

SEND INFORMATION REPORT



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 sets out your child's individual needs and identifies the resources, teaching programmes and multi-agency support required to meet those needs.

All admissions to Rosebank School are managed through the SEND Assessment and Monitoring Team at Cheshire West and Chester Council. Rosebank School does not accept direct applications from parents. All placements must be formally consulted on and agreed through the Local Authority.

How will the school staff support my child?

At Rosebank School, we have a dedicated and highly trained team who work closely with each child to understand their individual strengths, needs and interests. Our classes are small, with a high level of adult support. This is usually around **3 adults to 8 children**, allowing staff to provide personalised support and build positive relationships with every pupil.

In the **Early Years**, children follow our specially designed **2D curriculum**, which focuses on their individual EHCP targets and draws on *Development Matters*, *Birth to 5 Matters* and the *Neuro-inclusive Network Framework*. This helps children develop their communication, independence, social skills and learning in a way that is right for them.

From **Year 1 onwards**, pupils access our **3D curriculum**, which continues to focus on their individual EHCP outcomes while developing skills for the future. The curriculum includes **Preparation for Adulthood, PSHE and autism-specific approaches to teaching and learning**. We recognise that every child develops differently, and our curriculum can support pupils working from the **Engagement Model through to the National Curriculum**.

Communication is at the heart of everything we do. We provide a **total communication environment** across the school, using a range of approaches and resources to ensure that every child can communicate in the way that works best for them. This may include speech, visual supports, symbols, signing, communication aids and other alternative or augmentative communication methods.

Our staff receive ongoing training in a range of **autism-specific approaches and strategies** to ensure they can provide the best possible support for our pupils. Training includes areas such as **Positive Behaviour Support, PRICE de-escalation strategies, attachment, Pathological Demand Avoidance (PDA), dyslexia and ADHD**.

Rosebank School is also **accredited by the National Autistic Society**, reflecting our commitment to providing high-quality, autism-informed education and support for children and their families.

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

We believe that working closely with families is an important part of supporting every child. Our class teams maintain regular communication with parents and carers through a range of methods, including the daily home-school book, telephone calls, text messages, email and Tapestry.

You will receive regular updates on your child's progress, including **termly information about how they are progressing towards their EHCP outcomes**. Each year, the class teacher will provide a comprehensive report celebrating your child's achievements, progress and areas for further development.

We use a range of assessment and tracking tools to monitor your child's progress. This allows us to look at both **academic development and the progress they are making in autism-specific skills**, ensuring that their individual needs and achievements are recognised.

We welcome communication with families and want you to feel able to share any questions, concerns or successes with us. If you would like to speak with your child's teacher, please contact us by phone or email. Our staff will always aim to respond and work with you to ensure your child receives the support they need.

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

At Rosebank School, we take an **individualised approach** to supporting every child. We recognise that every young person is unique, with their own strengths, needs, interests and ways of communicating. Our aim is to create a safe, supportive environment where every child can feel understood, valued and able to thrive.

Our class teams work closely with families to ensure that **your child's safety and wellbeing are always at the heart of what we do**. We understand that autistic children can experience high levels of anxiety, and our staff work hard to reduce this by adapting the environment, routines and curriculum to suit each child's individual needs and developmental level.

Families can also access support from our **dedicated Family Support Worker**, who can offer advice and practical support with challenges that may arise at home. This can include strategies around communication, managing behaviour and using visual supports to help children express their feelings, needs and intentions.

We work closely with professionals from **Health and Social Care** as part of a multi-disciplinary team. This includes regular communication and collaboration with our School Nurse, Speech and Language Therapy team, Physiotherapist and Occupational Therapist. Working together in this way helps us to provide a consistent and holistic approach to supporting each child.

We also value the importance of **supporting parents and carers**. Throughout the year, we offer coffee mornings and informal parent network meetings, providing opportunities to meet other families, share experiences, access advice and support one another.

Helping children to understand and communicate their emotions is an important part of life at Rosebank. We use the **Zones of Regulation** throughout our curriculum to help children recognise, understand and communicate how they are feeling. This is complemented by our **Emotional Literacy Support Programme**, which helps children develop their emotional awareness, social skills and confidence.

