

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, EHCP referrals

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
- EHCP Annual review process

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

- Headteacher - Tom Baker (DSL)
- SENDCo - Cate Fairweather
- Class Teachers
- Learning and Progress support staff
- DDSL - Jayne Crapnell & Ellen Whight



SEN Information Report Summary

Alderwood Academy 2023-24

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 club
- School nurse support
- 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
- Mental Health First Aiders
- PCSO

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, supported social times
- 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, daily reading sessions
- 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, Speech and Language therapist on-site support
- 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