



St Edward's School

HAMPSHIRE



Headmaster's Welcome

St Edward's School is situated in a substantial park on the edge of the New Forest in Hampshire. We are a happy and friendly school with a strong family feel and excellent pastoral care.

We are ambitious in our approach and aspirations for our pupils. We nurture character and help to build self-confidence. Above all we encourage our pupils to make the most of their individual potential and talents.

We have a fantastic team of teaching staff, pastoral support workers, therapists and teaching assistants who all work incredibly hard to achieve the very best results for all our pupils, always putting individual progress and well-being first. We prepare our pupils for life beyond St Edward's School.



Mr Graham Maher
Headmaster

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Mission Statement

St Edward's seeks to encourage each pupil's physical, intellectual, spiritual and personal development within a Catholic setting.

We strive to ensure that each pupil:

- fulfils his God given potential
- communicates effectively
- makes good academic progress
- develops self-esteem and confidence
- is prepared for the next stage of their educational journey



“Staff are ambitious for pupils to be well prepared for their lives beyond St Edward’s School.”

Introduction

St Edward’s is a specialist school providing care and education for boys who experience social, emotional and mental health difficulties (SEMH).

Pupils are referred by local authorities as a result of diagnosed difficulties relating primarily to their behaviour. Consideration for placement is made on the basis of a set of admission criteria provided to the Local Authority and discussed with families at interview.

The school offers a full compensatory education programme for pupils in Key Stage 2 and 3, leading to GCSE examinations and/or functional literacy and numeracy courses where these may be more appropriate for a young person in Key Stage 4.

Vocational training opportunities play a major part in preparing each pupil for adult life. Some young people proceed into the school’s post-16 provision, supported by their local authorities, where they follow courses bespoke to their needs; this may include part or full-time attendance at school or a college, supported by a learning mentor from the school.





Education and Personal Growth

St Edward's tries to assist each pupil's personal and social growth, whilst at the same time offering a first class all round education. Within a friendly, supportive and stimulating community, pupils are encouraged to grow as individuals, cultivate their talents, adopt the habit of working to the best of their ability in school, develop a sense of responsibility for their actions and celebrate their achievements.

Every opportunity for learning is maximised. We instil a culture of high expectations and celebrate success. An enriched curriculum extends pupils' general knowledge and understanding. Pupils' emotional and social needs are supported, monitored and developed, underpinned by strong relationships that are established and maintained between staff and pupils. This supports pupils to achieve, succeed, grow and develop.

Our behaviour support principles are trauma informed and proven to be effective for pupils with a co-morbidity of need, including Attachment Disorder and Autism Spectrum Condition (ASC). We provide pupils with attuned and trusted adults, who will support them to improve their quality of life, as well as reducing behaviours of concern.







Developing Positive Relationships

The school creates opportunities for pupils to contribute to the wider community and an enviable range of outdoor, sporting and recreational ventures provide strong incentives to participate in and beyond the classroom.

An emphasis is placed on the growth of positive relationships between pupils and the staff team, such that, in times of challenge or crisis, appropriate staff support may enable pupils to address and overcome difficulty. We aim to help pupils manage the difficulties and obstacles they encounter with a prevailing sense of respect and regard for their personal dignity and always in the knowledge that we are here to help.

An active and influential Student Council provides opportunities for pupils to participate in citizenship activity. The Council initiates ideas and suggestions for school improvement through a recognised democratic process.

A prevailing atmosphere of mutual respect; recognition and tolerance of differing levels of need; a strong Pupil Voice; an understanding of and adherence to expected behaviour and; the responsibility of all to keep each other safe, are the foundations for positive relationships and are fostered in Fundamental British Values and the School's strong Catholic ethos.

"Staff build positive relationships with pupils which inspires them to develop confidence and independence".



