Edgewood School
Special Educational Needs Information Report Academic Year 2024 - 25

Our aim is for Edgewood School to be an inspirational community, where we take care of each other, enjoy our learning and work hard to achieve our goals.

To achieve this, we will:

- Deliver an innovative curriculum to meet the needs of every learner
- Respect the voice of everybody in our school community
- Provide the foundations for all pupils to flourish and lead fulfilling and purposeful lives beyond Edgewood School
- Build strong, caring relationships based on mutual trust and respect
- Establish and utilise links with the wider community
- Encourage everybody to be proud of themselves and what they achieve
- Inspire, create and have fun!

Edgewood School is an independent specialist school for students aged 7 - 16 years. All students have an Education, Health and Care Plan (EHCP) that details their special educational needs. Students attending Edgewood School will have Autism along with a learning difficulty. In addition, students may have additional speech and language difficulties, medical and/or mental health needs.

This SEND Information Report outlines the ways in which we provide support for all our students in order for them to thrive and fulfil their individual potential; we aim always to offer a 'Can do' environment where teaching staff, students and parents/carers work together to provide the best possible learning opportunities based on students' individual starting points. Our aim is to see students living happy and fulfilled lives.

1. What kinds of Special Educational Needs does our school provide for?

Edgewood School provides specialist education for students aged 7 - 16years. All students have an Education, Health and Care Plan (EHCP). Students are diagnosed as having an Autistic Spectrum Condition and a learning difficulty. Some students may also may have a physical disability and/or medical and/or mental health needs.

The school is organised into classes that are generally grouped by age within Key Stages.
However, in some cases students may be grouped according to a particular need, which may be a smaller class with a mixed age range. There may be occasions where a

student is taught on their own but the plan will always be to work towards reintegration into a class setting. Decisions will be taken following a detailed assessment on entry, consideration of the needs of that individual as detailed in the EHCP and the needs of the cohort at the school.

2. How will I know how the school supports my child?

A placement at Edgewood School follows a comprehensive assessment and detailed transition plan. Information is shared by everyone who knows the child best; family, previous school, social worker, respite placement and any other professional involved.

During the first six weeks of a student joining Edgewood School, staff use a variety of assessment tools to ascertain their strengths and needs in order to provide a baseline for starting points. Individual plans are written for each student, together with care plans, risk assessments and positive behaviour support plans. Students have a baseline assessment in the main curriculum areas, from which all future progress is measured. Individual targets are set and shared with the student and parents/carers. Throughout the year every student's progress is carefully tracked to ensure that any underachievement is quickly noticed and put right.

All EHCPs are reviewed at least annually and follow a Person-Centred Approach. This gives the opportunity to consider whether it remains appropriate and to review the progress the student has made over the previous year. Parents/carers along with all relevant professionals will be invited to the meeting to provide a holistic view on a student's progress and to provide advice and guidance if necessary.

A home- school communication book is used on a daily basis to facilitate the exchange of important/useful information between school and home. In addition, Evidence for Learning is used to show parents/carers the work their child has been doing and to mark significant milestones of progress. Parents will be encouraged to contribute to this record with comments and photographs of activities during weekends and school holidays. As well as the annual review of the EHCP the school hosts parents' consultation meetings and an end of year report using Evidence for Learning. Between these times the school welcomes visits or telephone calls from parents/carers to discuss any issues.

In year 9 staff will start to consider, with the student and their family, future placement options with advice about college placements and careers information and guidance.

The school is also subject to the Ofsted inspection according to the framework.

3. How will the curriculum be matched to my child's needs?

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.

More information about our curriculum can be found on the school's website. Curriculum - The SENAD Group

Teachers plan lessons according to their knowledge of each student and according to each student's current assessed levels of achievement, planning work which encompasses prior learning, personal interests and agreed learning pathways. As appropriate, additional communication support will be offered to students to facilitate their learning, whether through sign language, objects of reference, picture symbols, photographs, switches or voice

output communication aids (VOCAs). A rolling programme of topics linked to a book is used as a vehicle for delivering the curriculum across all Key Stages. Staff skilfully adapt their teaching in order to build on what has been learned earlier in the student's school career, working towards developing the skills, knowledge and understanding required for adulthood.

4. How will I know how my child is doing?

Your child's progress and attainment is shared with you in a variety of ways, including:

- The home-school diary.
- Annual Review of the EHCP.
- PEP meetings for Looked After Children.
- Parent/carer Consultation meetings.
- Annual Report.
- Informal contact with staff.
- Sharing information on the Evidence for Learning Parent Portal.

5. What support will there be for my child's overall well-being?

Edgewood School has a variety of ways of supporting your child's wellbeing.
They include:

- A high ratio of adults to students. All pupils will have dedicated support from highly trained learning support assistants.
- A safe and calm environment with structured and organised learning opportunities.
- A well-planned personalised curriculum to meet the needs of our individual students. This will include Relationships, Sex and Health Education, Personal and Social Development, Social, Moral, Spiritual and Cultural development including teaching about Fundamental British Values.
- High aspirations of all staff for every student.
- Staff trained in Non-Abusive Psychological and Physical Intervention (NAPPI) techniques to support behaviour and promote positive relationships.
- Access to a range of intervention programmes to develop skills and knowledge with regard to individual well - being.
- Opportunities for students to contribute to school developments via Student Voice.
- Access to careers guidance.

