

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY AND INFORMATION REPORT

Person responsible:	Principal/Head of School
Date approved by governing body:	June 2025
Review cycle:	Every year
Date of policy review:	June 2026

SEND POLICY

This policy should be read in conjunction with the following policies:-

Admissions Policy
Compliments and Complaints Policy
Partnership with Parents document
Parents and Carers Complaints Policy
Equality and Diversity Policy
Accessibility Policy
Safeguarding Children and Young People Policy

The policy is written in accordance with the
Equality Act 2010

Supporting Students with Medical Conditions Guidance (2015),
Children's and Families Act 2014 (Part 3) which sets out schools' responsibilities for pupils with SEN and disabilities.

Special Educational Needs and Disability Regulations 2014 and Code of Practice: 0 to 25 years (January 2015) which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators and the SEN information report.

It aims to provide information as specified. It should be read in conjunction with the above policies which outline how St Rose's meets its legal duty to be non-discriminatory towards disabled students and to provide equal access to the curriculum.

Definitions:

A student has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Basic information about the school's special education provision

St Rose's is a non-maintained day and residential specialist school for students who have a range of physical and sensory disabilities, learning and communication difficulties (including ASD) and complex health needs. The school has a nursery for typically developing mainstream student and those with special needs, and provision for Post 16 students.

St Rose's has a holistic approach and a number of special facilities to enable the delivery of a therapeutic curriculum alongside the appropriate statutory curriculum adapted to the needs of our students. St Rose's employs therapists to meet the specific needs of its students. There is a well-staffed physiotherapy department, a speech and language therapy department with externally recognised expertise in AAC (Augmentative and Alternative Communication) and dysphagia issues. There is an occupational therapist with training in sensory integration and a sensory room and light and dark areas for work with visually impaired students and a massage therapist. The physiotherapy department delivers aquatic therapy and

rebound therapy as part of the programme of therapy for students where these are appropriate. St Rose's has nurses on site 24/7.

St Rose's purchases the services of educational psychologists, teachers of the visually and hearing impaired and music therapists as required.

The Objectives of the school's SEN Policy

This policy has been devised through the collaboration of governors, the staff, parents and students (where appropriate). It seeks to outline how St Rose's provides for the special educational needs of students.

St Rose's aims:

- To develop the full potential of each student in a stimulating and supporting environment
- To provide a broad, balanced, differentiated and relevant curriculum to include the National Curriculum and Post 16 Programme of Study & EYFS.
- To develop self-esteem and self-confidence by providing activities and programmes which allow students the experience of success
- To share and celebrate students' success
- To prepare for adult life and provide equal opportunities for all
- To recognise the value of working with 'Parents as Partners' by establishing effective communication systems between home, school and external agencies

St Rose's Philosophy:

- At St Rose's students are valued equally
- They are recognised as individuals with differing personalities and the ability to excel in differing ways
- Each student is respected according to the protected characteristics under the Equality Act 2010 from discrimination and it is our belief that the positive and optimistic approach of all staff supports each student to reach his or her potential in preparation for the world of today.
- We have high expectations for every student in school and we hope to broaden their horizons by offering a variety of exciting and stimulating experiences, both within school and further afield.
- Socially acceptable behaviour is encouraged and supported at all times, with students developing an awareness and understanding of the needs and rights of others.
- We recognise that St Rose's staff are not working in isolation. The view and experiences of both students, parents and other professionals are taken into consideration at all times.

SEN Responsibility and SEN Governor and specific roles

Each teacher has responsibility for students in their class group. This includes formulating, implementing and evaluating individual programmes (IPs), assessment, and individual positive behaviour programmes where required (including sensory integration) with the support of relevant therapists, and reviewing EHCP outcomes and writing appropriate long term targets. The Head of School and the Deputy Head of School at St Rose's are responsible for monitoring individual student files and teachers' files. Progress and concerns regarding students may be discussed at weekly Leadership and Management Team meetings, School and College Management Team meetings, Teacher meetings, weekly TA meetings, and Care meetings. Relevant information regarding students is also shared at weekly briefing staff meetings and team/group weekly meetings.

The designated safeguarding lead for children is;

Lisa Taylor Nursery Manager

Lisa.taylor@stroses.org.uk

The designated safeguarding lead for adults is;

Sheila Talwar Principal

Sheila.talwar@stroses.org.uk

The SEN Lead Governor;

Julie Dyer (Chair of Governors)

Julie.dyer@stroses.org.uk

Educational Provision for Students with SEND (Special Educational Needs and Disabilities)

All students at the school have SEND. These needs are within the four areas specified by the Code of Practice, 2015;

- Cognition and Learning
- Social, emotional and mental health issues
- Sensory and/or physical difficulties
- Communication and Interaction

St Rose's recognises that the following are not SEND but can impact on the progress and attainment of the students;

- Disability (the Code of Practice outlines the "reasonable adjustment "duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child in Care
- Being a child of a Serviceman/woman

St Rose's is organised to accommodate the needs of a wide range of students. They are placed in tutor groups according to their key stage and cognitive ability.

