

# Local Offer

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*This is St Edward's School's Award for Outstanding Personal Progress.*

*The award is presented annually to the pupil considered to have made best use of his placement with us and as a result of which has progress socially, emotionally and academically.*

*St Edward's is a school. We teach and we care. Walk the education corridor and you will feel a prevailing sense of calm and industry that challenges misperceptions of what an SEMH provision should look like.*

*St Edward's delivers a modified curriculum, bespoke to meet the individual needs of the pupils; whether these needs pertain to specific learning difficulties or gaps in their education. Pupils enjoy a curriculum, incentivised by Wider Horizons activities, designed to engage them and account for the impact of their social, emotional and mental health needs on their ability to learn. Pupils are in receipt of a wealth of additional support, including 1:1 assistance in class, literacy and numeracy interventions, pastoral care, Speech and Language Therapy, Occupational Therapy, Psychotherapy and a range of counselling. 'Teachers, therapists and assistants, enable pupils to overcome their behaviour problems and learning difficulties and to make outstanding progress in their learning. This is a result of consistently careful planning and detailed knowledge of individual students' abilities.' (Ofsted 2015). The full curriculum offering is enriched with whole school events, visits from outside speakers, field trips, creative cross-curricular projects, independent living skills and work experience opportunities.*

*At St Edward's School, we consider pupil progress to be the responsibility of everyone working alongside our boys. Excellent examination results and other qualifications across a wide range of academic and work-related subjects, significant progress in their literacy, numeracy and social communication skills from their start points, means that our pupils leave us equipped with the requisite skills, but more importantly the confidence to make the successful transition into Further Education.*

*The Spiritual, Moral, Social and Cultural (SMSC) development of our pupils underpins their 'recovery', to a place where they understand their own needs, can celebrate their God-given talents and find a meaningful place in the world.*

*The holistic care provided to them and the strong Catholic ethos that permeates through every facet of their school life develops in them a sense of self-worth and a realisation that their participation is of value and that they have something to offer the world, as they make the move into young adulthood and beyond.*

*The SEN Information Report requires schools to provide information to the local authority under section 69 of the Children and Families Act 2014 for the purpose of inclusion in that authority's Local Offer.*

## Overview of our provision

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St Edward's School is a charitable trust providing day and residential placements for boys aged 9 – 18 years who exhibit behavioural difficulties associated with their social, emotional and mental health. These may be complicated by additional learning difficulties.

**Age range:** 9 to 18 years. (National Curriculum Years 4 to 13)

**Type of Placements:** Day and Residential, Monday to Friday, 38 Week.

**Location:** Single rural site off the A27 near Romsey in Hampshire.

## Which Local Authorities place pupils at St Edward's?

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St Edward's is regularly used by Local Authorities across the south, south east and east of England as well as by several London boroughs.

## What range of pupil needs does the school provide for?

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St Edward's provides education, care, social development and therapeutic support to pupils who experience a range of difficulties in relation to social, emotional and mental health difficulties (SEMH) including:

- Anxiety Disorder
- Attachment Disorder
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD) (a sub-type of ADHD)
- Asperger's Syndrome (High level functioning)
- Autism (ASD/ASC) (where challenging behaviours are the primary need)
- Challenging Behaviour
- Conduct Disorder (CD)
- Dyslexia
- Obsessive Compulsive Disorder (OCD)
- Oppositional Defiant Disorder (ODD)
- Sensory Processing Disorder
- Speech and Language Difficulties.

We welcome discussions with parent/carers and professionals as to how to best meet a pupil's needs, which in many cases are comorbid. Our admission process focusses on the prospective pupil's Education Health and Care Plan and supporting professional reports, but also on a transparent dialogue with parents/guardians.

