

WELCOME TO ROSEWOOD FREE SCHOOL

Rosewood Free School is a Special School housed in purpose built premises in Aldermoor Road, Southampton. In March 2009 Ofsted judged the school as outstanding in all areas.

'This outstandingly successful school meets fully its core aim of providing high-quality education, therapy and care through continually evolving practices, maximising opportunities and achievements for all.'

In September 2009 Rosewood achieved Specialist SEN Status for Sensory and Physical Learning.

In January 2012 the school was judged to be OUTSTANDING for the second time.

'Students thrive at this school. Their behaviour is outstanding and they achieve very well, because highly effective planning by teachers and therapists results in stimulating lessons and learning activities which provide great enjoyment and fulfilment for all.'

The school was inspected by Ofsted in July 2014 and was judged to be outstanding in all areas for the third time.

We cater for pupils with profound and multiple learning difficulties between the ages of two and nineteen years. There are currently 47 pupils on roll. The school has undergone a significant building programme and now has the capacity to provide 60 pupil places.

The classrooms and resources are specifically designed to meet the needs of our pupils. We place a strong emphasis on the development of Environmental Control Technology (ECT) across the curriculum and have invested in technology to give pupils more opportunity to control their environment.

There are Sensory Gardens with wheelchair accessible play equipment, an interactive hydro therapy pool, a state of the art Multi- Sensory Room, that allows us to design and create an environment for children to explore and control, and a Sensory room designed to support Sensory Integration and Hearing assessments



Rosewood school has designed and implemented a bespoke curriculum to meet the needs of all learners. The school places a strong emphasis on research and development so the curriculum is innovative and dynamic. The Key learning areas are Communication; Cognitive Skills; physical Development (Gross and Fine); Environmental Control Technology(ECT) and Personal, Social and Emotional Well-being (Self Help and Self advocacy). Each learner is carefully observed and assessed to produce their Individual Education Plan(IEP) and for our Post 16, Hub students a Personalised Action Plan is written to support their transition into adulthood.

Admission Arrangements

Parents can express their preference for a place at Rosewood by contacting the school and the local authority. Children are placed by both Southampton Local Authority or Hampshire Local Authority. In addition we are often approached by parents of older pupils with severe or profound and multiple learning difficulties with complex physical and sensory needs who wish to transfer their sons or daughters to "The Hub".

All 'new' parents are invited to visit us with their children and spend time together in school with their new class and the school staff. We recognise that discussion and information sharing between the teaching staff and parents is essential to ensure that the needs of all new pupils at Rosewood free School are met.

Travel

The majority of our Pupils are transported to and from school by minibus or contracted taxi, funded by the pupils funding Authority, parents are also able to apply for a personal travel allowance to bring their child into school.. All buses are fitted with seat belts and wheelchair clamps and every child has individual seating arrangements, which meet Health and Safety recommendations. Pupils are accompanied on their journey by approved escorts, who are employed by the pupils funding authority. The two school minibuses are equipped with tail lifts, which are adapted for wheelchairs and are used for educational trips.

Special Educational Needs

Rosewood Free School is a Special School; all its pupils therefore have significant Special Educational Needs with complex medical and therapeutic needs. Assessment is the responsibility of the class teacher and they are supported by the therapy and medical team.

School Absences

During the school year 13/14 the schools average attendance rate was 82.8% . The majority of all absences, with only one pupil and for one session exception, were Authorised. This appears high and above the National expectations because the school caters for pupils with very complex medical conditions. Our pupils are particularly vulnerable to infections which can sometimes lead to fairly significant periods of absence. Also in many instances pupils require hospital treatment as a result of their underlying condition so absences as a result of hospital admissions are significantly higher than for a mainstream school.

School Day

The doors open at 8.50 when parents, drivers, escorts and pupils meet in the school hall. The school day starts at 9am when pupils are cued into school with our morning song. The doors close at 9.10 am and children arriving after this time will be marked as late in the register.

Through research and experience we know that children with Profound and Multiple Learning Difficulties learn best by engaging in routines. Routines for Learning start as soon as the children arrive and continue throughout the day. This is enhanced by group work where children's learning opportunities are enriched through topic work.

