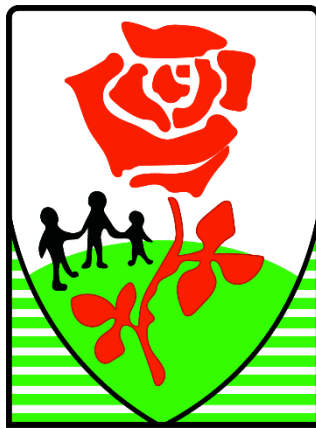


Rosehill School

SEND Policy and Information Report



Policy Leads	Headteacher & SENDCO
Date Written	March 2024
Date of Review	March 2025
Approved by Headteacher/ Governing Board:	Approved at Full Governing Body Meeting 24.4.2024

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Rosehill School SEND Policy and Information Report

March 2024

1. Introduction

The Special Educational Needs and Disability Regulations 2014 require schools to publish certain information about their policy for supporting pupils with SEND, which must be updated annually. Information reports need to be accessible for all pupils and parents, and should be presented in clear, plain language. It's important that schools have due regard to the statutory information they need to publish and the need to make the information easy to digest.

The SEN Policy and Information Report must be published on the school website.

This report has been developed in accordance with the DfE's 'Special educational needs and disability code of practice: 0 to 25 years' (2015) to ensure all statutory information is included, as well as 'Keeping children safe in education' (KCSIE), which addresses specific areas and additional risks staff members should be aware of for pupils with SEND.

We hope parents and carers of current and prospective pupils find the following information helpful. We encourage all interested parties to contact the school for more information, if required.

Our SEND Policy and Information Report will be updated annually to reflect plans within Rosehill School.

This report states our current provision.

2. Aims

This report aims to:

- Set out how our school will support and make provision for the needs of pupils with Special Educational Needs and/or Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

All Nottingham City (LA) maintained special schools have a similar approach to meeting the needs of pupils with SEND and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Rosehill is part of Nottingham Schools Trust (NST), and works closely with other schools across the Trust as part of a collaborative partnership focusing on improving education for the children and young people of Nottingham.

3. Legislation and guidance

This policy and information report is based on the DfE's [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 2015 and the following legislation which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEND information report.
- [Keeping children safe in education \(KCSIE\)](#), which addresses specific areas and additional risks staff members should be aware of for pupils with SEND.

4. Definitions

Special Educational Needs (SEN)

The SEN Code of Practice (2015, p 15), states that:

- A child or young person (CYP¹) has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Disabled Children and Young People

The SEN Code of Practice (2015, p 16), states that:

- Many CYP who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

5. SEND Local Offer

At Rosehill, we are privileged to have pupils joining us from a large catchment area. This means that we currently work with two different local authorities, each of which provide different services. The Children and Families Bill was enacted in September 2014. From this date, Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for CYP with SEND aged 0-25. Local Authorities refer to this as the ‘SEND Local Offer’.

In order to find out which other services are available to support your child or family, please follow the links below.

For Nottingham City Council residents, the SEND Local Offer can be found at

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

For Nottinghamshire County Council residents, the SEND Local Offer can be found at

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9>

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

6. About Rosehill School - The needs of our pupils

[Rosehill School](#) is a maintained special school for CYP aged 4-19, on the autism spectrum², which is set in a residential area on the outskirts of Nottingham City Centre. Rosehill School is part of the [Nottingham Schools Trust](#) – a collaborative partnership focusing on improving education for the children of Nottingham.

Rosehill School currently caters for pupils from two local authorities; Nottingham City and Nottingham County. The age range spans from 4 - 19 years.

¹ Throughout this document children and young people will be referred to as CYP.

² Current research shows that there is no single way of describing autism that is universally acceptable. Acknowledging the work of the AET, Rosehill have adopted the term ‘Autistic pupil/child/young person/learner’. Autistic CYP, however, may have different preferences of what they like used when describing them and autism, so it is always best to ask the individual themselves what their preference is.

The school serves a diverse community, drawing CYP from a wide range of socio-economic and multicultural backgrounds. The school has an Early Year's provision and a Sixth Form. The diversity of the pupil population means that pupils are placed in class groups according to age and dynamics of learners. They are supported by teachers, teaching assistants and, where appropriate, specialist practitioners within their personalised curriculums. Admissions to the school are through Nottingham City Local Authority.

