



GRETTON  
SCHOOL

**We believe in our autistic  
learners until they  
believe in themselves**

[www.grettonschool.com](http://www.grettonschool.com)



Welcome to Gretton School; a forward thinking and inclusive autism specialist school where the children and young people are at the centre of everything the staff team do.



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**Visit Gretton**  
**[Take a virtual tour](#)**

The team here at Gretton are highly skilled and trained in all aspects of their roles, particularly autism. They are actively supported by broad clinical and therapeutic disciplines, ensuring a holistic approach to the achievement of wide-ranging developmental, social, communicative, sensory, and academic outcomes.

Gretton offers an integrated model of education, care and therapy which dovetail to ensure that learners are challenged effectively to make their next steps whilst feeling safe and supported.

The breadth of experiences and curricula offered ensure that every learner is able to maximise their progress and the facilities are specifically tailored with autism in mind.

We are committed to equipping our learners with independence, an awareness of safety and self-reliance, as well as developing the social skills they need to thrive in an ever more complex society.

I hope that once you have read through this prospectus, you will feel encouraged to arrange a visit to this school, where you can not only see, but also feel the positive culture here at Gretton.

**Beth Elkins**  
Headteacher



# Our spaces

Gretton School Manor Farm occupies a fabulous 9 acre site with plenty of indoor and outdoor space for everyone to enjoy. Learners from KS2 & KS3 are based at Manor Farm, but many lessons for our KS4 & KS5 learners take place here too.

From KS4 through to KS5 learners move to Gretton School's Rectory site which is situated in the same village and is just a 4-minute walk away. Some learners move between the two sites during their school day to access their lessons, promoting both independence and responsibility.



“

“I was delighted to spend the day at Gretton, it's very obvious that the school does a lot of good for a lot of people. The school is quite clearly run with its learners and their needs in mind: the staff's willingness and drive to accommodate learners is quite clear in those learners' outcomes.”

• Chris Bonello  
Autistic advocate, speaker,  
author & consultant

“

“Thanks so much for your lovely tour today. What a superb school and great opportunities for the young people. It was really heartening to see.”

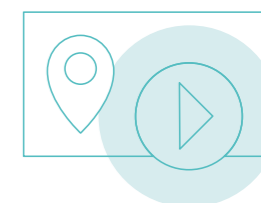
• Prospective parent



Gretton School  
**Manor Farm**  
KS2 & KS3



Gretton School  
**The Rectory**  
KS4 & KS5



**Visit Gretton**  
Take a virtual tour  
add short url here

# Our ethos

**Gretton School is a happy, accepting, welcoming place, where children and young people come to repair any damage caused through their educational journey so far, get on course for their desired future, and achieve all they can.**

We look at the whole individual. We know that every person is different, but we also know more than that; that every person with Autism is different. Although there are common areas that unite our learners, it is the things that make them unique that we work to focus on—using their special interests, skills and abilities to maximise their potential. We do this in four main ways:



## Element 1: Core

In the initial phase, we aim to deliver our range of subjects at the National Curriculum level through clearly differentiated pathways, enabling learners to achieve according to their individual abilities and potential.

## Element 2: Support

This element underpins our Integrated Therapeutic Approach and is fundamental to enabling young people to learn, working on the principles defined by Maslow's hierarchy; namely, if learners aren't engaged and feeling safe and happy, they cannot learn. A learner may have the core curriculum demands reduced or adapted for a period of time whilst we explore ways in which to support their sensory integration, emotional regulation, learning, study skills and communication.

## Element 3: Extension

When a young person feels safe and secure in their learning and is ready to be challenged, we begin incorporating additional elements, such as field and class trips, independent travel training, independence skills, and, in the upper key stages, work experience placements. Our aim is that this element helps to equip learners with skills beyond the academic, including physical, emotional, social, and self-help development.

## Element 4: Enrichment

Learning isn't just about the classroom therefore we actively seek ways in which to support learners to access their local community too. Children have opportunities across their school years to access swimming, visits to local amenities, Forest School and cross- and inter-school competitive sports. We also focus on Preparation for Adulthood and thinking about all the skills they will need to live independently and successfully.

Throughout their time with us, our aim is to teach, support, and encourage young people to build self-esteem, confidence, and a strong understanding of their own autism, so that they ultimately become the very best self-advocates.

