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1 About Our School

Granta is a Community Area Special School which first opened in September 2006 and caters for pupils aged 3 to 19 years old. Our pupils all have Education and Health Care plans (EHCP's). Pupils can not be admitted to Granta without one of these documents. We are a Local Authority School. All requests for placement for Cambridgeshire children and young people must come via the local authority START team. Any local authority can ask us to have one of their pupils and we have Cambridgeshire, Suffolk and Essex pupils at Granta.

You can contact Granta by calling 01223 896890 or by emailing office@granta.cambs.sch.uk. You can write to us at:
Granta school, Cambridge Road, Linton, Cambridgeshire CB214NN

Our Head Teacher is called Mrs Lucie Calow and our Chair of Governors is Mrs Caroline Ilott. We currently have 142 pupils on roll.

We are located on the same site as Linton Village College. This is a completely non smoking site.

At Granta we work with a wide range of pupil needs from those who have complex Moderate Learning Difficulties (MLD), who can study a subject based curriculum, to those who have Profound and Multiple Learning Difficulties (PMLD) and need a highly differentiated curriculum and communication system.

The school has two separate but closely linked departments; primary (including early years) and secondary (with a separate 6th form). Our pupils have a real sense of progression as they move up through the school. This is highlighted by a change in school uniform, an increased use of our specialist classrooms and an increased focus on work related and community education.

We aim to equip our young people to be ready for the challenges of adult life. The superb school building lends itself beautifully to each pupil's growing sense of independence and maturity.

Amongst Granta's excellent facilities are:

- Subject teachers for science and art and a specialist assistant for food technology
- Excellent teachers across departments able to deliver quality teaching across the curriculum and taking subject leader roles in specialisms
- A focus on PE and sport, recognised within our GOLD award for excellence
- A commitment to Sign supported English (British Sign Language) for our hearing impaired and sign dependent pupils
- Two sensory lightrooms
- Three outside learning areas
- A Forest School area
- A dedicated gym
- A full kitchen to prepare our school meals

- Resource rooms with overhead hoist tracking
- A specialist room for TEACCH which is an approach most suited to pupils with autism
- A medical room
- Sixth Form common room
- Soft play adventure room
- A warm pool which can be used for hydrotherapy and swimming.
- Laundry

Granta School is located within easy walking distance of the centre of Linton, a sizeable village at the south of Cambridgeshire, about eight miles outside of Cambridge. It is in a very attractive location surrounded by farmland and rolling countryside. Linton has a very welcoming atmosphere and a strong sense of community. Our pupils access the village facilities on a regular basis.

We share a site with Linton Village College (LVC). The two schools have good working relationships and a history of collaborative support around shared pupils.

Our school meals are cooked in our full production kitchen using fresh ingredients that are of very good quality. We are proud of our 5 star food hygiene rating. We can cater for specific dietary requirements such as gluten free, pureed meals or religious requirements. Please note we aim to be as nut free as possible, therefore any packed lunch food your child brings onto the Granta site should be nut free.

If you think that your child may be entitled to free school meals please let us know even if your child prefers to bring a packed lunch. This is because we may be able to receive extra funding called pupil premium which we can spend directly on your child's education. We can help you find the right form. Alternatively you can contact:

www.cambridgeshire.gov.uk/freeschoolmeals

On their helpline number: 01223 703200

The school day for pupil's starts at 9 am and finishes at 3.35 pm when pupils are collected by family or by LA provided minibus or taxis. Primary pupils have a morning, lunchtime and afternoon break to play outside; secondary age students have morning and lunchtime breaks.

We have produced booklets to give some information about each key stage in the school and the differences between them. In them you'll find information about the curriculum they follow, organisation of classes and Access Groups.

'Access groups' is how we group pupils in Key stage 2 (older primary) and Key stage 3 (secondary). Instead of grouping pupils according to their year age or results "ability" we group them according to their curriculum compatibility. This enables us to get the most similar peer groups together, so that pupils can learn together and develop strong social bonds.

