



Local Offer and Information Report

Mission Statement:

“At Rosendale School and Rawtenstall Campus we all work together to maximise each young person’s potential in a caring environment”

Contents

1. The Kinds of SEN that are provided for	3
2. Identifying pupils with SEN and assessing their needs	3
3. Consulting and involving pupils and parents	4
4. Assessing and reviewing pupils' progress towards outcomes	5
5. Supporting pupils moving between phases and preparing for adulthood	5
6. Our approach to teaching pupils with SEN	8
7. Adaptations to the curriculum and learning environment	9
8. Additional support for learning	10
9. Expertise and training of staff	11
10. Securing equipment and facilities	12
11. Evaluating the effectiveness of SEN provision	13
12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN	13
13. Support for improving emotional and social development	14
14. Working with other agencies	15
15. Complaints about SEN provision	15
16. Monitoring arrangements	15
17. Links with other policies and documents	16

1. The kinds of SEN that are provided for

Rossendale School provides education for up to 104 day and residential pupils aged between eight and 18 years old.

Most of our pupils are on the autism spectrum with average cognitive ability.

In general, the young people we support at Rossendale School can manage a mainstream curriculum but cannot manage a mainstream placement.

We have extensive experience of dealing effectively with pupils diagnosed as suffering from a variety of syndromes. Syndromes and conditions that the school successfully and regularly deals with include:

- Attachment Disorders
- Anxiety Disorder
- Attention deficit disorder (ADD)
- Attention deficit hyperactivity disorder (ADHD)
- Asperger syndrome
- Autistic spectrum disorders (ASD)
- Deficits in attention, motor control, and perception (DAMP)
- Depression
- Difficulties with processing speed
- Dyscalculia
- Dyslexia
- Dyspraxia
- Epilepsy
- Fetal Alcohol Syndrome
- Hypermobility
- Motor co-ordination difficulties
- Pathological demand avoidance (PDA)
- PTSD
- Sensory Processing Difficulties
- Social Communication and interaction difficulties
- Speech and Language Difficulties
- Tourette's syndrome
- Obsessive compulsive disorder (OCD)

2. Identifying pupils with SEN and assessing their needs

All pupils at Rossendale School have an Education and Health Care Plan (EHCP) This document is prepared by the young person's Local Education Authority, and it is a statutory obligation of the Authority to ensure that these needs are implemented. The school carries out this function on behalf of several Northwest LEA's

The decision to admit a pupil to Rossendale School is not one that is taken lightly. Very careful consideration is given to each case to determine whether the school can fully meet the pupil's individual needs. We study case papers, invite parents and young people for interviews and discuss expectations before a commitment is made. It is important to note that Rossendale School only offers places where the parents/carers feel they can fully support the placement. We believe that mutual co-operation between parents/carers and the school is vital to ensuring a successful placement.

Rossendale School welcomes admissions at any point during the academic year, to minimize the time a young person spends outside of the classroom.

Prior to placement, all students have the opportunity to come to the school and have a visit. Should they wish to spend any time in the classroom they are more than welcome. We also welcome visits from parents and commissioning officers. Our assessment officer will also collate information from parents and the pupil's current or most recent academic placement. This information will be audited by the referral and assessment officers, then members of the senior leadership team and teaching and therapy teams if required. From here, we can outline whether we can meet the needs of a prospective pupil and put this in writing to their local authority. This process can occur within a few days should a rapid response be required.

Within 12 weeks of admission, the school will hold an initial planning meeting to evaluate, with families and staff, the initial impact and effectiveness the placement is having on the young person.

The Annual Statutory Review process at Rossendale School ensures we evaluate whether an individual's placement at the school is still appropriate, whether additional needs have been identified and in consultation from a range of teams identify the most appropriate strategies to assist them. In practice this is an ongoing process throughout the year with regular consultations with all those that are involved with the needs of the young people we work with.

