



Alderwood Academy SEND Offer

At Alderwood Academy we provide a two to three term bespoke education for children and young people aged between 7 and 14 years old, with the aim of supporting pupils to return to either mainstream education or other suitable education provision. We aim to establish the underlying cause of exclusion from mainstream schooling, disengagement in education or issues surrounding struggles with belonging.

Children arriving at Alderwood present with low self-esteem, issues with self-regulation and many of the children can broadly be described as having an attachment disorder of some kind while other diagnoses may include; Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD) or Developmental Trauma Disorder. This often manifests as behavioural difficulties in self-regulation, low self-esteem, and issues in forming appropriate friendships or trust.

We believe that all children, including those as having been identified as having Special Educational Needs and Disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and be fully included in all aspects of school life. We believe that all children should be equally valued in school.

Our vision: Higher Expectations; Higher Aspirations; Higher Achievement

Quality: Our Trust is relentlessly focused on improvement and driven by a curriculum led model of planning that allows our young people a new start, and new opportunities to succeed.

People: Our pupils and their families are at the heart of what we do, driving inspirational, bespoke pathways.

Community: Our colleagues and partners share our passion for achieving exceptional outcomes for our children and young people; we work together to support our young children and young people into being productive members of the community in which they live.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. At Alderwood we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to be successful learners.

All teachers are teachers of SEND pupils and as such provide Quality First Teaching which takes account of the individual needs of pupils with SEND in their classes.

Pupil progress meetings are held internally every three weeks between teachers and our curriculum and assessment lead to review children's progress and determine key priorities for intervention in the next unit of work.

Every pupil at Alderwood has an Individual Learning Plan (ILP) that is updated every half term and shared with pupils and parents who also have input.

See Raedwald Trust Special Education Needs for further information:

<https://www.raedwaldtrust.com/about-raedwald-trust/special-educational-needs/>

Accessibility Plan 2019 – 2022

SEN Policy and Information Reports 2019 – 2020

Single Equality Policy

Special Educational Needs and Disabilities (SEND) and the Local Offer

Word Processor Policy