## **What specialist services are available at St Edward's School?**

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The school has a specialist staff team offering additional services on-site: Irlen Syndrome, Dyslexia and Dyscalculia Screening, Literacy and Numeracy interventions, Adolescent Therapeutic Counselling using the Arts, Anger Management and Mindfulness Coaching, an Advisory Service for Drugs & Alcohol, Psychotherapy, Occupational Therapy and Speech and Language Therapy.

## **What extra-curricular activities are offered by the school?**

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The school has an outstanding reputation for providing a wealth of Wider Horizons opportunities for pupils. Developed over many years, the staff team provides engaging extra-curricular activities and expeditions on and off site.

There are two fishing and canoeing lakes within Melchet Park and extensive sporting facilities, including an indoor swimming pool, gymnasium and a fully equipped Fitness Suite. Moto-cross is hugely popular and there is a purpose-designed track on-site. The school's Design Technology suite and vocational workshops also provide purposeful evening activities for pupils residing during the week. The extensive range of activity available to pupils is illustrated in the termly newsletter published online.

## **How can I make a referral to St Edward's?**

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Local Authorities normally make an initial application to the school to place a child they believe may benefit from this provision. Alternatively, parents, carers and advocates may contact the school directly requesting a visit or to talk to us about their child to ascertain whether this school might be suitable.

In all cases, parents and carers are advised to correspond directly with their Local Authority. Upon receipt of a referral - and if we think we can successfully meet the pupil's needs - we will typically arrange a visit to school. The referral and admission process thereafter is well paced to afford all interested parties, as well the prospective pupil, a chance to ascertain whether St Edward's School is an appropriate provision to meet need. The process can involve up to two visits, which typically include a range of assessments alongside our SENCo, as well an informal interview with members of the Senior Leadership Team.

For more information on our referral and admission process please contact us on 01794 885252 or by email: [admissions@melchetcourt.com](mailto:admissions@melchetcourt.com)

## **What is the most recent Ofsted outcome?**

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St Edward's is judged an outstanding provision by Ofsted (Social Care) (June 2019).

## **How are decisions made about who can attend St Edward's?**

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Decisions about inviting pupils to attend the school are made by the school's managers. If we are not able to offer a place, it is usually because:

- we have no vacancies in the respective year group
- we feel the applicant presents a level of risk beyond our ability to manage
- we feel that we do not have the specific expertise or range of resource to meet a child's needs.

Any decision made by the school can be discussed in further detail.

### **What involvement can Parents and Carers expect?**

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The school places strong emphasis on communication with parents, carers and others who work with and support the child. We view good communication and planning as crucial to a child's progress and successful placement. All pupils have a keyworker on the Pastoral Care Team, who is the primary source of contact for parents and carers. This provides opportunities for parent/carers to share information or concerns, which will be promptly communicated to the appropriate person in the school in order to provide a response. We report regularly to parents and carers on pupils' attainment and progress. Parents and carers receive regular calls on pupils' progress and direct phone enquiries following holiday periods.

The school provides curriculum progress and other information on a pupil's development and engagement in the life of the school for the purpose of Annual Reviews. We converse regularly with parents, carers and others as appropriate, in order to maintain a positive focus on pupils' needs and progress and in order to clarify any plans to support them.

St Edward's produces newsletters as well as up to date information on its website about the general life of the school. Email is accessible through the site.

Parents, carers and others working with the pupil can arrange to visit the school. Requests for visits are addressed promptly to prevent delay. We encourage parents and carers to maintain regular phone contact with resident pupils in the evening.

### **What level of training do the Staff at St Edward's School have?**

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All teachers are fully qualified or are pursuing degree and/or Initial Teacher Training. Many teachers are subject specialists, thus the standard of teaching is high. General subjects' teachers are overseen, observed and mentored by subject leads to ensure the continuation of quality teaching and learning.

Pastoral Care staff are qualified to at least NVQ Level 3 in Caring for Children and Young People.