Autism is a processing difference³; the characteristics of autism vary from one person to another, but there are three main areas of difference ***Social understanding and communication: Flexibility, information processing and understanding: Sensory processing and integration***. The very large majority of CYP attending Rosehill experience multiple and complex levels of these differences, including co-occurring differences, or co-occurring conditions⁴. This means that they can experience differences in how they process information, their sensory environment and how they interact with other people. The nature of these needs is best described by The Autism Education Trust <https://www.autismeducationtrust.org.uk/about/what-is-autism>

At Rosehill, each pupil is different, but something they all have in common is that they have their own unique Education, Health and Care Plan (EHCP). These documents set out pupils' needs, the support they should receive and the long-term outcomes they are working towards, organised according to the four areas of need outlined in the SEND Code of Practice; 1) Communication and Interaction, 2) Cognition and Learning, 3) Social, Emotional and Mental Health, and 4) Physical and/or Sensory Development. Families, school staff, and professionals from other agencies (e.g., health, social care) collaborate to write, review and amend the EHCP, most notably through Annual Review meetings at school. Pupils' needs, interests, aspirations and voice are at the heart of this process.

Rosehill School has been specialist provision for learners with autism since 1980 and in 2009, the school was selected to be part of a Building Schools for the Future Programme (BSF). By 2011, the school was fully refurbished and is completely unique in its design. The builders and architects have produced a superb purpose-built school specifically planned to meet the needs of learners with autism. The site encapsulates the original open-air nature of the school whilst providing 21st Century facilities.

The Ofsted report of October 2023 awarded the school as Outstanding.

The admission arrangements for Rosehill School can be found on the school website at the following link <http://www.therosehillschool.com/admissions/>

Arrangements for supporting Children in Care, who are 'looked after' by the local authority can be found at the following links:

Rosehill - <https://www.therosehillschool.com/policies/>

Nottingham City LA - <https://www.asklion.co.uk/kb5/nottingham/directory/service.page?id=t-Tbokdu39w>

The school conducts an Accessibly Plan and Access Audit every three years

<https://www.therosehillschool.com/news/detail/accessibility-audit/> The purpose of an access audit is to establish how well a building performs in relation to access and ease of use by a wide range of potential users, including people with mobility, cognitive and sensory impairments. At Rosehill, the access audit outcomes demonstrate that the school is meeting the requirements of current provisions of the Equality Act 2010, maximising everyone's accessibility across the site.

7. Our culture - *The positive environment we create*

Rosehill is a special place where everyone is valued and treated with dignity and respect. It is a place where we learn, care, enjoy and achieve success together. We invest hugely in the mental health and wellbeing of our pupils and staff, and place great importance on promoting an inclusive culture and strong Learning Community.

³ Autism is a processing difference that can have an impact on many areas of a person's life.

⁴ The term co-occurring difference will be used when describing CYP who has a diagnosis and experiences other differences alongside, e.g., eating or sleeping needs. The term co-occurring condition will be used when describing CYP with more than one diagnosis e.g., Autism and Epilepsy.

We value and seek meaningful collaboration, which maximise opportunities to drive our schools' vision and aims. Through our partnership work, we create a strong sense of community spirit, and promote awareness and understanding of Autism to further support our pupils to break down barriers, to excel and to lead fulfilling lives. Our school motto is, '**Caring about Learning, Learning about Caring**'.

8. Our mission - What drives us every day

CYP are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. We realise that being supported towards greater independence and employability would be life transforming and at Rosehill this support starts early. With high aspirations, and the right support, we believe that all CYP can go on to achieve successful long-term outcomes in adult life.

