



# Statement of Purpose

## A Guide to Residential Care

# Welcome to Edgewood School Residential Care

After joining The SENAD Group in 2015 as a Residential Support Worker, I have been lucky enough to experience working within different departments including senior residential leadership teams, education and as a trainer and behavioural support for the wider group.

This has given me a wealth of knowledge in order to build a team that are passionate about enhancing the lives of children and young people and supporting appropriate communication and behaviour in order to develop independence.

Our motivated, enthusiastic teams are dedicated to creating an inclusive, safe, nurturing community who are respectful and bring the best out of one another.

One of the biggest decisions a parent, guardian or social worker has to make is to decide on a residential provision for a child. Edgewood School is not just a school; it's a home where children and young people are supported to develop skills they need in order to flourish and lead fulfilling and purposeful lives beyond Edgewood.

I hope this guide will have the answers to your questions but the only real way of knowing whether Edgewood School is right for your child is to visit and decide for yourself. The team and I look forward to welcoming you to Edgewood School and into our home.

**Amy Thame**  
**Head of Care/Registered Manager**



# How we care for your child

Edgewood School is a new, state of the art independent specialist day and residential school for children and young people aged 7 to 17.

Pupils placed at the school have a range and complexity of needs including:

- Autistic Spectrum Conditions
- Moderate to Severe Learning Difficulties
- Speech, language and communication difficulties
- Associated behaviours that challenge.

## Our aim

Our aim is to ensure that each child is given individualised support to gain the skills needed in order to flourish and lead fulfilling and purposeful lives beyond Edgewood. We will do this by working in a truly holistic way, as a multi-disciplinary team, where care and education are integrated to provide ambitious care.



# Accommodation

The home is registered for up to 12 children aged 7 to 17 years (38 to 52 week placements). Children live over 3 homes which are called Fawn, Cygnet and Cub. The homes are designed to suit the specific needs of the individuals. They offer individual, personalised bedrooms with en-suite facilities for each child. Each house has a communal areas with lots of space for children to enjoy group activities and engage with peers in a group living environment, enabling them to build and maintain positive relationships.

Children have access to sensory rooms, a multi-use activity hall and outdoor play equipment including a sunken trampoline and bucket swings. They will have the opportunity to engage in a range of activities that meet their needs and development and reflect their creative, cultural, intellectual, physical and social interests and skills.

The school is situated in the heart of Lingswood Park, a suburb of Northampton, with great transport links to a wide range of amenities in the city as well as access to park and countryside. We are located adjacent to a large play area, skate park, football pitches and footpaths through the woodland. In addition, we have enclosed outside spaces providing interesting and stimulating environments for the children to play in and enjoy. The home is purpose built with light, airy and flexible spaces that are designed to meet the social, physical and sensory needs of the children and young people.



# Supporting the cultural, linguistic and religious needs of children

At Edgewood School, we believe that children of every cultural and ethnic background need to develop a secure and positive sense of their own identity. Childrens' family lives will be the most significant sources of their identity and life at Edgewood should reinforce that; working with local cultural and religious groups as well as the children's families can make sure individual needs are met.

We ensure that our diverse staff teams are able to support children in a way that is meaningful to them. We ensure that resources for play are inclusive in terms of culturally diverse dolls, play figures and dressing up clothes, which are all available to use as a part of their everyday life. We support our children to appreciate cultural diversity through styles of art, craft, music and dance. Sharing experiences together ranges from religious celebrations and a diverse range of national holidays, to the different ways of celebrating and welcoming new babies into the family, special celebrations and other traditions that are important to the individual and their family.

Offering children opportunities to stretch beyond the familiar helps them to understand that there are different ways to meet basic needs like food and drink but also to reflect the fact that the UK is a culturally diverse society where every individual can find a sense of belonging.

Many of our children and young people have difficulties with expressive and receptive communication which can cause them frustration. A whole language approach is utilised within our school and home. This includes a Makaton language programme where children can learn to communicate their wants, wishes and needs in an appropriate and meaningful way enabling them to become more independent. We will also offer pictures and symbols, Picture Exchange Communication Systems (PECS), 'now and next' processes and Social Stories.