Our Facilities

Onsite we offer:

*Swimming Lessons
Motorbike Riding Lessons
Cycling Lessons
Nature Walks
Health and Fitness Training
Duke of Edinburgh
Forest School and Land Management
Fishing Lessons
Kayaking and Paddle Boarding Lessons*

St Edward's is located in substantial parkland on the edge of the New Forest in Hampshire. It benefits from extensive grounds, specialist facilities and workshops, together with sporting facilities, including a swimming pool, motorbike track and an all-weather multi sports area. The beautiful lake offers opportunities for fishing, pond dipping and kayaking. The diversity of the landscape provides opportunities for Outdoor Education, Forest School and Land Management.

In addition to a full and varied curriculum, pupils can access specialist support services via The Bridge, a modern therapeutic space.





*"We are ambitious
for every pupil."*

Teaching, Learning and Assessment

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 an incentivised curriculum that instils a sense of resilience and independence as they develop a more positive perception of themselves as learners. It is designed to engage them and account for the impact of their social, emotional and mental health needs on their ability to learn.

A range of therapeutic modalities are integrated to support effective teaching and learning. Teachers, therapists and assistants, enable pupils to overcome their learning difficulties and associated behaviours to make outstanding progress and diminish the difference. This is a result of consistently careful planning and detailed knowledge of individual pupils' abilities.

The curriculum reflects our core aim – to enable every pupil to reach their potential. Our offering spans from a liberal and balanced curriculum for pupils in; Eden, Lower and Middle School, where they are educated in a 'high nurture, high structure' environment, until they progress into Upper School where pupils follow personalised learning pathways.

St Edward's uses a tailored assessment framework, called Prismo. Pupils are supported by teachers and care professionals to maintain an awareness of their progress.

Pupils are nurtured and encouraged to engage in dialogue that shows an understanding of their learning journey; where they have come from, where they are, but most importantly, what they are capable of achieving and how to get there.

All pupils enjoy success and accrue a raft of formal qualifications, including GCSE, Btec, Entry Level Certificates, Functional Skills and Asdan Units, all of which signify progress from their baselines upon admission. Post-16 courses are offered both in school and as college placements and students are supported by a Post-16 Learning Mentor.

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 and preparation for adulthood.



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Special Educational Needs and Therapy

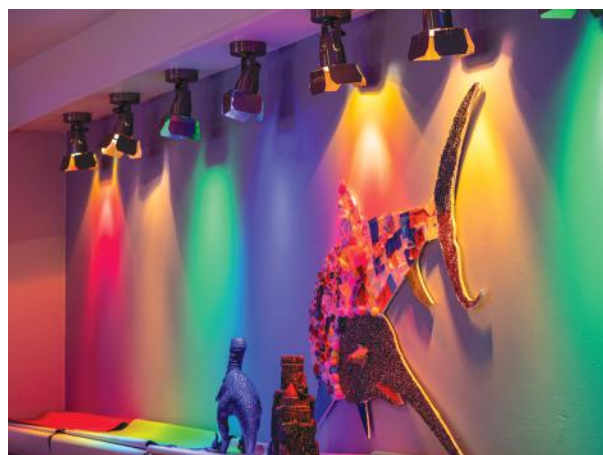
The Special Education Needs & Therapy Team consists of:

- SENCo
- Well-Being Officer/Psychotherapist
- Occupational Therapist
- Speech and Language Therapist
- Clinical Psychologist
- Counsellors and Specialist Coaches

St Edward's therapeutic ethos continues to grow and evolve in response to the individual needs of our pupils. Assessment, therapy, counselling and support is provided in line with the needs that are detailed within the EHCP and identified within additional admission assessments.

These highlight areas for development for individual pupils that may include:

- Academic ability and attainment
- Anti-bullying interventions
- Anger and anxiety management
- Attachment, trauma and secure relationships
- Bereavement counselling
- Communication and social skills
- Executive functioning and readiness for learning
- Gross and fine motor performance
- Independence and self-care
- Mindfulness based CBT
- Self-awareness and self esteem
- Sensory integration and self-regulation
- Restore Programme





We work in a holistic, individualised way using evidence based practice, goal setting and clear outcome measures to ensure efficacy of service.

