



Alpha Inclusion  
& Communication

ANNUAL REVIEW

2024/25



# Contents

## 04 **About AIC**

- 06 Our vision & values
- 07 Our approach
- 08 Why are we needed?
- 10 The story of our year
- 11 Our goals
- 12 Investing in the organisation
- 13 Our impact
- 14 Feedback



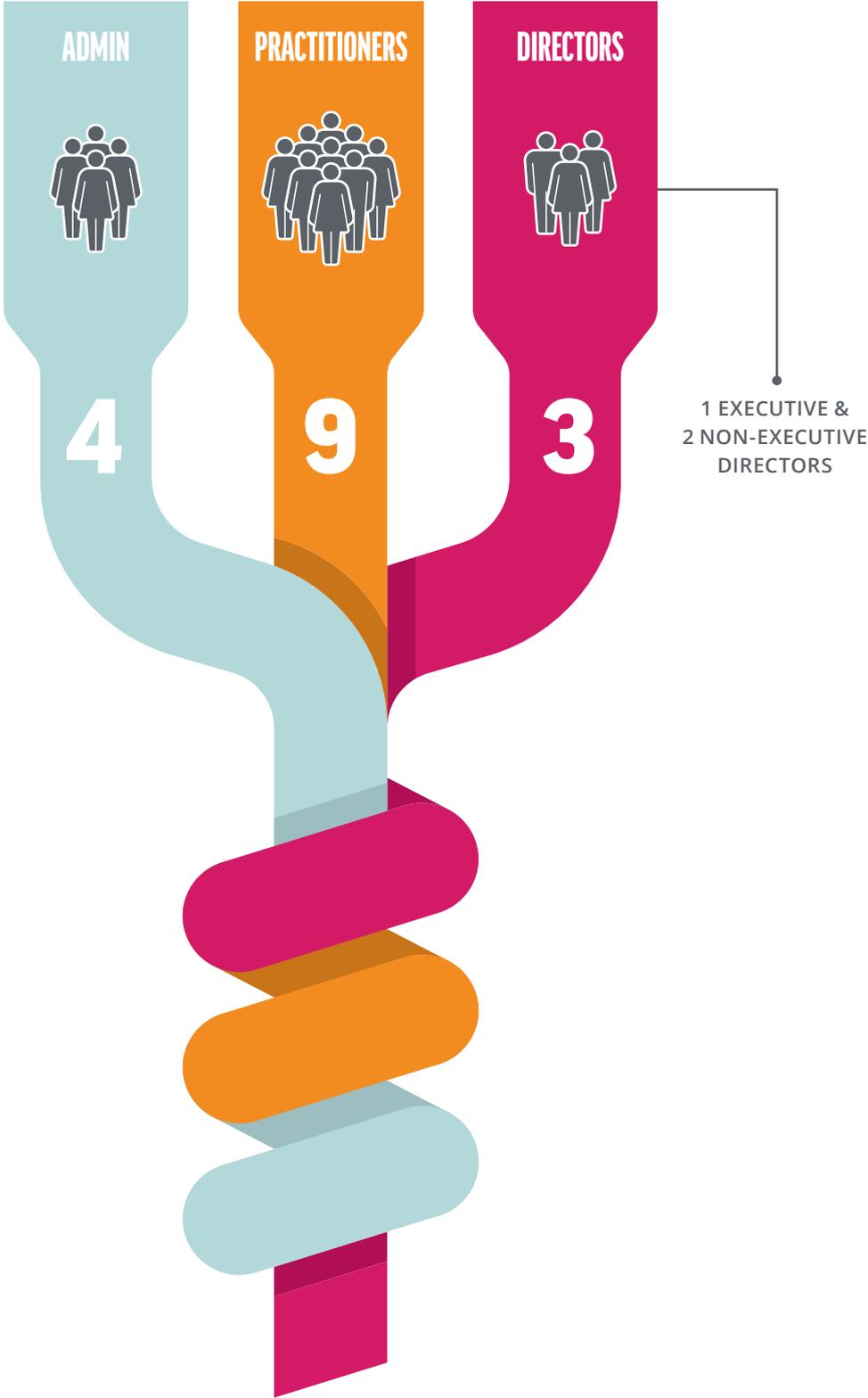
## Who we are

Alpha Inclusion and Communication (**AlphaIC**)  
is a values-led organisation based in Norfolk, UK.

Founded by Amy Eleftheriades in May 2012, Alpha Inclusion and Communication is dedicated to improving the lives of children and young people through education, support and advice.