The school endeavours to support every learner to develop under our core values of Compassion, Empowerment, Optimism, Authenticity, Understanding, and Connection. We believe that if we and our learners can achieve these, transition to the wider world at the end of their time at Gretton will be much more successful.

# We love learning

## Learning beyond the classroom

We enrich our curriculum and provide real-life opportunities to learn with trips, visits and outings. We plan these with the learners' age and ability in mind, enabling safe and positive experiences.

Our weekly timetabled 'Special Interests' sessions are led by our learners' interests; we have already enjoyed a wide range of activities, including sports, arts & crafts and games.

We also offer optional lunch time clubs on both our sites, based on learner interest. These can include, but are not limited to, dungeons and dragons, chess club, girls club, LGBT+, minecraft and construction. As well as enriching the curriculum they also encourage social and communication skills.

Our outdoor education programmes such as our on-site Forest School build on these skills and give our learners valuable opportunities to practise outdoors in the woods and local community.



## Team work and social development

Autistic learners can often find working as part of a team challenging. Skills such as communication, understanding others, sharing, being able to win and lose, showing tolerance, and understanding rules can sometimes be difficult for our learners to demonstrate individually, let alone when combined in a social activity. Therefore, we invest a lot of our time providing social opportunities for learners to develop these skills in preparation for their futures.

At Gretton, a lot of our social opportunities arise through our sporting activities, with learners taking part in regular football matches both on and off site, tennis tournaments and our annual sports day.

Learners also work together in support and encouraging each other to put on outstanding drama productions that have been shown to proud parents, many of whom have never experienced seeing their child perform on stage in front of an audience.



Our staff look for every opportunity to develop a learners' understanding of team work, co-operation and other people's needs and feelings. Our outdoor play equipment, school council, communal areas and wide range of curriculum enrichment activities all help learners play and learn together and share a feeling of being part of a community.

# Primary education

“

“He has made a good bunch of friends and loves the school education environment, he’s a happier, calmer and more motivated boy who loves to learn at Gretton.”

•  
Parent



## Through our primary curriculum, children:

Develop essential literacy and numeracy skills

Develop the attitudes, understanding and skills they need to become successful learners

Foster their creativity

Develop enquiring minds

Develop personal values, qualities and attitudes

Recognise the importance of being respectful to other people, valuing their views and opinions

Develop and extend strategies to help them manage their emotions and behaviour

Develop strategies to help them work co-operatively with others, including autism-specific techniques

Establish goals and work towards them



## Making learning personal

We develop strong relationships with our learners, helping them to learn and develop both academically and socially. Our primary classes are supportive environments where children with autism feel safe, known, and understood.

Our staff are specialists in working in neuro-affirming ways with autistic children. They learn to recognise each learner's needs so that they can use the best strategies to support them.

We personalise our primary curriculum to each learner's needs, interests, and abilities, ensuring that learning is always accessible and appropriate to each individual learner.

Primary is an opportunity for learners to develop relationships, build confidence in the classroom, and access their learning in a supportive environment. We offer an accepting and inclusive space where autistic children can heal from past educational experiences, rediscover their strengths, and set a positive course for their future. Our goal is for every young person to learn and succeed, as well as begin to prepare for the opportunities, responsibilities and experiences of life.



## Secondary education

### An individual focus

Learners in our secondary phase learn in small classes with highly trained staff who they know well.

Learners' learning and curriculum are tailored to their particular needs, talents and interests, and increasingly they take ownership of their education. They learn to identify and evaluate their own progress and achievements, take responsibility and make choices, all part of their preparation for moving on from Gretton with confidence.

### Our secondary curriculum

Our secondary learners follow a bespoke, broad and balanced curriculum that gives an experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. All of which is adapted in order to make it meaningful for our learners. It leads to GCSEs and other recognised qualifications.

We enhance our core curriculum through a variety of activities such as Photography, Expressive Arts, Drama, Music and Catering. We encourage learners to take part in clubs, activity weeks and residential experiences, which help them to build their educational and social skills.

We also encourage development of their independence skills through TITAN travel training and tutorial sessions.

“

The school has helped with my social and communication skills greatly, going from not even leaving the house to visiting a university with another learner. I feel that it was only with Gretton's continued support that university has become a realistic opportunity for me.”