We use Sign Supported English using British Sign Language for those pupils who benefit. This is always alongside spoken language and never in place of it.

2 Granta School's Vision and Values

'Education, Progress, Confidence and Joy'

We want our pupils to:

- Be independent to the best of their ability, having a sense of personal responsibility for themselves and their actions and to be mindful of the needs of others.
- Be excited about learning.
- Be happy and confident people by focusing on developing their communication and social skills.
- Know how to find support and be able to make safe relationships.

To achieve our vision for all our pupils, we will:

- Value each pupil as an individual and develop their sense of personal identity and worth.
- Encourage our pupils to become effective communicators.
- Promote an ethos of respect for all by respecting each other at all times.
- Provide excellent standards in teaching and learning based on sound assessments and high expectation.
- Encourage pupils to take controlled and monitored risks so that they experience success and satisfaction.
- Develop personal and social skills through opportunities to be independent and creative.
- Coordinate a personalised package of education, therapy and care for each individual.
- Celebrate every success informally and through established systems.
- Help our pupils feel safe and secure.

3 Granta Assessment, Recording and Reporting

Assessment is about finding out what a child can already do, or is learning to do, so that we can set the right next learning steps and tailor teaching to enable that progress. That might mean the next step in knowledge learning or in skill development.

Many of our families would tell you that for their child, what they can do or understand one day might be different the next. A lot of factors can influence this: health, the particular subject or skill, pupil specialist interests, if they are having an emotionally good or stressed day. We understand that and we respond to each pupil's emotional and physical needs every day.

Assessment is an integral part of teaching and lies at the heart of promoting children's learning. Effective assessment and the involvement of pupils with it encourages them to be more independent, effective learners. At Granta we aim for all pupils to be involved at an appropriate level and using appropriate methods in producing ongoing summative comments and planning for the next steps of their learning.

Every pupil has a termly individual education plan (IEP) which sets out the detail of what they will be learning that term.

Some pupils also have individual behaviour plans to help us meet their behaviour needs. As a school we use Team Teach, a safe intervention, to avoid and then, if absolutely necessary, to respond to challenging behaviours. All our staff are team teach trained.

A formal meeting is held annually to review each child's progress and their Education Health Care Plan and to set targets for the future. Before the meeting you will receive an annual review report written largely by the child's main teacher. You will then have the opportunity to include your comments on your child's progress. If other professionals such as speech therapists or physiotherapists are involved in the package of education and care we provide, then they are also invited to this meeting, and to contribute to the report in writing.

Two parent consultation evenings are held each year, in the autumn and summer terms. This is an opportunity for you to have some time to review progress, see your child's work and discuss developments. At the Summer term meeting we have representatives from outside organisations which may be of interest to families of our older 'leavers'. A less formal event is arranged for everyone in the spring term.

Individual pupil and student assessment evidence is collected in the following ways:

- Written work, certificates, photos or videos will be collated that best illustrates the pupil's attainment. Certificates and awards are collected too.
- A selection of this work is annotated and given a level achieved. Recently the government has given schools greater flexibility in their curriculum content (what is taught) and their assessment systems (levels attained). Nationally, National curriculum levels and "p" (pre national curriculum 1) levels have been removed.

We continue to use those as a guide whilst other systems are being developed. We use a system called “solar” to gather and store all assessment information. An example of the types of assessments we use are:

- Our foundation stage (under 5s) and Reception pupils use (mainstream) Early Years Profile and our own skills ladders.
- Our KS1 pupils use the same and also may also use Wilson P steps or routes for learning depending on their individual profiles.
- KS2 and 3 departments use Wilson P steps, routes for learning and our own skills ladders.
- Key Stage 4 assessments are through their accreditation, including GCSE and foundation Entry level qualifications. Some students will use OCR Life and Living skills and our own skills ladders. Work experience and college links are introduced.
- Sixth form follow foundation Entry level qualifications, Edexcel functional skills in Maths and English and ICT, OCR Life and Living skills and our own skills ladders, Duke of Edinburgh (bronze, silver and gold) and a wide range of college links and work experience placements.
- Pupils following sensory curriculums have their progress recorded on ‘Routes for Learning’ and our own skills ladders.