Evolving over the years to adapt to the needs of the people we work alongside and the people in our team, we continue to work at being better at understanding and embracing differences.





# Teamwork



OUR

## VISION

We are aiming for a world where differences are acknowledged and understood.

We want schools, workplaces and community spaces to actively engage in adapting environments, policies, procedures and user experiences to allow for these differences.

We want everyone to be able to engage in learning, thrive alongside their peers and exceed their own expectations.



OUR

## VALUES

### Neurodiversity

Celebrating and encouraging differences.

### Innovation

Achieving excellence through creativity.

### Professionalism

Demanding integrity and quality in all we do.

### Compassion

Ensuring care and understanding is underpinned by sustainable support.



# Our Approach

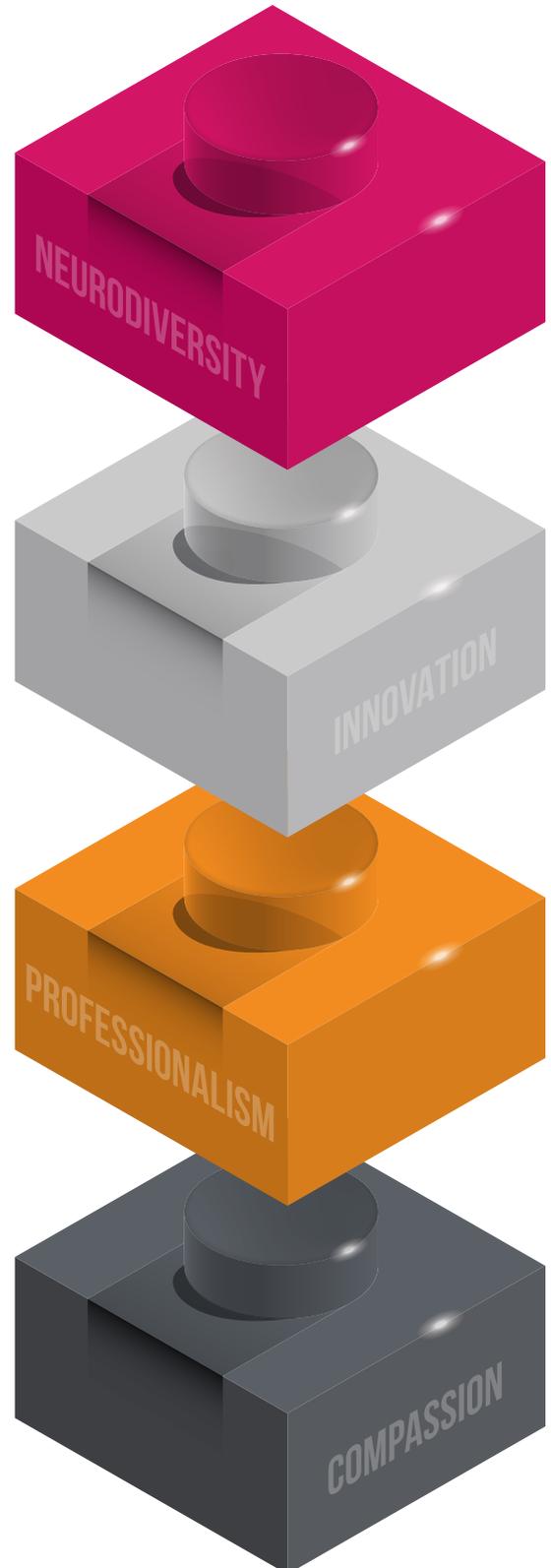
We are a values-led organisation. This means that all aspects of the social enterprise are underpinned by our four values; neurodiversity, innovation, professionalism and compassion.

These four elements are used in all strategic and organisational decision making and very much like the writing running through a stick of rock, we like to see our values as running through AlphaIC as an organisation.

Working in the area of differences helps us recognise that like individuals; families, schools and businesses will have their own unique needs. This means that we take a flexible, personalised approach to all of the services we provide in order to meet the needs of those we support.

That said, we are not afraid to compassionately challenge. We recognise that changes to restricting beliefs are needed and to do this we need to present alternative ways of thinking and behaving.

We have an outcomes-based approach to our mentoring and support services, with the needs of the individual at the heart of any decision-making and robust monitoring and reviewing procedures to ensure our services are appropriate and providing impact.



