



Grange Park School

Learning for Life - Personalised Pathways for All

Outreach

# Discover Outreach at Grange Park School

Grange Park is a school where young people with autism make exceptional achievements socially and emotionally and where individual aspirations are nurtured and achieved.

We are the only school in Kent to be awarded Advanced Status by the National Autistic Society Autism Accreditation committee. Our Outreach team use this ethos and experience to support autistic individuals in the wider community.

“The School offers an extensive community outreach service that offers bespoke packages of training and support to local mainstream schools and colleges, services, work placements and parents. The school is well known in the area for its autism expertise.”

**The Autism Accreditation committee, March 2020**

“The assessment report provides compelling evidence that Grange Park School offers highly personalised support for autistic young people rooted in a robust understanding of autism specific best practice approaches. Access to high quality continuous CPD ensure that staff are well trained in these approaches and they implement them with a commitment to supporting each student to achieve their full potential.”

**The Autism Accreditation committee, March 2020**



# Welcome to Grange Park School

## How can we help?

- Training - many of our sessions are free for families
- Support and advice from our specialist staff - This service is frequently accessed through the Local Inclusion Forum Team (LIFT).
- Bespoke Training and Support – please talk to us about what you need.

For more information on any of these services, please email:

[outreach@grangepark.kent.sch.uk](mailto:outreach@grangepark.kent.sch.uk)

Please register your interest for any of our courses at least one **month** before the course start date. Participant numbers will be capped and places are offered on a first come, first served basis.

Parking is available on site. Tea, coffee and light refreshments will be provided.



# Meet our Team



Hannah Mellor

Hannah leads the therapy team at Grange Park school. Hannah is a Senior Speech and Language Therapist who specialises in autism and girls, supporting transition and using the SCERTS framework. Hannah has developed several intervention packages including the Understanding Me programme and has integrated the SCERTS curriculum across Grange Park. Hannah is experienced at leading, designing and delivering therapy services and training packages to a range of educational settings.



Sam Lewis

Sam is a Specialist Occupational Therapist with extensive knowledge and experience in autism and developing pupils' independence. He has worked at Grange Park supporting our pupils and families for over ten years alongside his NHS role. Sam is an experienced trainer, who has developed training packages for a wide range of audiences on topics such as sleep difficulties, anxiety and sensory processing.



Sarah Macintyre

Sarah is a Specialist Occupational Therapist with extensive knowledge and experience in autism, trauma and Mental Health. Sarah has developed the Interoception intervention and the Life Skills intervention at Grange Park. Sarah has also fully integrated the Zones of Regulation curriculum across our primary and secondary provisions.



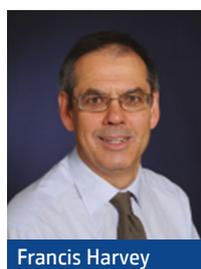
Ellen Griffiths

Ellen is a Specialist Speech and Language Therapist who specialises in autism, Hearing Impairment and social and emotional difficulties. Ellen has developed Social Thinking interventions and has delivered the Zones of Regulation curriculum which is integral to the school community. Ellen is an experienced trainer and has delivered a range of parent training packages including Cygnet.



Amy Lettington

Amy is a Senior Specialist Speech and Language Therapist with extensive experience in differential diagnosis in autism and related disorders. She is adept at administering the ADOS assessment, and working in autism diagnostic services as well as range of educational settings. Amy is a qualified primary teacher and Elklan tutor.



Francis Harvey

Francis qualified as a clinical psychologist at the University of Birmingham in 1981.

He has spent his entire career working in some capacity with autistic children and adults. He has had the privilege of working with some of the most outstanding clinicians in the UK in ASC such as Dr.Lorna Wing,Dr.Judy Gould and John Clements. He has been a consultant to the Lorna Wing Centre in Bromley for over ten years.

Francis' main clinical interests in ASC is in understanding the complex factors which underpin the challenging behaviours of individuals with neurodevelopmental and developmental conditions and in the teaching of self management and self control skills.



