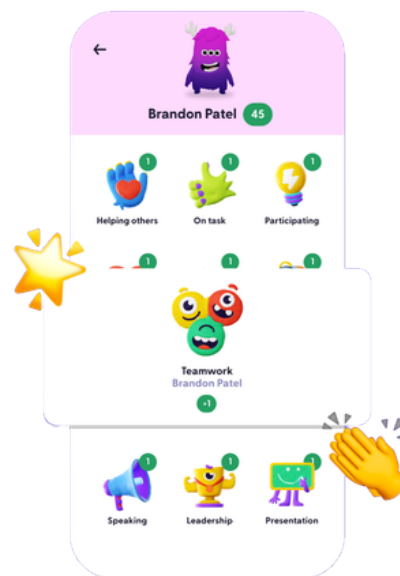
Every dojo you earn is logged and celebrated!

Tutor Time = Dojo Time!

During tutor time, ClassDojo will be live, so that you can:

- Reflect on your Dojo progress
- Talk about how you earned your points
- Connect and support each other
- Set goals to earn more points

Your class teacher will go through the dojos termly focus with you at these times, so you will know how to earn your credits.



What can I do with my credits?

All students will have the opportunity to choose a reward that they would like to use their dojos to work towards.

When you have saved enough dojos for the reward, you will be able to collect this from the dojo shop. This happens every Friday morning.

Earn it. Track it. Trade it. Enjoy it!
Start collecting your Credits and take charge of your success!

Example Lunch Menus

Below is an example of our typical summer and winter menus to give you an idea of the meals we provide throughout the year.

Please note that while the menus may vary, they will always be planned and shared in advance, so you'll know what is being served each day.

Summer		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Main	Four cheese Ravioli with Tomato & Mascarpone sauce	Cornish Pasty, Diced Potatoes, Carrots & Gravy	Chicken Goujon Wraps	Bacon, Sausage, Baked Beans & Mushrooms	Battered Cod Fillet, Chips & Mushy Peas
	Alternative	Baked Potato with Cheese and/or Baked Beans	Penne Pasta with Tomato and Mascarpone Sauce	Baked Potato with Cheese and/or Baked Beans	Pasta Shells with Tomato & Herb Sauce	
	Dessert	Chocolate Brownie	Yoghurts	Iced Sponge & Custard	Chocolate Crispy Cake	Ice Cream
Week 2	Main	Cheese & Onion Quiche, Saute Potatoes & Baked Beans	Chilli Con Carne with Rice & Broccoli	Meatballs in Tomato Sauce, Linguine & Sweetcorn	Chicken & Bacon Slice, Roast Potatoes, Carrots & Gravy	Chicken Burger with French Fries
	Alternative	Baked Potato with Cheese and/or Baked Beans	Pasta & Sauce	Baked Potato with Cheese and/or Baked Beans	Pasta & Sauce	
	Dessert	Home Baked Cookies	Fruit Jelly & Cream	Yoghurts	Iced Sponge & Custard	Ice Cream
Week 3	Main	Fusilli Pasta with Tomato & Herb Sauce	Margherita or Pepperoni Pizza & Seasoned Wedges	Chicken Korma, Rice & Naan	Beef Burger & Sausage with BBQ sauce, New Potatoes & Coleslaw	Cod Fillet Fish Fingers with Chips
	Alternative	Baked Potato with Cheese and/or Baked Beans	Pasta & Sauce	Baked Potato with Cheese and/or Baked Beans	Pasta & Sauce	
	Dessert	Flapjack	Yoghurts	Fresh Fruit Salad	Chocolate & Pear Sponge with Custard	Ice Cream