We report to parents and carers in writing twice a year: at the time of annual review and a subject report in the summer term.

4. Attendance Rates

Good attendance is fundamental to good pupil progress. We understand that ill health and medical appointments can interfere with that and consequently we will do all we can to host health appointments and reviews at school. We provide comprehensive health support to our pupils to maintain the best attendance that pupils can manage.

In the period from September 2018 to July 2019, authorised absences (those from school which were approved by the head teacher – illness, hospital appointments, and so on) across the whole school were 8.5% of sessions, and unauthorised absences (absences which were not approved by the head teacher – time out of school where no adequate explanation was given) were 0.8% of sessions.

Most absences in school are due to long term health conditions. The head teacher reviews each pupil’s attendance regularly.

In line with national expectations, we have recently reviewed our leave request form. You can find a copy separately on our website.

If pupils are absent from school without good cause then we will follow a process of letters and meetings with you to discuss our concerns and to achieve an improvement. If an improvement is not achieved then we reserve the right to contact the local authority and to take action which may result in penalty fines.

5 Granta Behaviour, Care and Control

Our OfSTED reports have always recognised the excellent standards in care, which are evident at Granta and of which we are proud. We approach pupils as individuals and our greatest joy is to see them flourish and grow into happy confident young adults. Our commitment to care is evident in the way we meet individual medical needs, lunchtime support, personal care routines, in our approach to health and safety and in our celebration of pupil successes in all aspects of learning and development. You will see this approach reflected in individual education plans, behaviour plans, risk assessments, programmes for medicines, speech and language therapy and physiotherapy as well as weekly head teacher certificates and awards.

At Granta we recognise that a balance needs to be struck between maintaining overall safety, calmness about school and shared expectations of behaviour whilst approaching individual pupil needs with flexibility and creativity. This is so that inappropriate behaviours do not become or remain barriers to learning. We emphasise and celebrate positive behaviour, good attitudes and consideration for others. We have a code of conduct drawn up by the school council, which is based on these qualities. Some departments also have group reward systems such as the Key Stage 3 merit system but underpinning these are individual targets and systems which are put into place during consultation with parents, as and when the need arises. Our behaviour policy outlines our approach to differentiated discipline in more detail.

There are times when some pupil behaviour gives rise to the need for physical intervention for safety reasons. If this need arises our staff follow Local Authority guidelines, procedures and recording systems as advised by the 'Team Teach' system and as a school we are committed to regular training. We are fortunate to have Team Teach tutors on the school staff.

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6 Welfare, Safeguarding and Child Protection

We take our responsibility and role to protect children very seriously and have extensive and robust arrangements in place to safeguard and promote their welfare.

There are four designated Child Protection Officers in school. The Deputy Head Teacher is the lead safeguarding designated person. There is a school policy for child protection, which is regularly updated. The governing body has a link governor for child protection.

Our policy and practice includes:

- Staff training
- Close working partnership with parents
- Close working and referral procedures with other agencies including Health and Child and family Support (Social care) teams.

In line with Local Authority policies the school has a separate procedure for the recording and reporting of racist incidents. Details are available on request.

The Head teacher is trained to deliver 'Prevent' training to school staff and all staff are 'prevent' trained. This is the government initiative to halt the spread of radical beliefs in young people including religious radicalisation and also extreme views such as far right extremism. This is part of our overall safeguarding duties because our pupils need to be protected against extreme influences.

We recognise that the vast majority of our pupils have additional welfare needs which may arise from their learning disability, their social and emotional needs, their physical health needs or their status as children in care. We store any letters or other communications about those needs separately from office records and in line with GDPR expectations.