Students are grouped by the most appropriate curriculum. These are Pathway 1 Sensory curriculum; Pathway 2 a bespoke curriculum which meets the needs of students with a spiky learning profile and Pathway 3 subject specific curriculum. Within the pathways each student has an Individual programme with their own targets. The Long Term Curriculum Plans provide sequenced learning outcomes for all areas of study. In order to give students' access to a broad and balanced curriculum, experiential and sensory approaches to the delivery of subject content are encouraged.

Students with Medical Needs

The Children and Families Act 2014 places a duty of care on the governing body to make arrangements for supporting students at their school with medical conditions. Students at St Rose's with medical conditions are fully supported so they have full access to the curriculum. The teaching staff and leadership and management team consult health and social care professionals, students and parents to ensure that the needs of students with medical conditions are effectively supported. St Rose's has nursing care during the teaching day.

Admission Arrangements

See Admissions Policy.

Parents of prospective students are invited to visit St Rose's prior to commencement. Parents are provided with a prospectus.

SEND Specialism provided by St Rose's

In addition to expertise in the area of severe learning difficulties, the school has experience of catering for the needs of students with epilepsy, visual and auditory impairment and autistic spectrum disorder, Rett Syndrome, Angelmans Syndrome, SWAN (Syndromes without a name) and other physical and sensory disabilities. St Rose's also caters for students with profound and multiple learning difficulties (PMLD).

St Rose's nursery provides for children with a wide range of additional/special needs and mainstream children.

St Rose's has a Post 16 Department for students who cannot access local college at 16 years, and provides further education to prepare students for adult life.

Identification, Assessment and Provision for all students with SEND Allocation of Resources

All 2-19 year old students share the common resources of an outdoor classroom, hydrotherapy pool, sensory room, dark room, immersive room, living skills room, minibuses, computers, extensive grounds and sensory garden. The Post 16 department is in the main building and has access to all the common resources as well as a Post 16 classroom with common room area.

Resources for classrooms, students and lessons are provided as needed. These are used to facilitate learning in a bespoke way that meets the needs of our students. In addition, funds are available for resourcing the curriculum according to the St Rose's priorities for development. Additional funds are available through successful bids to outside agencies and as a result of fundraising initiatives within school, for example: The Fund raising committee and student enterprise projects.

Review Procedures

Students with Education Health Care Plans aged 2 – 19 years are the subject of Annual Reviews carried out in accordance with the guidelines specified in the latest Code of Practice.

Transition Plans are drawn up to facilitate any transition between Key Stages or classrooms where necessary, and following the Year 9 review. At such reviews current and future learning outcomes are discussed with parents and other professionals.

Arrangements for providing access for students with SEND to a balanced and broad based curriculum including the National Curriculum

The Intent at St Rose's is to offer a well-planned and sequenced, well taught broad and balanced curriculum that is ambitious for every student, that provides stretch and challenge and that is individualised for the unique needs and abilities of all our students.

Teaching, therapy and care is delivered in a collaborative way to offer our students a wide range of rich and engaging learning experiences that focus on the whole child and help prepare them to be as functional and independent as possible.

St Rose's offers three Pathways designed to meet the needs of both PMLD and SLD learners, and learners with a spikey profile who need a bespoke mix of sensory and subject specific learning.

- SLD learners follow a subject specific curriculum that includes English; phonics, Mathematics; Science; humanities incorporating geography and history and I.T., Living Skills creativity; incorporating Art and design technology, and Religious Education and Personal, Social, Health and Emotional Development (PSHE), P.E. and Work Related Learning.
- PMLD learners follow a sensory curriculum that includes learning that supports communication and cognition, PSHE, RE, P.E. Living Skills, creativity- And Work Related Learning.

Students in Early Years follow the Early Years Foundation Stage Framework, and students in Post 16 are offered an age appropriate and relevant curriculum focused on preparation for adult life and that includes work related learning and the development of skills in Mathematics and English Phonics, PSD and Preparation for Adulthood.

All students work on the St Rose's Phonics Programme, and students who are able to develop essential literacy and reading skills. Any students who need to use Augmentative and Alternative communication (AAC) with high tech or low tech aids to facilitate communication are supported through teachers and speech and language therapists.

How children with SEND are included within the school as a whole

St Rose's is an inclusive environment. Each student's needs are assessed on an individual basis and, wherever possible, the school will adapt to meet the needs of the individual. We have in place an Accessibility Policy.

We aim to work closely with partner mainstream schools to offer students the opportunity to engage with their peers in these schools. We also engage with a range of community partners to promote the inclusion of our students in their own community.