●  
Learner





## Post 16 study

Our Sixth Form learners are encouraged to choose options subjects to aid their learning and progression, allowing them to take control over their learning and pathway for their next steps.

These programmes combine further academic study, with a wide range of learning activities that help each learner prepare for adult life beyond Gretton.

Learners can access A-level, AS-level, re-sits in GCSE as well as other accreditations such as Functional Skills courses. Learners may also access a range of alternative qualifications and non-accredited courses, aimed at promoting their holistic development and preparation for leaving school. For example, all learners have the opportunity to undertake work experience placements.

Sixth Formers are supported in their independent travel and life skills and we also consider health and safety, money management, budgeting, cooking, problem solving, time management and organisation. Learners will participate in timetabled TITAN Travel Training sessions.

The importance of physical health and wellbeing is central to the Sixth Form curriculum. Most learners participate in gym sessions; focusing on developing health and fitness habits that they can carry forward into adult life; further promoting their happiness, self-esteem, and wellbeing.



“

‘We are extremely grateful for the way in which the staff at The Gretton Sixth Form have supported our learner in transitioning so smoothly and successfully ... The teachers and sixth form staff have done an amazing job... - this has been transformational for him.’

●  
Parent



# Boarding life

## Feel at home

Our warm and homely boarding houses allow young people to stay at Gretton from Monday to Friday during term time. Our focus is on making sure each young person feels safe and cared for.

A maximum of three young people live together in one of the four houses within the Manor Farm grounds. Every boarder has their own bedroom, which we encourage and help them to personalise, and access to shared bathrooms with a bath and shower. Each home also has a spacious communal living area and kitchen facilities.

Boarding learners are supported by a consistent and committed team of staff who encourage them to take an active part in the day-to-day running of their home.

In the evenings, learners can be supported in developing their independent travel skills within the local area and engaging in community activities such as joining local clubs, volunteering, or meeting friends outside of school. This approach is designed to help prepare them for independent living in the future.

Our dedicated staff work in conjunction with the school to provide guidance and support, fostering the skills and confidence needed to prepare our learners for adulthood and independent living. Learners are free to use their phones, allowing them to communicate, plan, and navigate their activities independently, further enhancing their real-world skills and confidence.



Our boarding '**Statement of Purpose**' can be read in full on our website.



“

“A massive big thank you from the bottom of my heart to all the teachers and staff of the school for giving my granddaughter her life back. Thanks to you she has excelled so much this year and to watch her this afternoon in the production was fantastic.”

• Grandparent



## Celebrating Success

Gretton learners achieve amazing things; often more than they may have originally believed was possible.

Learner achievement is recognised at many levels. Praise and merits are used to reinforce the meeting of targets, for positive behaviour as well as good work. These achievements are shared with parents through regular communication. We also celebrate achievement throughout the school day, during daily reflection and reward times.

Our weekly newsletter, sent out to parent/carers and staff via email, regularly shares our stories of success for learners and celebrates their hard work and achievements.

Many of Gretton's learners progress through the school and on to Further Education in local, mainstream Colleges as well as other specialist colleges. We also have a number of students who apply for University places.

We know that every learner has untapped potential waiting to be unleashed. We see their unique qualities, connect with their aspirations, understand their challenges and together, we achieve.

# Warm, professional support and care

## Therapy at Gretton

We want every learner at Gretton School to learn to the best of their ability, so our multidisciplinary team of professional therapists works closely with learners, their families, and education and care staff to make sure this happens.

Therapists also contribute to social and IEP target setting for learners through individual programmes, liaison with staff, direct intervention and social skills groups.

Therapists work closely with education and care staff, as well as the learners and their families, and all relevant professionals are involved in the development, implementation and evaluation of individualised plans for the learners in our care – meaning we can put into place exactly the right strategies and support to benefit the student as their needs change.



The multidisciplinary team supports a whole-school therapeutic approach which pinnacles both the learning and social activities within school.

### Our Multidisciplinary Team includes:

- SpLD Team (specific learning difficulties)
- Pastoral Support
- Speech & Language Therapy
- Occupational Therapy
- Art Therapy
- Educational Psychology
- Clinical Psychology

## Relational Practice

We work hard to celebrate the uniqueness of each child and their experience of Autism so that, by the time they graduate from Gretton, they are better able to understand their own Autism, its impact on themselves as individuals and on those around them and how to celebrate their differences.