7 Granta Complaints Procedure

We are committed to the improvement of the services we deliver and we welcome feedback from parents / carers.

Although we do our best to minimise the cause for complaint, sometimes things do go wrong and issues can arise which cause concern. Parents / carers must always feel free to approach the school with any issue, no matter how small.

We find that most issues can be easily answered by talking to your child's class teacher. If this is not the case then your child's key stage manager and ultimately the Headteacher can be contacted.

We follow the local authority's guidance on responding to complaints and our policy explaining that procedure can be requested from the school office and found on our website.

8 Granta Curriculum Enrichment and Extended Schools

Our school curriculum is enriched by providing opportunities through therapy and community links across the school age range. We currently offer:

- Music therapy
- Hydrotherapy and water based activities and swimming.
- Group and individual Work experience placements
- KS3 drama week
- Creativity week
- Links with accredited courses at other venues such as Cambridge Regional College
- KS 4 activity week which is residential every two years and school based creativity weeks for other key stages.
- Lunchtime clubs
- An after school club which runs term time, 4 days per week (not on Wednesdays)

- Teacch intervention
- Two sensory light rooms and a soft play adventure room
- Forest school learning
- Duke of Edinburgh award and work experience
- Community based learning.

Access to each of these is by class and pupil need. Access to after school club is through application and dependent on available spaces.

These enrichment opportunities run in parallel with our main curriculum. The highly personalised nature of our pupils needs means that their learning is also personalised. An overall separate curriculum grid showing the topics and subject content being followed by each key stage this year is published separately on our website.

We have a charging policy which gives details of extra curricular activities for which we request payment or voluntary contribution and on how to apply for payments to be waived in the case of hardship. This is available on request and on our website.

Cambridgeshire Primary Care Trust provide medical training from nurses and speech, physiotherapy and occupational therapy visits for our pupils and training to staff.

In addition we are committed to the ideal of being a community resource. To this end we also:

- Open our pool facilities during evenings/weekends and holidays to high need community users and swimming groups.
- Use part of the school to host play schemes during summer holidays and at other times.
- Offer work experience placements to local students
- Support teacher training placements
- Hire areas of the building out to community groups in the evening
- Provide family training and events in evenings and occasional days.

9 Granta Dress Code

The following school uniform is available, and can be ordered online with our supplier: www.brigade.uk.com. Should you require any further assistance with this please do not hesitate to contact the office.

Primary (up to and including Year 6)

Polo shirts sky blue or white

Crew neck sweatshirts sky blue or V neck cardigan sky blue

Secondary (years 7 to 11 inclusive)

Polo shirts navy or white

Crew neck sweatshirts navy or V neck cardigan navy

These items are available with the Granta logo. 'Spares' may be bought without the logo from other sources if you prefer but please try to match the colour.

Post 16

For pupils post 16 there is no uniform but there is a simple dress code.

It is important for our young people to feel proud of themselves and to develop an identity which is personal and age-appropriate. We are aware that fashion plays a major part in teenage lives and we would encourage them to present themselves with pride and style!

We are also conscious, however, of the need to avoid unnecessary disputes, the formation of 'cliques' or gangs, our inability to assume responsibility for expensive accessories and of health and safety issues. So please do not send your young person into school in high heels, long or looped body earrings or other piercings, inappropriate low or high cut clothes or items with slogans others might find offensive.

Please label all clothes that come into school. This minimises the chances of items of clothing going missing or staff not being able to find the rightful owners! If clothes do go missing, please contact your child's teacher in the first instance. We do have a lost property basket in school in which we put stray items of clothing, but this is emptied every term or so, so please report any missing items as soon as you notice. Lost property uniform items, which remain unclaimed at the end of each term will be used as spares.