We work with families, local authorities, and other partners to enable our pupils to realise their ambition in relation to:

- **Wellbeing** - Being confident, happy and successful learners who are proud of all their achievements
- **Personal development** - Developing strong characteristics which will enable them to apply their learning, preparing them to live life in modern Britain; Resilience, Motivation, Confidence, Responsibility and Independence
- **Fulfilment** - At Rosehill, education is delivered in a way that combines focus on the academic progress, specialist learning support (i.e., therapeutic), as well as development of essential life skills that enrich pupils' lives and helps them to reach their true potential
- **Staying safe and healthy** - They are able to stay safe and healthy, socially, emotionally and physically and make good choices about their life and the future
- **Communication** - They achieve the highest level of communication and have choice, control and freedom over their lives and the support they need
- **Independence** – Being responsible citizens who contribute to the school and wider community
- **Employability** – Exploring, planning and enjoying meaningful pathways into adulthood

9. Vision and values - The impact we want to make

It is our vision to provide a specialist provision that enables every learner to achieve the best possible outcomes in learning, social and emotional wellbeing, in order to fulfil their true potential and participate fully in society.

Children, young people and their families will have a voice, be listened to, included and empowered, and have access to the right support, at the right time, from the right people.

Our Values - *The targets that guide us in our learning, our work and our life at Rosehill School*

Recognise our personal achievements and reach our potential

Overcome our barriers to learning

Succeed in our aspirations and be safe and healthy

Enjoy school, have fun and make good friendships

Help and care for others and be active citizens

Interact and communicate positively with others

Learn well today and every day and prepare well for our futures

Live fulfilling lives and look forward to tomorrow

10. Roles and responsibilities

The Governing Body will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.

- Ensuring the school meets its duties in relation to supporting pupils with SEND.
- Ensuring that there is a qualified teacher designated as SENDCO for the school.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher will:

- Have overall responsibility for the provision and progress of learners with SEND.
- Work with the SENDCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Ensure the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND.
- Ensure the school holds ambitious expectations for all pupils with SEND.
- Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the Governing Body to ensure that there is a qualified teacher designated as SENDCO for the school.
- Ensure the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

At Rosehill the SENDCO is Adele Harvey. The SENDCO will:

- Collaborate with the Governing Body and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of SEND policies.
- Coordinate the provision made to support individual pupils with SEND.
- Liaise with the relevant designated teacher for LAC with SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with parents and carers.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Be a key point of contact for external agencies, especially the LA and LA support services.
- Liaise with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Work with the relevant Governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensure that school records are kept up-to-date, in line with the school's Data Protection Policy.
- Provide professional guidance to colleagues, and work closely with staff, parents and other agencies.

- Be familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teacher will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the headteacher.

11. Meeting the needs of the pupils

Equipment and facilities

Rosehill has benefited from the government's 'Building Schools for the Future' programme; the school consists of approximately 75% new build and is fully accessible for wheelchair uses. It provides a widely accessible environment for all pupils across 4 buildings – Central School and Primary, Middle and Upper School departments. The buildings have wide corridors and doorways and access lifts to different levels.

Any specialist equipment required is ordered, by the school, as recommended by senior leaders, teachers, health professionals or specialist practitioners, in line with individual pupil requirements. We deliver the high-quality provision to our pupils through a combination of:

- Creating an enabling environment⁵ - Some autistic people have difficulty in accessing community activities, leisure facilities and other services and can avoid everyday situations because of their sensory differences and sensitivity issues, for example, because the environment can be particularly overwhelming and causes 'overload' or because the worry of unexpected change can cause fear. At Rosehill, considering the complex profile of co-occurring needs experienced by many of the learners, we make many adjustments to the environment to ensure it is enabling i.e., we use symbolised signage across the whole school site to make the environment more inclusive and accessible
- Classes based teaching and learning programmes, across 3 buildings. Each of the 3 department buildings has been designed to cater for age-related developmental needs, e.g., learning zones in the Primary School for EYFS and KS1/2 pupils, individual work rooms in the Middle School for KS2/3 pupils and shared independent living areas in the Upper School for KS3-5 pupils
- Individual teaching, small groups and whole class sessions where pupils can benefit from interaction with peers and develop skills required to engage effectively within a group
- Structured and personalised timetables provide appropriate challenge and flexibility
- Shared facilities within the Central School offer physical, social and emotional wellbeing experiences such as the Dance Studio, Multi-Immersive Learning Environment, (MILE), PE Hall and Art Studio
- Work placement options such as the school Café
- The PE area has accessible showers and changing facilities
- Outdoor spaces including playgrounds. We have a Woodland Walk, outdoor classroom (The Den) and additional outdoor learning areas, which are an exciting focus for development. We also have a well-used