Our approach is to work alongside parents and carers. We do this by developing strong positive relationships across the school.

We have a universally integrated approach to therapeutic support, meaning that all we employ to help support our learners is woven into everything we do. Therapeutic input is offered at different levels depending on the need of the learner, stepping up at times of difficulty and underpinning ongoing progresses.

Our school-wide relational approach underpins our reflection and resolution process, enabling learners to understand each other better, take responsibility for their actions, and learn strategies for self-regulation. This, in turn, helps develop greater self-esteem and allows them to realise that they can make different choices. We want every learner to be a proud and valued member of the Gretton Community.



## Forest School

Forest School is an ethos and method of increasing confidence and self-esteem through enabling child-led, hands-on activities and experiences in a woodland or outdoor environment.

Here at Gretton, we are passionate about enabling children to reconnect with nature and we allow our learner to guide their own learning whilst developing skills which are transferable back into the classroom.

Sessions are informed by the children's interests and there is the opportunity to learn safe tool-use, fire lighting and den building, as well as plenty of time to play on the rope swing, investigate their surroundings or climb trees.



“

“ Forest School is such a brilliant idea... I admit that I was sceptical at first, but it has proved to be a magical environment for (our son).”

•  
Parent

“

“I just loved everything, absolutely everything here is amazing!”

•  
Learner

Led by qualified Forest School Leaders, Forest School is a long-term process of regular sessions which aims to:

- Develop a relationship between a learner and the natural world
- Create an outdoor community for development and learning
- Promote the holistic development of individuals; fostering resilience, confidence, independence and creativity
- Offer learners the opportunity to take supported risks.

We are extremely fortunate to have our Forest School on our Manor Farm site, which has been specifically landscaped and created for Forest School, featuring a campfire, trees, slopes, and a pond. Our Outdoor Learning Classroom sits next to this and has recently undergone a revamp to include raised beds, sheltered seating and ample space to play. Finally, we also have a wild meadow which is rich in insects and wildlife.

We use Forest School all year round and work on the principle that there is 'no such thing as bad weather, only poor clothing choices!'

# Admissions

## Criteria for admission

To be eligible for a placement at Gretton School, a learner must have an autism diagnosis. Due to the variation in diagnostic terminology, learners may be diagnosed with autism spectrum condition (ASC), autism spectrum disorder (ASD) or Asperger's Syndrome.

The learner must have a proposed or final Education, Health and Care Plan. The learner must have a proposed or final Education, Health and Care Plan and be able to work within two years of their age expected levels.

## Procedure for admission

Please enquire about admissions by telephoning the school or by emailing [admissions@grettonschool.com](mailto:admissions@grettonschool.com). More information is also available on our website.

We offer open afternoons for parents / carers to come and visit the school before any formal applications are made.

Should you be interested in your learner attending Gretton School, you will need to make an application by contacting your Local Authority, and asking them to consult with Gretton School. Should a formal request for a placement be made, we will arrange for a day or boarding assessment to be undertaken and produce an assessment report detailing the placement offer and fees as appropriate.

Once a placement has been agreed by the local authority, we will develop and implement a comprehensive transition plan.

## Individual support for every learner

We aim to tailor every learner's learning and development individually within our broad and balanced curriculum. As soon as a learner is admitted to Gretton, we carry out an assessment and develop an Individual Education Plan and Individual Behaviour Plan, to determine appropriate and challenging outcomes.

These plans identify the learner's areas of ability and need, and their personal aims and aspirations.

These aren't dry documents in a filing cabinet: we use them continually to make sure that every learner is challenged, enthused and always making progress towards their goals.



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[grettonschool.com](http://grettonschool.com)

“

“ Thank you so much for everything you have done for our son. You gave him belief in himself as a learner and the tools to put it into action. We believe you have changed the course of his life and we will never be able to express the extent of our gratitude to you.”

● Parent

“

“ Thank you for the open day last week, after seeing your school I cried when I got back in my car as I was finally given hope for the first time in years that my daughter could have a future.”

● Prospective Parent



GRETTON  
SCHOOL

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