

**Special Educational Needs and Disabilities (SEND) Local Offer
and School SEN Information Report for Eaton Dorney Independent Therapeutic School (EDITS)**

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Website	http://www.etondorneyspecialschool.co.uk/
Type of School	Independent – SEND

1. Identifying Special Educational Needs and Disabilities (SEND)

a. What kind of SEND does the school provide for ?

EDITS hubs provide a education placement to reintegrate young people back into education and then develop them into independent learners.
Using a combination of clinical and alternative therapeutic interventions, high quality education covering the core curriculum.
EDITS cater for young people who have an EHCP that reflects the profile of our admission criteria aged between 10 and 18 years of age.
Each young person will have a bespoke lifelong learner program that will allow them to succeed in their next educational or employment steps.

b. How does the school know if children and young people have SEND and need additional support ?

Any prospective student should have an EHCP or be in the process of acquiring one via the Local Authority education, health and social care teams.

c. What should I do if I think my young person may have SEND

Reach out to the Local Authority education, health and social care teams, to instigate the EHCP process.

2. Support the school provides for young people with SEND

a. What Teaching Strategies and additional support do the schools use to support Young People with SEND

- Class sizes of no more than 8 young people
- Daily Learner therapeutic intervention with transferable outcomes
- Qualified teaching staff
- Each Core Subjects delivered at least twice a week
- 1:3 Teaching support Ratio to flex with needs
- Therapy packages delivered and advised where relevant by : Speech Language , Occupational Therapy , Sensory Integration / Regulation, Psychotherapy ,clinical and education psychology.
- Partnership working with external specialists

b. How is the decision made about what type of support my young person will access ?

All pupils will access the core support package, additional interventions will be layered in accordance to the young person's EHCP, and on occasions to review that plan in line with transitional needs. On occasion

aspects / interventions of the EHCP may be lowered or removed due to the next steps and appropriate make up of the provision for that young person.

c. How will I (parent / carer) be involved in planning for and supporting my young person's learning and development?

We will meet with new parents and review the EHCP, transferring it with the family into a engagement plan which will reflect best support and best challenge for their young person.
Each term there will be a Triad progress meeting which encompasses the progress around, engagement levels, emotional and mental wellbeing / resilience and academic progress.
An annual review will be held with all Stakeholders working on behalf of the young person.
Home / School links will be weekly, unless there is a need to ensure waking day support triggered by disengagement which will be communicated via text message.
Parents will attend at least 3 sessions per year whereby a review and advisory process will be put in place around, home, siblings and family unity.

d. How will my young person be involved in his / her own learning and wellbeing.

Each young person will outline the transition they want to make with the support of the team, they will map the journey on a termly basis and review their progress to meet their end target.
Young people will attend part or all their progress meeting each term.

3. Children and Young Peoples Progress

a. How do you check and review your young person's progress?

Each term there will be a progress meeting which encompasses the progress around, engagement levels, emotional and mental wellbeing / resilience and academic progress.
An annual review will be held with all Stakeholders working on behalf of the young person.
Previous academic data will be used to baseline student levels, but this is dependent on accuracy and gaps in learning i.e. if the young person has been out of education for 18 months the previous data may not be relevant.

b. How do we know that the EDITS environment is having the desired impact on the young person?

Meetings will provide quantitative evidence of progress. Staff will also case study specific qualitative progress.
Evidence of transitional change, engagement and regulation-based improvements at home will be shared with the EDITS.
An intervention around engagement levels or concerns will be logged and monitored.

4. Support for overall well-being

a. What support is available to promote my young person's emotional and social wellbeing and development?

The combined curriculum allows for transitional development work for each young person with therapeutic oversight.
There is a no bullying ethos across the hubs and interventions to empower decision making skills will be used to support any incident so of reactive behaviours.
The hubs are focused on student wellbeing and preparation for self-management and the best access to their future options as independently as possible.

5. Preparation for the next steps

a. How will you help my young person join the EDITS?

As part of the contract with the funding bodies we will request all appropriate files from previous educational settings, social care and all appendices that have been used to develop the EHCP. Young people will attend three short visits to ensure they are comfortable or to allow us to develop a bespoke entrance plan that will support their transition. Some young people will start on a phased transition to ensure the best outcomes long term.

b. How will you prepare my young person to join the next stage of their educational life?

The team will work proactively with the next setting, who will agree for a Key Worker from EDITS to work with them as a school to ensure a smooth transition that is successful long term. The last term will involve some work based on the incumbent school site with the keyworker. Employment destinations work is carried out with young people and if appropriate opportunities will be sought. Work with all stakeholders is undertaken to ensure the 'team around the child' support is sustained.

6. Accessibility and specialist equipment

a. How accessible are the hubs?

Access for ambulant young people and staff, with some additional access re: Toilets and ground floor learning spaces.

b. What is my child needs specialist equipment or facilities ?

As outlined in EHCP – Contact the Hubs for bespoke Specialist Equipment dialogue

7. Training for staff

a. What expertise do the staff have working with my young person

All staff have at least Level 2 safeguarding / child protection training. The Therapeutic team are all HCP registered and have supervision from leading professionals. All Support Assistants hold a minimum of a level 2 qualification or working towards this. All Teachers have QTS / QTLs or are working towards this. Psychotherapy support and supervision is accessed by all staff members. Staff attend weekly CPD sessions which are a combination of bespoke courses to meet the needs of the young people on roll.

b. What other agencies do you involve in meeting the needs of my young person.

We work with all agencies appropriate to you young person needs, Post Adoption, Social care , CAMHS. Some of these professionals will close their work with the young person due to the impact of the Hub based interventions.

8. Policies

a. Where can I find EDITS School policies ?

Hyper link:
<https://www.etondorneyspecialschool.co.uk/>
Admissions
Curriculum / SEN
Safeguarding / Child protection
Behaviour
Anti-Bullying
Complaints

For further information please contact Melissa Farnham