⁵ Enabling environments refers to environments which ensure that everyone has equal access to the same opportunities and that they are not disadvantaged in any way. We have chosen to use the term 'enabling environment' over 'autism friendly environment' as we believe it is important for schools to be enabling and not just friendly places.

garden areas in our courtyard (between Middle/Upper School and the Central School) where pupils engage in gardening skills; growing plants and vegetables - linking with the school's curriculum. The school has an outdoor gym area, sensory trail and seating areas including an outdoor reading area and friendship bench

- Our programme of offsite activities, visits and work placements, provides many opportunities for broader experiences and generalisation of communication skills vital for successful integration into and enjoyment of the wider community, pastime interests and the employment field
- Carefully planned and aided transition into, across key stages and when moving on from the school. In addition, appropriate extended provision, which supports the full extent of individual talents and interests e.g., Accredited learning and qualifications
- The school also uses an eclectic range of well researched educational and therapeutic strategies, which ensure that only interventions that are effective and are having an impact on pupil outcomes are used to support each pupils' needs.

Our Accessibility Plan and Access Audit <https://www.therosehillschool.com/news/detail/accessibility-audit/> details the wide range of provision for our CYP including the range of equipment and facilities for CYP with different needs.

Teaching approach

We are committed to providing the pupils with an outstanding educational experience by creating a well-organised learning environment that is fun, stimulating and offers challenge, based on preparing CYP for adulthood.

At Rosehill, we value a climate that fosters the best outcomes for all pupils and take pride in establishing and maintaining excellent relationships between staff and children, school and home, and school and the wider community. The school has a clear focus on the continuous improvement of the quality of provision, teaching and learning and outcomes for pupils, as per whole school observations and ongoing self-evaluations.

We provide high quality resources. These may include signs and symbols and bright and colourful resources such as Colourful Semantics (for reading) and Numicon (for maths). Teachers break instructions down into small chunks of learning to ensure they are understood and opportunities to reinforce learning across different contexts are provided for all learners. This enables CYP to generalise their skills and knowledge. Computing and IT equipment are used to support learning for all CYP (Communicate in Print, Symwriter, I-pads). In addition to this differentiation, some pupils are provided with adapted communication equipment.

There are currently 14 classes across the school age range. Class sizes are small to ensure enhanced learning opportunities (Classes currently range from 7 - 10 pupils). Pupils are usually taught by a teacher and at least three teaching assistants. Pupils follow a curriculum that meets their individual needs. For some, this may mean following a highly modified and creative primary / secondary / post-16 curriculum, with additional sensory regulation opportunities in order to develop skills and support their wellbeing.

All school policies can be found on our website <https://www.therosehillschool.com/policies/> and they are reviewed in line with National and Local guidance. All parents and families are welcome to visit the school prior to their CYP attending the school.

Curriculum

The Curriculum at Rosehill has been designed to be exciting, broad and balanced specifically tailored to meet the needs of Autistic children and young people, who have a complex profile of overlapping needs. The Curriculum is based on a learner centred approach enabling every pupil to be inspired and encouraged, enjoy learning, make progress and achieve. This allows for opportunities to develop a depth of knowledge through teaching, consolidation and practice. CYP at Rosehill have specific, diverse and individual needs and the curriculum framework aims to reflect and meet these <https://www.therosehillschool.com/topic/curriculum-learning>

Through personalising the curriculum, we aim for all pupils to acquire knowledge, understanding and skills appropriate to their developmental level. The high expectations and aspirations for pupils are interwoven in the

teaching of all subjects. Statutory requirements set are met through detailed curriculum programmes. There is a clear rationale for ensuring this is meaningful, purposeful and meets the needs of learners throughout the school.

This highly personalised curriculum, promotes learners to achieve the best possible outcomes and reflects the world they live in today.

We adapt resources, environments and learning programmes to suit individual pupils. Some classes have sensory activities (including movement breaks) and resources readily available whilst other environments are set up with more sophisticated subject specific learning walls and displays (Art Studio). Staff are trained in a range of teaching approaches, including autism specific approaches, to support learners. All classes have high quality IT resources such as Interactive Smartboards.

There are significant extended opportunities available to all CYP across the school and this has resulted in achieving extended accredited learning outcomes (as an extension of the whole school curriculum). CYP are also enabled to engage in activities available with CYP from local schools through a wide range of opportunities (Primary Parliament, art workshops, maths events).