3. Consulting and involving pupils and parents

Rossendale School believes that the relationship between parents and the school is an essential one. From the initial interview, we make clear the importance of joint working, with the same agenda if we are to ensure success for the young person. As a school, we put a great deal of effort into building close and positive links with students' families as we feel this is the best way to bring about positive and lasting change in our young people's lives. To do this, we:

- Ensure a minimum of weekly telephone calls between each student's keyworker and parents/carers
- Give primary pupils a 'take home book' with a daily comment from teaching staff
- Organise regular parents' evenings
- Welcome parents/carers to make an appointment to visit the school at any time
- Make an immediate phone call to parents/carers if we are concerned about any aspect of their child's welfare, progress, or behaviour
- Send an annual written report home to parents/carers

Rossendale School views parents as vital partners in our work of educating young people. We believe the best team consists of the child, the parent/guardian and school staff working together. However, we also recognise that it can be frustrating, demanding, and difficult to live with a child with challenging behaviour and a lifetime condition.

The school seeks to support the families of our young people wherever possible as we feel they have an important supportive role to play in ensuring that their child's behavioural standards meet the school's high expectations. Our care team get to know parents and families very closely and provide support. Likewise, our therapy team provide training in coping strategies which can be used at home.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupils will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

Beginning School

Rosendale School provides a range of support for children and young people who are joining the school to ensure a smooth transition and maximise the chance of a successful placement. This structured approach to induction helps students to settle in quickly and includes:

- Academic work from the form tutor, completed with help from a support assistant
- Assigning each pupil their own experienced key worker from the care staff team
- Assigning some young people, a mentor within the class group to help them settle in
- Inviting parents and Local Authority workers to attend the first day of school with the young person to talk through the Home-School agreement
- Pupils completing a 'short week' for their first week at school to help them assimilate
- An initial planning meeting within 12 weeks of a pupil being admitted to the school

Key Stage Transitions - As pupils move towards the end of a key stage, preparation is done to support their transition to the next key stage, for example:

- Moving from Key Stage 2 to Key Stage 3
 - *"The transition from Primary to Secondary School can be a challenging one for many pupils, especially for those who have additional educational needs. At Rosendale School we have sought to minimize the anxieties and concerns which many of our students have, by incorporating a full year 'transition programme' into our KS3 teaching and learning. This begins in Year 6 where the pupils are offered a full week's transition timetable to enable them to become accustomed to the new routines and expectations."* (Please see Curriculum Policy)

This process involves the whole staff team, particularly form tutors, SSAs and key workers.

At the end of Year 9, Key Stage 3 pupils will also have an individual transition review as well as individual options sessions, to which parents/carers are invited.

Adulthood

Rossendale School helps prepare each one of our young people for adulthood from their very first day with us. We do not look at where the individual is now; instead, we focus on their future, what they can achieve and where they are capable of getting to.

As soon as a young person receives a place at Rossendale School, we start working together to find ways to support them to reach their full potential. Whilst academic achievements play an important role in this process, we do not overlook the need for young people to develop the social skills required to manage within society.

Careers Education

Careers education and guidance are an essential part of every pupil's curriculum at Rossendale School. We aim to help our young people develop the knowledge, skills, and attitudes they need to make well informed educational and vocational choices. As a school, we actively encourage pupils to play a major part in planning their futures through:

- Embedding careers education throughout the curriculum from Year 4 onwards
- Timetabled citizenship lessons (incorporating careers education) from Year 9 onwards
- Strong links with external careers service providers
- **Start Profiling**
- Regular visits from specialist external careers advisors
- Discussing an individual's career options during Annual Reviews in Years 9, 10 and 11
- **Annual Rossendale School Careers Fair**
- Involving pupils in the statutory review process
- Inviting all Key Stage 4 pupils to attend the annual Rossendale area careers convention
- An active work experience programme
- An active college link programme
- Close liaison with School Career's leads
- If relevant to needs of the young person, seek alternative learning provision within the school timetable

Work Experience

Rossendale School offers work experience opportunities to pupils in Key Stage 4 (Years 10 and 11) as well as in Key Stage 5 (sixth form).

All placements are bespoke arrangements which are developed according to the individual's needs and in consultation with the young person themselves. Our work experience programme is purposely kept flexible so that it can be moulded to fit the student's requirements. For example, some young people may prefer to complete a short block of work, whereas others are better suited to working one day per week over a longer period.

We regularly monitor all work experience placements so that any necessary changes can be made quickly and smoothly, and the young person gets the maximum benefit from the experience.

Rossendale School gives a great deal of time and attention to matching students with work experience placements that will meet their interests and are in line with their future career ambitions. We feel this is a crucial step to ensuring successful placements that fully engage our young people.

