

SEND INFORMATION REPORT 2024-25



Rosebank School
Listening, Responding, Learning



School Profile

Rosebank is an Autism Specific provision for pupils aged 4-11 and is maintained by Cheshire West and Chester. All pupils at the school will have an Education, Health and Care Plan (EHCP). All pupils at Rosebank will have a diagnosis of Autism Spectrum Condition as their primary need often with associated conditions from the different areas of need; communication and interaction, cognition and learning, Social, Emotional and Mental Health and Sensory or physical.

Generally if a young person is working at age-related expectation, Rosebank would not be the correct environment as it would not be conducive to providing a suitable curriculum or peer group. Rosebank is able to support young people whose behaviour difficulties are a consequence of ASC or social communication difficulties, but not those for children whom Social, Emotional and Mental Health are the primary need.

“Everyone at Rosebank will provide a positive, nurturing environment so that the whole school community can feel valued and happy, where everyone has a right to communicate their needs and be responded to in a supportive manner, so that all can develop and learn the skills needed to be as successful as they can be in their lives.”

What should I do if I think my child may have additional needs?

The EHCP outlines the particular needs of your child and recommends the resources, teaching programmes and multiagency involvement related to meeting those needs. All admissions are made through the SEND Assessment and Monitoring team at Cheshire West and Chester. Rosebank School does not accept admissions from parents and will always need a consultation from the Local Authority.

How will the school staff support my child?

A dedicated and highly trained staff team will work with each child in a small class with a high staff to pupil ratio. This will usually be 3 adults per 8 children. The team will support the short-term outcomes in the EHCP to work towards the long-term outcomes. The majority of pupils will follow a formal curriculum but modified to support the needs of them. Sometimes a semi-formal curriculum is required due to the cognition and learning needs of either individuals or cohorts of young people. For more information, please contact the school.

Staff are trained in a range of autism-specific approaches. Staff access a range of training opportunities in areas such as Positive Behaviour Support, PRICE (de-escalation strategies), Attachment Disorder, Pathological Demand Avoidance, Dyslexia, and ADHD.

Rosebank School is accredited by The National Autistic Society.

How will you tell me how my child is doing in school?

Class teams maintain close communication with families. This is done via a daily home-school book, telephone calls home as well as text or email or via Tapestry.

What support will there be for my child's overall well-being?

You will receive termly updates about your child's progress towards their EHCP targets. There will be a comprehensive report on every child's achievement written annually by the class teacher. Academic progress is measured using a range of tools in school, tracking academic progress alongside autism specific skills development.

If you would like to discuss anything with the teacher of your child then please either email or phone and staff will always respond.

We have an individualised approach for supporting all young people at Rosebank.

Class teams work with families to ensure that children's safety is paramount. Staff work hard to reduce the level of anxiety that many autistic children face. We strive to do this by adapting the environment and curriculum to meet the needs and developmental level of the child.

We have a dedicated Family Support Worker who can support families with behaviours in the home, helping and advising with issues such as communication and the use of visual supports, in order that children can make their feelings and intentions known to others.

We work in a multi-disciplinary team with colleagues from Health and Social Care. There is constant communication with colleagues including our School Paediatrician, School Nurse, Speech and Language Therapy team, Physiotherapist and Occupational Therapist.

We also have regular coffee mornings and informal parental network meetings where support and advice can be offered. We also integrate The Zones of Regulation into our school curriculum to help the children

How will the school prepare and support my child to join the school, and transfer to the next stage of education and life?

to communicate and identify different emotions. This links with our Emotional Literacy Support programme to support children to develop their emotional and social skills. In addition, we offer a range of interventions to cater for the children's differing sensory processing needs.

Young people have the opportunity to join Rosebank School in Reception (Age 4) as a natural transition point or in some cases as in-year transfers throughout the school year.

A structured programme of transition is put into place for all pupils and is individualised for each child and supportive of their needs. This is organised by the family support worker, SENCo and the leadership team. Students and their families will have opportunities to visit the school, meet a wider-range of staff and take part in various activities to support integration into school. This process is monitored and can be flexible as the transition process happens.

We work closely with other secondary phase schools to ensure a well-planned transition to your child's next setting at the age of 11.

Rosebank School works closely with schools such as Greenbank (Northwich), Oaklands (Winsford), Russett School (Weaverham), Dee Banks and Dorin Park (Chester) and Archers Brook (Ellesmere Port). A small number of pupils have moved onto secondary schools with autism resource provision or more independent specialist settings.

We have a small number of pupils who have progressed to mainstream primary schools and then on to mainstream secondary schools.

How are the school's resources allocated and matched to children's needs?

We place particular emphasis on pupils accessing the local community and developing functional life skills and experience which supports resilience, self-esteem and confidence.

Our curriculum is designed around the children at Rosebank. We have our own Rosebank Curriculum, which tailors the National Curriculum and the AET Progression Framework to our pupils' needs, and a range of individualised resources and visual supports are used to engage and enthuse children in their learning. Technology is employed to support pupils across the school. Chromebooks, iPads, interactive boards, light rooms, sensory rooms, outdoor spaces are among the resources we have in school. We encourage the children to use as much of the resources as they can to support learning and emotional regulation.

How accessible is the school environment?

Our environment is carefully planned to meet the needs of our pupils. There are rooms and spaces inside and outside where children can go into when they need a break. These spaces allow pupils who need to request a break to do so quickly. Class teams are skillful in producing visual supports which match pupil Rosebank School SEND Information Report need and enable the children to predict the structure and sequence of activities, and to communicate to make their intentions known. We also have a sensory room and a light-room, where children can go if they need a break, or if they need to complete their sensory integration programme.

Rosebank is all on one floor. This means that the school is accessible for the majority of the building and outside spaces.

Who can I contact for further information?

For further information please contact the school on 01606 74975 or by emailing admin@rosebank.cheshire.sch.uk

Adam Westwater – Headteacher

Natasha Tompkins – SENCo

Lizzie Wiffen – Family Support Worker