10 Friends of Granta

The Friends of Granta School (FOGS) was set up in November 2007 to fundraise for much needed specialist equipment for our pupils. It also gives a forum for parents / carers and the local community through social events and to give a support network for parents, children and staff of Granta by sharing information and help. They became a registered charity in April 2008 and enjoy wonderful support from the Granta School community as well as from local businesses. All the funds raised are spent on the school. FOGs invite bids for funding specific, school focused projects, and make fast decisions based upon set criteria.

Our first major event (apart from a few raffles) was the Summer Fete in June 2008 which is now a yearly occasion. These are always a fantastic day, not only because the sun usually shines, but because of the wonderful attendance and chance for families to meet each other. We have everything from traditional fete games such as 'hook the duck' to singing and band music, cake stalls and a visit from Batman! We usually raise an astonishing amount of money (approx £1000) - all of which is spent on special equipment and pupil events. We run disco's, fun days, activities, visits to school from zoo's etc as well as providing items the school could not otherwise afford.

Now that FOGS are well and truly established, we intend to go from strength to strength and provide the most support we can. We rely totally on parents and staff to form the FOGS committee and we are always looking for new people to help. Granta is special in that everyone always give generously of their time and effort, especially when events are run. If you can help in any way please contact the school office. Come and join us!
Chair of FOGS.

11 Granta Health and Welfare

The first and most significant support to your child's health and welfare is the immediate class team. Please make sure that they are up to date with the help and support your child needs. You can do this via diary, phone calls, or emails. We maintain an internal health care plan on all pupils to keep us up to date. It includes any particular help your child may need with personal care or medicines.

A paediatrician visits the school regularly to see those pupils she is currently supporting. Permission is always asked before a medical examination and parents are invited to attend. We have access to a school nurse service run by the Cambridgeshire Primary Care Trust .

A number of staff are trained in first aid and swiftly deal with any accidents which may occur during school hours. Any accident is recorded in the Accident Book and parents/carers informed by the class teacher. In the event of any serious accident or concern parents / carers will be informed immediately.

If a child requires medication it is best administered at home, but if it is essential to give the medicine during the school day a designated member of staff is able to give it provided a written consent form has been signed by the parent / carer. The medicines (including creams) must be clearly labelled with the child's name, the name of the medicine and the dosage.

A school nurse supports these procedures and trains school staff. Pupils with epilepsy or asthma will need an individual protocol available from the prescribing doctor or dietician.

The conditions mentioned above are only examples of the types of medical conditions we support. A few of our pupils have conditions that are known to be life limiting. We have a senior member of staff who ensures close liaison between school and supporting organisations and to guide our internal practice and protocol writing.

12 Granta Primary Department

The primary department currently has 6 class groups, including a specialist provision for our pupils with more complex needs.

Pupils in Early Years and Key Stage 1 are based in year group classes which are mixed ability and needs and they receive the majority of their lessons in these class groups. Our Early Years class currently has pupils of nursery and reception age.

Once your child joins Early Years the focus is on helping them to settle into school routines, have fun playing and learning alongside other children and giving them the individual help they need to thrive. This is continued into KS1. These pupils play outside in our secure courtyard play area.

As pupils reach Key Stage 2 (year 3 and above) pupils are based in access groups (see the previous page) across the key stage. This means that your child will have lessons alongside other pupils who learn best under a similar approach but who may be of different ages and different abilities. The focus in Key Stage 2 is to encourage children to become more independent in what they can do and to concentrate on early reading, writing, communication and number skills.

Key Stage 2 pupils play in their side activity playground.

More information about the differences between our key stages is included in our key stage booklets which are available in our school office.

Generally the suggested maximum class size in our primary department is 10 pupils per class. The amount of staffing support differs according to the needs of the children but normally classes would have no fewer than 2 assistants working with the teacher.

13 Granta Secondary Department

The secondary department currently has 7 class bases for Key Stages 3 and 4 (years 7 to 11) and a separate 6th form department for (post 16) students including a specialist provision for our pupils with more complex needs.