6. Students with medical needs

Staff who administer medicine complete training provided by SENAD designed by an appropriate Health Professional. A number of our staff team are First Aid trained, with some holding a higher qualification enabling them to administer medication. A small number of staff have additional training in order that we can support students who have specific medical needs such as Diabetes and Epilepsy. Suitably qualified health professionals ensure that our practices and protocols are safe and fit for purpose via regular audits.

7. What training are the staff supporting children with SEND given?

Staff receive the following training as required:

- Child Protection and Safeguarding.
- Communication strategies.
- NAPPI Behaviour Management strategies.
- Positive Behaviour support.
- TEACCH Approach/use of visual structures.
- Manual Handling.
- Internet Safety.
- Autism.
- Data Protection.
- First Aid and Medical Training.
- Trauma and Attachment.

In addition, all staff receive ongoing training to help them meet the varying and complex needs of the individual students. This training uses both internal expertise and external providers and also SENAD's online virtual college. SENAD's training manager provides a comprehensive programme of training and updates. Specific training to meet the needs of particular children is sourced as necessary.

8. How will my child be included in activities outside the classroom, including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities as much as is reasonably practicable to do so (overseen by the School's Educational Visits Co-ordinator). Our ethos is one of inclusion so we will always endeavour to make whatever adaptations are necessary to enable students to be included in all educational opportunities, including off - site trips.

9. How accessible is the school environment?

Our school is a safe and accessible building. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help our students, staff and visitors throughout our school, including accessible toilets, wide corridors and clear signage. Full details can be found in our Accessibility Plan.
Edgewood School Disability Access Plan

10. How will you support my child when joining Edgewood School?

A number of strategies are in place to enable students to successfully integrate into school life at Edgewood. The Head Teacher and the child's new class teacher is responsible for supporting the student to make a positive move into the school. They liaise with each prospective new child's class teacher at their former school and with their parents/carers to build up a comprehensive picture of the child. Other professionals may be involved as appropriate.

This information will include:

- Assessment data.
- Individual Learning Plans.
- Annual Review/EHCP Report and Targets.

- Individual Care Plans.
- Therapy Reports.
- Risk Assessments.
- Behaviour Support Plans
- Medical Protocols/Care Plans.
- Communication Profiles.
- End of Year School Report.
- Details of any special arrangements to meet the needs of the child.
- Safeguarding information

The transition process may include all or some of the following actions:

- Staff undertake visits to the current school.
- School staff attend Annual Review meetings when invited.
- Staff attend other multi - agency meetings when invited, such as CAF meetings.
- Prospective students and their parents/carers visit Edgewood School at least once.
- Plans are drawn up to ensure the child is placed where their range of needs can best be met.

Equally, for students moving on from Edgewood School, a member of the Senior Leadership Team or teacher with responsibility for co-ordinating plans with the receiving school or college. Close liaison is established between staff in both settings and opportunities are put in place for both the child and their parents/carers to visit and get to know the school/college that the student is moving on to. A well -planned transition programme is put in place and regularly evaluated to ensure it meets the needs of the student and his/her family.

11. How are decisions made about how much support my child will receive?

All students at Edgewood School will have an Education Health and Care Plan (EHCP); the decision regarding the support required will be reached following a thorough assessment of the child's needs and the needs as described in the EHCP. When the offer of a placement is made details of the support required will be explained and costed.

For students who are also looked after by the Local Authority (LAC students), further decisions about the amount of support they will receive will be discussed and agreed at Personal Education Plan (PEP) meetings. The decisions will then be recorded in the PEPs and reviewed twice a year. Parents/carers are welcome to talk with their child's class teacher at any time if they have any questions or concerns regarding their child's support and any concerns can be raised with the Head Teacher.

12. How will I be involved in discussions about any planning for my child's education?

This may be done in a variety of ways, including:

- Discussions with the class teacher, either in person or via telephone; ongoing communication via the home - school diary
- During Education, Health and Care Plan (EHCP) review meetings.
- During parent/ carer consultation meetings
- During other meetings with school staff, such as PEP meetings or other multi - agency meetings.
- Through discussions with a member of the Senior Leadership Team.

13. What specialist services and expertise are available at or accessed by the school?

As a school we offer a range of services to support the students. These include:

- Mental Health Service
- Educational Psychology,
- Speech and Language Therapy,
- Occupational Therapy.

Access to these services will be determined according to the needs of the child and as detailed in the EHCP. The annual review process can be used to make changes to the EHCP in agreement with placing authorities and on the advice of supporting professionals. The school uses the Early Help Assessment (EHA) process when appropriate to do so.

14. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or have concerns about something regarding your child's schooling, please contact one of the following in the first instance:

- Your child's class teacher.
- The Acting Head Teacher, Jon Byrne
- SENAD Head Office on 01332 943 591

The Complaints Policy can be found on the school's website.

Policies - The SENAD Group