



# Grow Independent School Prospectus

*Great minds think differently*

**2023-24 version**

# Our Vision

At Grow, we say that **great minds think differently**. Our students come to Grow because they need a different and highly personalised approach

Our vision is to provide children with the opportunity to be truly accepted, understood and supported to fulfil their potential.

We prepare our young people to become effective members of society and leave school with the range of skills, experiences and qualifications which will enable them to successfully transition to the next stage of their lives.

We allow each student to develop at their own pace, supporting them to grow and flourish into well-rounded and fulfilled individuals.

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## Our Core Values

The '**ABC**' of our core values:

### Achievement

Students at Grow are on their unique and individualised pathways, they are aiming for highly personalised outcomes. Achievement looks different for each of them, and we value and celebrate every success, however big or small, every day.

### Belonging

Feeling part of a 'tribe'; a community that works together with shared purpose, is what we fundamentally crave as human beings. Being part of Grow is to be part of our village; a family and a community who look out for each other with shared goals and vision for our school.

### Compassion

Kindness is our default setting at Grow. We believe there is never a reason not to be kind and we encourage our students to always act with compassion. We also know the importance of being kind to ourselves; self-care and emotional wellbeing are placed high on the priority list for both staff and students.





# Our Ethos

The '**ROOTS**' of our Ethos are what ground us and help us to Grow:

## Relationships

Meaningful connection is what Grow is founded on. We understand that building trusting **relationships** is the key to engaging our young people and a culture of mutual respect. All professionals at Grow ensure they spend time getting to know each individual student in order to provide a holistic approach to their learning.

## Opportunities

We aim to provide young people with a range of **opportunities** to develop their interests, vocations and passions. We make links with businesses, employers and other educational providers to ensure students have the **opportunities** to experience a range of real-world experiences and settings.

## Ownership

Students are encouraged to take **ownership** of their aims, actions, and achievements. They are actively involved in planning their learning based on their interests, motivations and strengths in a way that makes the learning meaningful. We also encourage students to take **ownership** of the school itself, contributing their input into the decor and items on display.

## Time

Students spend more **time** with teachers, professionals, experts and inspirational role models. We place fewer **time** pressures on students in lessons in order to reduce anxiety and promote a calmer learning environment. Teachers provide students with enough **time** to fully experience, absorb and respond to the content of the lesson.

## Space

Students have plenty of physical **space** due to very small class sizes, large rooms, fewer people and plenty of surrounding countryside. We aim to provide a versatile school environment that allows young people to be active, to be calm, to learn and to socialise. Our quirky and thoughtfully designed learning **space** aims to engage, inspire, excite and promote a sense of pride in our surroundings.



# Our Approach

At Grow Independent School, we see every student as unique. We understand that each young person we work with has individual needs, ways of learning and challenges to overcome. That's why we design our curriculum in a way that can be flexible and tailored to the student.

We create an environment which is nurturing, supportive and responsive to the individual needs of our pupils and their families. At Grow, every day is a new day; acceptance, empathy and good humour is embedded throughout our school approach.

We aim to enable our students to achieve their potential with a bespoke learning pathway which is closely linked to their EHCP outcomes. Our fully qualified teachers deliver this with a focus on emotional wellbeing and building relationships. We understand that a student who feels happy and safe with a strong sense of belonging is in a much better place to learn.

Our lessons are delivered in small groups of up to three students with a teacher. We plan the curriculum based on the individual student's motivations, strengths, goals and needs.

Our 'branches' curriculum approach means that we help students to identify where they hope to be heading in their life after school, and we place a strong emphasis on readiness to contribute to wider society.

We are committed to:

- Social and emotional development
- Educational development
- Physical development
- Independence and life skills



We place a lot of importance on relationships, compassion and - very importantly- enjoyment. We hope Grow is a space where all feel a sense of belonging and find a little spark of joy and inspiration each day.



# Our Students

Students who will benefit from attending Grow Independent School often have low self esteem, struggle with anxiety or have emotional issues which impact on their ability to function and achieve well in a mainstream school setting. They may have unhappy memories of previous school experiences and will likely have been out of education for varying periods of time.