Pupils are based again in access groups. This means that your child will have lessons alongside other pupils who learn best with a similar approach but who may be of different ages and abilities. The secondary system also teaches pupils to be able to move to a number of rooms for lessons and work with different adults during the day. It is our belief that this is a good preparation for transition and adult independence. Your child will receive the support they require to manage this challenge on an individual basis.

The focus in Key Stage 3 is on moving around the school, accessing specialist rooms and resources and extending key skills like communication, reading, writing and maths. The curriculum context for these skills is wider than in Key Stage 2.

Key stage 3 and KS 4 pupils play in the large outside playground.

In Key Stage 4 (years 10 and 11) the curriculum focus shifts on to using the key skills pupils have acquired in a work related/community context. This means that your child will spend a significant amount of time learning in the community. Key Stage 4 pupils work towards accredited course/courses (see assessment section) You will be able to discuss these options with the Key Stage Leader, Mrs Helen Norris, at the appropriate time. We review our course offers each year in line with incoming cohorts of pupils and changes in exam requirements.

Each year a very few number of students leave Granta at the end of KS4 (16 years) to join a mainstream based resource. It is more usual though for students to transfer on to our own 6th form and remain until the end of year 14. You and your child will receive information and guidance at your Annual Review meetings. All students in our 6th form follow accredited courses which celebrate personal success towards individual leaving goals. Our 6th form students spend a good deal of their time at other venues, accessing the community and preparing for a purposeful and enjoyable adult life. As well as accredited courses including Duke of Edinburgh Award and BTEC Cooking, all students continue to study English, Maths and ICT.

14 Granta Parent and Carer Partnership

We value and actively foster close working relationships with parents and carers. As many of our pupils travel some distance to Granta each day, we are constantly looking for ways to strengthen our links.

Some of the ways we currently achieve this are:

- Daily home/school diaries
- Annual review meetings for your child
- Two consultation evenings per year and a less formal event in the Spring
- Regular newsletters
- Multi-disciplinary assessment meetings
- liaison with therapists and nursing staff
- Parent and family events
- Supporting the work and activities of the Friends association.
- Email and phone calls, whichever approach works best for you.

We value greatly any comments or suggestions you have to make, however small. Sometimes it is easy to overlook or take for granted things which could be made different and better, so please do not hesitate to be in contact.

If you have any concerns or queries, your child's teacher is the first person to contact. You can do this through the daily diary, or by phoning the school office on 01223 896890. If you need to get a message to the Headteacher, Lucie Calow, then you can do this also through the main office number. If you have any general queries about school uniform, dates and so on, our office staff will be happy to help. Again, they can be contacted through the main school number or by emailing office@granta.cambs.sch.uk.

15 Granta Religious Education and Collective Worship and Relationships and Sex Education; rights to withdraw.

In accordance with National and Cambridge LEA guidance, Religious Education and Relationship and Sex education both separately form an integral part of our curriculum.

We aim to create a positive school ethos where each individual pupil and member of staff feels valued and respected. Consideration and respect for each other's religion, beliefs, relationship choices and personal identities is key.

All lessons are sensitively delivered at an appropriate level for the child's learning disability, age and level of maturity.

Pupils may be withdrawn from all or part of religious education or collective worship if requested. Please make any such requests in writing to the Headteacher.

Any pupil withdrawn will be offered alternative activities, supervised by staff. The activities will be geared towards the needs of each child.

Pupils can only be withdrawn from those parts of Relationship and Sex education at the ages prescribed, and for the topics permitted, by central government. If you have any concerns about what may be included please contact your child's teacher in the first instance.