Criteria for evaluating the success of the School's SEND Policy

Measuring how well the school is meeting the identified individual needs of students by the monitoring and evaluation of;

- Ongoing teacher assessment (through Assessment for Learning) and recording of progress of the student's individual programme (IP)
- Student tracking with baselining and targets set in relation to our Curriculum with sequenced learning steps.
- Evaluating targets set for individual students
- EHCP outcomes
- MAPP evidence
- St Rose's Phonics Programme evidence
- Monitoring and evaluation of the curriculum
- Annual review procedure
- Parent views
- Student Voice including Student Council and Student Feedback
- Student evaluation
- Ofsted school inspections carried out under section 5 or section 8 of the Education Act 2005 using the Education Inspection Framework 2019

Arrangements for supporting students moving between phases of education and preparing for adulthood

- The Transitions Co-ordinator works with students from year 9 to develop an individual transitions plan which is updated each year
- Transition meetings with parents and professionals supporting the transition
- Time spent in new class or phase of education during Summer Term e.g. Post 16
- Gradual transitions e.g. from nursery to school
- Staff meetings where staff discuss the best way for each individual student to transition

Arrangements for considering complaints about SEND provision within the school

Any complaints about the provision and/or implementation of the curriculum should be addressed to the Principal so that an attempt to resolve the issue(s) can be made. The Principal will act with reference to St Rose's Complaints policy.

Information about the school's staffing policies and partnership with bodies beyond the school.

The school's arrangements for SEND In-service training are as follows. There are three main types of in-service training provision:

- **Externally run courses**

These are courses offered by Colleges / Universities, other accredited external organisations or professional bodies. Staff register their interest in a particular course to their Line Manager and this is discussed by the Leadership and management Team who consider whether to approve attendance on the basis of the following criteria. It is expected that staff attending external courses will share knowledge and information gained with colleagues on their return.

- The relevance of the course in meeting the needs of the school as identified in the Strategic Plan, Development Plans and Self-Evaluation Form.
- The relevance of the course to the professional development of the member of staff as identified via the appraisal process.
- The perceived benefit of the course for the school, weighted against the cost of funding and supply cover.
- Courses and workshops run by health care professionals to support medical needs of the students
- **Whole School Training Days**
- **CPD sessions run throughout the school year** which are held after the school day and are open to all staff and cover a wide range of topics related to SEN and the curriculum.
- **In-house training and peer support**

Arrangements for Partnership with Parents

It is vital that staff and parents work closely together to ensure a consistent approach to meeting the student's needs. St Rose's is keen to support parents/carers in as many ways as they can.

- **Formal**
 - Annual review and reports. Parents are invited to these reviews together with other professionals involved with their child
 - Opportunity to meet or discuss I.P. targets three times a year
 - Parent Group meetings

- **Informal**

- Tapestry, an electronic home school communication system
- Teachers are available to meet with parents on an informal basis to discuss progress or concerns
- Parents attendance at organised social and fund-raising events
- Parents attend school activities such as assemblies, Mass, school performances
- Newsletters are sent to all parents.
- Parent open evenings
- Useful links and information leaflets are sent to parents regularly
- Information on website for parents
- Information on Facebook and Twitter for parents and other stakeholders

Please also see the Policy on Partnership with Parents

Links with accredited bodies

- Cyber Essentials Certificate
- Gloucestershire Healthy Learning and Living Award
- Gloucestershire Mental Health Champions Award

Links with other agencies

- Social workers from relevant Local Authorities
- Community Lead Professionals team (support with the Common Assessment Framework)
- Community Learning Disabilities Team
- Community Occupational Therapists
- Community SLT
- Education Psychologist
- Education Welfare Officer
- Paediatricians attend the school regularly to carry out clinics.
- School dental service
- Wheelchair services
- Orthotics
- Dieticians
- Teachers of the visually impaired and hearing impaired
- Youth Support Team and Prospects
- Independent Transition Worker to give advice to students and parents
- Advisory teachers from the ATS.0

Links with voluntary bodies or other services

- Allsorts
- Dundry Nurseries
- Music Space (provide Music Therapy)
- PMLD Link (A journal which shares good practice in supporting children and adults with Profound and Multiple Learning Disabilities, PMLD).
- Riding for the Disabled Association
- Stroud leisure centre gym
- Scouts and Explorers
- Active Impact (Short Breaks)

- A+bility
- Westonbirt Arboretum
- School Food Matters Organisation
- Cheltenham Music Festival

Links with other schools

1. Links with SGS (South Gloucestershire and Stroud College)
2. Links with Eastington Primary School for regular pupil visits
3. Links with The Rosary Primary school for one off events
4. Links with St Peter's High School for Mass and subject based one-off visits
5. Local special school challenge and support meetings
6. Our Music festival at St Rose's - local mainstream and special schools are invited to perform and/attend
7. We are active members of the Little Way Catholic Schools Partnership
8. Students from local secondary schools and colleges are accepted for work experience at St Rose's.
9. Links with local Catholic schools, primary and secondary
10. Link with GITEP (Gloucestershire Initial Teacher Education Partnership)
11. Challenge and Support meetings with local special schools
12. Link with St Edwards School, Melchett Court
13. Students from St Rose's link with local primary and secondary schools for one off visits and regular visits.

Further Information

1. The Local Offer
[Gloucestershire Local Offer](#)
2. St Rose's prospectus and website
3. Support for parents
[SENDIASS](#)
[IPSEA](#)
Transport
[SEN Transport Team](#)

This Policy Statement is considered part of the Terms and Conditions of Employment for all staff at St. Rose's

.....Chair of Governors

Date

..... Principal

Date