

Guidance for admission to Rosewood School

Rosewood is an all through school for pupils aged 4-16, additionally there is an attached nursery school for pupils aged 2-4 and a post 16 provision for pupils aged 16-19. Pupils that attend Rosewood School have a primary need of Profound and Multiple Learning Disabilities. All pupils will have complex physical and health needs that require access to on-site health provision on a daily basis.

	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory And physical
We are likely to be able to provide for...	<ul style="list-style-type: none"> • Pupils who are assessed as profound and Multiple Learning disabilities 	<ul style="list-style-type: none"> • Pupils who require an adult to interpret all actions and label communicative intent • Pupils who are pre-verbal • Pupils who are not aware of others and require an adult to mediate all interactions 	<ul style="list-style-type: none"> • Pupils who are still learning to self-regulate in line with their developmental ability 	<ul style="list-style-type: none"> • Pupils who are non-ambulant • Pupils with assessed physical disability and receiving active involvement of the community therapy team • Pupils who require an integrated health therapy offer • Pupils who require frequent repositioning and manual handling guidance to maintain a patent airway and minimise pressure sore risks in line with personalised care plans. • Pupils that are reliant on adults to meet all their personal care needs.
We may be able to provide for...	<ul style="list-style-type: none"> • Pupils where cognitive ability is directly impaired by unmet physical needs • Pupils who have Severe learning disabilities with complex health and physical needs 	<ul style="list-style-type: none"> • Pupils who require a peer group to be responsive to interactions • Pupils who are babbling and occasional recognisable sounds linked to objects 	<ul style="list-style-type: none"> • Pupils who display some challenging behaviour as an attempt to communicate emotions but is pre-verbal • Pupils who need an adult to support self-regulation at all times due to learning need 	<ul style="list-style-type: none"> • Pupils who have significant sensory impairment in HI/VI with additional physical needs • Learners who are physically moving in small classroom environments but are unaware of objects/people they may still use a wheelchair for community visits

We are unlikely to be able to provide for...	<ul style="list-style-type: none"> • Pupils who are able to engage with peers in play activities • Pupils who are enjoying symbolic play • Pupils who are able to follow a subject specific curriculum offer 	<ul style="list-style-type: none"> • Pupils who are using single words to label objects 	<ul style="list-style-type: none"> • Pupils who exhibit challenging behaviour that is not linked to a medical or neurological condition and a severe learning disability 	<ul style="list-style-type: none"> • Fully ambulant Pupils
	Other Areas of consideration:			
Health			Social Care	
<ul style="list-style-type: none"> • Pupils with degenerative or life-limiting conditions • Pupils who require an integrated health therapy offer • Pupils that require daily intervention to support their health need. • Pupils who require access to onsite nursing • Pupils who require health written care plans • Pupils who require staff to be trained and supervised by nursing staff • Pupils that qualify for continuing care support to meet their needs both in education and/or in the home 			<ul style="list-style-type: none"> • Pupils that are on a CIN plan due to their complex health needs 	
Additional Considerations for:				
the Hub (Post-16 provision)				
<ul style="list-style-type: none"> • Pupils that have a severe learning disability but are unable to physically access local college provisions • Pupils who have Severe learning disabilities with complex health and physical needs • Pupils that have Profound and Multiple Learning disabilities 				
the Nursery				
<ul style="list-style-type: none"> • Children who are preverbal who, due to age, it is unclear of developmental pathways and an assessment place would be of benefit • Children who are known to the community health and therapy teams, who due to early health trauma/prolonged hospital stays, their developmental journey is not yet clear 				