16 Granta School Admissions

All school admissions are co-ordinated and managed by the Local Authority; therefore the school is not in a position to directly offer parents / carers a place. Having said this, in general the following principles apply:

1. The pupil has an education health care plan (EHCP) which includes a learning disability.
2. Special school education rather than mainstream can best meet the pupil's needs.
3. Resources are available to meet the pupil's needs.
4. The pupil wants to come to the school.
5. The parents agree to the school's policies and/or its philosophy / ethos
6. A place is available in the school.
7. The school offers a placement which is appropriate for the pupil and in most cases is the nearest available to their home.
8. The placement has been agreed by the school and the Local Authority.
9. If the pupil's medical needs or behavioural needs cannot be met within existing resources the appropriate resourcing is to be agreed and arranged within the appropriate authorities before the child is admitted.
10. The school will be given accurate information about the pupil's medical, academic and social needs to build up a 'pen-picture' of the child's need. This will ensure that any placement offered will be appropriate, both for the individual pupil and for other pupils already at the school. Sensitive information is handled with care and within the expectations of the GDPR (data protection).

Certain constraints apply when a pupil is being considered for admission into the school: In these circumstances Granta will not be able to offer a place:

1. The pupil requires a residential placement.

2. The pupil has communication / sensory / physical / social, emotional and / or behavioural needs but does **not** have learning difficulties.
3. The pupils' needs are such that the school cannot provide the physical space or human resources required to meet them and has no scope to make further adjustments.

We do encourage parents / carers to visit the school. Please contact the school office to make arrangements. We hold regular group visits. We aim to make the transition from home to school as smooth as possible and encourage visits at least twice before the child actually takes up their placement.

You will be offered the opportunity to attend a pre-admissions meeting at which all of your child's particular needs can be shared and prepared for by the team.

Most children are transported between home and school in taxis or mini-buses. The arrangements for this for Cambridge pupils are made by:

Education Transport Office,
Castle Court,
Shire Hall,
Castle Hill,
Cambridge.
CB3 0AP
Telephone: 01223 717104

Pupils from Essex and Suffolk should ask their referring case work officer about transport.

17 Granta Staff and Governors

Head Teacher Lucie Calow

Deputy Sarah Crouch

Assistant Headteacher Julie Lloyd

Teachers with Teaching and Learning Responsibilities

Julie Lloyd – Sixth Form manager/ D of E co-ordinator, Assistant head teacher
Helen Norris – KS4 manager and Science lead and Exams lead.
Lucinda Billington – KS3 manager and Maths Lead and data support
Dani Barker – KS2 manager and communications lead
Katie Black – EYFS/KS1 manager and Music lead

Emma Stubbings – Health manager and MSI trained.

Teachers

Lucinda Billington – Secondary
Stephanie Woodley – 6th form
Karen Jarvis– Primary
Helen Jensen - Primary
Danielle Barker – Primary
Katie Black – Primary
Cath Harris-Primary
Joseph Sugg – Primary
Kelly Hall – EYFS
Sandra Duke – 6th Form
Lisa Hannant – All age complex needs teacher.
Sarah Hanagan – Art and 6th form
Kate Fletcher – Secondary
Sharon Collins– Secondary
Sharon Capon - Secondary
Helen Norris – Secondary, Science
Helen Pearson - Secondary
Alison Jones - Secondary
Emma Stubbings – Specialist MSI trained
Chris Haines – music therapy
Caroline Smith – 6th form and sport
Julie Lloyd – 6th form
Angela Reilly – Teacch intervention and KS1

Business Manager

Linda Alefounder

Facilities Manager

Jo Clarke

Receptionist

Val Judd

Administrative Assistant

Sue Barnett

Finance support

Nicola Green

Communications Officer

Emma Jennings

Currently we have 58 full time equivalent class based Teaching Assistants, 9 mid-day supervisors, 3 catering staff, and 6 site staff. Actual numbers fluctuate according to need and recruitment processes.

