

What type of support is available for my child?

- Small teaching groups
- Quality first teaching
- Appropriate, accessible and concentric curriculum
- Bespoke timetabling and Individual Learning Plans (ILPs)
- 1:1 time with key teacher/support staff
- High adult to pupil ratio
- Education, Health and Care Plan Annual reviews
- Induction and planning involving all those important to your child
- Nurture based setting and ethos
- Outreach session delivered weekly at their home school
- Intervention programmes

How does the school support my child with transition?

On entry– Thorough induction process including a home visit, home school visit and visit to Alderwood, developing the student profile (pupil passport) and ILP

On exit– Personalised transition plans, schools visits, regular meetings with families and outside agencies, sharing information and exit reports with setting

How does the school communicate with me?

- Regular phone calls, meet and greet and/or email
- Updates and contact via Class Dojo
- Raedwald Trust Website, Instagram and Twitter
- Parent/Carer meetings (Induction, mid placement and exit)
- Pupil Progress meetings and ILP updates
- 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?

Headteacher - Tom Baker
SENDCo - Lauren Quigley
Class Teachers
Learning and Progress support staff



SEN Information Report Summary

Alderwood Academy 2022/23

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

- Nurture based setting and ethos
- High adult to pupil ratio
- Personalised weekly targets
- Weekly celebration assembly and certificate
- Thrive approach and therapeutic play
- Daily welcome and breakfast
- School nurse
- Monitoring attendance
- Home visits
- Risk assessments
- PSHE curriculum developed to meet current pupil need
- Regular pupil progress meetings
- Interventions to support SEMH
- Weekly outreach delivered to support home school

How does the school identify and assess students with needs?

- Information from parents/carers and home school
- Pupil views (through induction, regular discussions with staff and observations)
- Information from outside agencies working with the young person
- Baseline assessments upon entry and from previous settings
- EHCP outcomes and Annual Reviews
- Regular pupil progress meetings

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 curriculum, 1:1 time with key adults, ILPs, Thrive
- Cognition and learning needs – Small learning groups, SEND friendly learning environments, daily literacy and maths small group teaching differentiated to ability, interventions tailored to pupil need
- Sensory &/or physical – disabled toilet, sensory room and resources, coloured paper/overlays, sensory circuits, visual timetables, access to quiet spaces
- Communication and interaction – structured and modelled social times, social skills games, 1:1 time, small group teaching, high staff to pupil ratio, WellComm, 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
- Every child's needs are considered on an individual basis