Follow this link for further information about our Curriculum Routes and Pathways
<https://www.therosehillschool.com/our-curriculum/>

Reading

Reading has always been a priority at Rosehill School with an emphasis on enjoyment and engagement. Children access a range of reading resources such as books, bag books, story sacks, interactive storytelling and Tonies – children speaking story system. All classes have engaging reading areas and mini-libraries, and reading and stories form part of every class's timetable. There is also a whole school reading area - a Reading Café which serves as a library as well as a relaxing space aimed at attracting pupils to access reading in a relaxed atmosphere whilst enjoying a chat with friends and even a "cup of juice." The reading cafe area has a nice selection of books on a range of topics catering for different ages and interests <https://www.therosehillschool.com/english-including-reading-schemes-and-phonics-prog/>

Phonics

Our phonics teaching is designed to ensure all children have access to a phonics programme that is the best for their individual learning needs. Becoming a confident and fluent reader consists of two dimensions: word recognition and language comprehension. Successful early phonics allows children to develop automatic word recognition through decoding and blending which provides the foundation to progress confidently through school. It gives children a solid foundation for both reading and writing.

- **Pupils on the Discovery curriculum route;** focus on environmental sounds, instrumental sounds, body percussion (e.g. clapping and stamping), rhythm and rhyme, alliteration and voice sounds.
- **Pupils on the Explorers curriculum route;** continue to follow the reading pathways with a focus on oral blending and segmenting (e.g. hearing that d-o-g makes 'dog').
- **Pupils on the Investigators route;** use the scheme No Nonsense Phonics which is an accredited Systematic Synthetic programme (SSP) by the DfE.

Written language and how it works is fixed. The alphabetic code is the same for all of us. We cannot adjust or adapt the code itself on behalf of our pupils, even though we'd like to. They have to learn about the code and how it works and they have to learn and master some key skills, if they are going to be able to read and spell effectively. We know that the optimal way to learn this is by SSP, at Rosehill No Nonsense Phonics.

The Reading Framework produced by the DfE in July 2021 supports this view, "Schools are expected to enable access to appropriate phonics instruction for children with complex needs. Under the Equality Act 2010, they are required to make reasonable adjustments to enable pupils with disabilities to have full access to the curriculum and to be able to participate in it.

At Rosehill we have made these reasonable adjustments for all our pupils depending on the 'Route' they are progressing. As experienced practitioners working with autistic learners, we have discovered that many pupils at our school do need to be explicitly taught to 'work with phonemes'. It takes time and skilful practitioners, but our learners can do it!

Reviewing progress

The progress of all pupils is formally assessed and monitored using the schools Progression Pathways, the Autism Education Trust Progression Framework and Earwig (assessment software programme) each term by class/subject teachers. Progress is reported termly to the Senior Leadership Team, so that interventions can be identified and put into place if required. Insufficient progress is identified in terms of pupils making less than expected progress given their age and individual circumstances through the Ten Strands of Outcomes and Progress - a whole school assessment framework for all pupils within Rosehill School.

The intention of this initiative is to form the basis of individual assessment profiles for all CYP, and to inform and measure a young person's progress over time including a young person's progress towards achieving the outcomes specified in their EHC Plan. This ensures that there is reference to all areas that contribute to the learning and well-being for CYP at the school. Not only does this inform the school's own performance and self-evaluation, but also enables effective target setting for CYP where areas are identified as requiring some additional support.

The 10 Strands framework includes evidence of outcomes within; *Cognition and learning - core learning attainment, achievements and accreditation; Communication – speech & language; Social, emotional, wellbeing & mental health - behaviour & emotional well-being; Sensory, physical & health - sensory regulation & health; Independence & preparation for my future - social interaction, independence and skills for life. Also, aspects of partner/carer partnerships.*

Individual Pupil Learner Journeys (IPLJ) and intervention programmes will be used as recommended by external professionals such as Speech and Language Therapists, Occupational Therapists and Educational Psychologists. If more specialist advice is needed, we have experienced staff. We also have close links with the community paediatrician, social workers, CAMHS, a range of respite providers and link workers.

