

Hedgewood Special School

Local Offer & Entry and Exit Criteria

	<p>Hedgewood School Weymouth Road Hayes Middlesex UB4 8NF</p>
Tel :	020 8845 6756
Email:	office@hedgewood.org
School Website :	https://hedgewood.org/
Needs Catered for	Pupils with autism and complex moderate learning difficulties
Age Range	4-11 Years
How are the children admitted?	<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 01895 250 244 who will be happy to clarify the process. There is high demand for places at the school so early contact is advised.</p>

ENTRY Criteria

Cognition and Learning	<p>Our pupils, most of whom have Autistic Spectrum Condition and complex moderate learning difficulties and/ or Communication and Interaction difficulties have been unable to have their needs met in a local mainstream school.</p> <p>Our curriculum provides a diverse and enriching learning experience for all of our pupils and in particular ASC 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 needs.</p>
Communication and Interaction	<p>Significant speech and language delay/disorder is a frequently met barrier to pupil learning. Pupils use intentional communication either a formal verbal [sometimes supported by signing] or a nonverbal communication</p>

	system, e.g. Communication belts, Sign-Along , symbols, Picture Communication Systems, Pro Loquo2go.
Social and Emotional Health and Wellbeing	Pupils can socially vulnerable, lacking confidence and experiencing low self-esteem or anxiety about themselves as learners. Pupils often demonstrate behavioural traits that require specialist interventions.
Physical, Sensory, Medical	Pupils often have additional physical, sensory or medical needs that have impacted on their capacity to learn and make progress.
 <p>What is Hedgewood School and who is it for?</p>	<p>Hedgewood is a special school for children and young people with Autism Spectrum Condition [ASC] and complex moderate learning difficulties. Communication and Social Interaction difficulties are usually a feature of complex pupil profiles. As a result,all pupils have 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. Classes numbers are relatively small [10] and very well staffed This allows us to support and monitor, identify if they require targeted help children to ensure best progress.</p>
 <p>Who are you and what are your skills?</p>	<p>A Local Authority Maintained Primary Special School for children with young people with Autistic Spectrum Condition and Complex Moderate Learning Difficulties and/ or Communication and Interaction difficulties who usually have other sensory and behavioural challenges. We are the Autism Education Trust Hub for Hillingdon. WE are working with the SEND Inclusion team to deliver these courses to mainstream schools and enhance practice in ASC. E also hold National Autistic Society Advanced Accreditation.</p> <p>All school staff have undergone extensive training related to ASC, Low Arousal, Safeguarding and Positive Behaviour Support[PBS/ABC]. We have a team of staff who are also qualified to train and advise other staff in the key strategies that we use.</p> <p>We are able to support schools free of any charge, in respect of the following:</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 • NAS Early Birds and Early Bird + • ELKLAN • Connect 6: Ways to Wellbeing • Mental Health First Aid Training for Youth

	<ul style="list-style-type: none"> • Family support across a range of issues by our Family Services team. Families are also supported by Coffee sessions, focused Topic Workshops and our online offer. • Saturday morning Clubs; Holiday Clubs and targeted respite support
 <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 ASC. Delivery of learning is informed and supported by our embedded therapy team:</p> <ul style="list-style-type: none"> • Speech and Language Therapists • Occupational therapist <p>As well as connecting with</p> <ul style="list-style-type: none"> • Children and Adult Mental Health Services for Learning disabilities (CAMHS LD) – by referral • Educational Psychology Support • School Nursing Team [Asthma, Epilepsy & Anaphylaxis as well as other more complex medical needs] <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 are well - resourced 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 advice • Positive Behaviour support following the Low Arousal approach; Studio 111 & Hedgewood ABC • A wide range of facilities e.g. Trim Track, Therapy Proprioceptive Space, Library, Outdoor Learning Areas, Bike Track, Swings. See 'Our Facilities' on the School Website <p>The aim is to develop independent learners properly prepared for the next stage of their education and adult life.</p>

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 secondary school transfer.

Further information about the school ** see regulations below

PROVISION



How will you help my child transition into and out from your school?

We work closely with parents and each individual to offer an appropriate programme for both those joining the school and those leaving the school. This can include the use of visits to school for the pupil and parents, home visits by staff, a gradual integration programme and a range of visual resources to help the child understand the changes.

For children joining in year R, we have visits for parents and children to the school prior to the September [Stay & Plays] and we ensure that the children have information to look at over the holidays as well as a virtual tour to help them anticipate this big step forward.

We also ensure that pupils 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.

When children and young people move between classes in the school we:

- Have prepared everyone with visual resources and opportunities to visit new rooms.
- Ensure that parents have an opportunity to come and have a tour of the department outside of our Covid carefulness.
- Hold meetings for parents to explain the changes that will occur for their child.

From Hedgewood to mainstream – any pupil integrating into mainstream will have a structured transition programme, e.g. 1 day a week at mainstream supported by Hedgewood staff for the agreed duration.

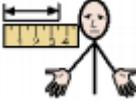
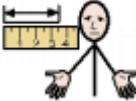
From Hedgewood to Secondary (Specialist/SRP/Mainstream) - The transition programme with local secondary schools starts the previous September and intensifies in the final summer term.



What do you teach my child?

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 specified needs. More curriculum in detail can be found on the on the Hedgewood Website.

<https://hedgewood.org/ourcurriculum/>

 <p>How will the curriculum be adapted to support my child?</p>	<ul style="list-style-type: none"> • Each child has an Individual Education and Health Care 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 are well resourced to implement specialist strategies to enhance a child’s ability to engage and to understand concepts as well as utilising specialised software/hardware and equipment as recommended.
 <p>How will you monitor and review the impact of the provision and my child’s progress?</p>	<p>Every child’s progress is measured 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, NC assessment runs alongside these descriptors. Pupils making slower progress will have bespoke assessments designed to capture smaller steps in learning. We have regular in house progress meetings and keep parents/ carers regularly informed of progress. 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. We allocate staff on the basis of individual and group need used to ensure each individual is encouraged to be as independent as possible and supported to extend learning. The curriculum is based around the development of social, communication and independence skills. Specifically we encourage pupils to take responsibility as much as possible (e.g. Class helpers, Hedgewood Community Team, School Council) and offer travel training in Year 6.</p>
 <p>How will you develop my child’s social skills?</p>	<p>Through the curriculum via class work and others programmes such as:</p> <ul style="list-style-type: none"> ▪ Attention Hedgewood /Bucket Time ▪ Developing the Essential 8 Skills ▪ PALS ▪ Assemblies/Presentations ▪ Extended School – After School Clubs and residential trips <ul style="list-style-type: none"> ▪ Support from SaLT ▪ Every break time ▪ Through Outdoor Learning
 <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 Journeys <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

	<p>review.</p> <ul style="list-style-type: none"> • 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. Teachers also make home visits when requested and parents are able to request additional meetings as required. <p>The school offers parents training, informally at monthly Parent coffee afternoons, or more formally through focused Topic Workshops:</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 Assistive 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
 <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)

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 <ul style="list-style-type: none"> • At the gate conversations
 <p>How will pupils / young people and parents contribute to the processes, planning and assessment?</p>	<ul style="list-style-type: none"> • School Council • Parent Governors • Formal parent/carer meeting e.g. termly PCP reviews, Parents Evenings and Annual Reviews • 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 fortnightly Parents coffee afternoons, Formal and informal meetings. • Senior Leadership team – available to meet with parents • Access to SaLT/OT

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.