



# ALDERWASLEY HALL SCHOOL & SIXTH FORM



part of the SENAD Group

Prospectus  
2019/2020



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## Our Vision Statement

‘We all work together to create a happy and caring environment which enables our students to learn and communicate with confidence and grow as valued members of society.’



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# Welcome to Alderwasley Hall School and Sixth Form Upper Site

I am delighted to welcome you to Alderwasley Hall School and Sixth Form Upper Site. We are exceptionally proud of every aspect of our school and homes, from the academic and social achievement of our learners, to the outstanding specialist intervention and support we can provide for young people in our classes and our care.

The school is set in rural Derbyshire with close transport links to the diverse cities of Derby and Sheffield and we specialise in working with young people with severe and complex Speech, Language and Communication Needs incorporating High Functioning Autism. We have over 25 years of nationally recognised skill and experience within the educational field of ASD and Communication and our team of Speech and Language Therapists and Occupational Therapists is one of the largest in any school across the country. This, alongside our Mental Health Team provides us with an unrivalled level of expertise.

Our underpinning ethos of “Unconditional Positive Regard and fulfilment in life” guides all that we do and our outstanding outcomes, we believe, speak for themselves. We provide each young person with academic and social challenge through highly personalised, creatively designed programmes and curricula along with an extremely strong, well-established pastoral system of support, care and guidance. I am extremely proud to be the Headteacher of our school, a school which I believe, gives young people an exceptional chance to fulfil their academic, social and independence potential.

Whilst I know that you will find the information in our prospectus interesting and informative, nothing gives you a better insight into the true ethos of a school and home than seeing it for yourself. We always welcome visitors to our school and I strongly recommend that you take time to see the school and homes.

**Sara Forsyth**  
**Headteacher**



## **Alderwasley Parents Together and the School Trust**

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 otherwise be able to access due to affordability. This may include taking part in peripatetic music lessons or the purchase of clothing for special events such as the school prom. The School Trust runs fundraising events throughout the school year, including the school's Summer Fair which takes place in July.

We encourage all parents to get as involved as possible in both groups.

“Senior leaders know the school comprehensively, and are highly ambitious for pupils. They are determined to ensure that pupils receive the very highest levels of support, care and teaching to ensure that they make consistently strong progress, both academically and in their personal development.”

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## Our Aims

Our aim is to deliver the best educational provision for young people with Specific Language Disorders, Asperger's Syndrome and Autistic Spectrum Disorders' all of whom experience complex speech, language and communication needs.

The aim of all aspects of the curriculum is to prepare students for adult life by developing the skills, knowledge and understanding which they need in order to choose, set and achieve their personal goals and live their lives to their full potential. Those goals may include academic aspirations, vocational or career plans, hopes for independent living or choices of rewarding leisure and recreational pursuits, all underpinned by the ability to form strong social and personal relationships.

To summarise, Alderwasley Hall School and Sixth Form aims are to:

- Meet a student's Speech, Language and Communication Needs.
- Meet a student's Special Educational Needs
- Increase a student's independence
- Increase a student's personal and social skills
- Promote transition to college, University or work based opportunities
- Promote self empowerment in students so that they learn to make reasoned, positive life choices

We strive to achieve these aims by addressing the individual needs of every student through the delivery of Speech and Language Therapy programmes, Occupational Therapy programmes and educational programmes, underpinned by high quality care provision and all driven by an individual student's Statement of Special Educational Needs or their Education, Health and Care Plan.



## Our Values

We promote the following values in our students:

- Respect for others, by treating each other well and fairly and sharing unconditional positive regard
- Tolerance of others, by allowing people to be different and accepting those differences
- Curiosity about the world around us, by asking questions about the world
- Independence at an appropriate level, by taking risks and trying new experiences
- Learning as much as we are able, by trying new things and working hard

These values are part of the day to day life of the Sixth Form community and are promoted in staff and students work in our wider community.

We are able to offer a range of flexible placement options, including:

**52 week residential** – full residential care; our sites are registered as children's homes

**38 week residential** – part-time residential care midweek

**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

“ Leaders of the sixth form have ensured that the curriculum caters for the needs, aptitudes and aspirations of the students. As well as studying English and mathematics, students study subjects that interest them, and prepare them well for their next steps.”

Ofsted Education 2018

“All the students who left the school's sixth form provision in 2017 moved on to sustained places of education, work with training or apprenticeships. Almost all who moved on to places of education did so at mainstream colleges or universities.”

Ofsted Education 2018

# Academic and Vocational Studies

## What do we mean by Academic and Vocational Studies?

Whilst students have many needs in common, their levels of achievement vary, as do their interests and their academic and vocational aspirations. We therefore plan our curriculum to meet as many of these interests and aspirations as possible, whilst taking into account our available resources and the need to be cost effective and to provide value for money.

Our curriculum is subject to an annual Curriculum Review which takes place in January each year and where we look at the following:

- The results achieved in the previous year's subjects and courses
- Feedback from students on their experiences of the subjects and courses
- The needs and aspirations of the young people joining the Sixth Form from other schools
- The balance between courses which lead to a qualification and those which do not, taking into account that qualifications can lead to raised self esteem and are recognised by employers and other colleges

Once this Curriculum Review has taken place, we plan the academic and vocational options which will be offered in September. We work with local colleges and schools where it is clear that we cannot meet highly specific subject/course choices and where planned and joint partnership delivery is in the best interest of the young person.

The Sixth Form day and timetables operate to accommodate activities that take place before the start of the education day and activities such as clubs and recreational pursuits that take place in break times and in the evenings.

A Tutor Group meeting takes place daily. The students meet with their Key Team to register attendance, link from the previous day's and evening's work and to plan ahead. An additional Tutor Group tutorial meeting takes place weekly to allow students time to think about the previous week's learning with their Personal Tutor and others, to plan for the weekend and the following week and to prepare for the following day's Enrichment activities.

A standard teaching day is from 9am to 3.30pm, however some lessons are taught after 3.30pm and may go on until 5.30pm.

## What courses and subjects are usually offered at Alderwasley Hall School and Sixth Form Upper Site?

Students join the Sixth Form with a wide range of qualifications, skills, aspirations and academic achievements.

We provide the requirements stipulated by the Government for the 14–19 programme of study, such as one or several vocational or academic course/s, an appropriate Maths and English qualifications, Enrichment activities and lessons that provide personal and social learning. Our students can follow a vocational route, through courses at Entry, Level 1 (broadly equivalent to GCSE D-f) and Level 2 (broadly equivalent to GCSE A-C). The academic route enables students to either improve their GCSE grades in English and Maths, take further GCSEs to those already taken and access AS in several subjects.

In order that our students leave with qualifications which are recognised by other educational establishments, by higher education institutions and by employers, all our courses are based on syllabuses from nationally recognised qualifications. For Vocational studies our preferred awarding body is BTEC (part of Edexcel). Using BTEC schemes means that small units of achievement can be recognised, whether they have led to the achievement of a qualification or not. It also allows a student to follow units of learning which are at different levels. Units of study are recorded throughout a student's time in the Sixth Form and on leaving form the basis of the Alderwasley Hall School and Sixth Form Graduation Certificate, which is a full record of all that student has achieved during their time at the school. For academic studies such as GCSEs, the awarding body is usually AQA.

