

ALDERWASLEY HALL SCHOOL & SIXTH FORM CENTRE

part of the SENAD Group

Local
Offer



Education



Health



Care

An Independent Specialist Day and Residential School for
Young People aged 5 to 19 years with Asperger's Syndrome,
Autistic Spectrum Disorders and Specific Language Disorders.

**Expect More.
Expect Better.**

What does your school do?

Alderwasley Hall School and Sixth Form Centre is an independent specialist day and residential school for young people aged 5 to 19 years with Specific Language Disorders, Asperger's Syndrome and High Functioning Autistic Spectrum Disorders, all of whom experience complex speech, language and communication needs. We also have expertise in working with children and young people with Acquired Brain Injury.

The School and Sixth Form Centre are located on separate sites within five miles of each other and are situated in Derbyshire, close to the towns of Matlock, Belper and Wirksworth. The City of Derby is also within easy access.

The aim of all aspects of the curriculum is to prepare students for adult life by fulfilling their social and academic potential. Young people are supported to develop and achieve academic and vocational plans, develop independent living skills and a clear sense of identity enabling them to contribute to society in adult life.

The individual needs of students, as set out in their Education, Care and Health Plan are met through Therapy and educational programmes, underpinned by high quality care.



School contact details:

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Head Teacher

Alderwasley Hall School
Alderwasley
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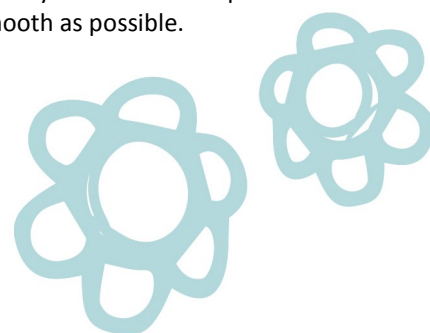
Tel: 01629 822586
Email: alderwasley.info@senadgroup.com

How do I get my child a place at Alderwasley Hall School?

If you are interested in your child having a place at the school. Please contact:

Caroline Eaton
Group Referrals Officer
Tel: 01332 378 840
Email: info@senadgroup.com

We will carry out a multi-disciplinary assessment to confirm that we can meet your child's needs, determining the education, health and care packages required. Assessments usually take between one and four days. We will plan your child's transition with you and relevant professionals to ensure this is as smooth as possible.



How is a decision made about the type and level of support my child will receive?

This is determined through the requirements in your child's Statement of Special Education Needs or Education, Health and Care Plan and other information gained during the referral and the assessment process. After we have assessed your child we send our assessment report to the Local Authority. The Local Authority and other agencies then review the report and agree whether or not to fund your child's placement at the school.

Your child will receive a broad and balanced curriculum which takes into account their needs. Timetables and study pathways are individually tailored to meet need, ability and aspirations.

Targets for your child's progress (known as outcomes) are set when your child starts at the school and there is an ongoing assessment and review of progress against these targets.

How will staff support my child?

We have a multi-disciplinary team approach which includes Teachers, Therapists, Care Staff and Specialist Support Staff. This ensures that all areas of our students' needs are met. Any difficulties are addressed quickly and effectively and our students' progress is constantly monitored. In addition we can ensure effective liaison with parents and placing Local Authorities.

We have a very high ratio of staff to students across both education and care. Class sizes are very small. Ongoing regular training ensures that staff are proactive and flexible in meeting students' needs.

Younger students, aged 5 to 11 years are taught in our Primary Centre. They are taught by a very small number of familiar staff and follow a primary curriculum.

At Key Stage 3, young people gradually begin to widen their sphere of familiar staff and access a greater range of specialist resource bases. When they reach Key Stage 4, young people will follow individualised timetables incorporating Entry Level and GCSE subjects along with a range of other subjects which are taught in tutor groups.

Our Sixth Form Centre offers post 16 students a highly individualised educational, therapeutic and residential programme aimed at addressing the transition from Key Stage 4 to adulthood.

Young people who reside are allocated a Key Worker who is dedicated to ensuring that their individual needs are met. The Key Worker is an important part of our interdisciplinary team and is a key link between the school other professional and parents.



‘Staff promote positive and nurturing relationships with young people. Interactions observed during this inspection were highly positive and illustrate warm, caring and respectful relationships.

Young people talk positively about the support that they receive and know that staff prioritise their wellbeing. One young person said ‘Staff always want to support you, I trust them and feel comfortable with them.’

Ofsted Care 2014

How will the curriculum be matched to my child's needs and how do you track my child's progress?

The aim of all aspects of the curriculum is to prepare students for adult life by developing the social skills, knowledge and understanding needed to choose, set and achieve personal goals. These may include academic or vocational plans, hopes for independent living or choices of rewarding leisure and recreational pursuits. Our curriculum is broad and delivered from Entry Level to Level Three qualifications.