Progress is discussed with parents/carers at the Annual Review of the EHC Plan. Further opportunities are available such as parents' meetings and progress reviews. If parents/carers have concerns about the progress or attainment of their child, they should, in the first instance, speak to the class teacher to discuss their concerns. Teaching staff will then liaise with the Senior Leadership Team, as appropriate.

Health, emotional wellbeing and social development

We support the health, emotional wellbeing and social development of CYP by providing a calm, well-organised and regulated learning environment, with clear routines, high expectations and a broad, balanced and creative curriculum.

The school also works with a range of health services to establish a programme of medical clinics i.e., Paediatrics/ Epilepsy/ LD CAMHS/ dietician/ continence, which enables families to have ease of accessibility and timely support from health services.

The curriculum offers a vast range of enhanced opportunities for CYP to experience social interaction and communication for example, through whole school curriculum projects

<https://www.therosehillschool.com/curriculum-impact-including-projects-events-1/>

Teaching matches a CYP needs and staff have a confident and caring attitude. CYP are encouraged to contribute and develop their confidence through contextualised learning and practical experiences, leading and contributing to achievement assemblies and Student Council/ Class Ambassador focused activities.

<https://www.therosehillschool.com/class-ambassadors/>

Weekly assemblies provide each pupil with regular opportunities to share their views in a supported environment. Topics such as 'anti-bullying' and 'positive mental health' are covered in depth.

<https://www.therosehillschool.com/assemblies-1/>

PSHE and RSHE are taught explicitly to support the social and emotional development of all CYP

<https://www.therosehillschool.com/pshe-rse-health-citizenship/>

Pastoral support arrangements are in place for listening to the views of CYP. We also have a Careers Programme which further supports CYP with transitions, and planning of their career pathway

<https://www.therosehillschool.com/careers-education-employability/>

Sensory and developmental communication approaches are facilitated by creation of the school's sensory room and Balance Rooms in each classroom where pupils are provided with a reflective space to support self-regulation. A dedicated sensory curriculum is also in place <https://www.therosehillschool.com/whole-school-curriculum-programme-maps/>

Referrals to external agencies are arranged, as required. Staff work closely with other professionals to ensure the best possible outcomes for CYP.

Medical conditions

The school follows 'Supporting pupils at school with medical conditions statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014. The school has a policy regarding the administration and management of medicines on the school site. Some CYP will have a care plan in place. Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

Please follow this link for our Policy on Managing Medical Needs & Medicines

<https://www.therosehillschool.com/policies/>

12. How the Provision is evaluated

Rosehill School ensures ongoing assessments of pupil progress and attainment in all learning and wider areas (10 Strands). This includes ongoing analysis of data for whole school, individual pupils and groups of pupils, across the school. Following assessments, we plan, implement and review teaching programmes and interventions for CYP where progress is below expected to ensure that the provision, we have put in place is having the expected impact.

The Governors are responsible for monitoring the effectiveness of the provision in place and they will receive a report on a termly basis from the Headteacher on the progress of all pupils and the impact of any interventions. The quality of teaching is closely monitored by the Senior Leadership Team through;

- Regular observations of teaching and learning including external quality assurance monitoring visits
- Monitoring of planning
- Assessments of CYP progress
- Learning walks
- Work scrutiny
- Staff performance management and appraisals
- Peer-to-peer opportunities
- Training and Continuing Professional Development (CPD)
- Networking, partnership working and research

The school has regular school improvement visits from a school improvement advisor (Nottingham Schools Trust), who sets challenging goals for senior and middle leaders.

The school has now established links with leaders across a range of educational fields including Nottingham Schools Trust, Transform Teaching Schools Alliance, The University of Nottingham and the Autism Education Trust services. The school continues to network with comparable SEN schools across the wider area.

The school was inspected by OFSTED in 2023, maintaining our outstanding status. The OFSTED Report can be viewed on our website <http://www.therosehillschool.com/ofsted/>

13. Staff experience and training

At the Rosehill we look at the whole child, planning realistic programmes to meet the social, spiritual, moral, cultural, physical, emotional and sensory needs of each pupil. These needs are most effectively met by pursuing a person-centred approach that is undertaken by a team of talented and experienced staff. Each member of staff makes a special contribution brought about by training, CPD and expertise, but all are united in the common pursuit in developing the best outcomes for all pupils, irrespective of their learning challenges.