Our students will usually have an EHC plan, will often have learning difficulties in addition to social and emotional needs and will respond well to very small group sizes.

Students we feel benefit the most from the Grow approach could have any or some of the following:

- Emotional and social difficulties
- Specific learning difficulties
- Developmental trauma
- Sensory processing issues
- Executive functioning difficulties
- School phobia / experience of bullying
- Missed opportunities at school

We love meeting and working with students who perhaps haven't always been able to 'fit the mold' in previous school settings. We celebrate our differences, and encourage students to recognise their own uniqueness as an asset.



## Admissions

We are keen to ensure that those who are admitted are going to benefit from their placement with us. The resources we have available and the capabilities of the staff are known and taken into close consideration when deciding whether it is going to be appropriate. Please find further information on admissions by requesting a copy of our admissions policy from [hello@growtuition.co.uk](mailto:hello@growtuition.co.uk)

# Our Curriculum

We aim to support all of our students to develop a lifelong interest in learning, their environment and the community around them.

We want our students to be aspirational in their work and to see their own potential, and we will navigate with them through the often challenging stages of reaching their individual goals. We help students set these goals using our curriculum 'branches', whereby students are working towards academic, skills-based or vocational outcomes at the end of their time with us.

The curriculum offers pupils a thorough, fun and practical vehicle through which they develop a joy of learning and a sense of achievement and pride. To achieve this, it is essential to make use of the child's innate skills and talents and take account of the unique nature of every student.

We work with each child's strengths, interests and experiences in order to develop their self-confidence, their ability for self-exploration and their effectiveness at collaborative working.

Our aim is to help each child to think independently, to question, to enquire, to see the bigger picture and to make connections with their own lives and the wider world.

The curriculum is taught in a way that brings subjects to life and makes them meaningful to the individual's wider existence and their future. The delivery focuses on all subjects being skills-based to equip students with life-long expertise that will remain with them into adulthood.

Our curriculum is based around the national curriculum but is structured and delivered in a way that works for those individuals who respond to an alternative approach to learning and their school environment.

