

# Edgewood School

Lingswood Park, Northampton NN3 8TA

**Inspection date**

22 November 2023

**Overall outcome**

**The school is likely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1) to 2(2)(b), 2(2)(h) to 2(2)(i), 3 to 3(g), 3(i) to 4*

- Leaders have devised a suitable curriculum. Pupils will follow one of two different pathways. An initial assessment when pupils join the school will determine which pathway best meets their needs. Pupils will also benefit from appropriate therapeutic support. This combined curriculum package will help pupils be successful.
- Leaders plan to use commercial schemes to deliver the curriculum for each pathway. These schemes provide teachers with guidance as to what they should teach and how to deliver the content. Teachers will adapt the planned curriculum to make sure that it suits the school's particular context and each pupil's needs.
- Pupils will be assessed when they join the school so that leaders can devise a suitable programme for each pupil. There are also sensible arrangements in place to assess pupils' progress over time, academically and therapeutically.
- Each pupil's curriculum will take into account the targets on their education, health and care (EHC) plan. Teachers will break these targets down into manageable steps so that they can track each pupil's progress closely. Leaders will also consider the support needed by pupils who have English as an additional language.
- Pupils at an early stage of learning to read will follow a phonics programme to help them catch up. Any pupils who struggle with their speech and language will have access to suitable devices to aid their communication. Leaders have purchased a diverse range of books to promote pupils' ongoing love of reading.
- The key stage 4 curriculum will give pupils the chance to follow their own interests and gain vocational experience. This will help these pupils prepare to transition to a post-16 placement.
- A range of activities will enrich pupils' curriculum experiences. Pupils will engage with different sports through local clubs, including boxing and football clubs, and by making use of a local leisure centre. Book, gardening and drama clubs will encourage pupils to develop their talents and interests. A nearby wildlife trust will give pupils the chance to learn outdoors.

- Pupils will be able to gain a range of suitable accreditations and qualifications, including in English and mathematics. Leaders are exploring ways to provide a curriculum that is more academic for pupils who can access it.
- Leaders intend to employ qualified teachers who have experience of working with pupils with special educational needs and/or disabilities (SEND).
- Frequent checks will highlight if pupils' knowledge is secure. Teachers will use this information to modify the curriculum, if necessary.
- Leaders have already purchased many of the resources needed to implement the curriculum. Others will be purchased, depending on pupils' particular needs.
- Staff will share any concerns they have about a pupil during daily debriefs. This will ensure that any pupils needing extra help with their learning are identified quickly.
- An online system of assessment will track each pupil's progress, however small. Parents and carers will also be able to use the system to contribute evidence of their children's successes.
- Leaders will monitor the quality of the curriculum and its implementation closely. They will use visits to lessons and discussions with staff to make sure that teachers implement the curriculum effectively.

*Paragraph 2(2), 2(2)(d) to 2(2)(d)(ii)*

- The programme for personal, social, health and economic education provides pupils with opportunities to learn about a wide range of relevant topics. These topics will support pupils' personal development and help them to stay safe.

*Paragraph 2(2), 2(2)(e) to 2(2)(e)(iii)*

- The careers provision is designed to help pupils make decisions about their next steps. Independent advice and guidance will be available through an external organisation.

*Paragraph 2A(1) to 2A(1)(b), 2A(1)(d) to 2A(2)*

- Pupils will learn about relationships and sex education (RSE) and health education. They will consider how to stay fit and healthy, and to eat well. Parents will be consulted on the school's RSE and health education policy when the school opens. This policy is available on the school's website.
- The school is likely to meet all the independent school standards (the standards) in this part.

## Part 2. Spiritual, moral, social and cultural development of pupils

*Paragraph 5 to 5(d)(iii)*

- Developing strong relationships between staff and pupils will be a priority. Staff will use suitable praise and rewards to build pupils' self-confidence and help them become more independent.
- Leaders will provide pupils with opportunities to learn about the rights and responsibilities of being a British citizen. Pupils will be encouraged to be part of the school's pupil council so they can be involved in making decisions about the school.

