

Raedwald Trust Site	Description of Offer
Alderwood Academy	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Children/Young people attending this setting may: <ul style="list-style-type: none"> <li>- have a combination of needs which are significant</li> <li>- have needs that include communication, cognitive development, SEMH, physical/sensory impairment</li> <li>- demonstrate significant difficulty in retaining learning or applying learning</li> <li>- demonstrate significant and persistent difficulties in organising self</li> <li>- 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</li> <li>- display frequent disengagement from learning, non-attendance and/or behavioural difficulties</li> <li>- show a lack of response inhibition e.g. runs off, shouts out inappropriately, inability to wait</li> <li>- exhibit disengagement from learning, nonattendance and/or behavioural difficulties</li> <li>- may be at risk of self-harm</li> <li>- may be unable to listen, process information efficiently and write at the same time</li> </ul> </li> </ul>
First Base Bury St Edmunds Academy	<ul style="list-style-type: none"> <li>• Provision for children in EYFS and KS1.</li> <li>• 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.</li> <li>• 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.</li> <li>• Children attending this setting may: <ul style="list-style-type: none"> <li>- have a combination of needs which are significant</li> </ul> </li> </ul>

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First Base Ipswich Academy	<ul style="list-style-type: none"> <li>• Provision for children in EYFS and KS1.</li> <li>• 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.</li> <li>• 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.</li> <li>• Children attending this setting may: <ul style="list-style-type: none"> <li>- have a combination of needs which are significant</li> <li>- have needs that include communication, cognitive development, SEMH, physical/sensory impairment</li> <li>- demonstrate significant difficulty in retaining learning or applying learning</li> <li>- demonstrate significant and persistent difficulties in organising self</li> <li>- 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</li> <li>- display frequent disengagement from learning, non-attendance and/or behavioural difficulties</li> </ul> </li> </ul>