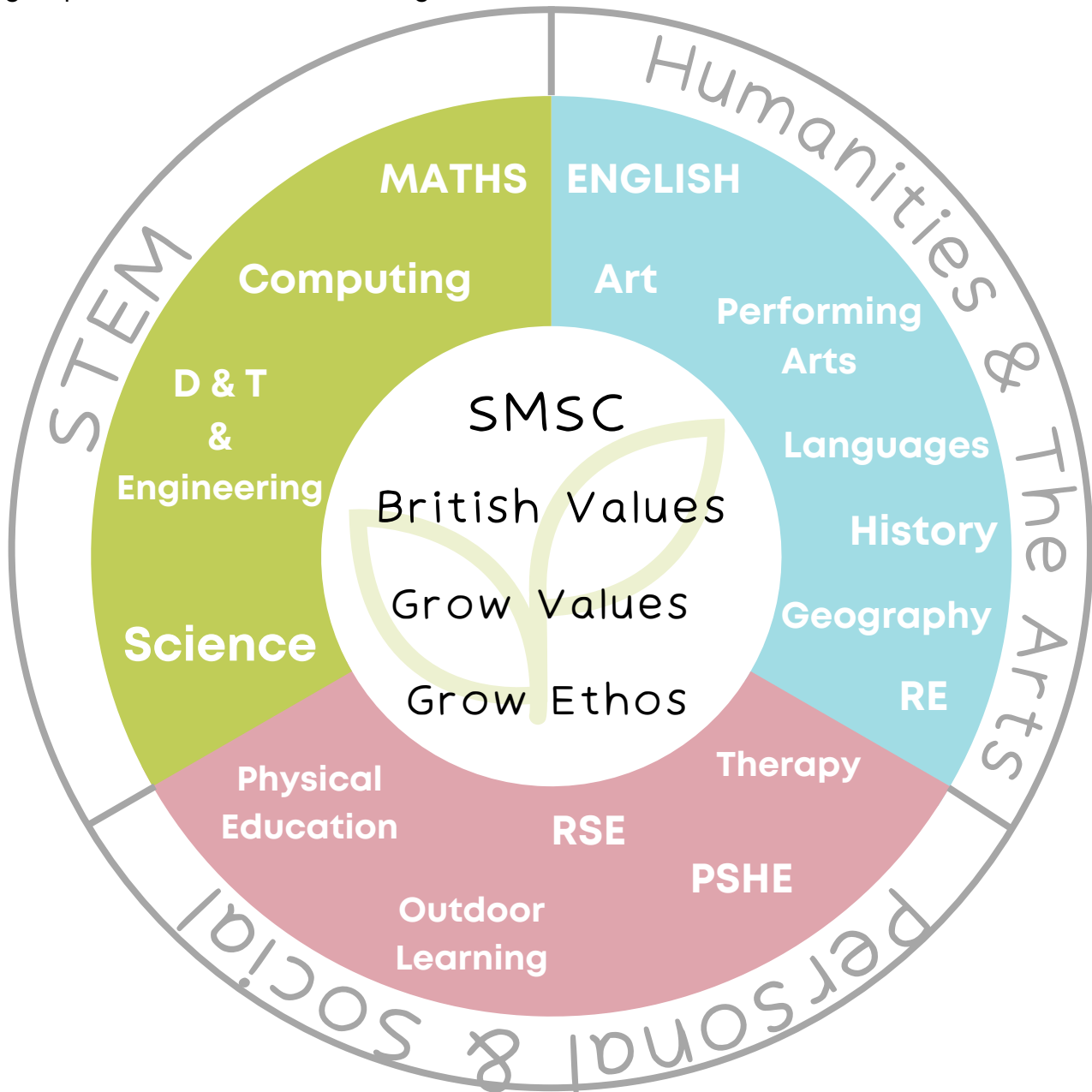
It is our belief that the core values of the school are reflected in the way that we engage with each other as staff and with our young people. Our curriculum is built on the foundations of our core values; achievement, belonging and compassion, and we embed this through our 'ROOTS' ethos.



# Curriculum Overview

## The Curriculum Areas:

Our Curriculum is divided into three areas: 'STEM', 'Humanities & The Arts' and 'Personal & Social'. We place SMSC, British values, our ethos and our values at the centre of our curriculum, all are an integral part of all areas of learning.



## Curriculum 'Branches to Success':

We have created a curriculum that is broad, balanced and flexible which is also based on the National Curriculum.

The three 'Branches to Success' of our curriculum (detailed below) allow students to weave together areas of the curriculum that interest them and that are appropriate for their personalised aims.

Our branches allow for a challenging and aspirational curriculum that is relevant to the outcomes of the individual as well as being engaging and interesting.