# Children's Views, Wishes and Feelings

Many of the children within our care have difficulties with effective receptive and expressive communications. This however does not stop the staff team at Edgewood consulting the children and young people about the quality of the care they receive.

By using alternative communication methods such as visual aids, symbols and the use of Makaton with keywords children can be supported to express their preferences, emotions and choices visually. Our highly trained staff build a strong rapport with each individual, fostering a relationship where they are able to observe and interpret the children's behaviour and non-verbal cues to gain insights into their experiences.

By paying attention and accurately recording changes in a child's presentation our staff teams can interpret and translate the language of behaviour into feedback about the care the children receive. At Edgewood, we believe that quality care begins with collaboration between the home and those that are important to the child. Working closely with parents, families and caregivers while consulting with teachers, therapists, keyworker teams and other professionals around the child provides valuable insight into what is important to that individual.

We offer a range of support to the children we care for to enable them to engage in meetings about their lived experience they receive and encourage active participation and feedback about the home from everyone that lives, works and visits Edgewood.



# Respect of children and their families

Edgewood believes in creating an environment where children and their families feel valued, respected and included; this approach supports the overall well-being and development of the children, whilst promoting understanding, empathy and equality amongst all members of the home's community. This begins with inclusive policies and procedures, staff training, awareness and continued professional development around anti-discriminatory practice. Thus, increasing the awareness of the impact of discrimination and the importance of fostering an inclusive and supportive environment.

Celebrating diversity and positive role modelling by staff encourages inclusive behaviour, respecting and appreciating individual differences. At Edgewood, we provide equal opportunities for all and believe that there is nothing a child or young person cannot achieve when we work together. When it comes to facing prejudice, we encourage professional discussions, actively challenging and countering stereotypes, biases, and discriminatory attitudes and behaviours. We encourage staff members, children and families to question and challenge their own beliefs and assumptions around the barriers our children face and consider ways in which, as a multi-disciplinary team, we can overcome them.

Promoting each child's rights begins with creating a safe and nurturing environment where children and young people feel safe and are supported through varying communication methods to express their views, wishes and feelings regarding their care, education and daily routines. Edgewood's caring community emphasises that all of our children's opinions are valued, respected and considered when it comes to decision making. To engage children in an age appropriate way, we use a variety of methods including encouraging engagement with, and equal access to, independent advocates. We use engaging activities to encourage understanding of their rights; this can include real-life scenarios, group activities, role-playing, access to easy-read documents and visual aids such as posters and social stories. These are all presented in a manner that is accessible to the child's developmental level and individual needs.

By using visual aids, simplified language or assistive technologies we can convey key concepts in a way that is suitable for each of the children and young people within our home. We ensure that parents, carers, families and professionals are involved with the decision making process alongside the child which develops a sense of ownership over their rights, building their confidence to express their preferences and concerns which ensures each and every child has the opportunity to thrive and reach their full potential, while also promoting a culture within the home of equality and inclusivity for all.

Helping children to build and maintain positive relationships with the people who they care about and who care about them is an important part of our goal to be an inspirational community. Each child will have a preference for the way they want to contact their parents, families and friends and, at Edgewood, we use different forms of technology to make that possible, alongside welcoming parents, families and friends to visit us. It is of vital importance that we ensure you are a part of the enjoyment and achievements the children make; we want the Edgewood caring community to include everyone who loves and cares about your child.





# Education

Each pupil will follow a bespoke, aspirational learning journey according to their developmental stage. Individual learning goals will be determined from the baseline and the pupil's EHCP outcomes, and skilfully integrated and taught throughout their personalised timetable.

All pupils at Edgewood School follow their own individualised curriculum pathway, with Learning Goals developed from their EHCP Outcomes, focussing on academic as well as personal, social and emotional development.

Through the use of a whole school half-termly text the whole school curriculum offer follows a thematic approach which ensures that the 7 broad areas of learning (linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative) are experienced throughout the academic year and unifies the pupils in their learning, alongside their individual pathway. We will build on each pupil's prior knowledge and understanding, as well as raising their aspirations and confidence.