In addition to these, some activities are accredited by national bodies such as the Duke of Edinburgh Award scheme (DofE), the national Indoor Climbing Achievement Scheme (NICAS), the Derbyshire Supervisor's awards from the Royal Yachting Association (RYA) and Personal Performance Awards in Paddlesports from the British Canoe Union (BCU). Where a student attends a course at local college or school then the Awarding Body will be used by the provider.

Lessons that are common to all students' timetables are:

- Finance and Careers: part of the Skills for Adult life programme
- Enrichment Activities
- Personal, social and Health Education, looking at developing, sustaining meaningful relationships and keeping healthy.
- Health education, looking at healthy living and personal health issues
- English and Communication skills
- Maths and Numeracy skills
- Exploring the World of Work, including voluntary work and work experience.

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# Careers, Education and Impartial Advice and Guidance (CEIAG)

## Overview

Alderwasley Hall School and sixth Form strives to provide high quality CEIAG to all its students and families. The school has adopted the “Gatsby benchmarks” (as set by the review of CEIAG carried out by the Gatsby foundation in 2017 and endorsed by the government) as the parameter of good quality CEIAG to be provided. Alderwasley Hall School has been working towards the achievement of the “Quality in Careers standard” over the 2017-18 academic year and aims to be accredited with it in 2018-19.

## Careers Education and Guidance

Students learn about different careers, options, job market conditions, qualities, skills, qualifications, routes into employment and job search and selection processes through a consistent, organised and high quality curriculum. Careers Education is delivered through PSHE, timetabled for all students for one hour per week to reinforce their personal and social progress; and Pathways, a subject unique to Alderwasley Hall that combines classroom and community based learning in the areas of daily living and community skills and careers education and guidance (see further below).

Careers guidance will include visits to a variety of providers available to students following their time at Alderwasley Hall: mainstream and specialist colleges, apprenticeship and training providers, Universities, and a variety of employers (see further below).

The Maths, Technology and Science departments are working towards ensuring that their subject teachers highlight links to careers and occupations within the teaching of these subjects.

## Individual advice

We commission Prospects, a company specialised in CEIAG, to deliver the individual advice required by our students to make choices at different stages of their pathway to adulthood and employment. A matrix-registered individual advisor with experience in advising students with SEN is therefore available to all students throughout their time in the Sixth Form. Students are able however to book further consultations if needed with a Prospects advisor throughout the year. Prospects advisors are also available for parents’ consultations during the two Parent Consultation Days held every year.

## Encounters with Employers, employees and workplaces

Students in Key Stage 5 (Sixth Form) have a structured Work Experience programme (with a minimum of a 5-day placement within their time in the Sixth Form). Some KS5 students will engage with a voluntary programme of work and / or longer and more frequent work experience placements if they are following a training route after their time at the Sixth Form.

## Leadership in CEIAG

The members of staff with responsibility on the implementation and delivery of CEIAG are Bernardo

Vega (Assistant Headteacher for the Sixth Form); Philippa Jones (Subject Leader for PSHE); Tiffany Lovelock and Hannah Tassell (Subject leaders for Pathways at Alderwasley Hall and the Sixth Form Upper Site) and Natalie Wasley (Work Experience and Careers Manager). This group of professionals meet regularly to ensure the provision of CEIAG in all its domains continues to develop and have the required impact for the students at Alderwasley Hall.

Bernardo Vega is the Careers Leader for the whole school, and is supported in this role by Paul Burrows, Deputy Headteacher.

This information is reviewed on an annual basis.

“Students receive impartial careers advice, which helps them to learn about the world of work. When appropriate, students undertake work-experience placements. Leaders check that these experiences are appropriate to students’ career aspirations.”

Ofsted Education 2018



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# Courses at Local Colleges and Schools

## **Why do some students attend a course at a local college or a local school?**

After one or two years with us some students will have developed particular interests, skilled, academic achievement and plans for the future which are best met by attending a course at a local Further Education college. Others may have achieved a particular qualification and want to progress to the next level of study, a level which we cannot deliver at the Sixth Form as it is specific to an individual student. Taking these factors into account and also assessing a student's readiness to participate in and benefit from student life at a larger college, we can organise external college placements whilst continuing to give them the specialist Therapies and individualised personal development programmes needed to make such a placement a success.

In addition to placements at Further Education colleges, we have strong links with local secondary schools to access single subjects or courses for students where this has been more appropriate than a placement at a local college.

## **How are college and school placements timetabled?**

A student's timetable depends on the course chosen, the reasons for a student attending and the college or schools timetable.

Attendance is usually based on one of the following:

- One half day or one whole day each week for one year
- Several days a week for a full time course which lasts one year
- Several days a week for a full time course which lasts for two years

Attendance at college is not at the expense of meeting the needs of a student identified in their individual Education Plan and Transition Plan. Access to the Skills for Adult Life curriculum and to the Enrichment programme may be adjusted where attendance at a college placement makes this necessary. Most full time college course take place over three to four days and this means that student will still spend at least a full day at the Sixth Form; in the case of residential students there are also evening and weekend activities which contribute to their learning.

## **Do all students have the opportunity to have a college or school placement?**

Decisions about the appropriateness of a student attending a college or school placement is based on their:

- Interest in a vocational area which cannot be met by the Sixth Form
- Academic aspirations which cannot be met by the Sixth Form

- Careers and education and training aspirations for choices at 19+
- Readiness for participating in and benefiting from life in a larger college or school

College placements are generally not seen as appropriate or beneficial to students in their first year with us.

Some students join a college course as a taster during their first year as their interest and skills have developed and then progress on to a full time course in their second year.

## **How do college or school placements contribute to a student's targets?**

College placements are organised by our Transitions Officer following the student's assessment on entry into the Sixth Form. This assessment is conducted by the student's key team who also set the student's targets.

The Transition Officer ensures that parents/carers are aware of the college's calendar of consultation evenings and invites them to attend. If this is not possible a member of Sixth Form staff attends on their behalf.

Each college has its own assessment and reporting calendars. Reports which are produced in accordance with these calendars are sent to the Transition Officer who uses them to:

- Monitor that the course is planned and delivered to ensure maximum progress against a student's targets
- Inform the choice of college placements for future student's
- Inform assessment of a student's readiness for Work Experience and facilitate the arrangement of Work Experience if appropriate
- Inform the student's plan for options and choices at 19+

The Transitions Officer will forward the reports onto parents/carers and members of the student's Key Team. A copy is also retained for the school records.

The opportunity to attend courses at local colleges and schools means that we are able to meet the academic and vocational aspirations of our students. They also play a significant part of our Community Cohesion policy as they take students into the wider community and extend their opportunities to develop their communication and social skills in a large organisation, whilst having access to the specialist support needed to make such an opportunity a success.