Every pupil has an individually designed daily timetable, which ensures that his or her Individual Education Plan or Personalised Action Plan is implemented and their therapeutic and medical needs are met.

The school day finishes at 3.15 pm when classes return to the hall and parents, drivers and escorts sing together our end of day song. The Hub students and Early Years class say a group goodbye appropriate to their age and then join the other pupils in the hall.

Lunchtime

Lunchtime begins at 11.45 and finishes at 1.35. During this time the pupils take part in organized activities, are given time to eat their lunch and take part in personal care routines.

The pupils eat lunch in their classrooms. The Nurseries, Early Years class and class 1 eat at 11.45 and classes 2, 3, 4 and The Hub eat at 12.30. When children are eating their lunch, this is considered to be teaching time, as a lot of fundamental learning, in terms of personal and social development takes place during this time. In consultation with parents, an interdisciplinary team of professionals devise individual eating and drinking programmes. A team of lunchtime assistants join the teaching team to implement these programmes.

School meals are cooked on the premises and individual dietary requirements are strictly adhered to. The menus and nutritional needs of the pupils are monitored closely by the nutritionist and paediatric consultant in regular feeding clinics.

Parents pay dinner money weekly although those in receipt of Benefit or Family Income Support are entitled to free school meals for their children. Application for free school meals is made to Rosewood School. The cost of a school meal is £1.90 per day.

Voluntary Contributions to School

Families are asked to make a voluntary contribution towards items for snacks, drinks and non –oral programmes (e.g lip balm and small tasters) and an additional contribution towards “cookery or sensory food exploration”. Families may choose not to make the voluntary contribution and in these cases they will be asked to provide individual items required by their child and send these into school.

Currently the suggested level of contribution is: £1.50 per week

Collective Worship

The School Standards and framework Act 1998 states that assemblies should be “wholly or mainly of a Christian character” and determines this to mean that it should “not be distinctive of any particular Christian denomination”. Nor must every act of collective worship be Christian, provided that “taking any school term as a whole” most are. The main emphasis in school worship follows the traditions of Christian belief while recognising the faiths and cultures represented by all the pupils in the school. Once a week Class 1 through to Class 4 (Years R-11) joins together for Collective Worship. Pupils participate in an assembly which incorporates a time of reflection. At the end of each day individual classes have a period of quiet reflection. Pupils and staff have the option to withdraw from collective worship. Should parents feel it necessary to withdraw their child from Collective Worship an alternative educational programme would be offered, with an appropriate member of staff supervising.

Complaints Procedure

Although we continually strive to provide the highest quality of educational and pastoral provision, we acknowledge that families may, on occasions, wish to make a complaint. Should you wish to make a complaint you are asked to contact the Headteacher giving details of your concerns. You may wish to do this by talking to the Headteacher or writing to her. All complaints will be treated most seriously, acknowledged within four working days and responded to within 28 days. We do have a leaflet with information on the Complaints Procedure, which is available on request.

If the Headteacher is unable to resolve the complaint to your satisfaction it will be referred to the Chair of Governors of Rosewood School.

If the Governors are unable to resolve the complaint to your satisfaction, it is then open for you to contact the local authority funding the child's place in school.

-Partnership with Families

The school recognises that discussion and information sharing between teaching and other school staff, and the home is essential and that families are partners in the education of their children. Developing regular, appropriate and two-way

communication systems between home and school is a key to the successful ongoing development and education of our pupils throughout their school life.

Home Visits

From time to time and at the discretion and convenience of families, we like to visit pupils and talk to parents and carers in the home setting. This is about both sides of the partnership sharing information with each other. We need to learn from families about how the child is cared for at home and how he or she responds. Home visits are frequently arranged as a result of an EHC/Annual Review and may involve the Teacher, the Occupational Therapist, the School Nurse, the Speech and Language Therapist or the Physiotherapist. In addition we are happy to assist families to liaise with members of the community nursing team. Home visits also take place as part of the admission process and to facilitate return to school after a hospital admission.

Home-School Communication

We operate an “open door” policy in the Nurseries and Early Years Class. This means that families are most welcome to visit the class when they wish although a phone call first would be appreciated.