We are ambitious for our young people and want them to achieve the highest possible degree of personal independence. We believe in preparing all of our pupils for a smooth transition into life after school, where we want them to live purposeful, fulfilling lives and be active participants in, and contributors to society.

Pupils will work in a variety of groupings to help them to learn how to relate to others. They will also work in a variety of different settings both across school, and in the local area so that learned skills can be practised in real-life situations. Class groups will be small with high levels of staff support. Multi-disciplinary teams will work together to ensure the sensory, communication and educational needs are woven together in a way that helps pupils to engage and enjoy their learning.

Individual and group therapy sessions, supported by our Occupational Therapist and Speech and Language Therapist, will take place within the classroom, within therapy rooms, outdoors or in the community throughout the school day, with communication and sensory-regulation at the heart of the programmes. Pupils will be assessed on entry to school to determine a baseline starting point. Each pupil's timetable will then be designed around their identified learning needs.

We assess progress in a number of ways and recognise that for our pupils' progress isn't always linear. Progress will be measured using M.A.P.P. (Mapping and assessing personal progress)/Assessment of Lateral Progress in four key areas and rated on a scale from 1 to 10 from an initial baseline:

- Independence: from dependent to independent
- Fluency: from approximate to accurate
- Maintenance: from inconsistent to consistent
- Generalisation: from single context to many contexts



# Ensuring Children Enjoy and Achieve

Within our Positive Behaviour Support Plans (PBSPs), we use a green scale which focuses on 3 separate areas; Caring Community, Productivity and High Quality Relaxation. With the support of their key care teams, each child is given the opportunity to build on these green scales by encouraging participation in new and enjoyable activities, both onsite and offsite. Our staff teams are trained on developing these three areas that enhance the quality of childrens' lives and make stressors easier for each child to cope with.

An important part to this is encouraging staff to take positive risks, in a safe, risk assessed environment with our children so that they are able to enjoy their childhood. This can include things such as climbing on a spider frame within a park area to going on a train journey to a holiday destination or a gig to see their favourite music performed. If we take small steps and positive risks, we believe that nothing is unachievable for our children and young people. Our staff teams have patience and resilience and know that a step back is not a failure but, by using reflective strategies, we can learn to enable our children to engage in different activities.

The green activity scale does not just focus on new activities for children but focuses on the things they get the most enjoyment out of, things they want to build on for the future and any aspirations they may have for the future.

For an example of a green behaviour scale please see page 12.



Caring Community	Productivity	High Quality Relaxation
Parents Siblings Friends Team mates	Learning to swim Competing Helping Others Caring for Others Work Training	Swimming Horse Riding Watching TV Going for a walk Cycling
I belong	I can...	Life's Good
Work in Partnership Model Behaviour	Be a Person of Influence Recognize Contribution	Create Opportunities Build on Strengths
<ul style="list-style-type: none"> <li>• Exposure to other people</li> <li>• Research local groups</li> <li>• Model people skills'</li> <li>• Encourage contact with family/significant others</li> <li>• Provide support in new situations</li> </ul>	<ul style="list-style-type: none"> <li>• Praise</li> <li>• Provide opportunities to make a difference</li> <li>• Roles and responsibilities</li> <li>• Enable service user to coach others</li> <li>• Explore learning opportunities</li> <li>• Explain to service user their influence on YOU</li> </ul>	<ul style="list-style-type: none"> <li>• Research activities in the locality, encourage participation</li> <li>• Show interest in other's interest, praise growth in strengths</li> <li>• Discuss interests with others</li> </ul>

As you will see the top of the scale is completed with people the child cares about, activities they enjoy doing and activities that relax them. Below that are the 'responses' that staff are specifically trained in. The green scale responses differ for each child and young person but are used to encourage participation and for them to build on the things that they enjoy. These scales are reviewed regularly by the behaviour support team and the children's keyworkers, additions to the scales are taken from advocacy documentation and behavioural reports and observation made by the team around the child.