# Curriculum Overview

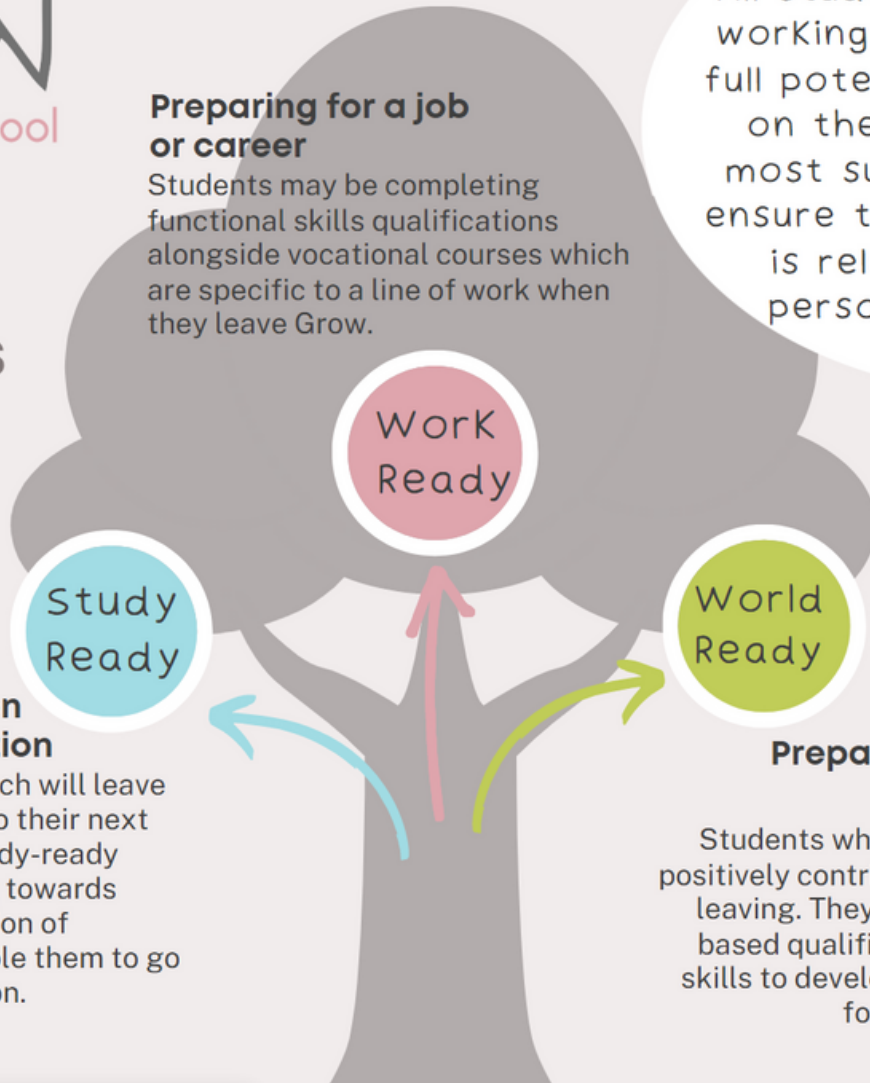


## Branches to Success

### Preparing for a job or career

Students may be completing functional skills qualifications alongside vocational courses which are specific to a line of work when they leave Grow.

All students at Grow are working to achieve their full potential. They will be on the branch that is most suited to them to ensure that their learning is relevant to their personalised goals.



### Preparing to go on to further education

Students on this branch will leave Grow and transition to their next place of learning. Study-ready students will be working towards GCSEs or a combination of qualifications to enable them to go on to further education.

### Preparing for life after school

Students who are preparing to be positively contribute to society after leaving. They will complete skills-based qualifications or functional skills to develop valuable life skills for independent living.



# Study Ready Branch

This curriculum branch is designed for students who are likely to be on the journey to further education.

## Intent

For students to reach their full academic potential whilst learning valuable life skills. By the end of KS4, students are ready to build on their skills and knowledge by taking further qualifications to enable them to achieve their aspirations. To be responsible citizens who have developed self-regulation to support positive mental health and healthy relationships.

## Implementation

To use the National Curriculum and statutory assessment, at Primary level if appropriate, to deliver a full and challenging curriculum covering a range of subjects. Accreditation can include GCSE, BTED and Functional Skills in combination with each other. A broad, balanced and exciting curriculum with a focus on the core subjects, PHSE, and subjects of particular interest for further academic study.

## Impact

To have independent, happy and aspirational young people who have secured a college place to further them on their pathway to academic study or employment.

# Work Ready Branch

This curriculum branch is designed for students who are likely to be on the journey to a job or specific career pathway.

## Intent

To maximise opportunities for students to build independent lives developing advocacy, positive mental health and employability. To provide core literacy and numeracy along with selected relevant additional curriculum areas chosen from the Study Ready curriculum map. To make links with colleges, employers and other relevant post-16 providers which will build on life and employability skills.

## Implementation

To use an adapted National Curriculum and statutory assessment, at Primary or pre-key stage level if appropriate, delivered in a thematic or project-based way linking content together that is relevant to the student's interests and desired career. The curriculum will be personalised to the individual's capabilities. A strong emphasis placed on functional maths and English, employability, independence and executive functioning skills.