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Hospital School	<ul style="list-style-type: none"> <li>• Specialist classroom based in Ipswich Hospital which supports in-patient care for children and young people from EYFS – KS4.</li> <li>• Work is coordinated and in partnership with child/young person’s mainstream or alternative setting.</li> </ul>
Lindbergh Campus	<ul style="list-style-type: none"> <li>• Provision which supports young people in KS3 and KS4</li> <li>• Provide support for children who are at risk of exclusion or who have been permanently excluded from mainstream education.</li> <li>• Re-integrations and managed moves are coordinated, whenever possible or appropriate, through Suffolk County Council’s In Year Fair Access Panel (IYFAP).</li> <li>• Young people attending this setting may: <ul style="list-style-type: none"> <li>- have a combination of needs which are severe and significant</li> <li>- have needs that have an impact on the young person beyond their educational setting and include his/her ability to engage in the community</li> <li>- exhibit significant fluctuations in mood increasing unpredictability over attitudes to learning tasks</li> <li>- appear uncooperative or defiant</li> <li>- demonstrate regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties</li> <li>- demonstrate frequent disengagement from learning, non-attendance and/or behavioural difficulties</li> <li>- demonstrate frequent episodes of aggression towards peers and adults</li> <li>- demonstrate a lack of response inhibition, e.g. runs off, shouts out inappropriately, inability to wait</li> <li>- have significant difficulties in maintaining and making healthy relationships with peers</li> <li>- present as significantly unhappy or stressed</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- demonstrate daily physically challenging behaviour</li> <li>- may be at risk of self-harm</li> </ul>
Montgomery Road Campus	<ul style="list-style-type: none"> <li>• Longer term provision (up to 2 years) for young people in KS4</li> <li>• 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.</li> <li>• Needs of young people have an impact on functioning beyond education setting and include ability to engage in the community.</li> <li>• Young people attending this setting may: <ul style="list-style-type: none"> <li>- have needs that are highly complex and likely to arise from a combination of behavioural, communication, learning, medical, primary care, physical and sensory barriers</li> <li>- have severe and complex medical or behavioural support needs and require resources for crisis intervention available throughout the day</li> <li>- exhibit obsessional and/or ritualistic behaviour which is all consuming</li> <li>- demonstrate severely restricted ability to co-operate in a small group</li> <li>- be unable to manage routines/staff without high levels of adult intervention</li> <li>- on a daily basis invade personal space of others and/or hits out at peers or adults</li> <li>- demonstrate unsafe, risky, anti-social behaviour, independently or with peers more frequently than daily</li> <li>- have sever difficulty in engaging in peer relationships due to lack of understanding, awareness of interest</li> <li>- require a highly personalised approach to teaching and learning</li> </ul> </li> </ul>
Outreach Service	<ul style="list-style-type: none"> <li>• Commissioned service that is available to all mainstream secondary and primary schools, external providers (out of county or in county).</li> <li>• Aim is to support children/young people to continue to access mainstream provision. This is done through collaborative work with the referring school to create a bespoke and personalised programme of support. This can include small group teaching, 1:1 mentoring, 1:1 tutoring, small group vocational planning support, in-school support, off-site support, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• Support for children in Key Stage 2 to Key Stage 4 who present with complex needs. This can include (but is not limited) to: <ul style="list-style-type: none"> <li>- Pupils who are unable to access their mainstream school site and need support to re-engage with their home school.</li> <li>- Pupils with SEMH and/or behavioural needs which require additional bespoke provision.</li> <li>- Pupils with medical needs including those who have anxiety, depression, ASD, ADHD, etc.</li> <li>- Any pupil whom professionals believe would benefit from additional specialist educational support.</li> </ul> </li> <li>• Referral is through the Head of Service. Referral form is accessible at: <a href="https://www.raedwaldtrust.com/referrals/bespoke-provision/">https://www.raedwaldtrust.com/referrals/bespoke-provision/</a></li> </ul>
Parkside Academy	<ul style="list-style-type: none"> <li>• Specialist medical provision which offers support to pupils in KS3 and KS4</li> <li>• Young people at Parkside have a combination of needs which are severe and significant</li> <li>• 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.</li> <li>• Young people attending this setting may: <ul style="list-style-type: none"> <li>- have needs that are highly complex and likely to arise from a combination of behavioural, communication, learning, medical, primary care, physical and sensory barriers</li> <li>- be echolalic rather than using meaningful language</li> <li>- exhibit significant fluctuations in mood increasing unpredictability over attitudes to learning tasks</li> <li>- demonstrate regular episodes of frustration and evidence of damage to self-esteem caused by these difficulties</li> <li>- have significant difficulties in maintaining and making healthy relationships with peers</li> <li>- present as significantly unhappy or stressed</li> <li>- 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</li> <li>- exhibit obsessional and/or ritualistic behaviour which is all consuming</li> <li>- exhibit unusual reactions to sensory stimuli</li> <li>- exhibit physical outbursts if stressed, e.g. another pupil gets too close</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>- be at risk of self-harm</li> <li>- have a profound/progressive condition, will require the use of a powered wheelchair or dependent on assistance for mobility</li> <li>- demonstrate difficulties with independence skills and may be dependent on assistance for most personal care needs such as eating, dressing and toileting</li> </ul>
St. Christopher's Academy	<ul style="list-style-type: none"> <li>• Children with identified SEND in KS2; requirement for admission is EHCP in place and SEMH/MLD profile.</li> <li>• Longer term provision (up to 2 years) for children in KS2</li> <li>• 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.</li> <li>• Needs of children have an impact on functioning beyond education setting and include ability to engage in the community.</li> <li>• Children attending this setting may: <ul style="list-style-type: none"> <li>- have needs that are highly complex and likely to arise from a combination of behavioural, communication, learning, medical, primary care, physical and sensory barriers</li> <li>- have severe and complex medical or behavioural support needs and require resources for crisis intervention available throughout the day</li> <li>- be echolalic rather than using meaningful language</li> <li>- exhibit obsessional and/or ritualistic behaviour which is all consuming</li> <li>- demonstrate severely restricted ability to co-operate in a small group</li> <li>- be unable to manage routines/staff without high levels of adult intervention</li> <li>- on a daily basis invade personal space of others and/or hits out at peers or adults</li> <li>- demonstrate unsafe, risky, anti-social behaviour, independently or with peers more frequently than daily</li> <li>- have sever difficulty in engaging in peer relationships due to lack of understanding, awareness of interest</li> </ul> </li> <li>• - require a highly personalised approach to teaching and learning</li> </ul>
Westbridge Academy	<ul style="list-style-type: none"> <li>• Provision which supports young people in KS4</li> </ul>

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