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**Where do students go for college or school placements?**

Students have attended courses at:

Chesterfield College with campuses in the town centre and in Clowne  
Derby College  
The Joseph Wright Centre, Derby City centre  
The Roundhouse, Pride Park, Derby  
Broomfield College, Morley, Derbyshire  
Ilkeston campus  
Heanor campus  
Anthony Gell secondary School, Wirksworth  
Highfields secondary school, Matlock  
Other FE provisions local to the student's home

These campuses provide us with a wide range of academic and vocational course which our students can attend and which cover all levels from pre-GCSE to Level 3–AS /A level.

Before students join an external course we ensure that the partner school or college have a clear understanding of their responsibility, so as to guarantee support for students and an understanding of their individual aspirations and needs.

**How do students get to their placement?**

Many of the college campuses we use are on public bus routes or accessible by train. In addition to public transport, the FE colleges often run their own busses which can be used by our students. Where it is judged to be necessary or appropriate to an individual's student's needs, travel is arranged by taxi. Most students do however travel independently to their placement, developing their independent living and social skills. If a Teaching Assistant is supporting the student during the day at the college they meet them there.

**How are students supported whilst they attend their college or school course?**

Some students are accompanied by a Teaching Assistant who supports them during the day, either by joining them in the classes or by being on site if the student needs them. The decision about the level of support needed is made by the student's Key Team.

We are very keen to develop each student's confidence and independent skills and support may be reduced as there grow.

**What sort of courses do students follow on college or school placement?**

Attendance at a course is based on:

The need to provide a progression opportunity for a student, for example a Level 1 qualification gained at the Sixth Form and a Level 2 course being available at a local college or school

The need for specialist facilities such as salons or workshops to give practical learning environments, for example motor vehicle workshops, beauty salons, animal care facilities or music technology studios.

Courses which complement a student's Work Experience Placement, for example engineering qualifications to support work experience at a local heritage railway centre.

Our students have joined a range of courses at a range of levels including:

- A level courses
- Art and Design
- Business Studies
- Car Maintenance
- Child Care
- Expressive and Performing Arts, including Music and Drama
- Horticulture and Floristry
- Hospitality and Catering
- Information and Communication Technology (ICT), including software development
- Media
- Travel and Tourism
- Uniformed Services

Every student's interests are assessed at interview and if a college or school placement is appropriate we progress an application and support the student through any external interview or selection process.

Most course enable the student to gain a qualification or several qualifications in their chosen vocational area or academic subjects.

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# The Development Of Skills For Adult Life

## What do we mean by Skills for Adult Life?

All students who choose to continue with their education follow a curriculum which is underpinned by learning that gives them the opportunity to develop the skills they need in adult life. The students in the Sixth Form are no different to 16 to 19 year olds in this, but their needs and the focus of their work is different.

For us, Skills for Adult Life means that whatever the ability of the student, our plans and targets for that student will develop the skills which they need to function confidently and competently in adult life.

These skills include having knowledge and understanding to choose, set and achieve their personal goals and to live their lives to their full potential. Those goals may include academic aspirations, vocational or career plans, hopes for independent living, choices of rewarding leisure and recreational plans, all underpinned by the ability to form strong social and personal relationships.

We look to develop:

- Written English Language skills
- Communication skills, both verbal and non verbal
- Numeracy skills
- Maths skills
- Information and Communication Technology skills
- Personal and social skills
- The practical skills needed to live independently; including travel, shopping and household management
- An awareness of healthy living and personal fitness issues
- An awareness of how local communities work and how to participate in them
- An understanding of the opportunities available on leaving the Sixth Form
- Skills to search and apply for jobs, within the context of a wider Careers programme
- An understanding of personal finance appropriate to the ability of the young person

## What sort of things do students do in skills for Adult Life?

The Skills for Adult life curriculum has common features regardless of which of the four pathways (entry Level Pathway, Level 1 pathway, Level 2 Pathway, Level 3 Pathway) a student is following.

As students develop in age, maturity and independence and as plans for their future become clear, they have the opportunity to cover topics in more depth and complexity.

The core themes include:

**Working Towards goals**  
**Dealing with problems in Daily Life**  
**Working as Part of a Group**  
**Developing Self**  
**Managing Social Relationships**  
**Individual Rights and Responsibilities**  
**Community Action**  
**Health Living**  
**Preparation for Work**  
**Managing Own money**  
**Home Cooking Skills**  
**Independent Travel**

Other themes and topics can be introduced as students develop. Such themes include:

- Skills for Employment
- Opportunities in Learning and Work
- Exploring Career Choices
- Exploring the Impact of Diversity in our Communities
- Government and Justice in a Democracy
- Learning from More Experienced People
- Making Informed Career and Progression Choices

Skills for Adult life is a key part of all learning experiences which make up the curriculum offered at the Sixth Form. Through them we encourage the development of each student's personal identity, personal confidence and the social and communication skills which will enable our students to progress in their life choices when they leave.



“Through the PSHE and ‘Pathways’ programme, students learn how to be safe, including when online, when undertaking independent travel, and when out in the community.”  
Ofsted Education 2018

# Therapies

We use two different and distinct therapies.  
These are:

- Speech and Language Therapy
- Occupational Therapy

Speech and Language Therapists (SLTs) are the lead experts in communication, and they work on all aspects of speech, language and communication.

Occupational Therapists (OTs) are the lead experts in occupations, the actions and activities which we need to carry out every day. OTs work with individuals to help them to carry out the activities that they need or want to do in order to lead healthy and fulfilling lives.

All of the SLTs and OTs are registered to practise with the Health and Care Professions Council (HCPC) and with either the Royal College of Speech and Language Therapists or the Royal College of Occupational Therapists. This means that they follow strict guidelines in their work and they have to continually update their knowledge and skills as part of their ongoing professional development.

## Why do we have Therapies?

All our students have Speech, Language and Communication Needs (SLCN) which are complex and long-term. The majority of students will also have a diagnosis of Autistic Spectrum Disorder (ASD) which brings additional needs relating to differences with thought, movement and the senses.

Speech, Language and Communication skills are fundamental to the development of learning, the development of social skills and to emotional well-being. As such they are essential to the development of the skills needed for learning, life and work. The complex needs that result from SLCN and ASD fall within the professional expertise of both SLTs and OTs.

## Do all students receive Therapies?

All students have access to both SLT and OT, with the level and type of provision reflecting each individual student's needs. Every student is allocated to a specific SLT and OT, who works with a tutor group for at least one school year. This enables the therapists to develop a thorough knowledge of the needs of each student, and to acquire a sound understanding of how these needs impact upon his/her daily life.

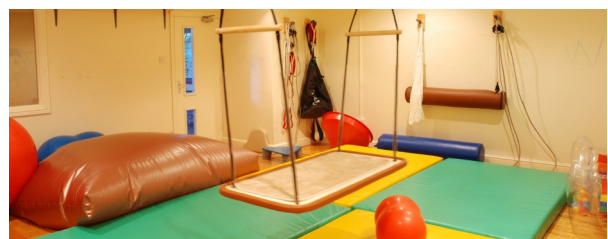
## How are Therapies Timetabled?