# Why we are needed?

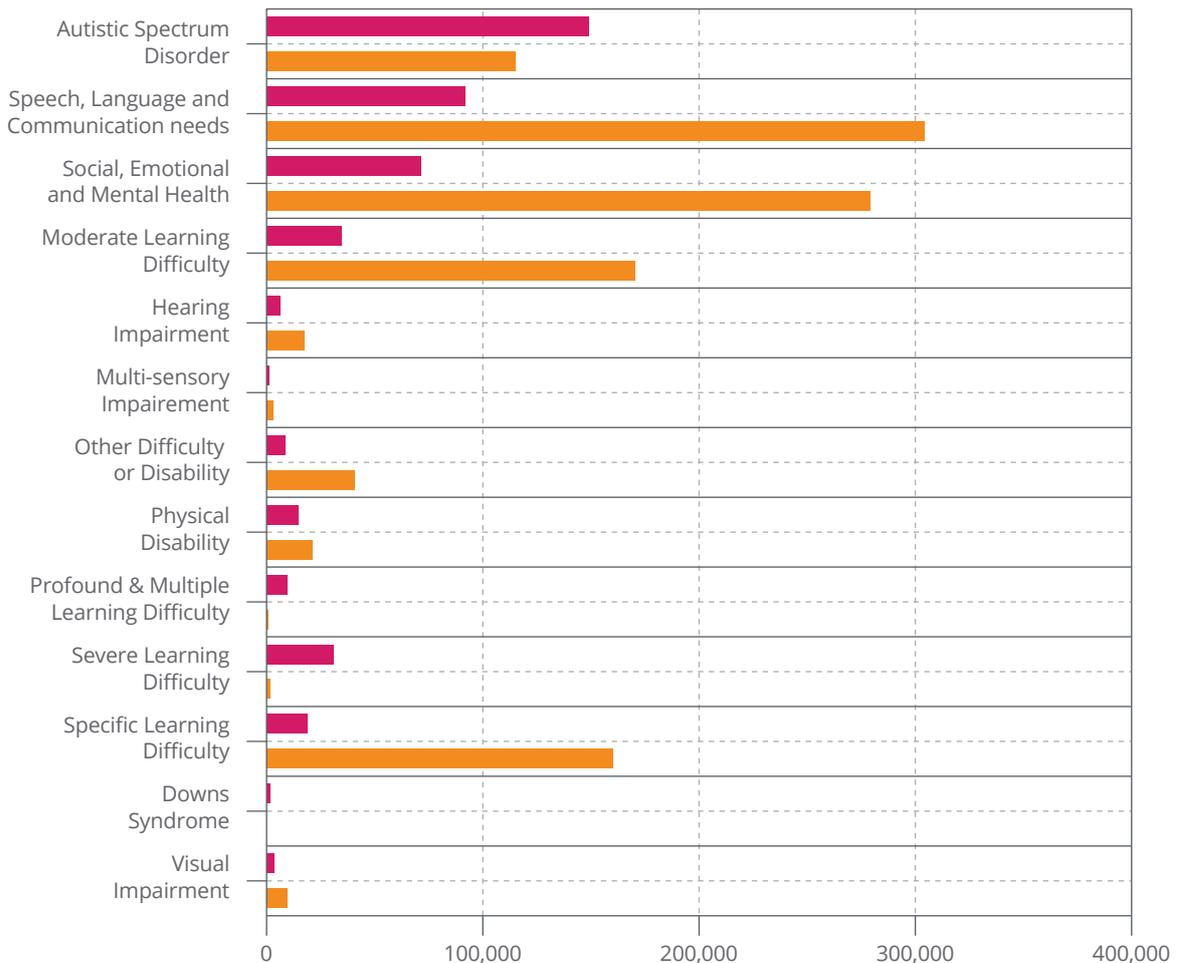
Each year we have seen an increase in the needs of children and young people in schools. 2024-25 was no different.

This data, taken from the Office of National Statistics shows some of the reasons we are passionate about continuing to provide high quality services across the East of England. 2023-24 data will be released in November 2024.

- The percentage of pupils with an EHC plan has increased to 5.3%, from 4.8% in 2024 = 482,640 pupils
- The percentage of pupils with SEN support (no EHC plan) has increased to 14.2%, from 13.6% in 2024 = 1,284,284

The most common type of need for those with an EHC plan is autistic spectrum disorder and for those with SEN support is speech, language and communication needs.

## Pupils with an EHC plan or SEN support by type of need, 2024/25



**Footnotes**

1. EHC plans also includes statements of SEN. Statements were phased out from 2014 to 2018
2. Includes state-funded nursery, primary, secondary and special schools, non-maintained special schools and state-funded alternative provision schools. Does not include independent schools.

