





Hedgewood Special School

Local Offer & Entry and Exit Criteria

	<p>Hedgewood School Weymouth Road Hayes Middlesex UB4 8NF</p>
<p>Tel :</p>	<p>020 8845 6756</p>
<p>Email:</p>	<p>office@hedgewood.org</p>
<p>School Website :</p>	<p>https://hedgewood.org/</p>
<p>Needs Catered for</p>	<p>Pupils with autism and complex moderate learning difficulties and/ or Communication and Interaction difficulties</p>
<p>Age Range</p>	<p>4-11 Years</p>
<p>How are the children admitted?</p>	<p>Entry to the school is for children and young people with an Education, Health and Care Plans (EHCP) who meet the criteria described below. Admission is coordinated by the SEN Assessment Team at the Civic Centre, Uxbridge.</p> <p>Special Education Needs Team Social Care 4E/05 London Borough of Hillingdon Civic Centre High Street Uxbridge UB8 1UW</p> <p>Kindly telephone the SEN team on 01895250489 who will be happy to clarify the process. Places at the school are quite limited so early contact is advised.</p>
<p>ENTRY Criteria</p>	
<p>Cognition and Learning</p>	<p>Pupils, most of whom have autism and complex moderate learning difficulties and/ or Communication and Interaction difficulties and have been unable to cope in mainstream schools.</p> <p>Our curriculum provides a diverse and enriching learning experience for all children with SEND and in particular autism and complex communication needs. The broad range of pupil needs are met through three identified curriculum pathways, allowing for personalised learning to ensure the best outcomes for all children according to their unique needs.</p>
<p>Communication and Interaction</p>	<p>Significant speech and language delays in line with their cognitive ability. Pupils use intentional communication using a formal verbal or nonverbal communication system, e.g. Communication belts, Sign-Along , symbols, Picture communication systems, Pro Loquo2go.</p>

<p>Social and Emotional Health and Wellbeing</p>	<p>Pupils may be socially vulnerable, lacking confidence and experiencing low self-esteem or anxiety about themselves as learners. Pupils may demonstrate behavioural difficulties requiring specialist interventions.</p>
<p>Physical, Sensory, Medical</p>	<p>Pupils may have additional physical, sensory or medical needs that are secondary to their learning difficulties.</p>
 <p>What is Hedgewood School and who is it for?</p>	<p>Hedgewood is a special school for children and young people with autism and complex moderate learning difficulties and/ or Communication and Interaction difficulties. As a result, all pupils have statements or Education Health and Care plans. All professionals and parents work together to ensure that the children and young people who have a place at the school are appropriately placed and have the correct arrangements in place to meet their needs. We have small class sizes of up to 10 and usually at least 5 staff in each class. This allows us to support and monitor children and young people’s progress and identify if they require extra help.</p>
 <p>Who are you and what are your skills?</p>	<p>A Local Authority primary special school for children with young people with autism and complex moderate learning difficulties and/ or Communication and Interaction difficulties who may also have other sensory impairments. Some pupils may have challenging behaviours.</p> <p>All school staff have undergone extensive training related to Autism. We have a team of staff who are qualified to train and advise other staff in the key strategies that we use. Therefore, we have trained trainers in:</p> <ul style="list-style-type: none"> • Complex Autism (AET) • TEACCH • Studio 111- Managing challenging behaviour (Low arousal approach) • Hedgewood ABC (Prevent Teach Reinforce Model) • Essentials for Living (EFL) • Registered Behaviour Technician • Attention Autism • Intensive Interaction • Social Stories and Comic Strip Conversations • Sign-a-long • Intensive Interaction • NAS Early Birds and Early Bird + • ELKLAN • Connect 6 Ways to Wellbeing • Mental Health First Aid Training for Youth
 <p>What can my child access at your school?</p>	<p>The school has well trained and experienced staff in supporting children and young people with Autism. We are supported in delivering the education by working closely with our:</p> <ul style="list-style-type: none"> • Speech and Language Therapists • Occupational therapist • Children and Adult Mental Health Services for Learning disabilities (CAMHS LD) – by referral • Educational Psychologist Support

	<ul style="list-style-type: none"> • School Nurse <p>We are in a position to be able to allocate resources reasonably flexibly across the school according to the needs of the different class teams.</p> <p>Some of the key features are:</p> <ul style="list-style-type: none"> • Classes have all the resources required for the specialist strategies that we use • 1:1 teaching (according to need) • Paired teaching • Small group teaching • Whole group teaching • Extended Schools Opportunities • Access to SLT and OT strategies • Positive Behaviour support following the Low Arousal approach; Studio 111 & Hedgewood ABC • A wide range of facilities e.g. Trim Track, Therapy Swing Room, Library, Outdoor Learning Areas, Bike Track, Swings. See 'Our Facilities' on the School Website
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EXIT Criteria

The pupil has achieved his/her short and long term objectives.

