

Raedwald Trust Site	Description of Offer
Alderwood Academy	<ul style="list-style-type: none"> • Short-term provision (2-3 terms) for children and young people in KS2/KS3. All pupils to return to mainstream education at the end of placement. • Provide support for pupils at risk of exclusion as an intervention strategy; children/young people who have been permanently excluded should not attend this site unless a “next school” has been identified prior to start date at Alderwood. • Children/Young people attending this setting may: <ul style="list-style-type: none"> - have a combination of needs which are significant - have needs that include communication, cognitive development, SEMH, physical/sensory impairment - demonstrate significant difficulty in retaining learning or applying learning - demonstrate significant and persistent difficulties in organising self - demonstrate regular episodes of frustration and evidence of damage to self-esteem caused by their speech difficulties and/or cognitive and SEMH barriers to learning - display frequent disengagement from learning, non-attendance and/or behavioural difficulties - show a lack of response inhibition e.g. runs off, shouts out inappropriately, inability to wait - exhibit disengagement from learning, nonattendance and/or behavioural difficulties - may be at risk of self-harm - may be unable to listen, process information efficiently and write at the same time
First Base Ipswich	<ul style="list-style-type: none"> • Provision for children in EYFS and KS1. • Part-time placements are for two days a week for two terms, children continue to attend their community school on the other three days. Full-time placements are for five days a week and can be longer term, depending on need. • Provide support for pupils at risk of exclusion as an intervention strategy; children who have been permanently excluded should not attend this site unless a “next school” has been identified prior to start date at First Base. • Children attending this setting may: <ul style="list-style-type: none"> - have a combination of needs which are significant

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Montgomery Road	<ul style="list-style-type: none"> • Longer term provision (up to 2 years) for young people in KS4 • Young people have a combination of needs which are severe and complex. A plan may be in place that requires a highly personalised approach to teaching and learning through a range of different specialist support. • Needs of young people have an impact on functioning beyond education setting and include ability to engage in the community. • Young people attending this setting may: <ul style="list-style-type: none"> - have needs that are highly complex and likely to arise from a combination of behavioural, communication, learning, medical, primary care, physical and sensory barriers - have severe and complex medical or behavioural support needs and require resources for crisis intervention available throughout the day - exhibit obsessional and/or ritualistic behaviour which is all consuming - demonstrate severely restricted ability to co-operate in a small group - be unable to manage routines/staff without high levels of adult intervention - on a daily basis invade personal space of others and/or hits out at peers or adults - demonstrate unsafe, risky, anti-social behaviour, independently or with peers more frequently than daily

	<ul style="list-style-type: none"> - have sever difficulty in engaging in peer relationships due to lack of understanding, awareness of interest - require a highly personalised approach to teaching and learning
Parkside Academy	<ul style="list-style-type: none"> • Specialist medical provision which offers support to pupils in KS3 and KS4 • Young people at Parkside have a combination of needs which are severe and significant • The needs of these young people have an impact on their functioning beyond their education setting and include their ability to engage in the community. • Young people attending this setting may: <ul style="list-style-type: none"> - have needs that are highly complex and likely to arise from a combination of behavioural, communication, learning, medical, primary care, physical and sensory barriers - be echolalic rather than using meaningful language - exhibit significant fluctuations in mood increasing unpredictability over attitudes to learning tasks - demonstrate regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties - have significant difficulties in maintaining and making healthy relationships with peers - present as significantly unhappy or stressed - demonstrate profound speech and/or language difficulties which may have significant impact on his/her ability to access the educational curriculum and future attainment and employment - exhibit obsessional and/or ritualistic behaviour which is all consuming - exhibit unusual reactions to sensory stimuli - exhibit physical outbursts if stressed, e.g. another pupil gets too close - be at risk of self-harm - have a profound/progressive condition, will require the use of a powered wheelchair or dependent on assistance for mobility - demonstrate difficulties with independence skills and may be dependent on assistance for most personal care needs such as eating, dressing and toileting
Lindbergh Campus	<ul style="list-style-type: none"> • Provision which supports young people in KS3 and KS4

	<ul style="list-style-type: none"> • Provide support for children who are at risk of exclusion or who have been permanently excluded from mainstream education. • Re-integrations and managed moves are coordinated, whenever possible or appropriate, through Suffolk County Council's In Year Fair Access Panel (IYFAP). • Young people attending this setting may: <ul style="list-style-type: none"> - have a combination of needs which are severe and significant - have needs that have an impact on the young person beyond their educational setting and include his/her ability to engage in the community - exhibit significant fluctuations in mood increasing unpredictability over attitudes to learning tasks - appear uncooperative or defiant - demonstrate regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties - demonstrate frequent disengagement from learning, non-attendance and/or behavioural difficulties - demonstrate frequent episodes of aggression towards peers and adults - demonstrate a lack of response inhibition, e.g. runs off, shouts out inappropriately, inability to wait - have significant difficulties in maintaining and making healthy relationships with peers - present as significantly unhappy or stressed - demonstrate daily physically challenging behaviour - may be at risk of self-harm
Hospital School	<ul style="list-style-type: none"> • Specialist classroom based in Ipswich Hospital which supports in-patient care for children and young people from EYFS – KS4. • Work is coordinated and in partnership with child/young person's mainstream or alternative setting.
St.Christopher's Academy	<ul style="list-style-type: none"> • Children with identified SEND in KS2; requirement for admission is EHCP in place and SEMH/MLD profile. • Longer term provision (up to 2 years) for children in KS2

	<ul style="list-style-type: none"> • Children have a combination of needs which are severe and complex. A plan will be in place that requires a highly personalised approach to teaching and learning through a range of different specialist support. • Needs of children have an impact on functioning beyond education setting and include ability to engage in the community. • Children attending this setting may: <ul style="list-style-type: none"> - have needs that are highly complex and likely to arise from a combination of behavioural, communication, learning, medical, primary care, physical and sensory barriers - have severe and complex medical or behavioural support needs and require resources for crisis intervention available throughout the day - be echolalic rather than using meaningful language - exhibit obsessional and/or ritualistic behaviour which is all consuming - demonstrate severely restricted ability to co-operate in a small group - be unable to manage routines/staff without high levels of adult intervention - on a daily basis invade personal space of others and/or hits out at peers or adults - demonstrate unsafe, risky, anti-social behaviour, independently or with peers more frequently than daily - have sever difficulty in engaging in peer relationships due to lack of understanding, awareness of interest • - require a highly personalised approach to teaching and learning
Westbridge Academy	<ul style="list-style-type: none"> • Provision which supports young people in KS4 • Provide support for children who are at risk of exclusion or who have been permanently excluded from mainstream education. • Re-integrations and managed moves are coordinated, whenever possible or appropriate, through Suffolk County Council's In Year Fair Access Panel (IYFAP). • Young people attending this setting may: <ul style="list-style-type: none"> - have a combination of needs which are severe and significant - have needs that have an impact on the young person beyond their educational setting and include his/her ability to engage in the community - exhibit significant fluctuations in mood increasing unpredictability over attitudes to learning tasks

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