- Pupils will meet people who work for public institutions who can help them, including from the police and fire services. Leaders have already built positive links with the local police force.
- Pupils will learn to appreciate different cultures and faiths. They will find out about festivals celebrated by different religions and benefit from visits to local places of worship.
- There will be plenty of opportunities for pupils to share their opinions and discuss their ideas with others. They will learn why it is important to show respect and tolerance for those who have views or backgrounds different to their own.
- Staff will teach pupils about right and wrong and model positive behaviours. Following an incident, staff will help pupils understand what happened and how they might respond differently next time.
- Forging links with the local community will give pupils the chance to make a positive contribution to nearby sports teams and community groups. These interactions will also give pupils the chance to develop their social skills.
- Leaders will ensure that adults always present pupils with a balanced range of viewpoints so that pupils can make up their own minds about issues.
- Leaders recognise the important of promoting pupils' mental health and well-being. They intend to appoint a staff member with sole responsibility for this aspect of the school's work.
- The school is likely to meet all the standards in this part.

### Part 3. Welfare, health and safety of pupils

#### *Paragraphs 7 to 7(b), 32, 32(1)(c)*

- The safeguarding policy provides clear guidance about the school's safeguarding practices and procedures. It recognises that pupils with SEND are more vulnerable to safeguarding risks than their peers. The policy is available on the school's website.
- Leaders understand their safeguarding responsibilities and have had recent training. They know about local safeguarding issues that may put pupils at risk of harm.
- New staff will complete safeguarding training as part of their induction programme. They will report any safeguarding concerns using a central online system. This system will alert leaders so that they can act promptly in response.
- Leaders will collect information about any existing safeguarding concerns when a pupil joins the school. This information will be used to inform each pupil's risk assessment.
- The school's safeguarding team will meet each week to check that any pupil at risk of harm is getting the help and support they need.
- Leaders will check with placing local authorities that transport arrangements to bring pupils to school each day are suitable and do not put pupils at risk of harm.
- Suitable systems are in place to monitor and filter pupils' use of online systems.
- Leaders will take appropriate and timely action if a pupil does not attend school and the reason for this is unknown.

- Pupils will learn how to keep themselves safe. The therapeutic teams will ensure that this is done in a way that is appropriate for each pupil.
- Leaders are aware of their responsibilities if an allegation is made about the behaviour of an adult towards a pupil.

*Paragraphs 3, 3(h), 9 to 9(c), 10*

- The behaviour policy recognises the particular needs of the pupils who will attend the school. Staff training to manage pupils' behaviour will focus on building positive relationships and de-escalation. Physical restraint and suspensions will only be used as a last resort.
- Leaders will make sure that staff understand the triggers that affect how well each pupil regulates their emotions and feelings. Pupils' individual risk assessments will help staff manage each pupil's behaviour consistently. Daily debriefs will keep staff informed if a pupil's circumstances change.
- Staff will record significant incidents of poor behaviour or bullying online so that leaders can respond to any patterns or trends in this information.
- Information about anti-bullying is appropriate. Pupils will be taught what bullying means and how it can affect others. When it happens, leaders will provide both the perpetrator and the victim with the support they need.

*Paragraphs 11-13*

- Leaders have put suitable policies in place for health and safety, managing fire risk and first aid. They carry out suitable health and safety checks and fire safety checks. Appropriate records of these checks will be kept and reviewed by the group's central team so that any issues identified can be dealt with quickly. External professionals will complete some of these checks to ensure that there are no issues.
- Staff will complete health and safety, fire-safety and first-aid training as part of their induction when they join the school.
- The school's buildings and the outside spaces are well maintained. Leaders have made significant improvements to the accommodation to make sure that it is suitable.
- Fire risk assessments of the site and buildings have been completed recently. No notable issues were identified.
- Routine fire-safety checks make sure that the fire-safety equipment is in good working order and that procedures to evacuate the buildings are secure.
- The room set aside for administering first aid is well equipped. First-aid kits are accessible and well stocked. Medication will be stored appropriately. Any accidents or incidents needing first aid will be recorded securely online.

*Paragraph 14*

- Staffing levels will allow for the appropriate supervision of pupils, both during the school day and when pupils take part in off-site visits.

