

THE ROSEWOOD SCHOOL

Special Educational Needs & Disability Code of Practice 2017



Staff Responsible

Mr D Kirk

Policy Date –

September 2017

Review Date –

September 2018

Rosewood School provides for boys aged between eleven and sixteen. Children who attend Rosewood have a primary need of SEMH – Social Emotional Mental Health in addition to this they may have one or more of the following needs; SPLD Specific Learning Difficulty PTSD Post-traumatic Stress Disorder OCD Obsessive Compulsive Disorder ADHD Attention Deficit Hyperactivity Disorder ODD Oppositional Defiance Disorder MLD Moderate Learning Disability SED Sporadic Explosive Disorder.

At Rosewood we provide small group teaching with an emphasis on socialisation skills designed to help each pupil make progress. We aim to add value to all our pupils no matter what their learning difficulty. Our school thrives on effective relationships based on mutual respect, and our prime aim is to offer our pupils the chance of success through education. We hope that by building trust and offering a curriculum rich in experiences, alongside emotional support and stability, our lads have a strong chance of achieving their potential and making a success of their future.

We offer an environment and curriculum which allows our pupils to thrive gaining many successes including GCSEs, BTEC, Vocational and Entry Level qualifications. The vast majority of our children continue their studies at Local Colleges and appropriate Training Providers. We work very closely with local business to enable our children to engage in work experience meaning some children are able to access apprenticeships or real life work placements.

Our school actively encourages parents and carers to engage in their child's education. Furthermore, because of the nature of need our pupils present, it is vital that information is shared quickly and effectively. This helps promote a close relationship between home and school as well as enabling our staff to deal with children's specific needs without delay. Parents will have the opportunity to meet with staff three times a year in a formal setting, Parents' evening - Usually held at the end of the summer term. Annual Review - meeting for the statement or EHCP. The Annual Review report will give detailed information on academic progress as well as any other specific need. PEP - Personal Education Plans draw together a range of professions to ensure that child's needs are met through a detailed personal plan which monitors progress and highlights further need. Parents and carers are invited and encouraged to attend. Progress data for all pupils is held centrally by the Assistant Head Teacher. If there are changes to your child's education at Rosewood School you will receive a letter informing you of these changes and inviting your comment. Our staff will make regular phone calls informing you of your child's progress and behaviour in school. If the school has any concerns in between these times you will be contacted. Similarly, parents are welcome to contact school and are assured that any concerns will be dealt with

either by telephone discussion or a prompt meeting arranged with Senior Staff. News Letters are produced termly and include factual information as well as good news stories. There is a website displaying current information and should be the 'go to' place for updates. Parent governors play an active part on the Governing body representing the views of parents and carers.

Rosewood School relocated to a newly refurbished site in Cosely in 2008. The school is on one level, all doors and corridors are wide and wheel chair accessible. There are two reserved disabled spaces in the car park. There is a disabled toilet and shower facility. All external doors are accessible through electronic key fob. The outdoor area including playground and school field are fully accessible. We have a high staff pupil ratio. Students are taught in small class groups with experienced teachers and Higher Level Teaching Assistants, able to give one-to-one help where it is needed. The teaching staff tailor the pupils' curriculum to their individual needs. The school employs the following professionals and services to further support its children;

Liaison/Communication with Professionals Learning Support Service.

Education Psychologist

CAMHS Occupational Therapy Speech and Language.

Therapy Counsellor

Attendance Services

Designated PCSO

Connexions

School Health Adviser

School Dentist

Independent Travel

Training Links to post 16 providers and Further Education colleges

Rosewood School provides for children with a range of specific needs from 11 to 16 years. Rosewood has two Key Stages - Key Stage Three with years 7,8,9 and Key Stage Four – years 10 and 11. Both Key stages have nurture groups which may comprise of a range of ages within that Key Stage. Children in Nurture groups benefit from a further differentiated curriculum. All Rosewood children access a mainstream National Curriculum within small teaching groups. Each group is taught by two members of staff. All classrooms have ICT facilities and the school benefits from two ICT rooms. Our school has a strong commitment to academic accreditation

as well as meeting children's personal needs. We believe that whatever a child's previous history or disability may have been - success through education is the one true vehicle to improving the chances of a happier life and socio-economic success.

At Rosewood we listen to our children's opinions and needs to create learning pathways that are appropriate to their abilities and will help them achieve their aspirations. The curriculum comprises of the following subjects;

English

Food Technology

Mathematics

Physical Education Science

Art

Computing

History

Personal Social Health Education

Geography

German

Religious Education

Spanish

Design Technology

Rosewood School works closely with local colleges and training providers to enrich the curriculum with the following accredited activities; Motor Mechanics, Construction, Animal Care. Additional activities such as Gardening, Work Experience, Cycling Academy, West Bromwich Albion Foundation and ICT club all contribute to the provision of a well-rounded curriculum. Extra tuition is also offered at strategic points such as preparation for GCSEs.

All pupils must have a Statement of Special Need and are referred to us by their Local Authority. Parents and children are then invited to come and view the school and will have the opportunity to meet staff and pupils. Following this initial visit the school will assess the pupil and will make an offer of a place via the Local Authority. A date will be arranged to complete risk assessments and other associated paper work. Strategies to support/modify behaviour Response Options Physical Interventions Positive Intervention Plans Reward and recognition systems

Occupational therapy Credit Books Anger Management classes Counselling Educational Psychologist.

Staff work hard to ensure that all activities are as accessible as possible to all pupils. There are regular trips and visits for classes, not all are curriculum based. We believe learning in social situations is vitally important for the pupils. There are two annual residential trips for pupils to Shell Island in the Summer Term and Welshpool Residential Activity Centre in the Autumn Term. 5 What training have the staff received to support my child? Teaching Staff All teaching staff have regular Professional Development. In recent staff training days, we have focused on Quality of Teaching and Learning, Behaviour Management, Physical Interventions training and Child Protection as well as Teaching strategies for ASD children. Staff have regular safeguarding training, including E safety training. Staff are all experienced practitioners and have a wealth of experience and knowledge.

Staff work closely with Connexions through weekly meetings with children to discuss and plan for the future. The Connexions team will attend annual reviews in year 10 and 11 and college interviews with children as and when required. Staff will attend induction/taster days at colleges with pupils to ensure a smooth transition from year 11. A large proportion of pupils will access vocational, accredited courses at college during KS4. Where appropriate, pupils in KS4 access work experience. In addition, we also send staff to observe in feeder Pupil Referral Unit (PRU) to help assess a child needs before attending Rosewood. Prospective year 7 pupils are invited for a taster day at Rosewood School to help them integrate successfully. How are the school's resources allocated and matched to children's SEN? The school uses its entire dedicated schools grant to support and develop the Resources (including staffing) to support all pupils. How will the school decide how the pupil premium is spent? The pupil premium is a sum of money allocated to improving the achievement and closing the attainment gap of those pupils who have free school meals. A full report can be found on the website.

We try to keep disruption to a minimum but there will by necessity be a relatively high turn round of pupils within the school year. We have a core of pupils who arrive in year 7 but this will be added to during the year. This will occur across the age range.

Rosewood School is Dudley's only SEMH School for secondary age children. It is located in Coseley in the north of Dudley Borough. Children attend from across the borough. Some pupils attend from other local authorities.