All pupils considering undertaking a work placement are encouraged to take our careers education and guidance online assessment. This profiles the young person's interests and possible future career direction so that we can then try to align placement opportunities with these results.

We have had several successful placements in the following areas:

- Accountancy
- Administration
- Blacksmith
- Building
- Catering
- Charity work
- Engineering
- Equine care
- Hairdressing
- Health and Social Care
- Horticulture (including Local Authority Parks and Gardens Departments)
- ICT
- Joinery
- Motor Vehicle
- Retail (including Pets at Home and Tesco)
- Sports staff management

Sixth Form

Our sixth form campus is purposely based away from the main school site, located in a central town location. This gives students there the chance to get familiar with being a part of the community whilst still benefiting from the support and structure of the school environment.

Rossendale School's sixth form allows pupils to experience a more 'adult' college-style approach to education. Students studying here can develop their independence skills daily, for example using local shops to buy their own lunch.

Transitions out of Rossendale School

Rossendale School has a strong track record of helping its young people move successfully into mainstream education. This is in no small part due to the fact we start transition planning for students moving on from Rossendale School far in advance - usually from Year 9. This enables us to ensure we have the necessary support services in place, not just simply finding the next place for a young person to move on to. Even if a student is transitioning to our sixth form, we would still treat this as a steppingstone into mainstream FE College.

Where appropriate, we support young people moving on from Rossendale School via:

- Interviews with the career's education and guidance service
- Opportunities to sample further education in local colleges (for pupils in Years 10 and 11)

Where a young person is starting their Post-16 career away from Rossendale School, we do our best to ensure the young person will receive the maximum support in their new Further Education setting. We have several established links with local colleges and the Young People's Service which actively help us to ensure a positive start to a young person's 16+ career, wherever that may be.

Regardless of whether a young person is transitioning into the school, between Key Stages, or leaving us, we will always ensure that all interested parties are involved in discussions. This helps to ensure that the decisions made are based on a full understanding of the young person's situation and needs. Transitions are usually planned in consultation with:

- The young person themselves
- Rossendale School staff (educational, residential, and therapeutic)
- The young person's family
- Previous/future settings
- Any other multi-agency staff that work with the young person

6. Our approach to teaching pupils with SEN

Rossendale School's core purpose is to meet the needs of individual pupils as set out in their Education Health and Care plan. However, over and above this, we strive to play a major role in:

- Engaging the young person in learning
- Maximising individual potential
- Valuing the individual
- Promoting self-awareness and respect for others
- Providing a supportive caring environment
- Celebrating success in all its forms
- Creating an ethos of high expectation
- Creating a stimulating learning environment
- Preparing young people for social inclusion

Rossendale School's overall aim is to develop a caring community in which concern and respect for others is fostered and the importance of goodwill, sensitivity and tolerance in interpersonal relationships is exemplified.

Pupils with emotional and behavioural needs can be poorly served by the education provision available to them. Similarly, parents of children with autism often experience difficulties in securing the right provision for their child. Rossendale School was founded on a deep conviction that ALL pupils are entitled to a positive education that allows them to experience success.

This guiding belief is translated into daily practice and underpins all that we do at Rossendale School. We strive to create a positive, supportive, and achieving culture so that pupils from negative, destructive, or anti-achievement backgrounds can experience a completely different environment in which to re-discover (or maybe discover for the first time) success and self-belief in an educational setting.

We recognise that our young people face a limited future without a top-class education. In order for us to deliver that, requires a special type of person.

The staff team at Rossendale School has been very carefully selected via a very thorough and involved process. Our focus, first and foremost, is on attracting the very best quality teachers who have mainstream experience, and we then provide them with a high level of special needs training.

Our staff are experienced and trained to recognise and deal with young people's sensory needs. Through an exceptional level of staff support, our young people leave the school better prepared for everyday life.

Most of our young people will not be engaged with learning when they first join us. Therefore, Rossendale School purposely keeps class sizes small so that we can give students the specialised attention they require.

At secondary level, each year group typically has around eight students, but pupils will usually be split into two groups for teaching. In practice, this means lessons are usually delivered in small groups of four, led by a subject-specialist qualified teacher and with a classroom support assistant.

At primary level, again, each year group has a maximum of eight students. There will be a primary qualified teacher leading the class with support from two additional classroom support assistants, generally HLTA trained. This ensures that if the group needs to be split or individual work to take place, then the HLTAs can work at this level.