Therapies are an integral part of every student's life, and underpin all aspects of his/her experiences and learning within the Sixth Form.

Therapists work very closely with the student and parents/carers. Professionals and the student's Key Team to develop a personalised and relevant intervention plan. The plan includes specific targets and procedures which are linked to the student's Statement Objectives. The plan is agreed and reviewed termly and is shared with relevant people.

Therapy may be offered to students in a variety of ways. These include:

- Individual sessions
- Small Group sessions
- Skills for Adult Life sessions
- Support for the transition to life beyond the Sixth Form
- Personal, Health and Social Education workshops
- Classroom based interventions such as advice on strategies to support learning
- Support in an external FE college placement
- Team teaching within curriculum areas, for example joint Therapist and Teacher delivery of a specific lesson
- Direct work within the residential setting
- Support the implementation of additional interventions where appropriate for example Cognitive Behavioural Therapy, Physiotherapy and Behavioural Optometry.



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## What interventions are used by Therapists?

Therapists offer both indirect and direct therapy to students and OT's and SLT's often work together to design and implement a holistic programme of Therapy.

Some interventions are used to remediate a specific difficulty, for example the use of specific difficulty, for example the use of specific sensory, movement or literacy programmes. The majority of interventions however are used to teach strategies for managing the long term differences that are part of a diagnosis of complex SLCN/ASD.

Therapists also play an important role in the training of all staff, both teaching and non-teaching. All new staff have a comprehensive induction programme which includes an introduction to the needs of students. Following this staff also participate in further workshops to develop knowledge, strategies and skills within specific areas e.g. supporting literacy needs.

## How do we assess, monitor and evaluate student progress within Therapies?

The progress and needs of the students are constantly assessed and evaluated by the Therapy team in a range of different contexts.

Therapists use formal and informal tools and observational schedules to gather data to assess areas of need and progress. Regular contact with maintained with parents/carers and relevant staff to assess the generalisation of targeted skills into new situations. Assessment results are reported on with the student's Annual Review and may form part of a leavers report to inform future placements.

Student Therapy plans are reviewed and progress is evaluated regularly throughout the year. The evaluation of progress against targets also makes reference to how progress is being made against Education, Health and care Plan outcomes.

The Sixth Form is unique in the breadth or depth of its Therapy provision. We ensure that the needs of every student are assessed regularly, that strategies are developed to address those needs, that appropriate delivery mechanisms are put in place and that continual monitoring leads to continual adjustments. All of this work is carried out in partnership with the student, staff, parents/carers and associated professionals.

## What is Direct Therapy?

Direct Therapy includes individual or Group sessions working on:

- Using spoken language
- Using strategies and tools
- Dealing with anxiety and emotions
- Working towards being independent
- Making sense of our senses
- Understanding language
- Problem solving and thinking skills
- Self awareness, self esteem and confidence
- Building relationships and friendships
- Physical skills

## What is Indirect Therapy?

Indirect Therapy includes:

- Input into the development and delivery of the curriculum
- Advice and recommendation on specific areas of student need
- Forming an integral part of a student's Key Team
- Input into setting up appropriate learning environments
- Liaison with external agencies
- Production of written documents to upskill others and to increase knowledge and understanding of student needs

“Senior leaders have an unrelenting focus on ensuring that pupils receive highly effective, well-targeted support that caters for their additional needs and helps them to engage with their learning.

Comprehensive therapy, and high levels of care, ensure that pupils adopt positive attitudes and make outstanding progress in their personal development.”

Ofsted Education 2018



# Residential Provision

The overall ethos of all the Upper Site residential facilities is to create a relaxing environment where students feel safe and supported. Students are placed in the house relevant to their age and/or development and peer compatibility after careful assessment.

**Devonshire House** is the residential house based at the Schools Upper Site. It caters for young people aged 15 years and over. Independent skills are encouraged, with young people helped to plan and be more confident in different areas such as budgeting, cooking and independent travel.

Facilities include a well-fitted kitchen and communal lounge area with comfortable seating, table and chairs, TV, computer and games. These areas are designed and decorated to be welcoming and friendly. There is access to public payphones that are situated in each house and another private payphone is also available on site. Each house has a staff office and sleeping area together with an appropriate area for the storing and administration of medication. Space is made available for young people to study privately either in the residential house, classroom or library, with the full use of computers and other educational material available.

There is an onsite laundry service although on most houses independence is encouraged and young people are supported to do their own laundry.

## Listening to Students views, wishes and feelings

It is essential that the young people we care for have a voice and have a say in how the home is run. Young people are invited to attend regular weekly meetings to have their say and also have one to one time with their Key Worker to express their views and concerns and discuss their targets. Young people can also voice their thoughts by speaking to their representative on the School Council or by using suggestion forms.

The pivotal person in the young person's care is their Key Worker. Each young person is nominated a Key Worker who is 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. We can also provide an independent advocate for the young person if and when required.

We encourage friends and relatives of the young person to visit them and we ensure that the young person has regular opportunity and support to contact and visit family and other significant people in their lives at regular intervals.



'Parents say that they are exceptionally happy with the care that their children receive and the progress that they make. Staff build strong relationships with parents and work in partnership to promote the health, safety and well-being of young people.'

Outstanding Ofsted Care Inspection October 2018

# The Extended Curriculum for Residential Students

## What do we mean by the Extended Curriculum?

The extended curriculum is a programme of planned experiences and learning opportunities for residential students which complement and extend those available to them in the education day.

## How are these learning experiences and opportunities structured and delivered?

The Residential Team is responsible for providing high quality care for students and for ensuring compliance with the Children's Home Regulations.

Staff organise and deliver a range of planned, organised and quality assured activities which build on:

- Speech and Language Therapy targets
- Occupational Therapy targets
- Educational targets
- Independent living skills
- Travel skills
- Students' ability to make choices and appreciate the consequences of choices
- Students' understanding of the dynamics of personal and social relationships

Activities take place in the evening, at weekends and during college holidays and can be group based or specific to an individual in some instances.

Some take place with at the Upper School Site, within the students residential house, or out in the community. During the holidays students who remain at the school have the opportunity to go on residential trips further afield.

Joint planning by residential staff Teacher and Therapists over the year ensures that the activity programme has an holistic approach, with the student at its centre.

## How are students supported in activities?

All staff in the residential team work together to provide a supportive, relaxing and safe environment for residential students, whilst ensuring that they are encouraged to explore community-based activities and join in local events. Residential Support Workers, SLTs, OTs and teachers all work together to support students in activities.

Some students travel to activities accompanied by staff, while others travel in groups or independently. Where appropriate staff stay with students, but students are encouraged to participate in activities independently.

## What sort of activities take place?

All of the programmes and activities are underpinned by the principles of the Skills for Adult Life curriculum. Each residential house has a weekly meeting where students and staff share information, discuss any concerns and plan activities. Older students lead their own meetings.