Onsite we have a range of activities that children partake in, we are situated in an area with lots of opportunities for woodland walks, visits to the lakes and SEN friendly activity areas. In Northampton, we have lots of different activities to engage in and lots of areas for exploration. At Edgewood we make the most of our local area in order for our children to find a variety of activities to meet their needs, to develop and reflect their creative, intellectual, physical and social interests and skills.

# Health

Children are supported with all areas of their health and wellbeing. We have built initial supportive links with the local health professionals who provide bespoke services to meet the individual child's needs. This includes GP services, dentists and opticians. Any health concerns are immediately referred to the Head of Care (Registered Manager) and Senior Leadership Team, health professionals and parents/carers. Staff are trained in all relevant medical conditions to meet the children's needs. If a child should become ill or have an accident requiring medical attention, their parents or responsible adult will be immediately contacted. Only competent, medically-trained staff are permitted to administer medication and hold a key to the medication rooms.

All of the children are encouraged to eat healthily and have varied diets that take into account medical, cultural and health requirements. In addition to this all children have a Health Action Plan (HAP) which is aligned with EHCP targets and reviews for the children. These plans include information about medication, children's height and weight, and have targets for each young person that are reviewed at regular intervals to ensure progress is being achieved.

The teams are creative when it comes to supporting children with choosing healthy foods and look at ways of making mealtimes fun, whether it be encouraging the children to join in with cooking, baking and preparing the food with staff support, or finding fun ways to encourage children to try foods they are not used to or usually don't like eating.

Edgewood staff, in partnership with social workers, health authorities and families, establish the individual health needs of the children in our care. Children will be registered with the local GP, Dentist and Optician and will have access to psychiatrist, clinical psychologist, physiotherapist, OT and SALT as required. Children have access to a sensory room which provides an alternative therapeutic space to explore sensory experiences, activities and preferences in accordance with their sensory diet plans.

Looked after children will receive annual medical assessments. We work with learning disability nurses and local hospitals to ensure the young people receive the right care when they have to attend medical appointments. For children who have previously had negative experiences with accessing medical help in the community we will ensure desensitisation therapy takes place before any appointment.

All children are encouraged to:

- Eat a varied diet – special and religious diet requirements are catered for
- Participate in regular exercise
- Attend all routine health appointments and participate in annual health assessments
- Have access to sexual health information, as appropriate

There is a range of outdoor equipment to engage children and young people to exercise in the fresh air, as well as indoor soft play centres in the local community where children can practice their balance and coordination skills.

The SENAD Group has policies on the keeping, administering and the recording of medication which every member of staff must adhere to. Edgewood is developing positive relationships with all local health providers who work with and understand the complex needs of many of our children.

Healthy eating is encouraged not only in the residential setting but also during the school day with lunchtime meals taken in the dining room. Special dietary requirements are written into the young person's placement and care plan and where possible young people are supported in the preparation of their own meals and snacks. Young people are also supported to make healthy choices whilst out in the community at restaurants and cafes.

Young people are encouraged to participate in regular exercise both on and offsite to ensure the development of good physical, emotional and psychological health.



# Support Children's Behaviour

All children are closely supervised (a minimum of 1:1 staffing ratio) whilst giving them the ability to build independence and resilience to be able to enjoy their childhood. Dependent on the child's specific risk assessment, if children want independent time we use supportive observation to ensure their safety. Staff are skilled at building strong relationships in order for them to support each child in a bespoke way. We do not use any form of CCTV to monitor children. The only time we would use any electronic monitoring would be if there was a specific health need, typically this is for monitoring night time epilepsy. Any such device would always be fully discussed and agreed upon during assessment and transition.

Rigorous assessment is essential to effective positive behaviour support and will underpin all behaviour support programmes and strategies. At Edgewood, we follow the None Abusive Physical and Psychological (NAPPI) ideology. NAPPI is a Restraint Reduction Network (RRN) accredited model that all of our staff are fully trained on and are competency assessed in. We are committed to a service philosophy where positive behaviour support is seen to be the most effective method in enabling children who may present with behaviours that challenge to have the best quality of life possible. All staff working directly with children receive an initial four days of training in NAPPI and then refreshed yearly over three days. Staff are competency rated during training and throughout their employment during observations, monthly supervision and annual appraisals.