We are also able to provide 1:1 support if required, but our focus always remains on enabling young people to become independent learners for a more sustainable adulthood.

We believe that consistency is key to successful learning for our young people. For this reason, classroom support assistants tend to stay with the teaching group, moving between different lessons with the same pupils. This provides stability and security for the group.

Rossendale School believes that a rounded education is not only about gaining knowledge and acquiring essential skills but also about personal development. We want to ensure that, during their time with us, our young people reach their academic capacity and develop the social and emotional skills they need to reach their full potential and function successfully as young adults in the real world.

We always take a long-term view of each of the young people we support and look to how we can help them to move on and become employable in the future. Whilst academic achievement is hugely important, we recognise that social and emotional learning is equally important for our young people. After all, GCSEs are of little value if the young person does not feel confident to leave their bedroom to put them to use. By focussing on our students' social and emotional development, we can make academic achievement a possibility. In our experience, one without the other just does not work.

Tutor time is built into the timetable so that young people can discuss any worries or concerns they may have with their personal form tutor. Our care team also act as keyworkers, liaising between home and school and the headteacher operates an 'open door' policy, meaning pupils can make an appointment to see him to discuss issues they may have.

Rossendale School strongly believes in working with a young person's autism and other conditions. We take a solution-focussed approach and encourage our students to do the same. There will always be problems in life, but what Rossendale School strives to do is to tackle 'learned helplessness' by replacing disabilities with abilities.

Throughout a pupil's time with us, we will work alongside them to help develop the capacity to recognise when they are feeling overwhelmed and then to teach them coping strategies to manage this before it causes a major behavioural issue. For example, if a young person is distressed by a flickering light, we will work with them to recognise this as the source of their distress and to identify their options of turning off

the light or leaving the room. We feel this is the way in which we can best equip our students with the skills to go on to become successful adults who are able to integrate and function as part of society.

7. Adaptations to the curriculum and learning environment

Whilst we recognise that our young people have additional needs, Rossendale School maintains high educational expectations for our pupils. We believe that with the expert staff team, individualised learning packages and extensive therapeutic support available at Rossendale School, students are well placed to make academic progress and achievements in line with their peers in mainstream settings.

We can achieve this by highly differentiating our curriculum to ensure all pupils are able to access it, for example, by careful grouping, 1:1 work, and individualized timetables. In lessons, resources are carefully adapted, and higher staffing ratios are employed if deemed necessary. Pupils can also access laptops/computers, coloured overlays, visual timetables etc. We ensure differentiation of our teaching strategies also for example by giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

Due to the above Rossendale School delivers an impressive breadth of GCSE and other accreditations in any given year. These include:

- Additional Science
- Art and Design
- Business Studies
- Computer Science
- Design and Technology: Graphic Products
- Design and Technology: Resistant Materials
- Duke of Edinburgh's Award
- English Language
- English Literature
- Food Studies
- Further Maths
- Geography
- Health Related Fitness
- History
- ICT
- Life and Society
- Maths
- Media Studies
- MFL
- Music
- Physical Education
- Physics
- Preparation for Working Life
- PSHE
- Psychology
- Religious Studies
- Science
- Sports Leaders Award
- Statistics
- Vocational Pathways

8. Additional support for learning

Rossendale School offers pupils a wide range of therapeutic input. Where a young person has followed the appropriate referral process and/or where a need is stated in their EHC plan, the school is able to provide timely access to our in-house therapeutic team.

Our Therapy team consists of.

- Speech and Language Therapist
- CAMHS Counsellor
- OT Therapist
- School Counsellor
- Creative Therapist

Rossendale School has on-site therapy rooms and an in-house therapy team, meaning our young people can access support on the school campus and avoid lengthy waits for treatment. We have several dedicated spaces which are used for therapy sessions, either in small groups or for 1:1 work with students, including:

- A sensory room
- Dedicated therapy rooms
- Dedicated OT Room

Therapy is used at Rossendale School to help young people and their families to understand their conditions and the impact they may have on their lives. For people on the autism spectrum, this is something that can often be overlooked, which is why we as a school feel it is such an important area to focus on.

Our therapists help students to come to terms with and fully understand what it means to be on the spectrum or to have ADHD for example, explaining how it may affect them and what they can do to reduce its impact. Rossendale School uses therapy as an invaluable tool to equip our young people with coping strategies that will help them to successfully live side-by-side with their condition.

