

A photograph of a person wearing a green shirt, seen from behind, reaching out to touch the bark of a massive, ancient-looking redwood tree. The tree's trunk is thick and textured, with deep grooves. The background shows a dense forest of green trees under a bright sky. The overall scene is peaceful and emphasizes the scale of the natural world.

Redwood

Communication and Interaction Resource Base

The Robert Smyth Academy

Part of the Tudor Grange Trust

Our vision

Redwood will provide a safe and nurturing environment for those pupils who may find the social and emotional challenges of a mainstream/special setting a barrier to learning.

Redwood will closely link to student's academic and pastoral outcomes on Educational Health Care Plans (EHCP's) offering additional Maths, English and Science tuition as well as essential life skills such as independent living and social skills. Redwood will provide education for 15 young people with a diagnosis of Autism Spectrum Conditions in a highly structured, therapeutic environment.

Redwood will provide a learning environment and a skilled team of staff to ensure all pupils feel safe and nurtured, enabling them to reach their true potential. The setting will be highly structured and will eliminate barriers to learning. Our aim is to encourage pupils to celebrate their strengths and learn to develop strategies to promote independent adult living and to have the skill set to access employment and education beyond the school community



Our mission

Redwood will strive to be a Centre of Excellence for students with Autism who are working within a mainstream setting but find the social and emotional demands of a mainstream experience a barrier to learning. We will provide personalised programmes designed to support students in reaching their full potential, with students reaching a point where they are able to complete lessons within the main school.

Alongside academic qualifications, students will also gain vital life-skills, in a calm, therapeutic environment enabling them to excel both academically and socially. We will work closely with the main school and local partner to give students the opportunity to achieve a range of GCSEs, vocational qualifications and alternative qualifications.



Specialist facilities and environment

- Classrooms that offer a low-arousal environment
- A range of classrooms to suit the individual needs of pupils
- Small class sizes
- Highly structured environment with the use of visual timetables and structured transitions.
- Outdoor garden space offering access to gardening
- Options for students to join the main school during social time
- Sensory room
- Kitchen area to promote independent cooking skills/life skills
- Opportunities to access lessons in the main school and working towards accessing local secondary school
- Detailed tracking systems for both academic and holistic success



Staffing



- ASD SEND teacher – dedicated lead teacher overseeing the provision
- Two Higher Level Teaching Assistants to support with leading teaching and learning
- SEND/Safeguarding administrator
- Access to behaviour support and the Inclusion team (main school)
- Access to school-based interventions including Dyslexia Gold, Rapid Plus, Phonics and ASDAN
- Occupational Therapist (bought in)
- Educational Psychologist (bought in)

Session	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:15	Morning meeting and circuits				
Lesson 1 9:15-10:50					OT
Break 10:50- 11:20					
Lesson 2 11:20 - 13:00					
Lunch					
Lesson 3 1:35-15:15	Quiet reading	ASDAN	Swimming or Forest School	Cooking	Quiet reading



Swimming

The local pool did have capacity at the following times:

Mondays 12:30-13:30 Wednesday 14:30-15:30 Swimming could be for a term or a permanent fixture across the school year.



Forest school

3 - 6-week block sessions with 1 member of staff (Maximum 30 children). We would like to run this in both the spring and summer term

Sessions last for 2.5hrs and each week children will build on skills learned in previous sessions.



OT consultation

Blossom School. We can choose from:

A minimum of 10 hours per month (one year contract)

50 hours of input in school no expiry date

100 hours of input in school no expiry date. Hours can be used however school wishes ie training, SENCo consultations, assessments, classroom observations, intervention groups, or parent drop in 's.



Blossom Children's Occupational Therapy

3.4K likes • 3.9K followers