Source: School Census

## Suspensions and Exclusions of pupils across the UK

# 955,000

Suspensions in  
2023/24 academic year

This is a **21% increase** from 2022/23, when 787,000 suspensions occurred, and equivalent to **1,131 suspensions** per **10,000 pupils**.

# 10,900

Permanent exclusions in the  
2023/24 academic year

This is a **16% increase** from 9,400 in 2022/23 and equivalent to **13 permanent exclusions** for every **10,000 pupils**.

Suspension rate		Permanent Exclusion rate	
2022/23	2023/24	2022/23	2023/24
8.77	10.48	0.10	0.12

## Exclusions and Suspensions of children with SEND

		2022/23	2023/24
<b>Speech language and communications needs</b>	Headcount	339,948	364,823
	Suspensions	31,742	42,855
	Suspension (rate)	9.34	11.75
	Permanent exclusions	347	446
	Permanent exclusions (rate)	0.10	0.12
<b>Social emotional and mental health</b>	Headcount	275,559	305,978
	Suspensions	171,471	219,113
	Suspension (rate)	62.23	71.61
	Permanent exclusions	2,725	3,357
	Permanent exclusions (rate)	0.99	1.10
<b>Autistic spectrum disorder</b>	Headcount	205,251	235,061
	Suspensions	28,354	38,681
	Suspension (rate)	13.81	16.46
	Permanent exclusions	299	372
	Permanent exclusions (rate)	0.15	0.16
<b>No specialist assessment</b>	Headcount	49,571	52,932
	Suspensions	7,740	10,512
	Suspension (rate)	15.61	19.86
	Permanent exclusions	105	151
	Permanent exclusions (rate)	0.21	0.29

(ONS data July 2025)

# 2024-25 How did we do?

## The story of our year

This year AlphaIC has been building on the strong foundations of the last few years' culture change. It's been both humbling and exciting for me to have been able to take a step back from the operational responsibilities and hand over the reins to strong leaders who will continue to support AlphaIC's evolution.

We have continued to recruit innovative professionals who share the vision of developing high quality services and we strengthened the expertise of the team further through the commissioning of local accountants and an HR company who share our values.

We continued to adapt our services to support the needs of the children, young people, families and schools and we have listened carefully to those commissioning us to provide flexibility within ever decreasing budgets.

The key investment this year, and a very exciting development for AlphaIC was to commission a Quality and Impact consultant to support the development of a Q&I Plan for the next two years; improving our processes and capturing the incredible impact our practitioners have on the lives of the young people. This will be essential as we continue on our journey to be ready for new government regulation and as always, we are determined to be 'better than'.



# our GOALS

## 1. Wellbeing –Improve Wellbeing and Mental Health across the organisation

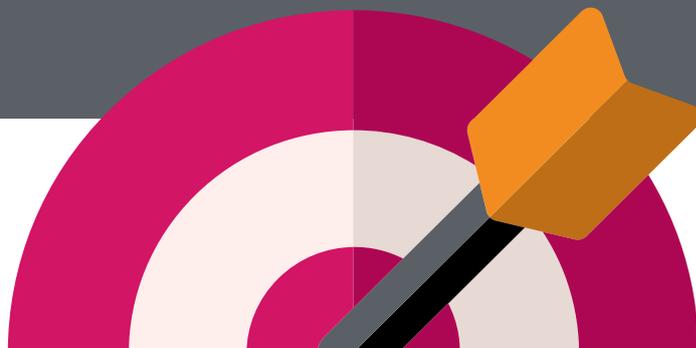
- We have identified a Wellbeing Co-ordinator with specific responsibilities for supporting wellbeing across the team. They have implemented a number of initiatives, planned wellbeing events throughout the year, as well as offering support through wellbeing walks and signposting.
- Wellness action plans (overseen by Peple Guardians) have been used by several staff members to support both physical and mental health. As a result of this there has been a reduction in sickness absence and improved staff retention. The Wellbeing Co-ordinator has collected feedback and uses this to refine the support they offer in order to meet the needs of the team.

## 2. Improve social media and website (for communication, team member safety and professional conduct, referral system and exposure so more people know of our services

- Our website contains up-to-date information about our services. A website and social media audit has been carried out but revamping this is a bigger task than expected and has not been a priority while we are getting lots of referrals and work coming in. Going forward this will be part of the responsibilities of the New Business Lead to market and promote our existing and any new services.