The pupil has achieved a developmental stage of at least 3 –4-year-old level and the indications are that the young person is making 'outstanding' sustainable progress when considering his/her progress from the end of Key stage 1 (Year 2) to the end of Key Stage 2 (Year 6).

The pupil is motivated to learn, is becoming more independent and can learn alongside his/her peers with a lower staff/pupil ratio.

The pupil has a consistent and effective method of communication.

The pupil can manage his/her personal care needs with either minimal adult assistance or with additional adult assistance

The pupil can manage his/her behavioural needs with adult assistance.

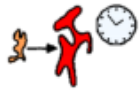
The pupil can develop friendship networks with adult prompts.



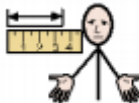
The pupil has a positive image about themselves as a learner.

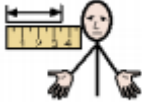


An extensive, carefully planned and incrementally challenging transition programme has been completed and the young person is appropriately prepared for a successful transfer.

Further information about the school ** see regulations below


PROVISION

 <p>How will you help my child transition into and out from your school?</p>	<p>All children entering and leaving Hedgewood have a transition programme. We work closely with parents and each individual to offer an appropriate programme for joining the school. This can include the use of visits to school for the pupil and parents, home visits by staff, a gradual integration programme, visual resources to help the child understand the changes.</p> <p>For children joining in year R, when a group of children start at once we have visits for parents and children to the school prior to the September and we ensure that the children have information to look at over the holidays to help them understand.</p>
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	<p>We also ensure that they feel secure by accessing a small number of rooms that they will enjoy. We use similar strategies to help pupils to understand the process of moving on and transitioning to new settings, whether this is through moving classrooms, a transfer to another educational setting an inclusion programme into a mainstream class.</p> <p>When children and young people move between classes in the school we:</p> <ul style="list-style-type: none"> • Have prepared the children and young people with visual resources, opportunities to visit new rooms and to meet any new staff. • Ensure that parents have an opportunity to come and have a tour of the department. • Hold meetings for parents to explain the changes that will occur for their child. <p>From Hedgewood to mainstream – any pupil integrating into mainstream will have a structured transition programme, e.g. 1 day a week at mainstream (supported) for 6 months.</p> <p>From Hedgewood to Secondary (Specialist/ARP/Mainstream) - The transition programme with secondary schools starts the previous September and intensifies in the final summer term.</p>
 <p>What do you teach my child?</p>	<p>The curriculum at Hedgewood school has been designed to meet the individual needs of our children and young people. The broad range of pupil needs are met through three identified curriculum pathways, allowing for personalised learning to ensure the best outcomes for all children according to their unique needs. The school curriculum is detailed on the school Website.</p> <p>https://hedgewood.org/ourcurriculum/</p>
 <p>How will the curriculum be adapted to support my child?</p>	<ul style="list-style-type: none"> • Each child has an Individual Education Plan which will identify the best way for your child to learn and develop. We are in a position to be able to allocate resources reasonably flexibly across the school according to the needs of the different class teams. <p>Some of the key features are:</p> <ul style="list-style-type: none"> • Classes have all the resources required for the specialist strategies that we use. • The school uses a range of strategies including visual sensory aids along with physical objects to enhance a child’s ability to engage and to understand concepts. It also uses specialised software/hardware and specialised equipment.
 <p>How will you monitor and review the impact of the</p>	<p>We measure every child’s progress using well researched and defined developmental ‘Levels’. Each ‘Level’ is further broken down into smaller ‘Learning Steps’. At the higher levels, as pupils approach National Curriculum expectations, assessment runs alongside these descriptors.</p> <p>Pupils making slower progress will have bespoke assessments designed to capture these smaller steps in learning. We have regular progress meeting</p>