Each house has a weekly meeting where students and staff share information, discuss any concerns and plan activities.

Examples of activities include:

- Gym sessions both onsite and at the local leisure centre
- Duke of Edinburgh Award
- Football training at the local leisure centre, delivered in partnership with Derby County Football Club
- Swimming onsite or at a local leisure centre
- The Running Club/Circuit Training onsite
- Matlock Running Club's training night
- Track and field events at Moorways Leisure Centre, Derby
- Football, netball and rounders
- Camping
- Army Cadets
- Local Youth Club
- Snooker onsite and at a local snooker club
- Trips to theme parks
- Arts and Crafts activities
- Pamper nights
- Shopping
- Film Club
- Cinema visits
- Music nights
- House-based activities such as computer gaming
- Social events such as Christmas parties
- Charity events
- Saturday jobs

Whilst most activities have no associated costs, some onsite and offsite activities involve extra costs which parents/carers may be asked to contribute to.

'Staff work hard to support young people with their interests and hobbies. For example, a young person is able to remain involved in an amateur dramatic society close to where she lives, which is some distance from the home.'

Outstanding Ofsted Care Inspection October 2018

# Facilities

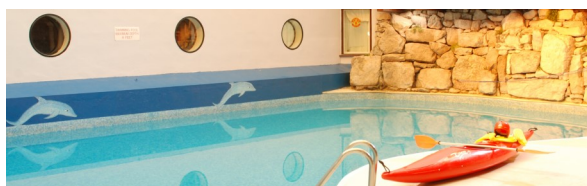
Students make use of the specialist facilities on both the Upper Site and at the Lower Site which is based 3 miles away.

Curriculum areas which have specialist facilities at the Upper site are:

## Sport

- A swimming pool, used for swimming lessons, distance awards and survival
- Kayaks, which are used in the swimming pool and at water sport venues to teach basic and advanced kayaking techniques
- Two squash courts, one with a glass wall and spectator seating
- A purpose built climbing wall with graded traversing routes and a range of graded climbs
- Two tennis/basketball courts
- Football pitch
- A gym with cardiovascular and resistance equipment

In addition to this, the Upper Site has a multi-purpose gym, two hard court areas and a grass football pitch which Sixth Form students can use. Students also have access to professional sport and leisure facilities through the school's partnership arrangements with local Sport and Leisure Centres.



## Science

- A fully functional laboratory with fume cupboard
- Flexible work space
- Digital microscope for group learning

Students also have access to further facilities through the school's partnership arrangements with Gamelea Trust, the Derbyshire Eco Centre, the local FE Agricultural college and other organisations.

## Art and Design

- A flexible, naturally lit art room allowing for a wide variety of activities and access to a range of materials and disciplines
- A wide variety of painting and drawing materials
- Sculptural material and equipment, including firing facilities and large scale construction tools
- Printing materials and equipment
- Computers, printers and software used for image manipulation and animation
- SLR digital cameras



## Cookery, Health and Social Care

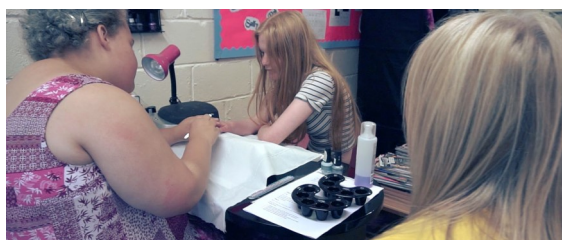
- A mock residential cottage, with fully equipped kitchen and dining area, used to give small groups of students the opportunity to prepare, cook and serve meals.
- Mock bedrooms and lounge for planning care activities

In addition, students have access to Alderwasley Hall Schools Food Technology room which has four cookers and is used for cookery classes and the development of independent living skills.

## Hairdressing and Beauty

- A salon sink, used for carrying out basic shampooing and conditioning
- Mannequin heads used to provide, used to provide opportunities to cut, roller, perm and colour hair.
- Hair styling equipment
- Protective equipment, to replicate a professional environment with regards to salon procedures and health and safety

There is also access to professional salon facilities through the school's partnership arrangements with local FE colleges.



## Therapy

- A large Sensory Integration room with adjoining intervention room
- General purpose rooms for individual and group therapy interventions
- A resource room/library



Alderwasley Hall School and Sixth Form also has specialist teaching facilities for:

- Performing Arts; with a large hall used as gym and equipped with a full size stage
- Music; with a music room equipped with a range of instruments
- Computing and ICT; with two ICT suites
- Science; with one Science laboratory and one dedicated science teaching room



In addition to its specialist facilities, the Sixth Form at the Upper site has:

- High quality teaching rooms
- A library
- A learning Resource centre, equipped with computers, printers and internet access
- A large Common Room, with relaxing areas, a pool table and TV; this area is also used as a social learning space
- A large refectory /dining area with hot and cold food available at break times and lunch times, through a café style system, a student shop, a pool table and a table tennis table.
- An independent Study suite where students can revise and extend their independent learning skills

### Local facilities and groups

Alderwasley Hall School and Sixth Form Upper Site is situated in the heart of Derbyshire Dales and staff work with local centres and with local groups to ensure that students are aware of community facilities, community groups and community activities.

These include:

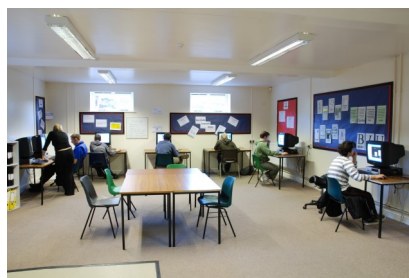
- Sport and Leisure centres at Wirksworth, Matlock, Belper, Derby and Chesterfield
- Local craft groups
- Local gardening groups
- Local heritage groups
- Local and regional railway renovation and reclamation projects

- Outdoor pursuit centres, such as Carsington Water and the National Water Sports Centre
- Leisure parks such as Alton Towers and Drayton Manor
- The National Stone Centre
- The Derbyshire Eco Centre, a purpose built nationally acclaimed centre which runs courses and activities promoting sustainable building skills, energy systems and heritage appreciation.

As well as taking part in activities in small towns and villages, students are encouraged to learn about, explore and visit larger cities, which are rich in multi cultural diversity.

The Upper Site has several cars which are used by trained staff to take students to and from activities. In addition, we use the expertise of the school transport team, who run mini buses to take groups of students further afield.

The Upper Site has excellent public transport links and is on the main bus route for Matlock, Wirksworth, Belper and Derby. From Matlock there are bus services to Chesterfield and a train service to Derby. Local services also give students bus and train access to Sheffield, Birmingham and Nottingham.



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# Supporting Young People's Behaviour

Behaviour is well recognised as being a way to express needs, wants, worries and concerns when we are unable to verbalise these thoughts and feelings. We support young people who have Speech, Language and Communication needs and as such, we recognise the additional difficulties that our young people may have in expressing these often complex feelings and the behaviour that can result.

