

Rosebank School SEND



Information Report

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



Rosebank is an Autism Specific provision, which caters 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. All pupils at Rosebank will have a diagnosis of Autism Spectrum Condition often with associated conditions such as ADHD or Dyslexia. The Statement or EHCP outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement related to meeting those needs. All admissions are made through the SEND Assessment and Monitoring team at Cheshire West and Chester.

How will the school staff support my child?



A specialised and highly trained team will work with each child in a small class with a high staff to pupil ratio. The team will address the priority areas specified in the statement or Education Health and Care Plan. There are Parent and Carer evenings in the Autumn and Spring terms, as well as an Annual Review of each Education Health and Care Plan. Staff are trained in a range of autism-specific approaches. Staff access a range of training opportunities in areas such as Positive Behaviour Support, Team Teach (de-escalation training), 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. We operate an open door policy and parents can contact the school office on 01606 74975 at any time. The email address is head@rosebank.cheshire.sch.uk, and you can fill in a general enquiry form on our school website.

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You will receive termly updates about your child's progress towards their EHCP targets. There will be a comprehensive report on every child's achievements 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.

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

We have a child centred ethos at Rosebank. Class teams work with families to ensure that children's safety is paramount. We work hard to reduce the level of anxiety that many children with autism face, 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 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.

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



We work closely with other secondary schools to ensure a well-planned transition to secondary education. Some of our pupils have moved on to Greenbank School in Northwich, others to Oaklands in Winsford, Deebanks in Chester, Archers Brook in Ellesmere Port and Church Lawton in Cheshire East. A small number of pupils move onto secondary schools with autism resource provision. We have a small number of pupils have progressed to mainstream primary schools and then on to mainstream secondary schools. A structured programme of transition is put into place for all pupils. We place particular emphasis on pupils accessing the local community and developing functional life skills and experience.

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



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 with iPads and interactive whiteboards are used across the school. We also ensure all children are encouraged to be as independent as possible, and praise individual achievements.

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 that 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 skilful in producing visual supports which match pupil

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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.

Who can I contact for further information?



You can contact the school or 0160674975 or by emailing admin@rosebank.cheshire.sch.uk. If there is a question or complaint you can contact Rosemary Charlton, Headteacher head@rosebank.cheshire.sch.uk.