The school's Therapeutic Services Manager is a qualified Child and Adolescent Psychotherapist, with an additional Diploma in Adolescent Therapeutic Counselling using the Arts. The school's therapeutic arm, 'The Bridge' is managed by a fully qualified SENCo and member of the Senior Leadership Team. This team includes a qualified Occupational Therapist, Speech and Language Therapist and consultant Clinical Psychologist.

All staff receive regular training in a range of areas to support pupils and the safe running of the school, including:

- Child Protection and Safeguarding
- First Aid
- Team Teach (Positive Handling/Physical Interventions)
- Health and Safety

- Fire Safety awareness
- a range of training to aid and assist continuing professional development.

The Education team are following a rolling programme of Continuing Professional Development (CPD), specific to the ever changing needs of the pupils, through Winchester University, including whole day INSET and twilight sessions.

### **How does the school prepare pupils for transition?**

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Our Careers Coordinator ensures that St Edward's meets the following eight Gatsby benchmarks of Good Career Guidance:

A stable careers programme  
 Learning from career and labour market information  
 Addressing the needs of each pupil  
 Linking curriculum learning to careers  
 Encounters with employers and employees

Pupils receive support in their preparation for college or other post-16 destination. Pupils making visits to college open evenings within a reasonable geographical distance of the school can be accompanied by keyworkers, teachers or other staff in order to help familiarise them. Pupils leaving St Edward's are encouraged to maintain contact and the school will offer support and advice as young people prepare for adulthood.

### **How does the school identify pupil progress and/or additional needs?**

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Upon admission, pupils pursue an initial screening process to assess current attainment levels and identify any additional difficulties that may affect their learning and social understanding. This assessment provides a baseline from which we measure progress throughout the duration of a pupil's stay.

Attainment is monitored through 6 weekly assessments covering all curriculum areas which confirm pupil progress. Assessment informs planning, but will also identify pupils in need of additional support to enable them to make progress in line with their ability, in order that they 'diminish the difference'.

During a pupil's induction into school, The Bridge Team, led by the school's SENCo, design a Pupil Passport; a document which is a snapshot of pupil needs and pertains to specific difficulties in relation to their ability to access the curriculum.

Embedded into this document is an Individual Behaviour Support Plan (IBSP), formulated by the pupil's keyworker on the Pastoral Care Team, which is used to develop individual pupils' independence, skill and social understanding.

The Head of Education manages the education programme. Care matters are managed by the Head of Pastoral Care. Both managers are overseen by the Deputy Head.

The therapeutic team provides regular updates on their work with pupils, informing colleagues about possible emerging issues and reflecting on pupils' progress through their therapeutic programmes.

## How does the school match the curriculum to each pupil's individual needs?

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Classes are small - typically no more than six pupils. Teachers are able and experienced in making work accessible to all pupils. All classes have a Teaching Assistant providing additional learning support.

Each day commences with carefully designed sensory circuits to help pupils regulate in preparation for the morning's learning. Afternoons commence with a 20 minute period, including literacy and numeracy, social thinking and Philosophy for Children lessons.

Pupils with additional learning difficulties are supported through programmes devised and delivered by The Bridge team.. Members of the The Bridge team advise and inform teaching and care colleagues of their work, helping to ensure that teaching strategies can support particular learning styles and attend to potential difficulties before these emerge as barriers to learning. Ultimately, the vehicle for this is the Pupil Passport and IBSP, which will evolve and stay with a pupil through the entirety of their placement.

Curriculum Mapping can be referenced from the point of admission, through to the conclusion of Secondary education. The school offers a modified, broad and balanced curriculum enabling pupils in Key Stages 2 and 3 to access all national curriculum subjects. To afford us a focus on core subjects, modern foreign languages are availed to the pupils through twice-yearly whole school events.

Key Stage 2 and 3 pupils up to, but not including year 9, join St Edward's Middle School, where they are taught by General Subject's teachers. This is a high nurture, high structure learning environment, with an increased ratio of staff to pupils, dedicated members of the Pastoral Care Team and fewer transitions around the wider school.