9. Expertise and training of staff

George Mills, Headteacher

- Over 20 years teaching experience in both mainstream and special
- 8 years Senior Leadership experience in special
- BSc (Hons) Degree in Land, Management & Technology
- Post Graduate Certificate of Education (PGCE) in Information Communications Technology & Special Educational Needs
- Highly experienced practitioner in the classroom
- Experience of successful and innovatively leading a core department (IT) in mainstream and in special
- Leader of vocational as well as academic pathways
- Duke of Edinburgh Assessor

Elisabeth Kane, Deputy Headteacher

- Over 20 years teaching experience in both mainstream and special
- BA (Hons) Degree in English

- Post Graduate Certificate of Education (PGCE)
- National Professional Qualification for Headship (NPQH)
- Certificate of Competence in Educational Testing (Level 7)
- Winner of the NASS Rowie Shaw Award in 2016

Georgina Poole – Assistant Headteacher

- Quality of Education
- 13 years' experience working in Special Education.
- BSc (Hons) Sports Performance Coaching
- PGCE Design Technology

Simon Jones, Head of Care and Designated Safeguarding Lead (DSL) at Rossendale School

- NVQ Level 4 in Care
- NVQ Level 5 in Management
- 23 years' experience working with children with social, emotional, and behavioural difficulties
- Experience working with several families to help build positive relationships and develop strategies to deal with their child's needs

Kristiana Muller-Hodgins, SENDCo

- Over 25 years of working in both mainstream and Special Education (20 of which have been at Rossendale School)
- BA (Hons) Applied Social Studies
- Qualified Teacher Status
- Specific experience in; Overseeing whole school assessments, developing cross curricular literacy, overseeing literacy intervention in school, mentoring both ITT and NQTs, Designated Teacher, assessment of KS3 new pupils in school, Year 7 and KS3 Lead

Teaching staff

All the teaching staff at Rossendale School have Qualified Teacher Status and have substantial mainstream experience, having previously worked for local authority schools. In addition to their teaching qualifications, many of our teachers hold degrees related to their specialist area.

Higher Level Teaching Assistants (HLTAs) + Special Support Assistants (SSAs)

We have a highly qualified and experienced team of staff that both support the pupils and education team fully in their roles. Many have studied up to, and beyond, Degree level either in subject related areas or in areas such as Psychology and Mental Health. They all consistently demonstrate a huge flexibility of approach which enables Rossendale School to utilise their skills and knowledge to the best effect.

Care staff

Our care staff team blends experience, qualification, and youthful enthusiasm, which allows us to meet the needs of the pupils we deal with. In addition to a degree, which many have, all care staff have completed NVQ Level 3 in Health and Social Care/Diploma Level 3 in Health & Social Care. Our two care team leaders also both hold the Level 5 Diploma in Health and Social Care.

10. Securing equipment and facilities

The ground floor of both the main site and Rawtenstall Campus is wheelchair accessible and disabled toilets can be found on both sites. Where necessary, the school can translate information into other languages for the parents of children whose first language is not English, but they would also look to the host local

education authority to provide support in this area. Raised tables, workstations and adapted chairs have also been acquired to assist our students.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term or half term
- Using pupil questionnaires
- Holding annual reviews for all our pupils

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

The aim for every pupil that attends Rossendale School is for them to reintegrate back into the wider community. We feel that strong community links play a vital role in the development of our young people. Rossendale School ensures it not only works with students in a separate school environment, but that we also link with each pupil's home community and family home base. It is therefore important that we do not isolate students while they are at the school.

We make a great deal of use of local communities and their facilities. The school's location near several sizeable towns and cities gives our pupils fantastic opportunities to get involved in a wide range of leisure and social activities. This in turn helps our young people to maintain community links, form relationships within a wider circle and enhance their social skills.