<p>provision and my child's progress?</p>	<p>with parents and carers and with each other to ensure your child is making the best progress possible.</p> <p>Pupils who are accessing the National Curriculum will have progress measured as described above.</p> <p>We also use the EYFS Development Matters profile alongside our Early Years assessment.</p>
 <p>How do you prepare children for adulthood?</p>	<p>We focus upon the development of independence for children and young people at Hedgewood School. The school has high staff: pupil ratios which are used to ensure each individual is encouraged to be as independent as possible and supported to extend learning. Where it is considered to be appropriate we allocate a child with 1:1 staffing, this could be in the short term or for a longer period. Where a child has 1:1 staffing parents are advised that, the member of staff working 1:1 will rotate within a class team in order to reduce overreliance on an adult.</p> <p>The curriculum is based around the development of social, communication and independence skills. Specifically we encourage pupils to take responsibility (e.g. Class helpers, School Council) and offer travel training in Year 6.</p>
 <p>How will you develop my child's social skills?</p>	<p>Throughout the curriculum via class work and others programmes such as:</p> <ul style="list-style-type: none"> ▪ Attention Hedgewood Bucket Time ▪ Developing Essential 8 Skills ▪ PALS ▪ Assemblies/Presentations ▪ Extended School – After School Clubs and residential trips ▪ Support from SLT
 <p>How do I know you are doing all of this?</p>	<ul style="list-style-type: none"> • Hedgewood reports to parents in a wide variety of ways. Daily communication through SEESAW app or home/link book. • Updates of your child's progress can be seen in your child's SEESAW Learning Journal. <p>During the year:</p> <ul style="list-style-type: none"> • PCPs sent are home each term (October, January and March. These are reviewed term which review progress and set new targets related to the priority targets set in consultation with the pupil and parents at Annual review. • A formal parents meeting once a term, Parents evening in the spring term and the annual review meeting during the year. • Teacher report on the previous annual review targets with suggestions for the forthcoming year sent prior to the Annual Review meeting. • Staff review the progress of each individual on a termly basis and where they feel that a pupil is not making at least expected progress they are devising actions which will aim to address this. The senior leadership team are overseeing this process and are implementing further, more fundamental actions where necessary. • Hedgewood also has the Home Extended Learning Project (HELP) where staff will meet with parents and identify a priority area to work on, staff will then assist and support parents putting a strategy into place at home.


	<p>Teachers also make home visits when requested and parents are able to request additional meetings as required.</p> <p>The school offers parents training, informally at monthly Parent coffee afternoons, or more formally through our trained trainers in:</p> <ul style="list-style-type: none"> • Early Bird + • Healthy Minds • Sign a long • Introduction to Sensory Integration • Food SOS • Toileting Workshop • Sleep Success • Fine Motor Workshop • Social Communication Skills • PECS Workshop • Augmentative Assisted Communication (AAC)-iPad apps, quicktalkers <p>Information can also be gathered by;</p> <ul style="list-style-type: none"> • Visiting our website • Looking at Ofsted Reports • • Talk to the Headteacher/Deputy HeadTeacher/ Assistant Headteachers/Governors • Termly newsletters and updates via the School Facebook Pages
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 <p>How will my child be part of the wider school?</p>	<ul style="list-style-type: none"> • Assemblies • Walks around the school • Lunchtime Clubs • Shared Playtimes • Paired classes (e.g. an older class paired with younger class for organised activity)
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PARENTS

 <p>How do you communicate with parents?</p>	<ul style="list-style-type: none"> • Daily/Regular home-school contact via SEESAW app or Home School book • Telephone calls • Teacher-parent/carer meeting (formal and informal) • Parent/Carer workshops • Termly newsletters • Website • Parentmail Texting service • School Facebook page
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	<ul style="list-style-type: none"> • School Council • Parent Governors • Formal parent/carer meeting e.g. termly PCP reviews, Parents Evenings and Annual Reviews
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<p>How will pupils / young people and parents contribute to the processes, planning and assessment?</p>	<ul style="list-style-type: none"> • Informal meetings • Parent questionnaires • Pupil questionnaires • Pupil participation in meetings where appropriate • Pupil self-assessment
 <p>What support is available to parents?</p>	<ul style="list-style-type: none"> • Extended School Programme including; Breakfast clubs; Afterschool Clubs; Holiday clubs. • Extensive menu of parent /carer workshops e.g. Sign-Along, Early Bird & Early Bird Plus • Family Services offer a range of support and links Including Bi- weekly Parents coffee afternoons, Formal and informal meetings. • Senior Leadership team – available to meet with parents • Access to SLT/OT/Nurse

Where further information about the school can be obtained : <https://hedgewood.org/>

LOCAL OFFER REGULATIONS Schedule 1.

- (a) Their approach to teaching of children and young people with special educational needs;
- (b) How they adapt the curriculum and additional learning support available to children and young people with special educational needs;
- (c) How the progress towards any the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review;
- (d) How the effectiveness of special educational provision will be assessed and evaluated, including information about how children, their parents and young people will take part in any assessment and evaluation;
- (e) How facilities that are available can be accessed by children and young people with special educational needs;
- (f) What activities are available for children and young people with special educational needs in addition to the curriculum; and
- (g) What support is available for children and young people with special educational needs.