

What type of support is available for my child?

- Transition and Reintegration Facilitators
- Small teaching groups
- Daily ability based Literacy and Maths sessions
- High quality teaching
- Appropriate and accessible curriculum
- Bespoke timetabling
- 1:1 time with key teacher/support staff
- High adult to pupil ratio
- Educational Health Care Plan Annual reviews
- Holistic planning involving all those important to your child
- Emotional Literacy
- Language and Communication

How does the school support my child with transition?

On entry - Home visits, parent meetings, school visits, induction process, student profile

On exit - Transition plans, schools visits, regular meetings with families and outside agencies

How does the school communicate with me?

- Phone calls
- Raedwald Trust Website
- Parent meetings
- Annual Reviews
- Meetings with outside agencies
- End of placement reports
- Parent events
- Every child's needs are considered on an individual basis

Who do I talk to about my child's needs or if I have any concerns?

- Head of School:
- Angela O'Rourke
SEND Lead
- Nancy Tovey-Holmes



SEN Information Report Summary

Alderwood Academy 2020

What support will there be for my child's wellbeing?

- 1:1 time with keyworkers
- Personalised weekly targets
- Reward scheme
- Therapeutic activities - Forest Schools, Brainy Dogs, Horse Riding, Swimming
- Thrive
- Mentoring
- Life skills development
- School nurse
- Monitoring attendance
- Home visits
- Risk assessments
- PSHE curriculum developed to meet current pupil need

How does the school identify and assess students with needs?

- Information from parents/carers
- Information from previous school/setting
- Pupil views (through questionnaires, regular discussions with staff and observations)
- Information from outside agencies
- Assessment data upon entry and from previous settings
- EHCP outcomes and Annual Reviews

How does the school meet my child's needs?

- Detailed baseline assessments on entry
- Social, emotional & mental health - social skills groups/games, anger management, self-esteem work, PSHE, 1:1 counselling, keyworker, PSHE
- Cognition and learning needs - Dyslexic friendly approach, Lexia, daily literacy and maths ability based small group teaching
- Sensory &/or physical - disabled toilet, sensory room, coloured paper/overlays, fidget toys, P.E. sessions, occupational health input, visual timetables, access to quiet area/room
- Communication and interaction - structured social times, social skills games, 1:1 time, small group teaching, high staff to pupil ratio, PSHE, visual timetables displayed
- Referral to specialist agencies as appropriate - SALT, Educational Psychology, Occupational therapy, nurse practitioners
- Staff receive regular training to update their knowledge regarding SEND