Winter		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Main	Fusilli Pasta, Tomato & Basil Sauce with Sweetcorn	Winter Beef Stew, Mashed Potato & Carrots	Hot Dogs, Seasoned Wedges & Coleslaw	Chicken Korma, Rice, Naan & Green Beans	Cod Fillet Fish Fingers, Chips & Baked Beans
	Alternative	Baked Potato with Cheese and/or Baked Beans	Pasta & Sauce	Baked Potato with Cheese and/or Baked Beans	Pasta & Sauce	
	Dessert	Chocolate Chunk Shortbread	Fresh Fruit Salad	Sticky Date Pudding with Fresh Custard	Yoghurts	Chocolate Brownie
Week 2	Main	Macaroni Cheese with a Medley of Mixed Vegetables	Pork Sausages, Yorkshire Pudding, Roast Potatoes, Peas & Gravy	Spaghetti Bolognese, Broccoli & Garlic Bread	Chicken Goujon Wraps, Sweet Chilli Sauce, Coleslaw & Sweet Potato Fries	Battered Fish, Chips & Peas
	Alternative	Baked Potato with Cheese and/or Baked Beans	Pasta & Sauce	Baked Potato with Cheese and/or Baked Beans	Pasta & Sauce	
	Dessert	Home Baked Cookies	Yoghurts	Assorted Danish Pastries	Chocolate and Pear Sponge with Custard	Jam Ball Donut
Week 3	Main	Margherita Pizza, Seasoned Wedges & Baked Beans	Battered Chicken Chunks, Sweet & Sour Sauce, Rice & Sweetcorn	Steak & Onion Lattice Slice, Diced Potatoes, Cauliflower & Broccoli Florets	Lasagne, Garlic Bread & Peas	Cheeseburger, Fries, Shredded Lettuce & Tomato Slices
	Alternative	Baked Potato with Cheese and/or Baked Beans	Pasta & Sauce	Baked Potato with Cheese and/or Baked Beans	Pasta & Sauce	
	Dessert	Rocky Road	Iced Sponge & Custard	Yoghurts	Rice Pudding with Fruit Compote	Assorted Muffins

Fruit and salad are available every day as part of our commitment to offering balanced and nutritious meal options.

Student Profiles

We use three different types of profile to support our students. These are a little like student passports that are developed based on students' views and our understanding of the students experiences/ needs. Using these profiles helps students to share what they need, as well as supporting staff to work with the students in a way that is meaningful to them.

1 My Coping Plan

This is to think about situations that might be challenging and ways staff can support if a student is struggling.



This document was completed by: _____ Date: _____

My Coping Plan

Situations when needed: _____

Agreed support coping: _____

Agreed support: _____

Agreed support: _____

Agreed support: _____

2 My Sensory World

This is to think about our students' sensory needs and how the environment can be adapted to help them access learning and feel calm and regulated.



My Sensory World

Name: _____ Date: _____

Sensory needs: _____

Sensory needs: _____

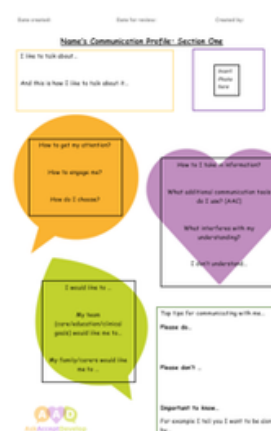
Sensory needs: _____

Sensory needs: _____

Sensory needs: _____

3 My Communication Profile

This is to think about how students communicate their feelings, wants and needs in a way that is safe and comfortable for them. This profile will also help others to communicate with them in a way that is meaningful and accessible.



My Communication Profile - Section One

I like to talk about: _____

And this is how I like to talk about it: _____

How to get the attention? _____

How to engage me? _____

How do I choose? _____

How to 3 talk or interaction? _____

What information communication needs do I need (AAC)? _____

What interface with my understanding? _____

I don't understand: _____

Top tips for communicating with me: _____

Please do: _____

Please don't: _____

Important to know: _____

For example I tell you I want to be alone: _____

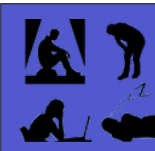
Pupils will have time to complete these when they start at The Grange with a staff member. They can use a questionnaire to fill these in or add ideas and make their own.

