

### **Our 'Local Offer' for Special Educational Needs and Disability (SEND)**

Rosewood Free School is a maintained special school in Southampton for learners aged 2 – 19 years old with PMLD complex physical, medical and learning difficulties. All learners have a range of Special Educational Needs (SEN) and as such have an Education, Health and Care plan or a Statement of Special Educational Needs we do however, accept learners in the Nursery on assessment placements.

The HUB@Rosewood, for our students aged 16-19, caters for students with PMLD and SLD with associated complex medical and physical difficulties. Our beliefs and Aims are:

1. We believe that in order to provide an effective learning environment it is necessary to have a detailed and shared understanding of a learner's needs by all the professionals from education and therapy.
2. We will treat each learner with dignity and respect at all times. As an all age school we will be respectful of each learner's age and needs as they move through the school making their individual developmental journey.
3. We aim to provide a consistently responsive environment within which every learner's ability to communicate is respected, responded to and developed.
4. We aim to provide throughout the day a range of meaningful opportunities that allow learners to develop intentionality and exercise control of their learning environment.
5. We value and respect the knowledge, experience and expertise of parents/carers and welcome every opportunity to work with them to support the learner's journey through school life and beyond. We aim to understand our learners within the context of their family.

The school currently has 60 places.

The school offers a specialised learning environment with a range of extension rooms and areas to further support the SEN requirements of our young people. The school has a hydrotherapy pool, sensory room, multi –sensory room, outside learning classroom and sensory garden, as well as adapted play equipment and a range of outside learning spaces to enrich our curriculum. The school also has 2 minibuses to support our curriculum as we regularly go on visits out into the community.

## Rosewood Free School:

High levels of staffing and individualised learning programmes ensure both the learning and social needs of each learner are met within their class.

Throughout their time a Rosewood School learners may receive varying levels of support according to their changing needs and circumstances. The information in the table below is a guide to our provision.