# Safeguarding is Everyone's Responsibility

## Always ask 2 questions

**Q1** Is the child safe right now?

If yes, then continue to **KEEP** the child safe!

If **NO** then **MAKE THEM SAFE** from harm right now!

**Q2** Who do we need to tell about this?

✓ **Speak to the DSL or Senior on Duty Immediately. Do not delay!**

✓ **Complete a Clear Care entry as soon as possible.**

There should be no delay in reporting. If you have a concern that is serious enough to require immediate action you must speak to a Designated Safeguard Lead immediately. If it is an evening or weekend there will be a DSL on call. You may need to speak to the Senior on Duty who will escalate it to a DSL as necessary.

**Sasha Lees (Head Teacher)**  
sasha.lees@senadgroup.com  
Tel: 07718 434938  
Designated Safeguarding Lead

**Amy Thame (Registered Manager)**  
amy.thame@senadgroup.com  
Tel: 07971 011763  
Deputy Designated Safeguarding Lead

**Lisa Sheraton (Care Manager)**  
lisa.sheraton@senadgroup.com  
Tel: 07850 506 901  
Deputy Designated Safeguarding Lead

**Lailah Bakadde (Teacher)**  
lailah.bakadde@senadgroup.com  
Tel: 01604 931497  
Deputy Designated Safeguarding Lead



If you have spoken to the Edgewood Safeguarding Team and you are still not happy with how your concern has been dealt with you can escalate your concern to:

**Kelly Watson** (SENAD Quality & Compliance Manager) by emailing [kelly.watson@senadgroup.com](mailto:kelly.watson@senadgroup.com)  
If you are still not happy, your concern can be escalated to:

**Mark Ryder** (Director of Children's Social Care) [mark.ryder@senadgroup.com](mailto:mark.ryder@senadgroup.com), Tel: 07719 940613  
**or**

**Suzanne Pennington** (Director of Education) [suzanne.pennington@senadgroup.com](mailto:suzanne.pennington@senadgroup.com), Tel: 07562 687456

**If the concern is regarding the Head Teacher or the Registered Manager it must be escalated to SENAD.**

Finally, your concern can be raised with: **Ofsted**, [whistleblowing@ofsted.gov.uk](mailto:whistleblowing@ofsted.gov.uk), Tel: 0300 123 3155 (Mon- Fri, 8am to 6pm), WBHL, Ofsted Piccadilly Gate, Store Street, Manchester, M1 2WD.

Or **The Children's Commissioner**: [help.team@childrenscommissioner.gov.uk](mailto:help.team@childrenscommissioner.gov.uk), Tel: 0800 528 0731

Or the **NSPCC**: [help@nspcc.org.uk](mailto:help@nspcc.org.uk), Tel: 0800 028 0285.

# Quality and Compliance Manager

The company's Quality and Compliance Manager, Kelly Watson, works directly to the company's Directors.

She performs the function of ensuring all SENAD homes meet the Children's Homes Regulations (2015) by managing the independent persons visits and ensuring that the children's voice is heard, their rights promoted and that safeguarding policies are followed in an open and transparent manner. She offers professional challenge to the Registered Managers and Heads of Service.

She is available to take an independent view on any concerns.

To contact the Quality and Compliance Manager:

SENAD Group

1 St George's House Vernon Gate

Derby

DE1 1UQ

Tel: 01332 378 840

SENAD provide an independent person to visit each of the homes on a regular basis. This is in addition to independent advocacy services used by the home. They gather the views of the children and provide a report which is shared with the home, SENAD, Ofsted and placing authorities.

The SENAD Group offers staff training in anti-discriminatory practice as part of our mandatory training and embraces difference and diversity across all settings. We support our staff and the children we care for to embrace the multicultural society in which we live. We treat all the children with the same respect for their individuality regardless of their disability. In line with The Equality Act (2010) we take every reasonable step to ensure that children are not disadvantaged or excluded from any activity.