## Impact

To have independent, happy and skilled young people who have secured an apprenticeship, vocational college place or employment in their area of interest.



# World Ready Branch

This curriculum branch is designed for students who are working towards being independent and developing important life skills.

## Intent

To empower students, providing them with opportunities to make progress towards living an independent and fulfilled life. To ensure students with complex social, emotional and mental health needs maintain progress towards their individualised goals. To ensure students know how to keep themselves safe.

## Implementation

To use an a stimulating, project-based curriculum developed around the student's EHCP outcomes. Students may be able to access some functional numeracy and literacy. Emphasis placed on developing life skills and looking after their own physical and mental health needs. In KS4, students may be working towards AQA Unit Standards and/or or functional skills qualifications.

## Impact

To have happy, secure and empowered young people with increased independence, communication skills and understanding of living within the wider community.

## Assessment and Reporting

Children are assessed annually on their academic achievements and also, importantly, on their social and emotional development. This is reported annually to parents.

Wherever possible, students will be sitting examinations as detailed below. As we are a small school, we do not publish these results on our website as it could compromise students' anonymity. However, outcomes of these examinations can be provided on request.

	Study Ready	Work Ready	World Ready
Assessment	<ul style="list-style-type: none"><li>-National Curriculum for KS3 &amp; KS4 objectives</li><li>-GCSE Assessment Objectives</li><li>-Functional Skills Assessment Objectives</li></ul>	<ul style="list-style-type: none"><li>-National Curriculum for KS2/KS3/KS4 objectives</li><li>-Functional Skills Assessment Objectives</li><li>-BTEC Diploma Objectives</li><li>-AQA Unit Standards Objectives</li></ul>	<ul style="list-style-type: none"><li>-Functional Skills Assessment Objectives</li><li>-BTEC Diploma Objectives</li><li>-AQA Unit Standards Objectives</li></ul>



# Timetabling

We understand that some young people are more able to learn during morning hours, and others require a later start to the day. Part of ensuring our students are prepared to learn is by working with them to develop a timetable that, where possible, accommodates the times of day they are most productive.

## The School Day

We always start the day with 15 minutes of 'sharing and preparing' time. This provides students with the opportunity to share their thoughts, feelings, worries or questions with their teacher and ensure they are ready to commence learning from a calm and focused place. It provides our teachers with the time to greet and engage our students, and get a feel for what support might be needed to facilitate learning.

We timetable 30 minutes for lunch, but longer can be taken if needed. Leg stretching and brain breaks might be taken at any point during the day, particularly for those students who require more opportunities for movement. We timetable short breaks to ensure students have a chance to mix with their peers or take some quiet time away.

The afternoons are a chance for a double session of either a project-based subject or the more creative subjects. Sometimes an hour just isn't long enough to get 'stuck in' to a task in a meaningful way.

## The School Week

Our aim is that students will be able to attend for between 25 and 30 hours per week, and this would be split over five days. However, we know that for some students, this isn't possible straight away. We are keen to work with students and their families to build up hours gradually and make adaptations when needed. Friday is a more flexible day for students, providing opportunity for an occasional day of respite if required and when agreed between the school, parents and students.

The core subjects of English and Maths will be given the longest time allocation, followed by other statutory subjects. The timetable will then be filled in with the sessions that are required for each student's personalised curriculum to ensure the relevant content is covered. Therapeutic engagement and specialist interventions will also be timetabled dependent on the needs of the individual.

## The School Year

Throughout the school year, we will aim to have make seasonal adaptations to the timetable by arranging excursions, using the outdoor environment, planning seasonal celebrations and always taking into consideration daylight, temperature and the wonderful British weather!