	<b>Whole School Approach</b> <b>Universal School approach to all our young people</b>
<b>Learning and curriculum approaches</b>	<ul style="list-style-type: none"> <li>• <i>Detailed assessment for learning leading to individual learning programme for all learners with differentiated outcomes for every learner</i></li> <li>• <i>Individual Education Programme with Targets derived from thorough assessment for every learner and student</i></li> <li>• <i>Routines established across the school in which learning occurs</i></li> <li>• <i>Annual Review/EHCP (Education Health and Care Plan)/School Report/ 6 monthly review with parents</i></li> <li>• <i>On-going contact with parents through Home School Book/Telephone contact</i></li> <li>• <i>On-going assessment of learner's progress and achievement</i></li> <li>• <i>Analysis of learning data - individual learners and whole school</i></li> <li>• <i>Detailed moving and positioning assessments reviewed termly</i></li> <li>• <i>Schemes of work to meet the needs of all learners</i></li> <li>• <i>Differentiated learning outcomes for each learner for every lesson</i></li> <li>• <i>Focus on developing communication across the school day using a range of approaches from ACA, Intensive Interaction, Sign Along to Tobii eye gaze and Sono Flex on the iPad</i></li> <li>• <i>Opportunities for all learners to use technology to gain control of the environment</i></li> <li>• <i>Training programme for parents sharing the teaching strategies we use in school</i></li> <li>• <i>Multidisciplinary meeting to look at learner progress, health and well being</i></li> <li>• <i>Support from specialist professionals</i></li> </ul>
<b>Support</b>	<ul style="list-style-type: none"> <li>• <i>Small class groups</i></li> <li>• <i>(Approximately) 1 teacher to 6 learners</i></li> <li>• <i>(Approximately) 3 Special Support Assistants to 6 learners</i></li> <li>• <i>Support provided to meet personal care and health needs</i></li> <li>• <i>Lunchtime Support team to enable all learners to have 1-1 support over lunch and for their personal care needs to be met</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Weekly class team meetings to review learner progress, IEP's, share information etc.</i></li> <li>• <i>Highly effective induction training to all staff on appointment to ensure competency and that standards are understood and maintained</i></li> <li>• <i>Programmes and guidance provided by Speech and Language Therapists, Occupational Therapist and Physiotherapist and delivered by SSA and teachers integrated within the class timetable</i></li> <li>• <i>On site daily support and monitoring from the schools Nursing team</i></li> <li>• <i>Support/guidance from Educational Psychologists (as required)</i></li> <li>• <i>Behaviour management planning (where appropriate)</i></li> <li>• <i>A responsive environment where every response from a learner is consistently responded to</i></li> <li>• <i>Feeding programmes for each learner.</i></li> <li>• <i>Termly feeding team meetings to review all learners feeding and nutrition.</i></li> <li>• <i>Regular multi-agency support and meetings</i></li> </ul>
<p><b>Teaching approaches</b></p>	<ul style="list-style-type: none"> <li>• <i>1:1 teaching</i></li> <li>• <i>Small class group teaching.</i></li> <li>• <i>Structured environment within each class</i></li> <li>• <i>Consistent routines for leaning established for each learner</i></li> <li>• <i>Meticulous planning and attention to positioning of learners to ensure access to the curriculum Body cues used consistently across the school to facilitate understanding</i></li> <li>• <i>Objects of reference (where appropriate)</i></li> <li>• <i>2:1 support provided to meet personal needs</i></li> <li>• <i>Individual behaviour systems, rewards and motivators when needed</i></li> <li>• <i>Intensive interaction used throughout the school day</i></li> <li>• <i>Sensory approaches to learning</i></li> </ul>
<p><b>Physical and emotional support</b></p>	<ul style="list-style-type: none"> <li>• <i>Well lit and well-resourced environment</i></li> <li>• <i>Visually clear classrooms</i></li> <li>• <i>Access to specialist areas such as sensory, multi-sensory room, hydrotherapy pool</i></li> <li>• <i>Stimulating external areas</i></li> <li>• <i>Specialist equipment such as overhead hoists, the school provides specialist seating, standing frames on the advice from therapists and health colleagues for use in the school</i></li> <li>• <i>Specialist communication aids</i></li> <li>• <i>Hydrotherapy Sessions</i></li> <li>• <i>Rebound Therapy Sessions</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Dedicated resources matched to learners behavioural, social and learning needs with individual motivators and rewards</i></li> </ul>
<b>Health and Well being</b>	<ul style="list-style-type: none"> <li>• <i>Positive learning environment with excellent staff role models</i></li> <li>• <i>Focus on developing control and self-advocacy i.e. the right to say “no”</i></li> <li>• <i>Full time nursing team on site to monitor the health and well-being of students</i></li> <li>• <i>Medical appointments and “Annual Medical Reviews” carried out by visiting medical staff</i></li> <li>• <i>Regular wheelchair clinics and “Orthotic Clinics” held in school</i></li> <li>• <i>Increased time allocated to emotional development and understanding</i></li> <li>• <i>Focus on developing shared attention skills</i></li> <li>• <i>Specific medical routines and programmes fully implemented seamlessly throughout school day</i></li> <li>• <i>Increased joint working between parents, school and multi agencies</i></li> <li>• <i>Individual health protocols and programmes drawn up termly and reviewed by multi-disciplinary team</i></li> <li>• <i>Risk assessments completed for each individual and every activity</i></li> <li>• <i>Individual moving and positioning plans for each individual</i></li> <li>• <i>Individual healthcare protocols for every individual</i></li> </ul>

**NB Please note the school has an on-site Nursing Team, Physiotherapy and Occupational Therapy Team and visiting Speech and Language Therapists in the school. Whilst the Headteacher and school does not determine the level of health and clinical support for our young people, the multi-agency approach enables the school to fully meet the needs of all learners.**

**Please see below some answers for some potential questions you may have about the school. Please do however contact us on 023 80571050 or at [info@rosewoodfreeschool.org.uk](mailto:info@rosewoodfreeschool.org.uk) should you need to ask about anything in relation to our Local Offer**

**1. How does Rosewood know if learners need extra help and what should I do if I think my learner may have special educational needs?**