To support our young people we develop whole school and individualised programmes that include rewards and consequences. Our aim is to enable individual young people to develop self-control, understanding and to move away from less acceptable behaviours.

The support for the young person will always involve staff explaining why specific behaviour was unacceptable, and suggestions for a more acceptable course of action. Where consequences are felt to be beneficial to a young person's understanding, then they will be timely, relevant and just.

Programmes for modifying specific behaviours will be established in consultation with the Education and Therapy teams, as well as our Residential team if applicable. In every case the young person's parents will be involved. Each student will have an Individual Behaviour Plan. Staff follow the plan and support the individual positively and constructively to reduce unacceptable behaviours.

Through the use of programmes that have been collaboratively discussed and implemented, we strive to ensure the consistent management of behaviour throughout the waking hours curriculum. The individual programmes are shared with all staff on site and (where appropriate) external professionals.

## **The Use of Physical Intervention:**

Alderwasley Hall School and Sixth Form utilises Physical Intervention as a behaviour management tool of last resort.

We follow the NAPPI ideology (Non-Abusive Psychological and Physical Intervention) and all our staff are fully trained in this approach.

Proactive and preventative approaches are always used in dealing with unacceptable behaviours. All young people have a Lalemand scale, which is a behaviour support plan that gives a consistent way of dealing with a young person's behaviour and clear guidelines in what should and should not be done. We do use NAPPI physical interventions to ensure the young people are kept safe.

Every intervention, and in fact every incident, is closely monitored by the Senior Leadership and Management Team, as well as the Senior Lead on NAPPI training, who is one of the onsite NAPPI trainers. We believe in a transparent approach therefore all incident records are shared with parents/carers and any other significant person in the young person's life where appropriate.





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# Meet the Team

## Sara Forsyth

### Headteacher

**BA (Hons) English and American Studies**

**Certificate of Education**

**Postgraduate Certificate in Teaching Specific Learning Difficulties**

**National Professional Qualification in Headship**

**BILD: Working with Young People with Autistic Spectrum Disorders**



Sara Forsyth joined Alderwasley Hall School and Sixth Form in September 1995 as a classroom teacher. Since this time, Sara has progressed through leading the English Department, to Assistant Head of Key Stage 4, to Assistant Head of Key Stages 3 and 4 before becoming the Assistant Head of the school's Sixth Form Centre.

In January 2010, following a term as acting Deputy Headteacher, Sara became the permanent Deputy Headteacher of the school. In September 2016 Sara took up the post of Headteacher. Twenty-one of her twenty-two years in Education have been spent at Alderwasley Hall School and Sixth Form and her knowledge of the complex needs of the young people who attend the school and live in the homes is extensive. Her key focus area for the school is continuous improvement and development through rigorous and robust self-evaluation leading to improving outcomes for young people.

## Paul Burrows

### Deputy Headteacher

**BENG Electronic Engineering**

**PGCE Physics (Science)**

**NPQH**



Paul Joined Alderwasley Hall School and Sixth Form in August 2016 as Deputy Headteacher. He has worked in mainstream education since 1991 teaching in a variety of locations and schools across the country. Paul has been an Assistant Headteacher in 2 different schools covering both pastoral and curriculum responsibilities.

Most recently Paul has worked within Sheffield LA and chaired the Data Strategy Committee for the local authority helping to shape the use of performance data across the whole authority. Additionally, he has worked with the DfE on a variety of projects including redeveloping RAISE online and Performance Tables for use by schools and parents.

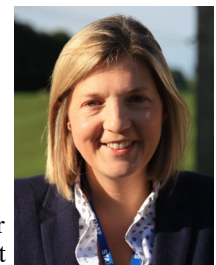
Paul has also worked with middle and senior leaders in schools across Nottingham and Sheffield developing their leadership potential as part of Leading from the Middle, Middle Leader Development Programme, NPQML, NPQSL, NPQH and Future Leaders programmes

## Emma Illingworth

### Head of Therapies

**BSc (Hons) in Speech Pathology and Therapy**

**BILD: Working with Young People with Autistic Spectrum Disorders**



Emma qualified as a Speech and Language Therapist in 1997 in Edinburgh, before taking up her first post at Alderwasley Hall School and Sixth Form in September of the same year. For the next eight years she worked as a Speech and Language Therapist with a variety of classes in Key Stages 3 and 4. In September 2005 she took on her present role of Head of Therapies.

Whilst at Alderwasley Emma has been a key member of various strategy groups including the literacy and ASD strategy groups and has contributed to the development of several key documents which are used for induction and training purposes. Emma has represented the school at various workshops around the country presenting to a variety of audiences. These have included workshops on behaviour management, life skills and writing worksheets at various SLT/teacher conferences. She has also delivered workshops to MEd students at Birmingham University on target settings and to BEd students at Derby University on supporting children with speech and language difficulties in mainstream schools.

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## **Bernardo Vega**

### **Assistant Headteacher (Alderwasley Hall School and Sixth Form Upper Site)**

**Special Needs Teaching Degree from Madrid's Universidad Complutense (1998)**

**Postgraduate Certificate (1999) and Diploma (2002) in ASD from Manchester Metropolitan University**

**Masters in Education (or M. Ed) (2009) from Derby University**



Bernardo joined Alderwasley Hall School and Sixth Form in 2003 as a Key Stage 3 and 4 Teacher and became PSHE Co-ordinator in 2008. He has also been the school's Assessment Manager since 2009. Bernardo graduated in 1998, gaining a Special Needs teaching degree from Madrid's Complutense University. He has worked in specialist schools in New Zealand and the UK since then.

Bernardo obtained a Postgraduate Certificate in Autistic Spectrum Disorder in 1999 and a further diploma in ASD in 2001 (both at Manchester Metropolitan University). In 2009 Bernardo completed a Master's in Education at Derby University, with a dissertation on the use of social networking sites by young people with Autistic Spectrum Disorders. Bernardo has a professional interest on e-safety and sex and relationships education for children and young people with Autistic Spectrum Disorders. He has delivered training on these and other topics to school staff and at regional and national conferences.

## **Edward Michell**

### **Assistant Headteacher (Alderwasley Hall School and Sixth Form Lower Site)**

**M.Ed. (Curriculum Studies and Teacher Development)**

**B.Ed. (Elementary Education)**

**B.Sc. (Biology)**

**Overseas Trained Teacher Qualification (Qualified Teacher Status)**

Edward joined Alderwasley Hall School and Sixth Form in 2013 as Faculty Leader for Science. He became Acting Assistant Headteacher in July 2017 and was appointed Assistant Headteacher in October 2017. Edward qualified as a teacher in Canada in 2001. Since that time he has taught Science to students in Key Stages 2 to 5 in a variety of schools including Primary, Middle and Secondary schools, both State and Independent, in three countries. He began teaching in England in 2004.



The classroom is Edward's primary area of focus, engaging students through positive relationships and knowledge of each student's interests and abilities with respect to the curriculum.