How we talk about our emotions around school

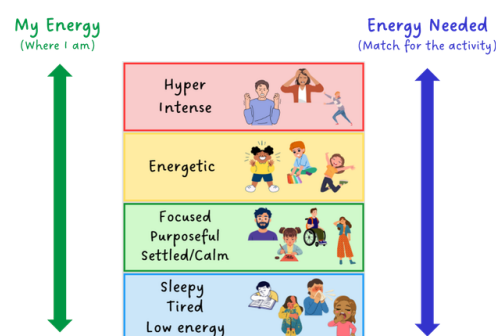
We use different tools for recognising, understanding and communicating our thoughts and emotions. These tools help to provide adults and pupils with a shared vocabulary, and visual support, to communicate how they are feeling and ask for support.

Tools for checking-in

Feelings and Emotions (Zones of Regulation)

			
Blue Energy Zone Sad Bored Tired Sick Embarrassed Other	Green Energy Zone Content Happy Focused Calm Proud Other	Yellow Energy Zone Worried Frustrated Silly Excited Jealous Other	Red Energy Zone Overjoyed/Elated Panicked Angry Terrified Nervous Other

Energy (Level Up!)



What support do we need?

Something from my toolkit

Something to match or change my energy



These approaches encourage students to build self-awareness, develop emotional regulation skills, and become more confident in communicating their needs. All emotions are accepted - the focus is on recognising feelings and choosing helpful strategies to support learning and wellbeing.

We have helpful noticeboards around our school to support students to check-in with adults and their peers throughout the school day.

Safeguarding

Safeguarding and child protection is everyone's responsibility. If you have any concerns, please speak to one of our designated safeguarding team below.



Jonathan Sleath
Principal/ Designated
Safeguarding Officer



Pete Dolan
Designated Safeguarding
Lead



Nichola Johnson
Deputy Designated
Safeguarding Lead



Katherine McKenna
Designated
Safeguarding Officer



Bev Sussmes
Designated
Safeguarding Officer



Will Andrew
Designated
Safeguarding Officer

For Pupils:

If you ever feel worried, unsafe, or need someone to talk to, you can ask to speak to a member of the safeguarding team at any time. We are here to help and support you.

For Parents and Carers:

If you have any concerns about a child's wellbeing or would like to discuss a safeguarding matter, please contact the school's main office on 01664 454264 and ask to speak with a member of the safeguarding team.

You can also email us at: safeguardinggrange@knossington.rutland.sch.uk

Mobile Phone Policy

To help create a safe and focused learning environment where everyone can thrive, students are asked not to use mobile phones during the school day. Here's how this works:



Journey to School / Taxi:

You can use your phone whilst travelling to school.



Arriving at School:

You are not allowed to use your mobile phone during the school day.



When you arrive, please hand your phone to a member of staff in the car park, before you go to Tutor Time.

During the School Day:



- Phones are kept safely in locked drawers or safes, accessible only to staff. If you haven't handed in your phone, staff will remind you to do so.
- Phones cannot be taken to off-site activities. If you need support on a journey or to an activity away from school, we can help you (e.g. you may use an MP3 player or other tool).



End of the School Day:

Phones will be returned to you after you have attended Tutor Time and you are called for your taxi (3pm).



Taxi Home:

You may use your phone again while travelling home.



How Can I Contact My Parent/Carer During the Day?

If you need to get in touch with your parent or carer for a specific reason during school hours, please speak to a member of staff. They will support you to do this in a safe and planned way.



How Can My Parents/Carers Contact Me?

If your parents or carers need to contact you during the day, they can call the main school office. A member of staff will then pass any important messages directly to you.



Thank you for helping us maintain a calm and respectful environment where everyone can focus on learning and wellbeing.

Other Helpful Information

Uniform

Students are encouraged to wear the school uniform as part of their daily routine. Our uniform includes black trousers or skirt, a navy aertex or polo shirt, a navy sweatshirt, and black shoes. Sweatshirts can be purchased from the school office.

We understand that uniform should never prevent anyone from attending school. Therefore, with tutor approval, pupils may wear appropriate alternative clothing. This flexible approach helps all pupils feel comfortable and included, while fostering a sense of community and consistency.