*Learners are placed at Rosewood Free School following agreement by the Learners and Young Peoples Service Decision Panel (CYPDS) and the Headteacher. All learners, with the exception of a few on assessment placement, have a Statement of Special Educational Needs or an Education, Health and Care Plan which describes their individual areas of special needs and informs his/her individual education plan.*

*A formal review is held once a year to discuss your learner's progress, their current areas of special needs and to agree learning priorities for the coming year.*

*As all classes have high staffing ratios (4 staff to 6 learners) each teacher is able to quickly identify any requirements for additional support on an on-going basis throughout the year and will discuss these with senior managers and parents.*

**2. How will Rosewood Free School staff support my learner?**

*Each class has, on average, one teacher and three special school assistants to six learners although this can vary slightly according to need. The class teacher plans for all the learners in his/her class and is responsible for the overall assessment of their progress. Learners are taught using a range of specialist teaching strategies. Assessment for learning is embedded across the school so that every learner has an individual learning plan. Staff teams work together and share their detailed knowledge of each learner to ensure that they are fully supported in their learning.*

*Staff training is extensive. There is a rigorous induction programme that ensures staff are competent and that standards are understood and maintained. We pride ourselves on being a research based school where all staff are learning and developing specialist skills to support our learners.*

*The school Governors/Trustees are ultimately responsible for the progress and attainment of all the learners although they delegate this responsibility to the Headteacher. The Headteacher reports directly to the Governors/Trustees. The Governing Body know the school very well at Rosewood and many are regularly in the school and assist with trips out and sessions in school.*

**3. How will the curriculum be matched to my learner's needs?**

*Every learner has a personalised learning programme which is taught across the school day. The individual targets set for each learner are drawn from ImpACTS, our specialist assessment and curriculum.*

*Access to learning is meticulously planned to ensure every learner can make the most of every educational opportunity. The school benefits from specialist expertise in environmental control, adapted technology and software to support and facilitate access to learning.*

#### **4. How will Rosewood Free School staff support my learner?**

*Each class is led by a class teacher supported in most classes by three special school assistants. The average class size is six learners although this can vary slightly according to need. The class teacher plans for all the learners in his/her class and is responsible for the overall assessment of their progress. Routines for learning are embedded across the school day to ensure that the learners with PMLD have the opportunity for regular repetition of learning.*

#### **5. How will I know how my learner is doing and how will you help me to support my learner's learning?**

*Copies of each learner's individualised learning targets are agreed with parents and there is an opportunity to discuss progress at 6 monthly reviews. Every achievement is celebrated and shared with parents on a daily basis. We use video clips to capture evidence of progress; these are regularly shared with parents.*

*Assessment of your learner's progress is on-going, so the teacher always knows what each learner in his/her class has achieved and what needs to be further developed. The class team meet weekly to discuss such progress.*

*As all our learners have complex learning difficulties as well as associated SEN, it is to be expected that they will be working outside their age related key stage levels as they progress through the school.*

#### **6. What support will there be for my learner's overall well-being?**

*Learner's well-being and emotional health is as important as their learning. Class teachers plan for the holistic development of each learner in his/her class, using their detailed knowledge of each individual to promote their well-being, confidence and self-esteem. The high staffing levels enable class teams to allocate additional time as required to support the emotional well-being of individual learners.*

*Individual behaviour plans and expectations are also used where it is appropriate. When a learner's behaviour becomes challenging, teachers are supported by senior leaders in understanding the behaviour and agreeing with families as to how best to manage it in a positive and proactive way.*

*All personal care needs are met by each class team and all staff are trained in moving and positioning procedures by the schools own trainers.*

*The Home/School book provides a daily 2 way link to allow communication between the class team and the family.*

## **7. What specialist services and expertise are available at or accessed by Rosewood free School?**

*Senior leaders, teachers and support staff are highly skilled in meeting the individual learning, behavioural and social needs of learners with complex learning difficulties. We have specialist staff with particular responsibilities including Moving and Positioning, Multi-Sensory Impairment, Intensive Interaction, Environmental Control, Visual Impairment, Hydrotherapy, Rebound Therapy, Sleep Practitioners, Early Years Professionals, Music and Drama, Sensory Environment, Aromatherapy and Massage.*