The following is an **example** weekly timetable for a **Study-Ready** curriculum branch student:

Day	Time	Session	Location
Monday	9:45 - 10:00	Sharing & Preparing to Learn	The Lounge
	10:00 - 11:00	Core: Maths lesson.	Classroom 1
	11:00 - 12:00	Core: English lesson.	Classroom 1
	12:00 - 12:30	Lunch and leg stretch	Outside/Activity Hall
	12:30 - 1:30	STEM lesson	Classroom 2
	1:30 - 1:45	Leg stretch/brain break	Outside/Activity Hall
	1:45 - 3:45	Humanities lesson: Geography/History	Activity Hall
Day	Time	Session	Location
Tuesday	9:45 - 10:00	Sharing & Preparing to Learn	The Lounge
	10:00 - 11:00	Core: Maths lesson.	Classroom 1
	11:00 - 12:00	Core: English lesson.	Classroom 1
	12:00 - 12:30	Lunch and leg stretch	Outside/Activity Hall
	12:30 - 1:30	STEM lesson: Computing	Classroom 2
	1:30 - 1:45	Leg stretch/brain break	Outside/Activity Hall
	1:45 - 3:45	RSE, PHSE and Citizenship	Activity Hall
Day	Time	Session	Location
Wednesday	9:45 - 10:00	Sharing & Preparing to Learn	The Lounge
	10:00 - 11:00	Core: Maths lesson.	Classroom 1
	11:00 - 12:00	Core: English lesson.	Classroom 1
	12:00 - 12:30	Lunch and leg stretch	Outside/Activity Hall
	12:30 - 1:30	STEM lesson	Classroom 2
	1:30 - 1:45	Leg stretch/brain break	Outside/Activity Hall
	1:45 - 3:45	P.E.	Sports Facility
Day	Time	Session	Location
Thursday	9:45 - 10:00	Sharing & Preparing to Learn	The Lounge
	10:00 - 11:00	Core: Maths / English lesson.	Classroom 1
	11:00 - 12:00	Performing Arts & Music	Activity Hall
	12:00 - 12:30	Lunch and leg stretch	Outside/Activity Hall
	12:30 - 1:30	Religious Studies	Classroom 2
	1:30 - 1:45	Leg stretch/brain break	Outside/Activity Hall
	1:45 - 3:45	Art / Project-Based creative	Activity Hall
Day	Time	Session	Location
Friday	9:45 - 10:00	Sharing & Preparing to Learn	The Lounge
	10:00 - 2:00	Outdoor Learning at Harwes Farm CIC	Off site
	2:30 - 3:45	Extra-Curricular time	Activity Hall
	Friday will be a more flexible learning day set aside for either outdoor learning, extra curricular activities or vocational work-experience activity.		

# Extra Curricular Activities

We are able to offer a range of extra curricular activities at Grow. These include:

- Violin and piano tuition
- Spanish tuition
- Drama and performance
- Dance
- Chess
- Vocal coaching
- Cooking
- Sporting specialisms including hockey, football, rounders, netball and athletics

We will always endeavor to support students in pursuing their interests and passions by which may include bringing in specialist instructors to facilitate a particular hobby or skill.



## Outdoor Learning

We are very privileged to be able to work with the Harwes Farm Community Interest Company. This is a not for profit organisation offering outdoor spaces for education, recreation and retreats. They will provide our students with the chance to experience and develop projects around:

- Sustainable Living – what it means to be green
- Music and The Arts – what it means to be creative and expressive
- Spirituality – what it means to be human

The values and ethos of Harwes Farm aligns perfectly with ours here at Grow; we particularly love the farm's commitment to mental and emotional wellbeing which is at the centre of all it does.

Students will have a weekly opportunity to attend the farm throughout the year, and as with all of our curriculum, the learning will be carefully tailored to each students' needs, interests and motivations.





# Our Premises

Grow Independent School is located within a Victorian Mill which has been thoughtfully converted to make the most of the large windows and bright, airy spaces.