All professionals providing bespoke and cohesive working approaches contribute to termly reports. We review pupils' needs at regular pupil conference meetings that can include parent input and outside professionals as appropriate.

The multidisciplinary team works in a preventative, rather than reactive manner, supporting the wellbeing of our pupils by providing them with protective skills and strategies to manage their own mental health and ability to access learning. The team works closely alongside school staff to ensure there is a consistent and cohesive working approach and understanding of all pupils.

As new needs are identified, the service is developed using individualised targeted programmes that are delivered on a 1:1 basis. Whole school practices have been developed by the team including curriculum based social skills, daily reading practice, Social Thinking, Zones of Regulation and Sensory Circuits programmes.

The team also provide regular inset training to the wider school staff to, increase understanding of support needs and to improve the approach of education and care of pupils.

The therapy team work out of The Bridge which has the capacity to offer a space that can be accessed by pupils at any time during their time at school. It is a positive, empathic space where experienced therapists, Specialist Coaches and teachers spend time with pupils 1:1 or small group basis addressing pupil need.

Pupils can access The Bridge at various points during their placement, the three main times are:

Transition – the school is focused on ensuring an effective, phased transition for pupils into the school. Attendance plans give pupils the chance to spend time being familiarised with the school day, the staff, the common language used throughout the school and for further investigative assessments if necessary. Therapists create a Pupil Passport during this time which then offers staff the opportunity to know and understand a pupil's needs and support strategies as soon as they transition into the wider school.

Direct therapy – offered to pupils who have therapeutic needs as per their EHCP or via referrals from school staff/parents or carers, or as a result of assessment on admission. This can be in the form of Speech and Language Therapy, Occupational Therapy, Psychotherapy, Anger Management, CBT based mindfulness and behaviour analysis carried out by our consultant Clinical Psychologist. All therapists are fully qualified and experienced. Support may be given in 1:1 sessions, integrated into classroom strategies or through staff led interventions.

In-Reach – this is an intervention to prevent escalation in serious incidents and in more severe cases, preserve a breakdown of placement. In-Reach offers 1:1 bespoke programmes that are planned in conjunction with the Senior Leadership Team, therapists and teachers.

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Pastoral

At St Edward's School, we recognise that effective pastoral care is paramount. It is as important as education. In fact, the two are intrinsically linked. Effective pastoral care enables pupils to safely access all aspects of school life and fulfil their God given potential.

Being a school for pupils with increasingly more complex Social, Emotional and Mental Health needs, necessitates an approach to pastoral care that is forever adapting and necessarily becoming more personalised. Whilst our principles are consistent, our practices are flexible.

Our pupils can exhibit challenging behaviour associated with their co-morbid diagnoses and trauma histories, but structure does not have to be at the detriment of nurture. St Edward's School is a high structure, high nurture provision, where effective pastoral care is the responsibility of every single member of staff; a supportive learning environment for neurodivergent children with high needs.

Staff are encouraged to be reflective practitioners; seeing pupil behaviour through an Attachment or sensory 'lens' with a view to changing their own practice in order to support pupils to make positive changes. At St Edward's School, the problem is the problem – not the child.

It is incumbent on all staff members to understand the importance of co-regulation and be adults who are emotionally predictable, resilient, unconditionally 'available', empathic, with a passion for developing authentic, attuned relationships with children who in many cases fear closeness. We train and promote staff to be 'amygdala whisperers'; working relationally with pupils to help avoid those crisis moments of fight, flight or freeze. We are a school where every interaction is an intervention.



Transport

Regular and routine transport arrangements:

Local authorities (LAs) support the cost of travel for pupils to and from School during term time. Parents/carers, LAs and, if appropriate, Social Care are advised on interview and at the point of admission of these predetermined dates. Subsequently, an annual calendar is circulated to parents/carers and LAs.

For journeys from home to and from school, pupils are typically transported by LA appointed taxi drivers and passenger assistants. On occasion, and by agreement, pupils may be collected by a family member.