We have close links with local further Education colleges to support a wide range of courses to suit career aspirations.

Targets for your child's progress are set when your child starts at the school and there is an ongoing assessment and review of progress against these targets. Targets are set for Education, Therapy and also Care where a child has a residential placement. Progress is recorded and evidence collated. Parents and professionals are involved in these reviews.

'The curriculum is good. It is broad, balanced and well planned to meet individual pupils' needs.'

Ofsted Education 2011

How will my child be included in activities outside of the classroom?

Enrichment activities are a key part of the learning experiences which make up the curriculum. They encourage the development of personal identity. Confidence and social skills which will enable our students to progress in their life choices when they leave us. Above all they offer students the opportunity to learn that choosing to do new things, to meet new people and join new groups, whilst daunting, can lead to life changing and fun experiences.

Enrichment activities take place at different times of the day and in various forms including lunchtimes, evening and weekends. They can include trips to local, regional and international venues and events, visiting speakers, participation in fundraising activities and being part of the Student Council.



Enrichment activities give students opportunities outside the classroom to:

- Develop new interests
- Develop new skills
- Take on new challenges
- Develop their language, numeracy and social skills
- Provide enterprise opportunities
- Develop links with local communities
- Celebrate their learning and their success
- Make progress towards and achieve their targets
- Extend their learning through activities which complement and contrast with their main programmes of study
- Think about themselves and make choices based on self awareness
- Understand, contribute to and play their part in local, national and international communities.

'The school provides a wide range of extra-curricular activities such as running, kayaking, climbing and sailing. A girls' group has been established in recognition of the small number of girls in the school, so that they are able to discuss issues around self-image and self-confidence. In order to increase participation in after-school activities, accommodation is offered as it is often difficult for them to return home afterwards due to transport arrangements.' Ofsted Education 2011



What specialist services, training and expertise are available?

We have an interdisciplinary team consisting of highly skilled and experienced Education, Care and Therapy staff.

As part of their induction all staff undertake a comprehensive training programme which includes mandatory training. Staff are given additional training over their probationary period which is specific to meeting the needs of the students. All staff working in Children's Residential services are supported to complete Diploma Level 3 Children and Young People's Workforce. Registered Managers are supported to achieve Diploma Level 5 Leadership and Management in Residential Services. Training is regularly refreshed and any improvements and alterations to best practice are cascaded throughout the school.

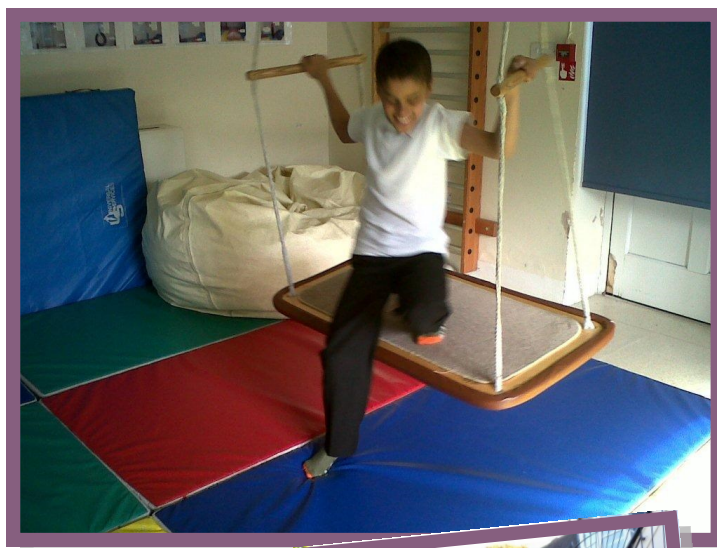
We have a large onsite team of Speech and Language Therapists and Occupational Therapists. The Therapy team work with the students to address individual needs to provide strategies to access learning, to lead healthy and fulfilling lives and to communicate effectively and with confidence. The team involve staff and parents in the provision to ensure consistency of approach and success. In addition the Therapists play an important role in training staff and parents. As part of induction new staff have an introduction into the Therapy needs of the students. This is followed by further workshops in which staff develop knowledge, strategies and skills for working with specific areas of need.

In addition we have an integrated Mental Health Team comprising two Psychotherapists who provide weekly support for staff and where necessary, the school has access to a local Educational Psychologist.

We also have a Health Promotions Manager who oversees the well-being, medical and health needs of students. We have excellent links with the local GP practice, Dentist and Opticians.