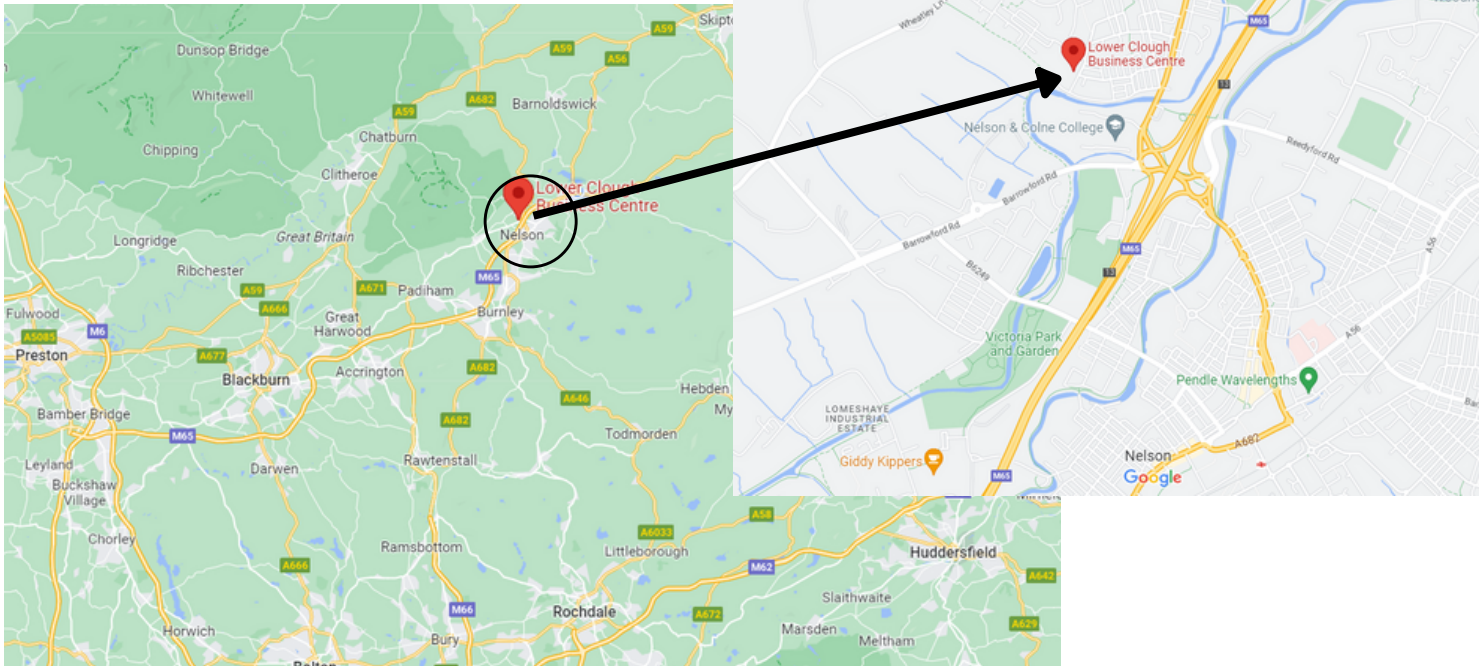
We pride ourselves on having welcoming, comfortable spaces that don't feel like more traditional versions of school that students may have experienced in the past.

We are beside a river with easy access to walks in the local green spaces, and we are lucky to be in the same building as a fantastic sports and gym facility where our P.E. sessions take place. We are also close to three public parks for walks, running off some energy or just having some space to be reflective.

Contact us any time to arrange a visit.



# Our Location



You can find us conveniently located just off the M65, Junction 13. We are easily accessible from Manchester, Preston, Leeds and Bradford.

## Contact us

Headteacher: Sarah Hawthorne  
Email: [pendle@growtuition.co.uk](mailto:pendle@growtuition.co.uk)

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Proprietorial Body: Grow Schools Ltd  
Chair: Sarah Hawthorne  
Address: Lower Clough Mill, Pendle Street,  
Barrowford, BB9 8PH

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Chair of Governors: Vikki Boyd  
Chair Contact: [Vikkiboyd78@yahoo.co.uk](mailto:Vikkiboyd78@yahoo.co.uk)

## Statutory Information

The following information can be provided on request by contacting the head teacher:

- Behaviour Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- First Aid Policy
- Safeguarding Policy
- Complaints Policy
- Information on Examinations

School Address:  
Grow Independent School  
Lower Clough Mill  
Barrowford  
BB9 8PH

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