*Paragraph 15*

- Admissions arrangements are suitable. The school's electronic system records all of the information required about each pupil who is on the school's roll.

- A daily record of each pupil's attendance will be kept. Appropriate codes will be used to indicate when a pupil is absent and why.

*Paragraph 16 to 16(b)*

- The risk assessment policy includes information about a range of different risk assessments, including for the site, for trips and visits, and for individual pupils. The policy outlines how to assess and evaluate risk, who is responsible for these processes and how often risk assessments should be reviewed.
- Staff will have training so that they know how to complete risk assessments and implement them effectively.
- Risk assessments will be updated whenever necessary to ensure that they remain relevant and reflect the current circumstances.
- The school is likely to meet all the standards in this part.

Part 4. Suitability of staff, supply staff, and proprietors

*Paragraphs 18(2) to 18(2)(e), 18(3), 19(2) to 19(2)(d)(ii), 19(3), 20(6) to 20(6)(c), 21(1) to 21(3)(b), 21(5) to 21(5)(a)(ii), 21(5)(c), 21(6)*

- Leaders have had recent training in the recruitment of staff. The group's central team helps the school recruit new staff.
- Leaders seek suitable references and carry out online searches as part of the recruitment process. All the recruitment checks required are completed before a new staff member takes up their position. Evidence of the checks completed is kept on file.
- The school does not intend to use the services of supply staff. However, leaders know the information they require to confirm that a supply member of staff is suitable.
- An electronic single central record summarises the checks completed.
- The school is likely to meet all the standards in this part.

Part 5. Premises of and accommodation at schools

*Paragraphs 23(1) to 23(1)(c), 28(1), 28(1)(b), 28(1)(d)*

- There are suitable toilets available for the sole use of pupils. There are washing facilities near each toilet with hot and cold running water.
- There is an accessible toilet located in each building that can also be used by staff and visitors.
- There are shower and changing facilities available in each building for the pupils to use. These facilities are also accessible for pupils with disabilities.
- The temperature of the hot water from any tap used by pupils is controlled to ensure that it is not too hot. Leaders often check that the temperature is suitable.

*Paragraph 24(1) to 24(1)(b), 24(2)*

- The medical room is well equipped to care for pupils who require first-aid treatment. The room has suitable washing facilities and there is a toilet nearby.

*Paragraphs 25 to 27(b)*

- The two school buildings and the outside spaces have been fully renovated to make sure that they are fit for purpose.
- The school site and the buildings are secure so that pupils will be kept safe.
- Leaders have ensured that the acoustics and sound in each room is suitable.
- The teaching spaces are well lit, mostly with natural light. New exterior lighting comes on automatically when activated.
- There is plenty of inside and outdoor space to provide education for the proposed number of pupils.

*Paragraph 28(1), 28(1)(a), 28(1)(c), 28(2) to 28(2)(b)*

- Taps providing pupils with drinking water are clearly marked. Two water dispensers have also been purchased. All of these facilities are away from toilets.

*Paragraph 29(1) to 29(1)(b)*

- Suitable outdoor space is available for pupils to use to socialise, play and take part in physical education. The school also benefits from an indoor-sports hall.
- The school is likely to meet all the standards in this part.

#### Part 6. Provision of information

*Paragraph 32(1) to 32(1)(b), 32(1)(d), 32(1)(f) to 32(1)(i), 32(2) to 32(2)(b), 32(b)(ii), 32(2)(d) to 32(3)(e), 32(3)(g)*

- The school's website provides parents with access to all the information and policies required. This includes documents relating to admissions, the curriculum, behaviour, health and safety, and copies of published inspection reports. Paper copies of this information are available on request.
- A statement of the school's ethos and aims is available on the school's website and in its prospectus.
- Annual reports will provide parents with detailed information about how well their child is doing at school.
- Leaders know they must provide information, when requested, about pupils who are wholly or partly funded by a local authority. Leaders will work with local authorities to review pupils' EHC plans and the personal education plans for children looked after.
- The school is likely to meet all the standards in this part.