He has mentored PGCE and Cert.Ed. colleagues on their way to becoming qualified teachers and is excited to work with, and learn from, other professionals with new perspectives on education. His professional interests include assessment, high quality teaching and learning, curriculum provision and teacher development.

## **Karen Tatham**

### **Head of Care and Registered Manager (Lower Site)**

- **Diploma Level 5 in Leadership and Management**
- **NVQ Level 4 in Health and Social Care (Adults)**
- **NVQ Level 4 Registered Manager Award (Adults)**
- **Child Protection & Safeguarding for Managers**
- **Safer Recruitment**
- **Designated Safeguarding Manager**



Karen is an experienced Registered Manager who has worked in residential care since 1995. Karen worked previously in a respite facility for young adults with physical/mental health disabilities. She has worked at Alderwasley Hall School since 2006, becoming Registered Manager in 2014 and Head of Care in 2019.

Since joining SENAD, Karen has worked at the upper Site as a Deputy House Manager until 2009 then moved over to the Lower Site as a House Manager. In February 2014 Karen took up the post as the Registered Manager. Karen is very keen to ensure the voice of every child is heard and takes every opportunity to spend some quality time with the young people. Karen is also the school Designated Safeguarding Lead.

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## **Lesley Mawbey**

### **Registered Manager (Upper Site)**

**NVQ level 4 Management**  
**NVQ level 4 Health & Social Care**

Lesley joined Alderwasley Hall School and Sixth Form as Registered Manager in September 2016. Prior to this Lesley was Registered Manager at Bladon House School, where she worked for over 15 years. In this role she was the first House Manager to help to set up a Children's Home on the school site in 2007.



Her positive approach enabled young people to be introduced to a homely and caring environment and one which became the model for the rest of the school. Since this time Lesley has been an essential figure in helping to evolve the service into the excellent provision that it offers today. Lesley is committed to the welfare of the children and young people in her care and she ensures that their total care package is governed by their needs, challenging anyone who she feels falls short of this idea.

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# Referrals and Assessments

Alderwasley Hall School and Sixth Form cater for students with complex speech, language and communication needs (SLCN). The range of difficulties that the school is able to support includes:

- Autistic Spectrum Disorder (ASD) and Asperger's Syndrome (AS)
- Specific language impairment (SLI)
- Selective mutism
- Acquired brain injury (ABI)

All of our students' academic abilities are broadly within the average (or just below the average) range for their age.

**We are able to arrange free, no obligation observational assessments.**

Admissions procedure:

Call us to arrange to visit the school and let your Local Authority know that you would like your child to attend Alderwasley Hall School for an assessment.

If your Local Authority supports your request for a placement they will send us your child's referral papers. If they do not support your request please contact the Assessment Team for advice.

Once we have received your child's papers and met them personally, we will make a decision about whether to invite your child for assessment. Assessments usually take between one and four days.

Assessments for students with very complex needs can last up to six weeks to ensure appropriate understanding of need.

After the assessment has taken place we report our findings to the Local Authority and parents, confirming whether a placement at the school would be suitable or not.

**To arrange a visit or to make a referral**

**please contact:**

**Caroline Parker**

**Group Referrals Manager**

**Tel: 01332 378 840**

**Email: [info@senadgroup.com](mailto:info@senadgroup.com)**

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# Staff Training and Qualifications

All staff receive a comprehensive induction training package, as well as regular staff training days, that give them opportunity to hone their skills as well as have targeted training to specifically meet the varied needs of our young people. All staff have Level 1 NAPPI (Behaviour Support) training.

Our teaching staff have a range of qualification's including Post Graduate Diploma in working with young people with Autism and Masters of Education in SEN.

Our Teaching support staff have study Level 2 and 3 Teaching assistant qualifications.

All members of the care staff team who have completed their induction training are progressed to complete their Level 3 Diploma in Caring for Children and Young People. We currently have over 95% of care staff qualified to level 3.

All the Care Managers have completed Level 3 NVQ or equivalent training and are also given the opportunity to work towards higher level management qualifications.

The School employs a variety of therapies which compliment our behavioural approaches and which aim to reduce the stresses and tensions of living with a communication and/or learning difficulty. 60% of our Speech and Language Therapy team are highly specialised. 55% of our Occupational Therapy team are highly specialised.

The sharing of information and expertise between staff ensures the educational, social, therapeutic and cognitive programmes which are being developed, consolidated and monitored constantly throughout the young person's daily experience. The feeding back of information at regular and frequent intervals will ensure that all staff stay constantly aware of the young person's needs and development.



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# How to find us

## Alderwasley Hall School and Sixth Form Upper Site

### **From the M1**

Leave the M1 at Junction 28 (signed Mansfield, Matlock and A38). Join the A38 following signs for Derby and Matlock.

Continue on the A38 for six miles. Leave the A38 following signs for A610 Matlock, Ambergate. At the roundabout take the fourth exit. Join the A610 following signs for Matlock and A6. Remain on the A610 for three miles until the junction with the A6. Turn right onto the A6 and head north towards Matlock. At the traffic signals turn left onto the A5012, signposted Newhaven, Ashbourne. Continue forward onto

Cromford Hill B5036.

Bear left onto Cromford Road B5023. At the mini roundabout continue forward onto Derby Road B5023. Follow this road for approximately 1 mile.

Alderwasley Hall School and Sixth Form Upper Site is signposted on the right.

### **From Matlock**

Leave Matlock via the A6, following signs for Belper and Derby. Remain on the A6 for 5 miles into Cromford. At the traffic signals turn right onto the A5012, signposted Newhaven, Ashbourne. Continue forward onto Cromford Hill B5036.

Bear left onto Cromford Road B5023. At the mini roundabout continue forward onto Derby Road B5023. Follow this road for approximately 1 mile. Alderwasley Hall School and Sixth Form upper site is signposted on the right.

### **By Train**

The nearest station is Whatstandwell which is served by trains from Derby, Matlock, Belper and Duffield. Travelling time from London St Pancras to Whatstandwell is three hours with a change at Derby. We are a short taxi ride from the station. For further information on train times and fares, please call the National Railway Enquiry Line 08457 48 49 50.

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# The Local Community

## Alderwasley

Alderwasley village sits high in the hills above the River Derwent and forms part of the parish of Wirksworth. The village has a church, village hall, youth hostel and public house.

## Wirksworth

The small town of Wirksworth was the centre of the English lead mining industry when it was at its height, and is approximately two miles away from the school. It has a good selection of shops and has also been used to shoot scenes for the ITV television series Peak Practice.

## Cromford

Cromford lies to the north of Alderwasley and is well known for its connection with Sir Richard Arkwright, who established a water-powered cotton spinning mill there in 1771. Just past Cromford are the towns of Matlock Bath and Matlock. Heading south towards Derby is the mill town of Belper, which has a leisure centre, a large selection of shops and a supermarket.