'The impact of therapies is systematically monitored and evaluated and this regularly leads to improvements in planning. Students, professionals, and parents and carers contribute to these evaluations. As a result of the areas of need identified, staff are better able to understand students' needs. Especially when planning for students' development of empathy and feelings, and their language and social skills.'

Ofsted Education 2011



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

The level of support will be established by the multi-disciplinary team prior to the young person joining Alderwasley. As an inclusive school, we welcome and celebrate the needs of young people from diverse backgrounds.

All students have a Key Team consisting of Tutor, Speech and Language Therapist, Occupational Therapist, Enhanced Support Worker and a Key Worker (if the young person resides with us). Students have daily access to their Key Team who monitor their well-being and address areas of need throughout the week.

For residential students the pivotal person in the young person's care is their Key Worker. Each young person is nominated a Key Worker prior to their arrival.

The Key Worker will be the main contact for parents or carers, as well as professionals. They will act as an advocate for the young person, as well as their families and will attend all reviews and key meetings about that young person. Each young person has a room of their own, personalised for them with help from their Key Worker, from the start of their time at the school.

How will you prepare my child for the next stage of their life?

We understand that changes can be worrying for students and their families and therefore transitions are managed in a timely and sensitive way.

We ensure that students make numerous visits to new settings with their Key Worker. Staff may transfer departments with the student or receiving staff will have had opportunities to get to know the student and will have received training to support their individual needs.

From the age of 14 years we start the transition planning process in liaison with parents and professionals. The process involves considering future options and identifying an appropriate ongoing placement that appropriately meets individual needs.

Throughout their time at the school we work to develop life skills to enable students to become as independent as possible as they move into adulthood. This includes building their confidence and self-esteem, developing their communication skills, giving them the ability to self-manage their behaviours and social skills, the ability to keep themselves safe, developing their ability to take care of personal hygiene and shopping and cooking skills.

‘Students have positive views about their futures and are supported to make decisions about the next stage of their lives. Students’ social development improves well during their time at the school and they are effectively supported to develop appropriate conversation and social skills.’

Ofsted Education 2011



How do you work with and involve me in my child's placement?

We recognise the important role that you as their parents/family have already played in your child's early care and education. We work closely with you to provide appropriate Care, Education and Therapy for your child.

Parents are integral to our work and we encourage all parents to become fully involved in school life. You will be involved in all key decisions regarding your child's placement and will be invited to all review meetings. We also encourage parents to visit their child as often as possible.

Alderwasley Parents Together is the school's parent support group. The group meet six times a year to network and to share experiences. The School Trust supports students to take part in extra curricular activities which they may not have otherwise be able to access due to affordability. We encourage all parents to get as involved as possible in both groups.

How accessible is the school environment?

As Alderwasley Hall School site is a grade 2 listed building and as such wheelchair accessibility is limited, however the Sixth Form Centre is wheelchair accessible. To meet the Disability Discrimination Act 2005, we do have an Accessibility Plan which means that we frequently review how we can increase students' participation in the school curriculum, improve the physical environment and expand the accessibility of the written information available.

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Alderwasley Hall School



The Sixth Form Centre

Aims of Alderwasley Hall School and Sixth Form Centre

Our aim is to enable students to:

Fulfil Social and Communication Potential

We have a large team of on-site Speech and Language and Occupational Therapists, who play an active role in every aspect of a young person's placement. Each young person is central to their individualised Therapy Programme, which ensures that they feel valued, confident and have a sense of belonging. The School provides a language rich, personalised, homely and safe environment in which young people can feel supported to develop their social communication skills. Therapy is a key strength of the school.

Fulfil Academic Potential

We provide an extensive curriculum to meet the varied needs of each young person. Each student has a personalised timetable with a clear emphasis on aspirations and future plans. The curriculum offers opportunities to study Entry level up to A level courses, incorporating opportunities for young people to engage in new experiences. The destinations of our leavers illustrates the positive impact we have on fulfilling their academic potential.

Provide a Memorable and Enjoyable School Experience

Through embracing students' individuality we offer exciting learning opportunities for young people. These experiences explore different environments and activities which foster curiosity and boldness as well as physical, mental and social challenges. We are proud of how we support young people to create positive memories and long lasting friendships.

Fulfil Young People's Independence

We provide outstanding opportunities for young people to develop and improve their independence skills, with an emphasis on transferring these skills across all settings as they progress through the school. Students in Key stage 1 to 5 study our unique Life Skills Curriculum which is planned and delivered by a multidisciplinary team including SLT, OT, their Tutor and Teaching Assistants. The emphasis on Life Skills increases when students reach the Sixth Form, when they receive up to five hours bespoke life skills teaching, tailored to their individualised transition plan. We value the support of parents in the development of these skills within the home environment. The preparation for life beyond school is firmly placed at the heart of all we do.

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Expect Better.**