Nicky McKeon

Nicky is a Speech and Language Therapist who has previously worked with autistic pupils in early years and mainstream settings. Nicky is an Elklan tutor and has supported with delivering the Cygnet parent training. She has a keen interest in collaborating with pupils and families to set and achieve functional goals.



Catherine Evans

Catherine is a Specialist Speech and Language Therapist who specialises in autism and learning disabilities. She has worked extensively in specialist and mainstream education implementing integrated therapy services. She is an experienced trainer and has developed training programmes for parents and support staff around nurturing early communication skills and supporting friendships.

**Need more information?**  
**Please contact us by emailing**  
**[outreach@grangepark.kent.sch.uk](mailto:outreach@grangepark.kent.sch.uk)**



## What Does Autism Mean for My Child?

### Half day course

This course is suitable for parents/carers of children with a diagnosis of autism or on the autism pathway and family and friends of autistic individuals who would like to develop their autism understanding.

### Course aims:

- To give an introduction to autism
- To develop an understanding of how autism is diagnosed
- To dispel common autism myths
- To develop an awareness of sensory and communication differences that people with autism may experiences

## National Autistic Society Teen Life

### Six half day sessions and two one-to-one sessions

Teen Life is a course for parents/carers of autistic young people aged 10 to 16. This course aims to bring parents together to share information, experiences and ideas to support their children in a structured group.

### Topics covered include:

- Understanding autism in teenagers
- Self-esteem and spending time with other people
- Stress and anxiety
- Understanding your diagnosis
- Puberty and independence
- Education and planning for the future

A Teen Life programme book will be provided to each family attending the sessions



## Using Visual Supports at Home

### Half day course

This course is suitable for parents/carers of autistic individuals of all ages and abilities.

### What are visual supports?

Visual supports can be photographs, objects, symbols or written words. They can be printed or shown on a smartphone, tablet or computer.

Visuals can be referred back to as many times as needed, unlike verbal communication which is fleeting. They provide consistency and can be used in most situations.

Visual supports can help in a range of different areas, including; providing structure and routine, supporting with transitions, motivation, making choices, developing independence, emotional regulation, verbal understanding and expression, interaction and social understanding.

### Course aims:

- To develop an awareness of what visual supports are and how they can benefit autistic individuals
- To develop a practical toolkit of visual supports that can be beneficial to your child
- To identify visual supports that can be used to help with challenging situations (e.g. preparing for change, developing independence in daily routines).

## Girls and Autism

### Half day course

This course is suitable for parents/carers, family members and friends of girls or women with social communication difficulties, on the pathway or with a diagnosis of autism.

Autistic girls often demonstrate less traditionally obvious traits of autism or may mask their difficulties, and are therefore often misdiagnosed or diagnosed later than boys are.

### Course aims:

- To develop an understanding of how autism is diagnosed
- To increase understanding of how autism may present differently in women and girls
- To develop a practical toolkit that can be beneficial to your daughter at home and school



# Education Professionals

## PROACT SCIPr Training

Training consists of positive approaches to behaviour management which encourages the use of proactive responses. All courses promote the importance of the analysis of behaviour which leads to an understanding of the function and ultimately a positive approach to individual support where physical interventions are used only as a last resort.

Schools are encouraged to develop a whole organisational approach to the provision of support with three core elements: Proactive, Active and Reactive Strategies.

Those who attend courses receive training in all three elements to include some physical interventions if required after an audit of need has been completed.

This course will be bespoke to meet your needs. For further information, please contact us directly at [office@grangepark.kent.sch.uk](mailto:office@grangepark.kent.sch.uk).