*Speech and Language Therapists (SALT), Occupational Therapist (OT) and Physiotherapy colleagues and a school nursing team work within the school and outline individual programmes for the education team to deliver or work specifically on clinic work for each learner. This allocation of therapy support falls under criteria set down by the NHS and is very much needs led.*

*In addition to school based Health and Therapy support the school benefits from clinics within and during school time so that learners education is not unduly compromised and that parents can feel more part of the multi-disciplinary approach to their learner's overall needs.*

*Such clinics include:*

- *Orthotic Clinics*
- *Feeding Clinics*
- *Wheelchair Clinics*
- *Orthopaedic Community Paediatric Consultant Clinics*
- *Medical appointments and annual review medicals carried out by visiting medical professionals*

*as well as on-going mandatory assessments such as hearing, dental and annual review assessments.*

## **8. What training have the staff at Rosewood free School had or are having?**

*Staff training is extensive. There is a rigorous induction programme that ensures staff are competent and that standards are understood and maintained. We pride ourselves on being a research based school where all staff are learning and developing specialist skills to support our learners. All staff receive mandatory annual Safeguarding and Moving and Positioning, Health and Hygiene and Risk Assessment training. The school benefits from having its own trainers in Risk Assessment/Moving and Positioning, MIDAS, Sign Along and Sleep Practitioners.*

## **9. How will my learner be included in activities outside the classroom including school trips?**

*As a fully inclusive school, all learners participate in whole school curriculum enrichment and off site activities. The extent to which each learner participates and the levels of support received will vary between learners and across time but the school differentiate the activities and expectations to enable all learners to take part.*

*Parents are asked to give generic permission for their learner to participate in activities in support of the curriculum i.e. a visit to a local church, shop etc. All learners are individually risk assessed as well as each destination.*

**10. How accessible is the school environment?**

*As a purpose built special school Rosewood is fully accessible. The building is light, classrooms are large and the site is both safe and secure.*

*Where required interpreters enable parents to fully participate in formal meetings such as EHC/Annual Reviews and Health meetings.*

**11. How will Rosewood Free School prepare and support my learner to join the school and then transfer to college?**

*Once a place at Rosewood has been confirmed the family will be invited to meet the class teacher at school and/or in the learner's family home. The class teacher will meet with families and other professionals involved, spending some time observing your learner and also meet with you to gain detailed information.*

*Each family is different but due to the fact that many of our learners start at 2 years old we normally suggest the family may wish to join us in school for the first few days/weeks to ensure that parents are confident the school is meeting the learner's needs. As soon as transition is deemed to be successful, school transport can be set up.*

*From Year 9 (approximately 14 years of age) learners receive a Person Centred Plan Review which concentrates on learning and holistic outcomes as well as focusing upon transition planning. This transition planning will ensure that young people leave Rosewood at 19 fully prepared for their next stage of development.*

**12. How are Rosewood's resources allocated and matched to learner's special educational needs?**

*Each learner receives support matched to their own level of Special Educational Need. This will vary across each day and throughout their time in our school, as the level of support is directly related to their needs and circumstances.*

**13. How is the decision made about what type and how much support my learner will receive?**

*On a daily basis, the class teacher determines the level of support for individual learners from within the class team.*

**14. Who can I contact for further information?**

*The first point of contact for anything relating to your learner's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an on-going basis. Staff are always available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please either telephone or write in the Home/School Communication Book.*

*The Headteacher and the Deputy Headteacher are always available should any parent have concerns.*



**15. What should you do if you feel that the Local Offer is not being delivered or is not meeting your learner's needs?**

*Parents who believe their learner's needs are not being met within school are asked to meet with the Headteacher to talk through their concerns. Where appropriate an early EHC/Annual Review can be arranged, with representation from the SEND team to formally review your learner's progress, current special needs and provision.*

**16. How is our local offer reviewed?**

*Our local offer was reviewed at the full Governors meeting on 23<sup>rd</sup> November 2015 and will be reviewed annually.*