We continuously review our policy and practice to:

- Improve the physical environment
- Increase participation and inclusion in the wider community
- Increase participation and inclusion in the wider community
- Provide suitably adapted equipment and resources
- Ensure all children are able to communicate effectively & function as independently possible

All policies are available on SENAD website or at request from Edgewood School. This Statement of Purpose is based on the recommendations contained in the publication: Children's Homes (England) Regulations 2015 Guide to the Children's Homes Regulations including the quality standards

There is a format for children which is simplified and uses symbols. However, as parents and carers will know, students with severe communication difficulties have a wide range of language needs. We would work with parents and carers to provide statements that the children would understand. These would include symbol or photographic timetables and formats for presenting their needs for review.



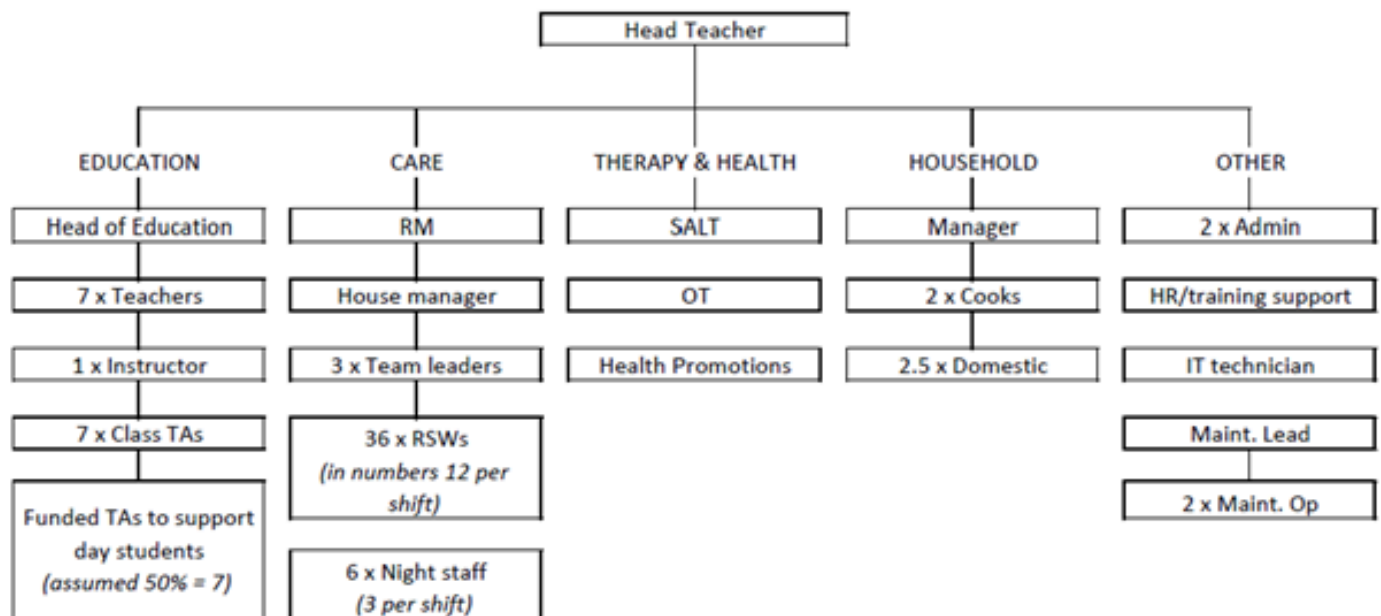
Individual staff experiences and qualifications are kept separately to this document and are available on request.

All staff are required to have regular supervisions with their line manager and will receive an annual appraisal which will set targets and agree a personal development plan.

Our staff reflect gender and ethnic diversity to meet the varied needs of our young people.

## NORTHAMPTON SCHOOL

### FORECAST STAFF MODEL - TO SUPPORT 14 DAY & 12 RESIDENTIAL



# How to make a complaint

If you have a complaint about the home there are several individuals or organisations that can help you. In the first instance we would like you to reach out to a member of the management team or a staff member who will direct your complaint as appropriate.