## 3. Improve Quality systems to ensure robust monitoring of quality and impact of services

- We used an outside consultant to support the Quality and Impact Lead in developing robust monitoring systems. An ongoing cycle of observations, feedback, mentoring, case clinics, case reviews as well as team meetings and training is in place and a Best Practice document was created (and is reviewed annually) to support the team in providing consistent high-quality services. While there have been some set-backs with using our CRM to provide impact data, termly feedback has been collected from clients and evidences the quality of our services – see detail overleaf.



# Investment in the organisation

This year we have re-invested through:

- 
- 3% payraises in September, and then 3% again in January for all team members.
  - Coaching for Operational Leads.
  - 3 New Roles or additional responsibilities – Operational Lead, Wellbeing Co-ordinator and New Business Lead.
  - **Training for whole team in:** Safeguarding, Prevent, FGM, GDPR, Risk Assessment, STEPS, Debrief, NVC, Trauma-Informed, EDI.
  - **Training for individuals in:** Food Hygiene (4 team members), First Aid (2 new starters), Fire Marshal (3 new starters), Workplace Wellbeing, DSL, Harmful Sexual Behaviours, Selective Mutism, Introduction to Speech, Language & Communication, Step On Facilitator, Safer Recruitment, Managing Health & Safety, Mental Health First Aid, Overcoming Imposter Syndrome, Tuff Leadership. Three individuals started L5 leadership training.

# Our Impact

NUMBER OF SESSIONS

995

NUMBER OF  
CHILDREN SUPPORTED

101

NUMBER OF CHILDREN  
ATTENDING HOLIDAY CLUBS

11

The total number of children supported has been less due to a trend for fewer SLA contracts in school settings (where we tend to work with several different children over the course of each term) and an increase in community cases, supporting the same child for a longer sessions over a longer period of time.

# Feedback

How would you rate the services we have provided overall? (1 - poor, 5 - excellent)



How would you rate how our team member has provided services in line with our values (professionalism, innovation, compassion and neurodiversity)? (1 - poor 5 - excellent)



How would you rate our communication throughout the support we have provided? (1 - poor 5 - excellent)



**NB:** The one respondent who rated communication poor was asked if there was anything we could do to improve and they said no, adding that they were 'happy with the service and comfortable to talk to you.'

Would you consider requesting our services in the future?

**100% YES**

What has been good about the services we have provided?

## Parents

*Patience, empathy, positivity, enthusiasm towards supporting [my child] and also guiding me on how to complement work done and also independently care for him.*

*Hannah has provided a patient and gentle child centred service taking into account the needs of the family and the delicate living situation when the service began. Bridget has always given support and ideas in lieu of W not attending the session which I have found to be very helpful. Both have given me emotional support when the sessions haven't gone as I had hoped and both had incredible belief in W and his ability to engage. They are amazing, kind and passionate ladies who have spent time building a relationship with W giving him the respect and time needed to allow him to finally start to trust them.*

*E's understanding how real life is and how to cope.*

*Great listening and empathy.*

## Schools

*We have hugely appreciated the positive attitude of Claire and the expertise that she adds to our work*

*Jenine has managed to support and engage one of our non-attenders. This has led to the student attending school for some check in sessions and feel able to apply for college and be out in the community.*

*Claire has been fantastic. She has really took the time to know and understand the young lad she has been working with. Claire had fantastic knowledge and experience in this field of work. The service she has provided has allowed us to strengthen our practice within school.*

*Ricci has had lots of helpful suggestions for both the children he has been assigned to work with and the cohort from what he has seen. He has integrated himself with the team well and staff have enjoyed having him outside during lunch with them. The sessions have been well adapted based on what has happened in the week.*

*Holly has been fabulous, the best that we have had in school. Brilliant sessions, good feedback and really communicative.*

*Flexible - able to work with any student - gives us great feedback.*

*Level of professionalism and listening to the voice of the young person was reflective in the lessons that were done.*

*Constant clear and quick communication.*

*The regular feedback has been very helpful in being able to keep track of C's progress. I also appreciate the prompt attendance notifications.*

### Young people

*I like how the sessions have football in it to help me. I like everything. We go to different places like Gregories (that's what I call Greggs) and the library and the Dogs Trust to see DJ the dog. I love animals and my alpha things are fun and interesting. I like getting certificates for Asdan and I put them on my fridge. Claire helped me if I have struggles and helps me be confident to do things for myself. I made a quiche and fruit salad and it was Norwich city colours and I put avocado in it.*

*Friendly, safe, and I feel comfortable with her coming round.*

*I like the cat cafe.*





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