Procedure for pupils' routine arrivals and departure:

Pupils are received by members of staff in the House Room from 8.15am. They hand in their personal effects to staff. These are recorded and signed for by the pupil. They then change into school uniform and are subjected to an electronic security search. They then make their way to breakfast.

Pupils finish the school day at 3:30pm and are escorted to the House Room by teaching staff ahead of their departure. Members of the Care Team supervise pupils as they change into their own clothes for the journey home, collect their personal effects and are electronically searched. The pupils are then escorted by members of staff to their awaiting taxis. They are to remain in their taxis until the driver confirms his full planned quota and departs the School.

In the event of adverse weather conditions, the School's leadership team will make a risk assessment and duly inform all relevant parties, including local authorities and parents/carers, if the School is to remain open or close on health and safety grounds.

When a pupil takes the option to stay for activities, parents/carers and taxi companies are informed at the earliest opportunity.

All reasonable steps are taken to safeguard the pupil:

Taxi / LA drivers and passenger assistants are DBS checked and LA approved. They should carry identification and are advised to report to a member of staff upon their arrival.

At School events such as Open Day and Christmas Celebration where parents/carers attend, a known family member must inform a member of staff in person before they depart.

During routine weekly departures, pupils' personal possessions are made available at the point of exit from School. On other occasions, pupils' personal possessions are held in the Care Office and may only be collected at the point of departure, thus providing information as to when they are leaving and subject to a check as to with whom they are departing.





Medical

At St Edward's we provide for each individual pupil's medical requirements, including the facilitation of medical appointments and administration of prescription medication. We have a dedicated medical officer who provides help and support for our pupils in the school surgery, with an 'open door policy'.

Storage of medication

Medicines will be stored securely and appropriately in accordance with individual product instructions, save where individual pupils have been given responsibility and parental consent for keeping such equipment with them. Medicines will be stored in the original container in which they were dispensed, together with the prescriber's instructions for administration, and properly labelled, showing the name of the patient, the date of prescription and the date of expiry of the medicine.

Medicine brought in by pupils will be returned to their parents for safe disposal when they are no longer required or have expired.

An emergency supply of medication will be available for pupils with medical conditions that require regular medication or potentially lifesaving equipment, e.g. an EpiPen.

Parents will advise the school when a child has a chronic medical condition or severe allergy so that an IHCP can be implemented and staff can be trained to deal with any emergency in an appropriate way. Examples of this include epilepsy, diabetes and anaphylaxis. A disclaimer will be signed by the parents in this regard.



Illnesses and allergies

When a pupil becomes ill during the school day, their parent will be contacted and asked to pick their child up as soon as possible.

A quiet area will be set aside for withdrawal and for pupils to rest while they wait for their parent to pick them up. Pupils will be monitored during this time.

Consent

Parents will be asked to complete and sign a medical consent form when their child is admitted to the school, which includes emergency numbers, alongside details of allergies and chronic conditions. Parents should notify the school if this information changes so we can update our records.

Staff do not act 'in loco parentis' in making medical decisions as this has no basis in law. Staff will always aim to act and respond to accidents and illnesses based on what is reasonable under the circumstances and will always act in good faith while having the best interests of the pupil in mind.



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Meals

Our focus is on a balance of meal options delivered in a pleasant and welcoming dining environment with a range of choices for all tastes including special dietary requirements. Meals are made daily on-site by our dedicated in house catering team.

They are responsible for the extensive menus on offer which includes a delicious selection of hot and cold dishes, a variety of salads, sandwiches, cheese boards, freshly baked breads, deserts and fruit baskets.

To ensure that our pupils are ready for learning at the start of each day they are served breakfast on arrival at school and healthy hot or cold snacks are provided at the mid-morning break.

Uniform

School uniform is provided by the School. Pupils receive their uniform on the day of admission.

Pupils are required to wear suitable trainers or shoes.



School Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.30		Sensory Circuits followed by Guided Reading	Sensory Circuits followed by Guided Reading	Sensory Circuits followed by Guided Reading	Sensory Circuits followed by Guided Reading
9.30-9.45		TFTD	TFTD	TFTD	TFTD
9.45-10.30		1	1	1	1
10.00-10.15	TFTD Headmaster				
10.30-11.15	2	2	2	2	2
11.15-11.30	Break	Break	Break	Break	Wider Horizons
11.30-12.15	3	3	3	3	
12.15-1.00	4	4	4	4	Wider Horizons
1.00-1.40	Lunch	Lunch	Lunch	Lunch	
1.40-2.00	Enrichment Activities	Enrichment Activities	Enrichment Activities	Enrichment Activities	Lunch Depart
2.00-2.45	5	5	5	5	
2.45-3.30	6	6	6	6	
3.30	Depart	Depart	Depart	Depart	



Extended Day

We know that pupils are far more likely to succeed and make progress in the most holistic sense, with a wraparound provision. To that end, we offer each pupil the opportunity for extended days, engaging in an exciting but meaningful activity programme on-site and in the local community, to develop their Cultural Capital, hone adaptive behaviour skills and preparedness for adulthood, through socialisation and exposure to new experiences.

Our specialist education team offer an outstanding curriculum, tailored to meet the specific learning difficulties of each pupil. This ensures that we diminish the difference and support them to fulfil their academic potential, but it is the seam of pastoral care running through every facet of school life, that supports pupils to regulate, communicate and heal, in order to access their learning.



So, what happens when the school day finishes?

School finishes at 15.30

Pupils make their way to the dining room for a snack.

After a light meal pupils can relax or go to the Games Room.

Between 16.00 and 17.45 pupils attend the activity programme. The programme is exciting and offers a huge selection of different activities such as: swimming, fitness in the gym, badminton, warhammer, mountain biking, fishing, DT, photography, Art, film club, metal detecting. If pupils have a particular request they can talk to a member of staff.

When activities finish pupils return to the house room for a 18:00 departure.





Useful Information

Complaints

St Edward's School aims to resolve all concerns and complaints at the earliest possible stage, and is dedicated to continuing to provide the highest quality of education possible throughout.

A complaint can be resolved or withdrawn at any stage.

Many concerns can be resolved informally, without the need to use the complaints procedure.

The welfare of any child concerned is paramount.

Who can make a complaint?

This complaints procedure applies to all parents/carers/those with parental responsibility of current pupils and former pupils but only where the complaint was initially raised when the pupil was still on register.

Complaints procedure

A concern or complaint can be made in person, by telephone, in writing or electronically via email. They may also be made by a third party (such as the Citizen's Advice Bureau) acting on behalf of a complainant, as long as they have appropriate consent to do so.

Drugs

The school will take all necessary steps to maintain a safe environment, asserting a zero tolerance to drugs in order to maintain a drugs-free school.

Any person (pupil, staff or other) found to have, or be using, illegal substances on school property will be reported to the Police, as it is an offence under the Misuse of Drugs Act 1971.

Smoking/Vaping

We are a no smoking school and do not permit smoking or vaping on school premises.

Mobile Phones

Pupils at St Edward's School are not permitted to carry mobile phones on their person. On arrival at school all electronic devices are handed to staff. All belongings are logged and returned at the end of each day/ week.

Jewellery

The only jewellery we allow pupils to wear is a watch and or a single small stud in one ear. Other facial jewellery, any form of body piercing, rings on fingers, bracelets and anklets or any form of necklace are strictly forbidden.

Stationery

The School provides all necessary educational equipment, including stationery.

Screening

Following arrival at school and prior to departure, we require pupils to undergo routine screening using a hand-held metal detector (wand) as we have a duty to manage the safety of staff, pupils and visitors.

Online safety

Please refer to our parent and carer guide to Online Safety through our website.

Photography/Videos

In the event that a pupil may be the subject of a photograph on display or in our newsletter/website or printed publication, we request that parents and carers complete a consent form.

Contact Us

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St Edward's Site Map



“An inclusive education finds a place for all and does not select in an elitist way the beneficiaries of its efforts.”

-Pope Francis



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