All staff have clear job descriptions which detail the required qualifications for each post in Rosehill School. All staff have a core training programme related to their work within the school and the school team (as a whole) work collaboratively to ensure pupils make progress and are safe at school. Additional CPD opportunities and qualifications are available and considered for all staff members via ongoing appraisals and performance management systems for example, the National Qualification of Senior Leaders (NPQSL). Our current cycle of in-house training includes:

- Introduction to Safeguarding Children and Young People and Child Protection in Education (5 senior staff across the school are trained as Designated Safeguarding Leads and 2 staff as trained trainers)
- (R)PI training (positive handling interventions)
- Autism Education Trust training modules
- Health & Safety; including First Aid and Fire Safety
- Health/medical needs training (including for specific health needs and personal/intimate care)
- Safer Recruitment
- Prevent Duty, FGM, CE and Child on Child Abuse, attendance (other modules are included)
- Mental health and wellbeing
- Online and ESafety
- GDPR and Data Protection
- Bespoke workshops, staff meetings INSET and Twilight training regarding specialist teaching and learning and curriculum/ subjects
- Bespoke induction training for new staff, volunteers and student placements

Please note these are examples and this is not an exhaustive list.

The school also offers training workshops to neighbouring schools, and those further afield, as well as extended teams and local businesses in order to raise awareness, maximise best practice and to provide collaborative sharing opportunities for our school staff and colleagues within and across the SEND landscape/ different fields.

Teachers and teaching assistants ensure pupils are engaged in learning and generate high levels of commitment to learning across the school. This is evident with integrated sensory/ therapeutic interventions promoting independent and active learning. Information is shared in team briefings and the school's assessment calendar outlines our robust monitoring of such practice.

The school receives advice from a range of health professionals in order to meet the needs of the pupils as assessed by the appropriate professionals. We respond proactively and positively to changes in national and local legislation and supporting CYP and their families/carers in preparation for adulthood.

The school is taking a leading role in new initiatives that will benefit the school team and the wider community population including; Supported Employment, The Transition Strategy, and Preparing for Adulthood. A careers programme has been developed in KS3-5 to cover the D2N2 employability goals which links to the employability

action plan and careers local enterprise grant which enables school to provide access to work related learning and practical work experience opportunities <https://www.therosehillschool.com/careers-education-employability/>

Further details regarding school staff (roles and responsibilities) can be found on the school website <https://www.therosehillschool.com/whos-who/>

14. How we consult with pupils

Rosehill School values and respects the views of the CYP. The school promotes a range of alternative means of communication and where required, ensures that appropriate advocacy is in place. All CYP in our school are treated with dignity and respect and pupils are encouraged to reflect on their learning experiences and opportunities, with support. <https://www.therosehillschool.com/safeguarding-staying-safe/>

The School Council involves students to contribute and decide on aspects of school life relating to their needs. The school encourages Student Council members to take an active role in school life <https://www.therosehillschool.com/school-council-primary-parliament-social-action-pr/>

In 2020, the school introduced its Class Ambassadors leadership programme, where CYP are elected an annual basis to support the CYP and staff in our school, to help build on the school's strengths and to help move the school forward <https://www.therosehillschool.com/class-ambassadors/>

The assessment and annual review process of EHC Plans includes the choices and views of pupils to share aspirations and future life goals.

The schools 'Gold Award' system, ensures that individual and class-based progress, on varying levels, are regularly celebrated and widely shared <https://www.therosehillschool.com/pupil-achievements/>

15. How we consult with parents and carers

There are many ways in which the school engages with parents and carers. Examples include:

- Visits to school and introductory meetings
- Information on the School Website, i.e., individual class information (with the option to translate languages) <https://www.therosehillschool.com/topic/parents-carers>
- Daily home-school diaries for information exchanges and key messages
- Telephone conversations, emails (as appropriate) and letters home (e.g., Newsletters) <https://www.therosehillschool.com/letters-newsletters/>
- Annual review meetings (EHC Plans and reports) including a review of Health Care Plans and Behaviour Plans
- Parent/carers wellbeing events, workshops and coffee mornings - often themed in order to share information appertaining to; school-based developments, key barriers to learning for autism, signposting extended services and other relevant information e.g., health updates etc
- Events, celebrations, assemblies and achievement awards e.g., attendance awards
- Parental representation on the Rosehill School Governing Body
- Parent/carers involvement in changes in school through informal and formal consultations
- Parent/carers questionnaires and consultations

Please note these are key examples and this is not an exhaustive list.