As part of our commitment to helping young people develop into successful adults, Rossendale School places a strong focus on teaching students how and when to use facilities within their local community. We work alongside our pupils to develop:

- Good communication skills
- Good social skills
- Emotional resilience
- Understanding of when and how to use facilities (e.g., bank, library, GP surgery)
- Safety in the community skills
- Preparation for adulthood
 - Independent travel skills
 - Accessing Local Community Activities
 - Budgeting
 - Planning

This is so that they can cope with the demands of everyday life and operate as successful members of the community in which they live. As part of this, Rossendale School provides supported access to a wide range of leisure activities in young people's home communities and actively encourages all pupils to develop interests in a variety of community-based initiatives, such as:

- Cadets
- Horse riding at a local stable
- Sailing and canoeing at Hollingsworth Lake

- Scouts
- Swimming at local swimming baths
- Use of outdoor ski slope
- Arcade Club
- 10 Pin Bowling
- Trampolining
- Football
- Puttstars
- Voluntary work placements as part of the Duke of Edinburgh Award

The school arranges sporting activities in several local authority sports centres. This gives pupils the opportunity to learn to cope in the same kind of provision that they would have in their own community. Activities include:

- Trampolining at Salford Gymnastics Club
- Kayaking at Bibby's Farm Chorley
- Swimming at Ramsbottom Swimming Pool
- Outdoor Ski Slope at Rossendale
- Bouldering at Manchester Depo

13. Support for improving emotional and social development

We believe a child's emotional and social development is just as important as their academic development and recognise the impact a child's emotional and social needs can have on their learning.

Rossendale School believes that a rounded education is not only about gaining knowledge and acquiring essential skills but also about personal development. We want to ensure that, during their time with us, our young people reach their academic capacity and develop the social and emotional skills they need to reach their full potential and function successfully as young adults in the real world.

We always take a long-term view of each of the young people we support and look to how we can help them to move on and become employable in the future. Whilst academic achievement is hugely important, we recognise that social and emotional learning is equally important for our young people. After all, GCSEs are of little value if the young person does not feel confident to leave their bedroom to put them to use. By focussing on our students' social and emotional development, we can make academic achievement a possibility. In our experience, one without the other just does not work.

Form time is built into the timetable so that young people can discuss any worries or concerns they may have with their form team. Our care team also act as keyworkers, liaising between home and school and the headteacher operates an 'open door' policy, meaning pupils can make an appointment to see him to discuss issues they may have, this is all in addition to the therapeutic team previously mentioned.

The school also believes that young people cannot be effectively dealt with in isolation and to help them deal appropriately with problems, young people must be viewed in the context of their complete family dynamic. Consequently, a great deal of effort is expended at Rossendale in fostering close and positive links with young people's families in the belief that this is the best way to bring about positive and lasting change.

Rossendale School places a big focus on giving back and contributing to other people in need and we actively encourage pupils to take part in a range of charity fundraising events throughout the year, including:

- Comic Relief
- Children in Need

- Macmillan coffee morning
- MIND
- Save the Children

Each year, during the final week of the Summer Term, the entire school and staff take part in various out of school activities instead of formal lessons. The week provides an enjoyable end to the academic year and lays the foundation, both in relationship and work terms, for much of the progress that can be made in the following academic year. The range of activities undertaken over the course of the week provides extensive experiential learning opportunities for our young people, helping to make a significant contribution to their social and emotional development.

All pupils are encouraged to fully partake in the range of activities that take place throughout the school year and many of these are initiated by the pupils themselves at the school council

14. Working with other agencies

We presently have pupils from 16 different LEAs. All their Local Offers can be accessed via their Local Authority Websites (Please click the links below)

- [Blackburn with Darwen](#)
- [Bolton](#)
- [Bradford](#)
- [Bury](#)
- [Cheshire East](#)
- [Halton](#)
- [Kirklees](#)
- [Lancashire](#)
- [Manchester](#)
- [North Yorkshire](#)
- [Oldham](#)
- [Rochdale](#)
- [Salford](#)
- [Tameside](#)
- [Trafford](#)
- [Warrington](#)

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made.

Firstly, to the Class Teacher/Form Tutor

Secondly to the SENDCo, Mrs. Muller-Hodgins

If you feel that your complaint has still not been adequately resolved then please contact the school's head teacher, Mr. Mills.

16. Monitoring arrangements

This policy and information report will be reviewed by Mrs. K R Muller-Hodgins (SENDco) every year. It will also be updated if any changes to the information are made during the year.

17. Links with other policies and documents

This policy links to our policies on:

- Special Educational Needs and Disability Policy
- Curriculum Policy
- The Single Equality and Community Cohesion Policy
- Accessibility Policy
- Medical Needs Policy