



Statement of Purpose

St Edward's is a day and residential special 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.

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, boys 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.

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 college, supported by a learning mentor from the school.

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. Our model of living and working encourages pupils to develop active, participating and contributing membership of their home communities and society in general.

A high premium 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 may 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.

Our Facilities

St Edward's is situated in a substantial park on the edge of the New Forest in Hampshire. It benefits from extensive grounds, a wide selection of specialist buildings and workshops together with extensive sporting facilities.

The school provides an education and social care service during the school year. In addition to a full and varied curriculum, pupils can access specialist support services via The Coach House, a modern therapeutic space offering anger management coaching and psychotherapy.

St Edward's School offers residential provision. Residential provision enables boarders to access challenging and fulfilling activities. This encourages self-confidence and the ability to develop positive interaction with others. This is encompassed within the stability of a safe, comfortable and nurturing environment, in an endeavour to also promote and enhance their Independent Living Skills in preparation for adult life.

Residential pupils gather in their respective year group areas for the later part of each evening. Suppers are provided and bed times vary according to pupils' ages. Residents' accommodation is homely and comfortable, with shared sitting rooms and modern communal kitchens.

Mission and Ethos

As a Catholic School in the Diocese of Clifton, we ensure our pupils are enriched spiritually by providing opportunities to engage in the mission of the school in a way that relates to the core values of Catholic Social Teaching. They are encouraged to participate in activities that demonstrate a solidarity with staff and peers, both at home and abroad, in seeking to promote the Common Good. Pupils at St Edward's will take part in projects that demonstrate a clear regard for the poor, a consciousness of their role as environmental stewards and a willingness to work together to protect human dignity.

Teaching, Learning and Assessment

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 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.

Pupils are in receipt of a wealth of additional support to better prepare them for learning, from 1:1 assistance in class, literacy interventions, Speech and Language Therapy and Occupational Therapy. *'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 curriculum reflects our core aim – to enable every pupil to reach their potential and our offering spans from a primary model curriculum for our most vulnerable pupils in KS2 and 3 with a more complex set of needs, to pathways into an independent living skills curriculum or more conventional secondary education.

Whilst we ensure that pupils are making the expected level of progress, a balance between summative and formative assessment is maintained so as not compromise the attachment between pupil and teacher. 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 AQA Units, all of which signify rapid 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.

The Garden Rooms

The Garden Rooms provides a nurturing environment for our most vulnerable pupils. Each pupil follows their individual learning path based on a primary model set-up with full access to the National Curriculum. Teaching and learning is enriched by consistency to help pupils feel safe and allow them to build meaningful relationships with adults and peers within the same

class base. We promote a positive learning culture so pupils can enhance their view of themselves as a learner, whilst also viewing mistakes as an opportunity to learn.

Our aspiration is for pupils to flourish by identifying and meeting their academic, social, emotional and sensory needs. Pupils are provided the opportunity to participate in daily sensory circuits aiding their ability to regulate themselves, which in turn maximises their learning capability. Learning is incentivised through daily and weekly reward time. The goal of the Garden Rooms is to prepare pupils for future transitions by providing them with a safe and consistent foundation to build upon.

Special Educational Needs and Therapy

The Special Education Needs & Therapy Team consists of :

- SENCo
- Psychotherapist
- Occupational Therapist
- Speech and Language Therapist
- Counsellors and therapeutic advisors

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 & 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

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 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 one to one basis. Whole school practices have been developed by the team including curriculum based social skills, daily reading practice, Social Thinking, Zones of regulation, Sensory Circuits programmes and drug and substance misuse guidance.

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.

Curriculum Enrichment, Activities and Expeditions

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 with an aim to shaping a belief within our pupils that are and can continue to be valued members of society, who contribute to the greater good.

Our activities programme, whilst incentivising pupils to engage in the curriculum and display expected behaviours, also serves to encourage pupils to step outside their comfort zones and gain in confidence as they embrace new experiences; often ones that they thought inaccessible to them.