Homework



Homework is not a core expectation at The Grange. We ensure that all academic work can be completed within the school day. This approach allows pupils to fully engage in learning during school hours, making regular attendance and active participation in lessons essential to academic progress and success. Homework can be requested and will be reviewed on an individual basis.

Our anti-bullying school

Bullying means hurting someone on purpose again and again. This could be:

- Saying unkind things
- Hitting or pushing
- Laughing at someone or leaving them out
- Sending mean messages or sharing things online to hurt someone



If a student feels they are being bullied or see it happen, they are encouraged to share it with a trusted adult at school or through our classroom 'Share It' boxes. We will always treat bullying sensitively and proactively to support our students.

For some of our students, it can be difficult to recognise when a behaviour may be experienced as bullying by others. Therefore, we have an extensive behaviour monitoring system that involves highlighting potential bullying incidents to encourage early intervention with students before bullying occurs.

More information about our anti-bullying policy can be found on our school website.

Reflections



If a pupil has experienced difficulties during the school day - such as missing lessons or struggling to manage their emotions/behaviour - they may be supported to have a reflective conversation. These are not detentions but supportive conversations that may take place with a tutor, a subject teacher, or a member of the well-being team. The aim is to understand what is going on for the student, offer proactive support, and agree on a way forward. If these sessions are not successful, contact will be made with home to arrange a joint reflection involving parents or carers.

Maintaining clear communication with parents and carers

We understand the importance of clear communication with parents and carers, to support our students to engage in their education. Therefore, by being part of our school community, we can ensure that you will have regular contact with your child's class teacher to encourage supportive information sharing.



We also have a dedicated team of family support office workers, who can provide guidance relating to our school policies, as well as offering signposting to any community support you may need.

For more information on our school policies, please visit our website.

Natural and Logical Consequences

As part of our therapeutic strategies, we recognise the importance of using natural and logical consequences to support our students.

- Natural consequences - These happen on their own and without adult intervention, although reflective conversations can support with student's understanding.
- Logical consequences - These are adult-led and directly related to a behaviour, designed to teach responsibility.

When an incident occurs staff will implement natural and logical consequences to support our students. If the behaviour or concern persists, these consequences will be implemented alongside a graduated response letter system. This system is designed to notify parents and carers, and provide early and constructive support to our students.

Letter System:

- 1) First letter is sent and student will complete a reflection session with a staff member.
- 2) Second letter is sent and a meeting will be arranged with home (either in person or via Teams).
- 3) Third letter is sent and the pupil will begin a formal report process, allowing for closer monitoring and support.

Letters will be sent home on the same day as an incident and may be issued for the following concerns:

- Not handing in mobile phones
- Poor lesson attendance/ difficulty with engagement
- Incidents of bullying/ targeted behaviour
- Use of discriminatory language or behaviour
- Absconding (leaving the school site without permission)
- Damage to school property
- Attendance
- Any other school based concerns



Term Dates and Holidays 2026/2027



August 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

September 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

February 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	31					1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

June 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2027

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Key:



School Closed



Inset day (Closed for students)



School Open

Next Steps/ Supporting Documents

As part of students transition process to The Grange, the following steps and supporting documents are available.

Step 1:

The Grange Handbook
Children's Behaviour Policy
OFG Clinical Excellence 2025

Step 2:

Site-specific Transition Booklet
Therapy Handbook
'Let's Get to Know You!' profile to complete

Step 3:

(To take place after a settling in period)
Clinical Induction
Profile Book

Step 4:

Ending reflections booklet



Thank you for taking the time to read our school handbook. We hope it has helped you feel more informed, reassured, and connected to our school community.

We are committed to working in partnership with families, carers, and students to create a safe, supportive, and inspiring environment for all.

If you have any questions, feedback, or would like further support, please don't hesitate to get in touch.

The Grange Therapeutic School
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Knossington
Leicestershire
LE15 8LY

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Email: office@knossington.rutland.sch.uk
Website: www.thegrangetherapeuticschool.co.uk

We look forward to working together to support you and your child on their journey.

With best wishes,
The Grange Team