As children move on through the school we encourage families to work with us developing the partnership forged in Early Years. Visits to the classes are not encouraged during lesson times as learning can be interrupted. However, family members can make an appointment to talk to the teacher at a time when it does not disrupt the class. Each class also holds social events to which parents are invited.

Each class sends home a daily home-school book, which is designed to be a two-way means of communicating information. Families are encouraged to keep in regular contact with their child’s teacher, the School Nurse and the therapy team and to contact the Head Teacher should any problems arise. We welcome suggestions from families as to how we can improve our communication with them.

At an EHC/ Annual Review we will ask families to prepare a few comments about their child ahead of the meeting about the progress their child has made and any concerns which need addressing. Each teacher will hold a six monthly review meeting with the family to discuss progress. An Annual Parental questionnaire also gives us the opportunity to make sure that parental views are sought and acted on.

Newsletters

Newsletters are sent to families and friends of Rosewood, approximately once a term, to inform them about projects and happenings within the school.

HEALTH, SAFETY & CARE

Pastoral care

Educational, therapy and nursing professionals work together as a team to ensure that correct and appropriate pastoral provision is given to individual pupils. Each class has a teacher and two or three assistants who are responsible for the wellbeing of the child during the school day. Teaching staff are encouraged to make regular home / school contact to ensure that pupils' needs are constantly being met and reviewed. In addition regular meetings of the whole school staff are held to raise staff awareness about the needs of individual pupils.

Health & Safety

We have a strong commitment to health and safety. The building is regularly inspected by Hampshire Fire Service and maintained in accordance with their advice. Regular fire drills are carried out each term. Our Health and Safety Officer is also responsible for building maintenance.

Absence

We recognise that pupils at Rosewood free School are susceptible to ill health and wish to continue to give families extra support in accepting children in school, even when they are slightly unwell. However there are times if children are really sick, when they would be better looked after at home. Such times may include an abnormally high temperature, an infectious disease, uncontrolled seizures which is substantially outside the norm, or if the child has been given a significantly increased dose of drugs which renders him or her asleep for the majority of the day.

We ask that parents contact school to inform us of an absence ideally before the start of school or no later than 9.30am. This allows us enough time to allocate staffing across the school.

Moving & -Positioning

Moving and handling policies are in place at Rosewood free School, which reflect both national and local policies. The school employs two moving and positioning trainers who are responsible for training new staff and annually refreshing all staff. They are also responsible for risk assessment and devising the handling plans. Every manoeuvre is risk assessed ensuring safety for pupils and staff. A range of moving and positioning equipment, including hoists and slings are available for staff and pupils to use.

Education, health and care Plans (EHC) and Annual Reviews

Since September 2015 all pupils in a transition year (Years 2,6,9,11) are having their Annual review paperwork translated onto an EHC. All new pupils into the school will also have an EHC Plan written as part of the assessment process as will all leavers. The plan replaces the Statement of Education that was previously reviewed annually. For at least a couple of years the school will be running both EHC Reviews and Annual Reviews as the transition into the new system is completed.

Each pupil has an EHC or Annual Review, which is a process through which pupils' needs are reassessed. A multi-disciplinary meeting takes place as part of the process and is an opportunity for families to meet with their child's teacher, therapists and any other relevant professionals to discuss progress, future objectives and any changes in educational or non-educational provision.. Families are asked to complete a simple comment sheet in preparation for the meeting but the focus of the meeting should be keeping the family's needs central to the planning of all services around the pupil. Planned areas of work and targets are amended as necessary, in the light of the meeting and family input and a final copy signed and circulated.

School Records

The school keeps detailed records on the development and progress of each pupil. Educational records are open to families. Those wishing to see their child's records need to make an appointment with the Headteacher.

National Curriculum Assessment

It is inappropriate for pupils at Rosewood free School to be entered for National Curriculum Assessments or GCSEs. The school has devised its own unique assessments known as ImPACTS. These assessments provide a very detailed picture of each child's attainment and inform targets for future learning. The data collected from this process is then converted into the nationally agreed 'P' Levels or performance levels that are used to monitor progress nationally for children with Special Educational Needs. The school sets ipsative expected rates of progress for each pupil and monitors progress thoroughly and analyses on a pupil by pupil basis performance and attainment. Comparisons on sex, gender, race and disability are also annually monitored and reported on.

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