Our expeditions, whether camping in the tranquillity of the New Forest on our doorstep, negotiating the high ropes course of an outdoor activity centre in Brecon, or learning to surf off the coastline of North Devon, are there to promote health, encourage positive attitudes towards the environment, enhance communication skills and increase self-reliance and confidence in every pupil.

At St Edward's, we consider pupil progress to be the responsibility of everyone working alongside our boys. Our purpose is to help our pupils develop to their fullest in every aspect. We seek to immerse them in a school life, rich and diverse in classroom based and experiential learning; each boy accruing the cultural capital that affords them a degree of social mobility that they may otherwise have gone without.

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.

Leadership and Management

The leadership of the school is overseen by a very active Board of Governors, whose experience spans many professional disciplines. The Board considers monthly reports from the school's lead professionals and conducts unannounced monitoring visits throughout the year.

The strategic management of the school is viewed as paramount and operationally leaders provide guidance, direction and support for the day-to-day management of the school. Leaders are outward looking and focused on continuously improving the service. They are responsive to changes in practice and keen to enhance their knowledge and skills. Leaders promote a commitment to a common vision for a successful school which, at its best, helps pupils transform their life chances through education and a strong SMSC agenda.

Safeguarding

The Chair of the Board of Governors is the nominated safeguarding Governor.

Leaders regard safeguarding as underpinning the effectiveness of the school, ensuring pupil and staff wellbeing. The Head of Pastoral Care is the school's Designated Safeguarding Lead (DSL) and is supported by two deputies; the Deputy Head and the Day Pupils' Manager. These are a point of contact for all staff and pupils. We ensure we safeguard each pupil by assessing their level of need.

There is a strong culture of safeguarding awareness, supplemented by regular updates and training. An effective whistleblowing policy is known and understood. All staff work as a team in the knowledge that safeguarding is everybody's responsibility. Pupils confirm that they feel safe in this environment (Ofsted 2019). In addition, the school has comprehensive 'Safeguarding', 'Complaints' and 'Anti-Bullying' policies which all staff read and are familiar with. In addition, all staff receive training to cover these areas.

All staff are proactive in promoting the welfare of the pupils and understand the importance of safeguarding the pupils for whom they provide care. The following guidelines form part of the safeguarding policy and all staff are made aware of these at induction, and reminded about them when they start working with the children through supervision and team meetings:

- all adults have a duty of care and a duty to respond to, and report, any suspicion of abuse, or any child who may be at risk of any significant harm or abuse;
- no adults will ask leading questions;
- all information will be passed on immediately to the DSL;
- all information will be dated and signed and kept secure and confidential;
- all staff receive annual training in Safeguarding Children;
- the Chair of the Board of Governors is the nominated safeguarding Governor and all safeguarding issues are monitored by the Board of Governors;
- when a referral is made to the local safeguarding children's partnership it will be sent within 24 hours;
- If applicable, information will be sent to the Local Authority, Local Authority Designated Officer, and Ofsted within 24 hours.

All complaints are recorded, investigated and reported to the Placing Authority and parents / carers. Support will be provided to all parties involved.

The school has a safeguarding file located within the top office where the policies and information can be found. This information is also held electronically.

Within the Care Team meetings there is a section on the agenda that lists safeguarding concerns and knowledge gained from incidents. The knowledge gained links to pupils Individual Behaviour Support Plans and any amendments are shared with all staff. Within staff meetings, discussions for improving practice is shared in order that all staff can learn as a team. This ensures that mistakes are not repeated.

The school has an Independent Listener. Pupils are aware of the advocacy role of the Independent Listener. They understand what happens following any complaint. Complaints are addressed and result in clear responses or conclusions.

The Staff Team

The staff team consists of people who have well-founded confidence and experience of working with pupils who face challenge within the range of our expertise. The school provides training in all the essential aspects of working with young people.

Staff provide behaviour and pastoral support to pupils in classes and in occupational, recreational and social settings. The intention always is to provide a sense of community and belonging.

The school views modification of behaviour in the context of both school and family life. Staff work in partnership with parents and carers to help every pupil experience success and realise their potential.

Inspections

In addition to statutory inspections by Ofsted and Clifton Diocese, the school is also subject to monitoring and inspection by placing authorities.

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Governors July 2020

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