## Places to Stay

### The Bear Inn and Hotel

The Bear is a free house pub. It has 10 en-suite rooms and offers various tariffs. For more information please visit [www.thebearinnandhotel.com](http://www.thebearinnandhotel.com)

## Local Facilities and Groups

Staff work with local centres and groups to ensure that students are aware of community facilities, community groups and community activities.

These include:

- Sport and leisure centres at Wirksworth, Matlock, Belper, Derby and Chesterfield
- Local craft groups
- Local gardening groups
- Local heritage groups
- Local and regional railway renovation and reclamation projects
- Outdoor pursuit centres such as Carsington Water and the National Water Sports Centre
- Leisure parks such as Alton Towers and Drayton Manor
- The National Stone Centre
- The Derbyshire Eco Centre, a purpose-built, nationally acclaimed centre which runs courses and activities promoting sustainable building skills, energy systems and heritage appreciation

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# Term Dates

## Autumn Term 2019

<b>Students Start:</b>	Wednesday 4th September
<b>Students' Half-term:</b>	Depart Friday 25th October Return Monday 11th November
<b>End of Term:</b>	Friday 20th December
<b>Inset Day:</b>	Monday 2nd and Tuesday 3rd September
<b>Celebration Award Ceremony:</b>	Friday 22nd November
<b>Christmas Service:</b>	Friday 20th December

## Spring Term 2020

<b>Students Start:</b>	Tuesday 7th January
<b>Students' Half-term:</b>	Depart Friday 14th February Return Monday 24th February
<b>End of Term:</b>	Friday 3rd April
<b>Inset Day:</b>	Monday 6th January
<b>Parent Consultation Day:</b>	Friday 24th January

## Summer Term 2020

<b>Students Start:</b>	Monday 20th April
<b>Students' Half-term:</b>	Depart Friday 22nd May Return Monday 1st June
<b>End of Term:</b>	Friday 24th July
<b>Inset Day:</b>	Tuesday 4th May and Monday 27th July
<b>Parent Consultation Day:</b>	Friday 1st May
<b>Bank Holiday:</b>	Friday 8th May
<b>Open Day (Summer Fete):</b>	Saturday 4th July

## Autumn Term 2020

<b>Students Start:</b>	Thursday 3rd September
<b>Students' Half-term:</b>	Depart Friday 23rd October Return Monday 9th November
<b>End of Term:</b>	Friday 18th December
<b>Inset Day:</b>	Tuesday 1st September and Wednesday 2nd September
<b>Celebration Award Ceremony:</b>	Friday 20th November
<b>Christmas Service:</b>	Friday 18th December

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# Policies and Information

The following information/documents are available on request from the school office or on the school website, [senadgroup.com/policies](http://senadgroup.com/policies)

Complaints procedure and data regarding complaints received for the preceding school year.

Particulars of staffing numbers and summary of staff qualifications.

Pupil performance and leaver destinations for the preceding school year.

Admission, Discipline and Exclusion

Education and Welfare Provision for pupils for whom English is an additional language

Curriculum

Prevention of Bullying

Behaviour Management

Health and Safety Policy

Health and Safety on Educational Visits

Policy to Safeguard and Promote the Welfare of Pupils at the School

Exam results from the previous year

Disability Access Plan

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**Headteacher:** Sara Forsyth

**Address:** Alderwasley Hall School and Sixth Form  
Alderwasley  
Belper  
Derbyshire  
DE56 2SR

**Telephone:** 01629 822 586

**Head of Care:** Karen Tatham

**Registered Managers:** Lesley Mawbey (Alderwasley Hall School and Sixth Form Upper Site)

**Telephone:** 01629 823364

Karen Tatham (Alderwasley Hall School and Sixth Form Lower Site)

**Telephone:** 01629 822586

Ofsted Registration Numbers:

Alderwasley Hall School and Sixth Form Lower Site

SC358046

Alderwasley Hall School and Sixth Form Upper Site

SC404596

**Provider:** Mr Brian Jones

Chief Executive Officer

SENAD Group

1 St George's House

Vernon Gate

Derby

DE1 1UQ

**Telephone:** 01332 378 840

DfE No. 830/6016

A full outline of staff and line management is available from the school.



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## Schools & Post 16 Provision

### **Alderwasley Hall School and Sixth Form, Derbyshire**

Age 5-20, day and 38 to 52 wk residential.  
Asperger Syndrome, HFA and communication difficulties.  
Tel: (01629) 822586  
Email: alderwasley.info@senadgroup.com

### **Pegasus School, Derbyshire**

Age 8-19, day and 38 to 52 wk residential.  
Challenging behaviour, severe/complex communication and learning difficulties.  
Tel: (01283) 761352  
Email: pegasus.info@senadgroup.com

### **Bladon House School, Derbyshire/Staffs border**

Age 5-19, day and 38 to 52 wk residential.  
Autism, communication difficulties and moderate to severe learning difficulties.  
Tel: (01283) 563787  
Email: bladon.info@senadgroup.com

### **Aran Hall School, Gwynedd**

Age 11-19, day and 38 to 52 wk residential.  
Learning difficulties, autistic spectrum disorders with severe challenging behaviour including sexually harmful behaviour.  
Tel: (01341) 450641  
Email: aran.info@senadgroup.com

### **Rowden House School, Herefordshire**

(part of the West Midlands Learning Campus)  
Age 11-19, day and 38 to 52 wk residential.  
Severe learning difficulties and challenging behaviour.  
Tel: (01885) 488096  
Email: rowden.info@senadgroup.com

To make a referral please contact:

Caroline Parker  
Group Referrals Manager  
Tel: 01332 378840

## Transition Services

### **OneNineFive, Staffordshire**

A transitional home for young adults requiring specialised care and support.

### **SENAD Community Support Services**

See below for more details.

## Adult Provision

### **Ecclesbourne**

**Lodge, Derbyshire**

**Winslow Court, Herefordshire**

**Cedar Lodge, Herefordshire**

**Park House, Herefordshire**

**Fairfield House, Herefordshire/Shropshire border**

**Orchard End, Herefordshire**

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### **SENAD Community**

**Our Community Team** is experienced in providing high quality support and personal care to people of all ages. With a person-centred approach, they create a team that works with the individual to formulate a plan to enable them to achieve their goals and maximise their potential. This includes (but is not limited to) one to one support and direct care for young people and adults who have:

- Learning disabilities
- Physical disability and/or sensory impairment
- Complex health needs
- Rehabilitation needs (post-operative or acquired brain injury)

Support can be provided:

- In the person's home environment
- In the person's school/college environment
- To access community-based services and activities
- During a period of transition

For more information about SENAD Community call:  
Tel: (01332) 200300  
Email: community.derby@senadgroup.com







**Headteacher:** Sara Forsyth

**Address:** Alderwasley Hall School and Sixth Form  
Derby Road  
Wirksworth  
Derbyshire  
DE4 4BN

**Telephone:** 01629 823364

**Email:** [alderwasley.info@senadgroup.com](mailto:alderwasley.info@senadgroup.com)

[www.alderwasleyhall.com](http://www.alderwasleyhall.com)



[senadgroup.com](http://senadgroup.com)

