



Local Offer and Information Report

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1. The kinds of SEN that are provided for

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

The majority of our pupils have a diagnosis of autism. In general, the young people we support at Rossendale School are able to manage a mainstream curriculum but require a smaller setting able to meet their individual needs.

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 a number of North West LEA's

Each referral is given careful consideration 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. Rossendale School welcomes admissions at any point during the academic year, in order to minimise the time a young person spends outside of the classroom.

Prior to placement, all pupils 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 considered by members of the senior leadership team and teaching and therapy teams if required.

Within 12 weeks of admission, the school will hold an initial planning phone call 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. In order to do this, we:

- Ensure a minimum of weekly telephone calls between each pupil's form team and parents/carers.
- Give primary pupils seesaw accounts with a daily comment from teaching staff.
- Organise annual 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, attendance, or behaviour.
- Send progress report home to parents/carers once a term.

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 expectations. Our team get to know parents and families very closely and provide support.

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 form team 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 pupil 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 - Rossendale 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 pupils to settle in quickly and includes:

- Academic work from the form tutor, completed with help from a teaching assistant
- 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 phone call 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 Rossendale School we have sought to minimise the anxieties and concerns, which many of our pupils have, by incorporating a full years 'transition programme' into our KS3 teaching and learning. This begins in Year 6 where the pupils are offered a transition timetable to enable them to become accustomed to the new routines and expectations."* (Please see Curriculum Policy)
 - Year 7 transition from Rawtenstall campus to main site over the year in year 7. Each week the pupils will travel to site for an afternoon to engage in art /D & T /Food sessions with specialist staff. In the summer term pupils engage in a two week transition programme to main site.
 - Transition from year 11 to sixth form will take place for a number of days in the summer term after external exams have concluded and there is a confirmation of placement at Rossendale.

This process involves the whole staff team, particularly form tutors, teaching assistants and therapists, where needed.

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 and every 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 are capable of achieving 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 lessons (incorporating careers education)
- 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 pupil'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 of time.

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 pupils 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 a number of 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 pupils 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. Pupils studying here have the opportunity to develop their independence skills on a daily basis, 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 pupils 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 pupil is transitioning to our sixth form, we would still treat this as a stepping stone into mainstream FE College.

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

- Interviews with the careers 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 a number of 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 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 interactions

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.

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.

The majority 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 pupils the specialised attention they require.

At secondary level, each year group typically has around eight pupils. In practice, this means lessons are usually delivered in small groups, led by a subject-specialist qualified teacher and with a classroom teaching assistant.

At primary level, again, each year group has a maximum of eight pupils. There will be a primary qualified teacher leading the class with support from classroom teaching assistants.

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 teaching 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 also develop the social and emotional skills they need to reach their full potential and function successfully as young adults.

Form time is built into the timetable so that young people can discuss any worries or concerns they may have with their personal form tutor. The headteacher operates an 'open door' policy, meaning pupils can make an appointment to see him to discuss issues they may have.

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 allow them to regulate within their environment.

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 staff team, individualised learning packages and therapeutic support available at Rossendale School, pupils are well placed to make academic progress and achievements in line with age related expectations.

We are able to achieve this by adapting our curriculum to ensure all pupils are able to access it and to meet their needs, for example, by careful grouping, 1:1 work, and individualised timetables. In lesson, 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 adaptation of our teaching strategies.

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

- Additional Science
- Art and Design
- Business Studies
- Computer Science
- Design and Technology
- Duke of Edinburgh's Award
- English Language
- English Literature
- Food Studies
- Further Maths
- Geography
- History
- ICT
- Maths
- Media Studies
- MFL
- Music
- Physical Education
- Preparation for Working Life
- PSHE
- Psychology
- Science
- Sports Leaders Award
- Statistics

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
- Art 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. We have a number of dedicated spaces which are used for therapy sessions, either in small groups or for 1:1 work with pupils, including:

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

Our therapists help pupils to come to terms with and fully understand their diagnosis. Rossendale School uses therapy as an invaluable tool to equip our young people with strategies to aid them in their daily life.

9. Expertise and training of staff

Teaching staff

All of the teaching staff at Rossendale School have Qualified Teacher Status. In addition to their teaching qualifications, many of our teachers hold degrees related to their specialist area.

Higher Level Teaching Assistants (HLTAs), Cover Supervisors + Teaching Assistants

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.

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 pupils.

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

We feel that strong community links play a vital role in the development of our young people.

We make a great deal of use of local communities and their facilities. The school's location near a number of 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 pupils how and when to use facilities within their local community. We work alongside our pupils to develop:

- communication skills
- 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

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:

- 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
- Forest school

The school arranges sporting activities in a number of 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/ Heywood sports centre
- 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 also develop the social and emotional skills they need to reach their full potential and function successfully as young adults in the real world.

Rossendale School actively encourages 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
- World book day
- Number day
- Presentation afternoons

14. Working with other agencies

We presently have pupils from 17 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](#)
- [Stockport](#)
- [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 Assistant Head teachers or Deputy Head teacher

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 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:

- SEND Policy
- Curriculum Policy
- The Single Equality and Community Cohesion Policy
- Accessibility Policy
- Medical Needs Policy