As pupils approach Key Stage 4, they are taken through the Options process. Whilst an appropriate pathway, academic or skills based, is guided by teacher assessments up to that point, it is also important that each pupil, with support from the parents/carers understands their own strengths and weaknesses so that they can optimise their chance of success. We recommend that pupils select courses that they enjoy and that they may wish to study when they continue their education and that would also help them move into a career they aspire to.

Pupils study 2 option choices over Year 10 and Year 11 alongside their mandatory subjects. These additional courses include:

- GCSE ART
- GCSE Design & Technology
- BTEC Sport
- BTEC Hospitality
- BTEC Creative Media Production
- BTEC Land Management

To ensure that the KS4 curriculum is as inclusive and accessible as possible, pupils will be entered into a range of external qualifications, which include Entry Level Functional Skills, Functional Skills Levels 1 and 2, Entry Level Certificates and GCSE. For those pupils on a skills based pathway, Independent Living Skills will feature heavily as part of their curriculum.

### **How does St Edward's promote pupils' well-being?**

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This staff team seeks to encourage pupils' participation in school life, improve their access to the curriculum, expand and extend pupils' ability to learn and encourage pupils to develop a more positive perception of themselves as learners and their potential to succeed. If pupils experience success, they can improve their confidence and boost their self-esteem.

The school's therapeutic team provides opportunities for pupils to consider and reflect upon their circumstances, make and implement plans to bring about change, whilst constantly promoting their wellbeing. Pupils can self-refer, staff can recommend their attendance, or it can be stipulated on their Education, Health and Care Plans. There is capacity for anger management coaching and adolescent therapeutic counselling.

The therapeutic team works hard to maintain a safe and comfortable environment. They look to provide firm and consistent boundaries and they have clear expectations about pupils' behaviour. They encourage pupils to learn to trust responsible adults and respond to good guidance.

There is strong communication between the therapeutic team and the teaching, care and learning support teams.

### **Does the school have a sixth form provision?**

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The school has developed a sixth form provision. Students can pursue post-16 programmes in school or enrol for courses at local FE colleges; they receive additional support, advice and supervision from dedicated members of the Pastoral Care Team with whom they already have a relationship, in order to support transition to a new provision.

In addition, the school provides opportunities to develop social and communication skills via courses provided by specialists in the field, independent living skills and, where appropriate, work experience. Continuing therapeutic support is made available to sixth form students.

### **What is the level of accessibility of the school?**

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The school is located in and around a Grade 2 Star Listed building, with associated buildings spread across the site. These accommodate core and foundation subjects, sport and recreation, Design Technology, skills-based learning plus a centre for therapeutic support and the teaching of art and design. Outdoor sporting facilities are accessible on foot - sports pitches, tennis courts, a motor-cross track and two lakes which are utilised for fishing, canoeing and environmental work.

The indoor swimming pool is located in a building which is accessible by ramp.

Wheel chair access to the Main House poses significant difficulties on account of the age and design of the building (1870s construction). The school dining room, together with several meeting rooms, are situated on the ground floor of the Main House. The ground floor has to be accessed by staircase, again on account of the design of the building.

There is no lift to the three upper floors of the main house, which accommodate the residential provision. There is no lift to the upper floor of the sports centre, which contains a Fitness Suite.

Access to the school's Food Technology space is via a staircase.

### **Does St Edward's have professional links with other organisations?**

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St Edward's is a member school of the National Association of Special Schools (NASS) and of Engage In Their Future (the national association for SEMH schools). St Edward's provides a strong professional lead for the south of England region of special schools within the organisation.

### **Where can I find further information about St Edward's?**

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The school maintains a website which is easy to follow:

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

Parents, carers or other people working to support a child can contact us on 01794 885252 to arrange a visit or to talk to the Referral and Admissions Officer to discuss a possible application.