Many guests visiting the school are committed to engaging with further developments to improve life outcomes for our CYP. Positive comments and feedback from our vast range of visitors can be viewed via the following link on our school website. <https://www.therosehillschool.com/what-others-say-about-us/>

16. Complaint's procedures

The Governing Body encourages parents to resolve issues with the school and Senior Leadership Team in the first instance. If this is not possible, or the parent is still dissatisfied, **the Chair of Governors, Natalie Kenneison**. In line with school policy and procedures, the Chair of Governors will then arrange, as appropriate, to hear the complaint and to work to resolve the issue. Please follow this link for details regarding this procedure <https://www.therosehillschool.com/contact-us/>

17. Supporting families – Working with other services

The school has a wide range of staff working together within the school to support the CYP and their families. Classroom staff are employed directly by the school. This includes teachers, teaching assistants and midday supervisors. Admin staff are also school employees.

Other professionals work for a range of agencies – all have offices based elsewhere and work in school on particular days. Examples include; Speech and Language Therapists and Occupational Therapists. There are regular meetings with the different professionals to ensure consistency of approach and most training opportunities are open to all extended team members. <https://www.therosehillschool.com/specialists-therapists/>

Social workers may be allocated by the Whole Life Disabled Team and their work with the school is generally based on each individual pupils'/ family's requirements. Transport to school is organised by the Local Authority, not the school. Transport staff are employed by the different transport companies.

If you have a query relating to these areas it is best to contact the professionals directly. This will ensure that your message, queries, and concerns are dealt with in the most efficient way.

18. Transitions & Preparation for Adulthood

School organisation

The diversity of the pupil population has meant that class groupings are based on year groups, also taking account of individual needs, learning, social needs and peer groups. Each year, staff very carefully review class organisation to ensure future groupings are well informed. Across each key stage, class sizes vary typically from eight (Primary and Middle School) to approximately ten pupils (Upper School). Each class has a class teacher, and at least three teaching assistants. Teachers ensure that parents are well informed regarding class organisation.

Class names/ numbers

The school provides a communication friendly learning environment where staff consistently support communication and learning through use of visual resources. Each class has a class name linked to trees, forest and local area to support communication and speech and language development.

Transitions

The school provides carefully planned and aided transition into, across departments and when moving on from the school. All pupils' benefit from extended internal transitions, and CYP new to the school benefit from a detailed transition plan. In the case of preparation for next steps, students leaving school will have spent increasing periods at their new placement e.g., specialist college.

We recognise that transitions can be a challenge for our CYP and we take steps to ensure that every transition is a smooth and as positive an experience as possible.

Moving classes

All transitions are well planned for throughout Rosehill School as pupils move from class-to-class and key stages. Information will be passed on to the new class teacher in advance and planning meetings will take place with the new teacher. All IPLJ's, files and information will be shared. Where possible your child will spend time in their new class before they move classes.

Preparing for adulthood

We realise that being supported towards greater independence and employability would be life transforming and at Rosehill School this support starts early, gradually increasing support for their transition from school to adult life. As young people prepare for adulthood outcomes reflect their ambitions, which can include college placements, employment, independent living and participation in society. <https://www.therosehillschool.com/ks4-5-upper-school-curriculum-programme/> <https://www.therosehillschool.com/accreditation-qualifications/>

Pupils take part in their Annual Reviews where possible and families/carers input is recognised and applied however possible.

19. Other support services and information

Parents Partnership Service <http://www.ppsnotts.org.uk/>

Direct.gov.uk – SEN page <https://www.gov.uk/children-with-special-educational-needs/overview>

Department for Children, Schools and Families <https://www.gov.uk/government/organisations/department-for-education>

For further information about the school, please contact our admin team who will be happy to assist you:

- Telephone: 0115 9155815
- Rosehill Admin: admin@rosehill.nottingham.sch.uk
- Headteacher: Mrs Cheryl Steele