#### Part 7. Manner in which complaints are handled

*Paragraphs 32(3), 32(3)(f), 33 to 33(k)*

- The school's complaints policy is available on the school's website and on request.
- The policy outlines appropriate steps that parents can follow to raise a concern about any aspect of the school's work. Each stage of the complaints process is clearly explained and the timeframe for each step is provided.
- Leaders will maintain a written record of all complaints and the actions they take in response. This record will be available for review by appropriate individuals.
- The school is likely to meet all the standards in this part.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1) to 34(1)(c)*

- The proprietor understands the requirements of the independent school standards well. They know what they must do to ensure that these standards are met securely and consistently over time.
- The proprietor has a clear vision for the type of provision they want to provide for pupils with SEND. They already have a positive track record for doing this successfully in other settings. However, they know they must ensure that that this school suits its specific location and the particular pupils it will serve.
- The school's policies and procedures are appropriate and pay due regard to the equality duty. Systems to keep pupils safe and to promote their well-being are secure.
- The proprietor provides leaders with advice and guidance as they prepare to open the school. The proprietor plans to grow the school slowly. They want to ensure that they have the right staff in place before the number of pupils on the school's roll increases.
- Staff already employed at the school benefit from support from colleagues who work at other schools in the group. A programme of professional development will ensure that staff have the right knowledge and skills for their roles. Training will help staff understand how to meet the specific needs of the pupils who attend the school.
- The proprietor has made provision to support staff with their workload and well-being. Staff can access help from the group's therapy team. They can also contact an external organisation for advice about any professional or personal concerns.
- The school is likely to meet all the standards in this part.

### Schedule 10 of the Equality Act 2010

- The accessibility plan identifies how leaders will make sure that the school's curriculum, premises and documentation are accessible for pupils with SEND.
- The school is likely to meet the regulation in this part.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.



## Proposed school details

Unique reference number	150258
DfE registration number	941/6001
Inspection number	10311012

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent special school
Proprietor	The SENAD Group Limited
Chair	James Atkinson
Headteacher	Sasha Lees
Annual fees (day pupils)	From £125,000
Telephone number	01604 931497
Website	<a href="https://senadgroup.com/edgewood">https://senadgroup.com/edgewood</a>
Email address	edgewood.info@senadgroup.com
Date of previous standard inspection	Not previously inspected

### Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	7 to 16	7 to 16
Number of pupils on the school roll	Not applicable	26	26

### Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	26

Number of part-time pupils	Not applicable	0
Number of pupils with special educational needs and/or disabilities	Not applicable	26
Of which, number of pupils with an education, health and care plan	Not applicable	26
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	26

### Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	2	8
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	1	6

### Information about this proposed school

- The proprietor of the proposed school is The SENAD Group Ltd. The proprietor already operates six other independent schools that provide education for pupils with SEND.
- The proposed school is located in Northampton. It will occupy premises previously used as an independent school by another organisation.
- The proposed school will provide full-time education for up to 26 pupils with SEND, aged between seven and 16 years.
- The proposed school will provide for pupils who have cognitive and learning needs, speech, language and communication needs, or social, emotional or mental health needs. Some of the pupils are likely to have a diagnosis of autism. All of the pupils will be pupils with SEND, who have an EHC plan.
- The proprietor plans to open a residential care home on the same site to provide placements for some of the pupils who attend the school. This home will be registered separately to the school.

## Information about this inspection

- This was the proposed school's first pre-registration inspection. It was commissioned by the DfE to determine whether the proposed school is likely to meet the independent school standards if it is given permission to open.
- The inspector met with the chair of the proprietorial board and the chief executive office. She spoke with the headteacher, who is also the school's safeguarding leader, the executive headteacher, the director of education and the teacher who has oversight of the curriculum.
- The inspector conducted a tour of the proposed site to check the premises against Part 5 of the standards. She met with leaders to discuss the school's health and safety arrangements.
- The inspector scrutinised a wide range of documentation, including policies, curriculum plans and the school's website.
- The inspector checked the arrangements for safeguarding and staff recruitment.

## Inspection team

Rachel Tordoff, lead inspector

His Majesty's Inspector

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