The management team oversee the day to day running over the home and may be able to address your complaint with you directly. If you feel that your complaint is not managed appropriately you can discuss your concerns with Amy Thame (Registered Manager) and/or Sasha Lees (Head Teacher) who will be able to make the complaint formal if that is what the person wishes. However, we will attempt to try and resolve any complaint informally in the first instance. If you remain dissatisfied with the response to your concern a senior manager from SENAD will seek to resolve the complaint: Mark Ryder (Director of Children's Care) and/or Suzanne Pennington (Director of Education). Any complainant may also contact our regulator (Ofsted) if they wish to do so.

All complaints are logged, tracked and actioned in the home. Complaints that cannot be dealt with immediately will receive written responses in regards to any actions taken by the home, this is to ensure accountability and transparency. By documenting complaints there is a clear record of actions taken and can assist in monitoring and improving the quality of care our children receive. At Edgewood we promote a culture of listening and responsiveness, allowing children and their families to have their voices heard, where children have difficulties in expressive and receptive communication, Edgewood promotes the use of independent advocates and expect all our staff to advocate for the best interests of all the children they work with.

Children have access to a child friendly version of the complaints process in the front office and in the offices on houses and a copy of our complaints policy is available on the website or please ask a member of the team who will be able to obtain a copy for you.

A child or young person who raises a complaint or representation will not be subject to any criticism or sanction for raising the complaint as defined under (regulation 39 (4) Children's Home (England) Regulations 2015). Instead they will be supported through the process by their keyworker team/advocate.

# Contact details:

Mark Ryder

Director of Children's Social Care SENAD Group

1 St George's House Vernon Gate

Derby

DE1 1UQ

Tel: 07719 940613

[mark.ryder@senadgroup.com](mailto:mark.ryder@senadgroup.com)

Amy Thame - Registered Manager

Edgewood School.

Lingswood Park,

Northampton.

NN3 8TA

Tel:07971 011 763

[amy.thame@senadgroup.com](mailto:amy.thame@senadgroup.com)

Sasha Lees - Head Teacher

Edgewood School.

Lingswood Park,

Northampton.

NN3 8TA

Tel:07718 424 938

[sasha.lees@senadgroup.com](mailto:sasha.lees@senadgroup.com)

Ofsted

Piccadilly Gate,

Store Street,

Manchester.

M1 2WD

Tel:0300 123 1231

[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

## Policies

All policies are available from the website or from the school office.

A hard copy of our current safeguarding procedures is available from the school office.

# Referrals and Assessments

We welcome referrals from:

- Parents/Guardians
- Social Workers
- Education Officers
- Medical Staff

Children are admitted in line with our Criteria for Admission. This is Specific Speech and Language Difficulties, Associated Behavioural Difficulties, Moderate and Severe Learning Difficulties and Autistic Spectrum Disorders.

Formal referrals are usually made by a Local Authority and supported with referral documentation. We also welcome private referrals, although an assessment must take place before Edgewood School can be named on a child's Education, Health and Care Plan (EHCP).

We do not take 'emergency admissions' although a structured, planned transition in a timely way can be considered.

We are able to arrange free, no obligation assessments at short notice.

Following the assessment process, we will produce a clear written report. If we can meet the needs of the child we will also send a fully costed proposal.

Prior to admission we will plan the child's transition with parents and professionals to ensure this is as smooth as possible.

## LA consultations

Please email [referrals@senadgroup.com](mailto:referrals@senadgroup.com) or call 01332 378840 Option 1 Ext 2

## Parents/carers

Please email [info@senadgroup.com](mailto:info@senadgroup.com) or complete our online enquiry form or call 01332 378840 Option 1 Ext 1







## Policies

The following policies are available to view on our website:

Accessibility

Admissions

Child Protection & Safeguarding

Complaints

Equal Opportunities

Diversity

## Contact



01604 931497



edgewood.info@senadgroup.com



Edgewood School

Lingswood Park

Northampton

NN3 8TA



[senadgroup.com/edgewood](https://senadgroup.com/edgewood)



EDGEWOOD  
SCHOOL  
part of the SENAD Group

**NASS**