We also provide a range of **individualised interventions and strategies to support children with different sensory processing needs**. These are tailored to each child to help them feel comfortable, regulated and ready to learn.

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

We understand that starting a new school or moving on to a new setting can be a big step for children and their families. At Rosebank School, we make transitions as **positive, gradual and supportive as possible**, with each child's individual needs at the centre of the process.

Children can join Rosebank in **Reception at age 4**, which provides a natural starting point for many pupils. We also welcome children who may need to join us later through **in-year transfers**, depending on individual circumstances and Local Authority consultation.

Every child has an **individualised transition programme** designed around their needs, strengths and level of confidence. This is coordinated by our Family Support Worker, SENCo and leadership team, working closely with the child and their family. Families and children have opportunities to visit the school, meet staff and take part in activities that help them become familiar with the environment, routines and people they will be working with.

We recognise that every child's transition journey will be different. Our approach is therefore **flexible and responsive**, and we regularly review the support in place to ensure it continues to meet each child's needs as they settle into school.

As children approach the end of primary school, we work closely with families and other specialist settings to support a **well-planned transition to their next stage of education at age 11**. We have strong links with a number of secondary specialist schools, including Greenbank in Northwich, Oaklands in Winsford, Russett School in Weaverham, Dee Banks and Dorin Park in Chester, and Archers Brook in Ellesmere Port. Some pupils have also successfully moved on to secondary schools with autism resource provisions or other specialist settings that offer greater independence.

For some children, Rosebank is a stepping stone towards a mainstream education. A small number of our pupils have successfully progressed to **mainstream primary schools and subsequently to mainstream secondary schools**.

Alongside academic learning, we place a strong emphasis on helping children develop the **confidence, independence and practical skills they need for everyday life**. Pupils have regular opportunities to access the local community, develop functional life skills and

experience real-world situations. These experiences help children build resilience, self-esteem and confidence, while developing the skills they need to prepare for adulthood.

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

Our curriculum is **designed around our children**. We recognise that every pupil learns differently, so we adapt what and how we teach to make learning meaningful, accessible and enjoyable for each child.

We have developed our own **2D and 3D Curriculum**s, which are carefully tailored from the National Curriculum and the NEN Progression Framework to reflect the individual needs, abilities and developmental levels of our pupils. This ensures that every child has opportunities to make progress, experience success and develop the skills they need for the future.

We use a wide range of **individualised resources, practical activities and visual supports** to help children understand, engage with and enjoy their learning. These resources are carefully chosen and adapted to support each child's communication, understanding, independence and interests.

Technology also plays an important role in learning at Rosebank. Pupils have access to a range of technology and specialist resources, including **Chromebooks, iPads and interactive boards**, which can support communication, learning and independence.

Our learning environment extends beyond the classroom. Children can make use of our **light rooms, sensory rooms and outdoor spaces**, providing opportunities to explore, regulate their emotions and engage in learning in different ways.

We encourage every child to make use of the resources and spaces available to them, helping them to develop strategies that support both their **learning and emotional regulation** and enable them to feel confident and ready to learn.

How accessible is the school environment?

We have carefully designed our environment to **meet the individual needs of our pupils** and help them feel safe, comfortable and ready to learn.

We provide a range of quiet and calming spaces, both indoors and outdoors, where children can take a break when they need one. These spaces are easily accessible, allowing pupils to communicate that they need a break and access the appropriate space quickly and independently.

Our class teams are skilled in creating and using **individualised visual supports** to help children understand what is happening throughout their day. Visual timetables, symbols and other resources help pupils to anticipate routines, understand the sequence of activities and communicate their needs, choices and intentions.

We also have dedicated **sensory and light rooms**, which provide calming spaces for children who need time away from the classroom. These facilities can also be used as part of an individual sensory integration programme, supporting pupils to regulate and prepare themselves for learning.

Rosebank School is **all on one level**, making the majority of our classrooms, facilities and outdoor areas easily accessible to our pupils. Our environment is designed to promote independence, reduce anxiety and ensure that children have the support and spaces they need to feel successful throughout their school day.

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

Emily Briggs – Deputy Headteacher

Louise Tarsky – Assistant Headteacher

Tracy Erasmus – Assistant Headteacher

Natasha Tompkins – SENCo

Lizzie Wiffen – Family Support Worker