The governing body is listed below:

Name

Category

Caroline Ilott

LA & Chair

Paul Ilott

Co-opted

Christopher Seaton

Co-opted

Jeff Andrews

Co-opted

Ian Wilson

Co-opted

Councillor Tony Orgee
Alison Walker
Paula Nixon
Vacancy
David Jones
Dr Elaine Markham
Vanessa Yeoman

Co-opted
Co-opted
Parent
Parent
Co-opted
Co-opted
Co-opted

Lucinda Billington
Lucie Calow

Staff
Head Teacher

Jo Clarke
Tanya Seaton
Sarah Crouch
Linda Alefounder

Associate
Associate
Associate
Associate

Chair of the Governing Body:

Caroline Ilott
c/o Granta School

Clerk to the Governing Body

Ann Abineri
c/o Granta School

Our governing body comprises of individuals from various walks of life who have one shared interest – supporting the development of Granta for its pupils. Places on the governing body do become available from time to time, and new governors are nominated and either elected or co-opted, according to the category.

All our governors have enhanced police checks (DBS) when they take up a place on the Governing Body as we like our governors to be as included within school life as possible.

Governing Body meeting minutes and agendas are public documents, and Full meeting minutes are published on our website.

19 Granta Voluntary Workers and Work Experience

We are always pleased to welcome the help of volunteers to come into school and help in aspects of the school day such as swimming, workshops and in the classroom. All regular volunteers are subject to the usual enhanced DBS police and safety checks, and are not allowed to take part in any personal care or moving and handling routines. A number of students from local secondary schools and further education colleges spend time with us on work experience placements during the school year. Similar restrictions apply.

20 Apprenticeship statement

Granta is a maintained school and as such we contribute to the apprenticeship levy. Currently we do not have apprenticeship employments taking place. We have explored catering and classroom based opportunities but as yet our environment is too specialist to be suitable. We will continue to scope opportunities and update this section of our prospectus accordingly.

21 Destinations

Leavers July 2019 : We pride ourselves on the attention we pay to helping students gain access to appropriate next step provisions and as a result we support transitions to a range of providers.

Our students this year went on to ;

Cambridgeshire regional college (SEND accessible courses)
Impington Village College (mainstream based SEND 6th form),
Two independent SEND specialist college providers
West Suffolk College in Suffolk (specialist SEND college centre)
Bespoke social care package

Results

Students achieve qualifications across their time in KS4 and 6th form. The following is a summary of the examination results for this year only and does not represent the total qualifications and awards achieved by individuals over that time.

GRANTA EXAM RESULTS 2019

AQA GCSE ART & DESIGN

1 pupil grade 2
2 pupils grade 3

ASCENTIS ENGLISH CERTIFICATE ENTRY 1

2 pupils 2 units each

ASCENTIS ENGLISH CERTIFICATE ENTRY 2

1 pupil – 2 units
1 pupil– 4 units

ASCENTIS ENGLISH CERTIFICATE ENTRY 3

3 pupils – 2 units
1 pupil – 4 units

PEARSON EDEXCEL FUNCTIONAL SKILLS ENGLISH ENTRY 2

1 pupil

PEARSON ENTRY LEVEL MATHS

3 pupils - Entry 3

1 pupil - Entry 2

3 pupils - Entry 1

PEARSON EDEXCEL ENTRY LEVEL FUNCTIONAL SKILLS MATHS

1 pupil – Entry 3

2 pupils – Entry 2

2 pupils – Entry 1

ASCENTIS MATHS LEVEL 1

1 pupil – 1 unit

PEARSON EDEXCEL: ICT FUNCTIONAL SKILLS

3 pupils – Entry 2

8 pupils –Entry 1

AQA ENTRY LEVEL SCIENCE SINGLE AWARD

1 pupil - Entry 1

AQA ENTRY LEVEL SCIENCE DOUBLE AWARD

2 pupils - Entry 3

3 pupils - Entry 2

PEARSON LEVEL 1 BTEC HOME COOKING SKILLS

6 pupil passes

AQA PSD AWARD

2 pupils – 5 units

1 pupil – 3 units

Dofe

Silver

7 pupil passes

Sectional silver (physical, skill, volunteering)

2 pupils

Gold

2 pupil passes

Finish gold October 19

2 pupils pending