

We provide... education, therapy, day and residential care for children and young people with physical disabilities, sensory, learning and communication difficulties and complex health needs.

We do this through a **trans-disciplinary staff team** which includes:

- experienced and established teaching and support staff
- access to a teacher of the visually impaired and hearing impaired
- physio, speech and language, occupational, massage, music and rebound therapists
- nursing care.

Our facilities include:

- a fully accessible site
- residential provision including facilities for short breaks.
- hydrotherapy pool
- sensory room
- a comprehensive range of after school activities
- extensive grounds, close to the centre of Stroud, which include a sensory garden with specialised play equipment.

Outcomes are carefully set to meet the specific needs of the students.

“Education, health and Care provision is seamless” (Ofsted, May 2014).

We assess... the needs of each individual and their progress through the use of:

- continual formative assessment carried out by teacher, therapist and teaching assistant/ care teams
- B-Squared and CASPA for analysis of progress data
- MAPP for personalised targets
- Routes for Learning (PMLD students)
- Sounds of Intent (music specific)
- Sensory Profiles
- informal and formal communication tools (e.g. CELF and Communication Assessment).

Regular and robust assessment is essential for planning to ensure that individual outcomes and needs are met.

St Rose's is... a lively Catholic school for students aged 5-19 which welcomes students of all faiths and none. The Gospel message is at the heart of everything we do as we care for each other and nurture respect for others and develop the self-esteem of each person in our community.

Individual needs are identified by...

teaching, therapy and nursing staff who make an initial assessment of need and then continually assess progress and monitor changes so that provision can be adjusted accordingly.

The student's statement of special educational need or Education, Health and Care (EHC) plan provides the background to the provision required.

We seek to provide 'wrap-around' support for each student and their family.

Our curriculum ... is central to the work that we do and is the basis of a student's learning programme.

Tailored to the individual needs of each student we deliver a broad and balanced curriculum through termly/half termly topic areas which incorporate all subject areas:

- Core subjects (Literacy, numeracy, IT, RE, science)
- Foundation subjects (creativity, humanities)
- Communication
- Physical development
- Personal, social and emotional development.

Each student has an individualised timetable which integrates therapy, education and care elements. Students with profound and multiple learning difficulties follow a developmental sensory curriculum. Sensory diets and integration strategies (overseen by our occupational therapist) are used with students who have sensory processing difficulties and some students are taught in a very structured learning environment where this is needed. A wide range of teaching and communication techniques and strategies forming a Total Communication approach is used across the school. Social and emotional aspects of learning are met through a range of personal development lessons as well as social activities and other sessions and are key areas of our curriculum.

All students in KS4 and 5 work towards a wide variety of awards and accreditations including:

- Entry level certificates
- AQA unit awards
- ASDAN Towards Independence/Personal Development

The Post 16 Programme of Study in addition includes Health and wellbeing; Independent Living Skills; Community Participation; Work Related Learning and Transition.

Learning takes place in small class groups with a high adult:student ratio that are structured to meet the needs of each student. Our philosophy is that learning should take place throughout the day.

Staffing... St Rose's employs a wide range of professionally qualified staff who work together to meet the needs of our students. A very low staff turnover assures continuity of provision both in terms of relationships and levels of skill and experience. The school has an effective continual professional development programme for staff which includes:

- Safeguarding children and vulnerable adults
- E-safety
- ICT skills
- First aid
- TEACCH teaching techniques
- Supporting students with visual impairment and hearing impairment
- Specialist teaching techniques for students with profound and multiple learning difficulties
- TEAM TEACH physical intervention
- Medical aspects: epilepsy; gastrostomy; anaphylaxis.
- Moving and handling skills
- Person-centred philosophies.
- Use of communication methods and technologies.

Beyond the curriculum... we provide a range of activities that provides many opportunities for social and emotional development, independence and for learning life skills. These include:

- Sports activities and attending and competing in sports events (local and national).
- After school clubs: Boccia; rebound; yoga; and our own Scouts and Explorers Group.
- Social events: discos; barbecues; meals out; special occasions, events and festivals.
- Accessing the wider community for shopping, educational and other visits.
- Access to independent visitors and support networks.

Further information...

www.stroses.org.uk

Our SEN Policy can be found at the following link:

<http://stroses.org.uk/policies-and-information/>

Parental and student involvement...

parents and students at St Rose's are very effectively involved in planning and reviewing progress in all aspects of need through:

- Person Centred approaches to transition planning and annual reviews of EHCPs;
- The opportunity to contribute to the Individual Plans and (if residential) Care Plans that are set and reviewed every term;
- Parents' evenings;
- Daily liaison through home/school books;
- Easy contact routes (class mobile telephones and direct staff email) as well as regular face to face contact if possible;
- scheduling medical and health-related clinics (orthotics, paediatrician, dietary, slings assessments, wheelchair clinics) in the school;
- Regular parent support groups
- Fundraising activities and events
- Social events.

We provide a safe environment by...

monitoring, evaluating and reviewing practice and provision. Safety is achieved through the implementation of:

- Individual moving and handling plans
- Individual risk assessments
- Medical care procedures, including seizure protocol; use of oxygen; administration of medication.
- Classroom/learning area risk assessments.
- Secure premises.

How to contact us... to get in touch, to find out more or discuss an issue please contact Sheila Talwar Principal or Jean Bankhead Vice Principal

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