## Whole School SEND Reviews

Grange Park offer a school-led approach to improving provision for all with their SEN Reviews. We follow the framework successfully implemented by the London Leadership Strategy giving school to school support. It is an approach that has been shown to work in both the mainstream and specialist sectors, and offers an opportunity to build stronger links between the two. We will, with the commissioning school, evaluate the effectiveness of the provision for pupils with special educational needs and disabilities, and help ensure that all pupils achieve their very best including the successful skills and qualifications that they will need for successful transition to further education and employment. The reviews are lead by teachers who have held senior leadership roles in the specialist and mainstream schools.

“I just wanted to thank you and your team again for your time and support,  
we found it so useful and such a help”

SENCO Aylesford School (April 2023)



# Education Professionals

## Professionals Mornings

### Half day session

An opportunity for professionals to explore strategies and approaches used at our NAS Advanced Status Accredited School to support learning and social aspects of school life. We will also cover admissions criteria and an opportunity to hear from our pupils. This event is suitable for mainstream colleagues, in particular SENCOs and teachers involved in the secondary transition process or with supporting autistic individuals in the classroom.

## Autism. What Does it Look Like and How Does it Present?

### Full day course

This course is suitable for education professionals working with autistic individuals in the classroom.

#### Course aims:

- To give an introduction to autism
- To develop an understanding of how autism is diagnosed
- To develop an awareness of sensory and communication differences that people with autism may experience
- To improve your understanding of the impact of autism on communication, learning and behaviour
- To share practical strategies for supporting autistic individuals in the classroom, such as; use of visual supports, planning and scaffolding activities, effective use of sanctions and rewards.

## How to Support Autistic Learners in the Classroom

### Half day course

This two-part course is suitable for teachers and SENCOs looking to develop communication and environmental strategies to support autistic pupils in the classroom. In the first session, we will introduce a range of positive strategies and help you to create an individualised action plan. The second session will be tailored to respond to needs identified in action plans (e.g. using task planners, using levels of questioning, using visual supports).

#### Course aims:

- To develop your knowledge of a range of positive strategies and approaches to supporting pupils with autism in school.
- To complete a self-evaluation and action plan in relation to making your school or classroom environment more autism friendly.



# Education Professionals

## How to Support Autistic Learners with Transitions

### Half day course

Autistic individuals can find transitions challenging. Transitions could be as small as moving from activity to activity, or as big as changing schools. This course is aimed at education professionals, such as teachers, teaching assistants and SENCO.

### Course aims:

- To develop an awareness of transitions and the demands these place upon autistic individuals
- To develop a range of positive strategies to support autistic individuals with transitions

## Elklan - Communication Support for Verbal Pupils with ASD

### 10 week course

This practical training course is specifically designed for you if you are working in primary and secondary schools with pupils with autism or a social communication need. You will learn about the changes in the diagnostic criteria and how to manage pupils with sensory conditions in the classroom.

It will provide you with a broad overview into good communication practice with those with autism and has plenty of 'hands on' activities which help to apply the learning and makes the course very interactive.

### This training will provide you with:

- A wealth of information and an opportunity to share experiences with other teachers and teaching assistants
- Practical advice and strategies which are easy to implement in the classroom and wider school or environment
- Language Builders for Verbal ASD, a practical resource containing an abundance of tips, ideas and strategies
- Registration with OCN London to enable you to achieve accreditation at level 2 or 3
- Access to Elklan's unique online learning log, allowing you to complete and submit your coursework online

This course will run every other year.



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### Course aims:

- To develop an understanding of how autism is diagnosed
- To increase understanding of how autism may present differently in women and girls
- To increase understanding of how this may appear in an education context
- To develop a practical toolkit that can be beneficial to autistic individuals at school and at home

## Engaging Activities for Non-Structured Times

### Half day course

Children with autism often struggle during non-structured times. This course is suitable for those who support autistic individuals during these unstructured times, such as clubs, break and lunch times. This course will be relevant for teaching assistants, lunchtime supervisors or those running breakfast/after school activities.

### Course aims:

- To develop an understanding of social communication difficulties and how these may present
- To share practical ideas for strategies and activities to use during unstructured times
- To develop an understanding of how to support pupils with transitions into and out of unstructured times





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