

## Service Profile



### Student profile

Alderwasley Hall School and its sixth form provide specialist education, therapy and care for children and young people up to the age of nineteen years, where severe and complex speech language and communication needs, including Aspergers Syndrome is the primary disability. Our students typically experience:

- High anxiety
- Social difficulties/limited friendships
- Missed schooling
- Social isolation
- Educational and social failure within a mainstream environment
- Bullying

### Key Features

- Personalised Education with a programme of intervention.
- **Integrated specialist support including intensive Speech and Language therapy, Occupational Therapy and Mental Health.**
- Broad, balanced and relevant curriculum from Entry Level to Advanced Level.
- **Discreet Social, Independence and Life Skills teaching.**

### Education

#### Key Stage 2 to 4 (7-14 years)

All Key Stages have integrated education and therapy for pupils aged 7-16 years.

Key Stage Three students are grouped according to ability for the core subjects where specialist teaching and resources are required. The remaining subjects are taught by their tutors.

Key Stage Four students are taught by subject specialists in the core subjects and grouped according to ability and are taught by their tutor for the remaining subjects.

Students are offered a range of GCSEs in up to seven subjects. Some more able students are able to take GCSEs in year nine or ten, thus maximising their academic opportunities.

#### Sixth Form (post 16)

Students follow individual timetables which continue to develop language communication and social skills.

The core curriculum includes BTEC, functional skills and Life Skills, with opportunities for retakes and GCSEs.

All students have an opportunity to access a local Further Education College as appropriate to their abilities and interests.

### Therapy

The team of highly specialised Speech and Language and Occupational Therapists plan and implement individual programmes for each student and work collaboratively with all disciplines to maximise learning opportunities.

Therapists work flexibly to deliver interventions on an individual and group basis within all parts of the waking hours curriculum, as well as contributing to curriculum planning and development.

### Care

Residential houses are located on both sites. We also have a house for older students located in the nearby town of Matlock. Students are placed in the house relevant their placement type, age or development.

Each house is well furnished and provides a caring and homely environment where young people can experience a wide range of leisure activities during their evenings and weekends, both on the house and in the community.

#### Additional Resources include:

- Health Promotions Manager who ensures all students have an individualised Health Care Plan
- Provision of an Educational Psychologist
- Access to Derbyshire Mental Health Services
- On site Health and Safety specialists

### Outcomes

The school uses a cycle of ongoing evaluation of achievement and attainment data to inform planning and practice.

#### Some Recent Statistics:

- All students make good progress with their social and communication skills
- **94% of students left the school to join the work force or Further Education** (36% to access a Level 3 and 43% accessing Level 2 qualifications in a mainstream placement)
- 90% of initial school refusers are now fully attending classes
- **67% of students leave the school as independent community users**
- Looked After Children make as good progress as their peers

### Placement Options

**52 weeks residential** – Full residential care.

**38 week residential** –The youngster is resident at the school during term time only or during the week.

**39 to 51 week residential** –Where there is a need to provide additional residential support to meet the needs of the young person and their family.

**Day placements**

## Case studies

### Jayne

Fourteen year old Jayne had been out of education for two years prior to coming to Alderwasley. She had received a late diagnosis of Asperger's Syndrome with secondary anxiety, after a short stay at a Hospital School, as a result of periods of increasing social isolation and self-harm. Despite assessments showing that her intellectual skills fell within the average range, academic records showed that Jayne was performing well below the expected levels for her chronological age.

On joining Alderwasley Jayne benefited from having a consistent support assistant who worked with her on a staged transition into school. Jayne gradually increased her time within the school, from 2 half days a week, to a full time placement by the end of her first term. She was placed in a small pastoral group, with the initial focus being to build Jayne's self-esteem and confidence within the education system. As part of her personalised educational programme, she received intensive Speech and Language Therapy and Occupational Therapy, with additional support from the school Mental Health Team.

Therapy interventions included both individual and group sessions, working on developing her social skills, language and thinking skills. Through individual therapy Jayne made significant progress in her self-awareness and emotional competence. Jayne attended weekly Life Skills sessions, aimed at improving her confidence and competence within a wide range of community settings.

At 16 years of age, she achieved three GCSEs at grade C and two at grade D. She had a realistic understanding of her specific strengths and needs, and had developed plans and aspirations for her future. She had a secure group of friends that she independently met up with in the local community during her weekends. She successfully entered the sixth form to complete a range of Level One courses, as well as re-taking English GCSE. She began her Further Education inclusion programme in preparation for embarking onto Level Two courses the following year.

### Harry

Harry came to Alderwasley at the age of twelve years. He had a diagnosis of High-Functioning Autism, with sensory processing disorder. Harry had a reasonably successful Primary Education with an understanding teacher and group of peers. On starting secondary school, Harry began to show a reluctance to attend. School staff reported that they were struggling to cope with his increasing aggression towards his peers, and his inability to access the content and style of lessons. The school reluctantly excluded him during the Spring Term.

Harry joined a mixed Key Stage 3 group consisting of 7 students with similar academic potential. The group remained in the same classroom for most of their lessons, with consistent support from the class teacher, Speech and Language Therapist, Occupational Therapist and Teaching Assistant.

The Therapy team worked closely with the classroom and residential support staff to put in place strategies to support his learning and behaviour. He benefited from daily access to the Sensory Integration Room to explore new strategies to manage his emotions. Specific Sensory Integration sessions worked directly on improving Harry's heightened responses to noise and touch, and poor attention levels. He enjoyed working towards the class reward system and was developing some positive friendships. As a result of this intensive work, Harry's physical aggression reduced significantly and he was able to enjoy and learn within the majority of his lessons.

Harry progressed well throughout Key Stage 3 and coped well with his Year 9 SATS. Harry is currently in Year 10, studying GCSE Maths, Science, Art and ICT, and Entry Level English. He has been able to develop his passion for history, and attends a History Group within the local community once a week. Harry has expressed a desire to work in a Museum after he finishes school, and plans are in place for his work Experience placement next year.

## OFSTED 2011

### **Ofsted Inspectors said....**

'The quality of the education on both sites is good and all regulations are met. The school is successful in meeting its aim to develop the students' confidence in learning and communication. As a result of this and good teaching, students increasingly engage in education and make good academic progress after an initial stage of settling back into education. The school's use of therapies to support students is well established and is an impressive feature of the school's work.'

- 'Personalised timetables show a good range of opportunities to extend the curriculum, for example, by links with local schools, colleges and work experience providers.'
- 'Students behaviour is good. This is a result of the high quality therapies and effective behaviour management which is consistently applied. As a result of this, relationships are generally good throughout the school and the atmosphere in lessons is positive and conducive to learning. 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.'
- 'Students are encouraged to lead healthy lifestyles . They have a wide range of sporting and physical activities available to them through the use of the pool, climbing wall and other local amenities and facilities.'



## To make a referral please contact:

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