



St. Rose's
Inspiring Education, Therapy & Care

Statement of Purpose



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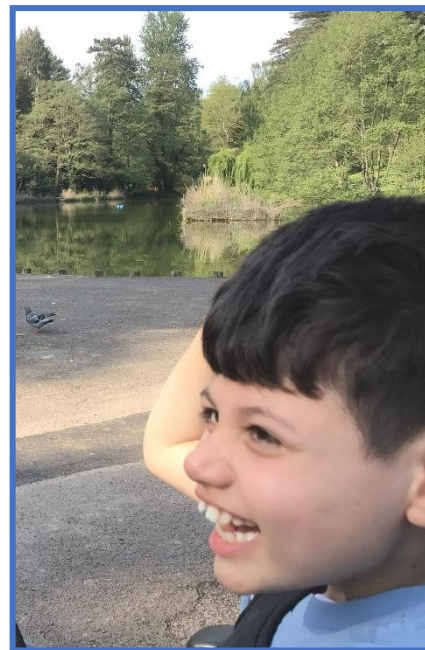
St Rose's 2026 - 2028

Introduction

St Rose's is a Non-Maintained Catholic Residential and Day Special School set on the edge of a small rural town in Gloucestershire. We support the needs of students and who have physical disabilities as well as associated sensory, communication and learning difficulties.

We are committed to providing outstanding education and care, for students aged between 2 to 19 years, who have complex disabilities. Each student receives an individual programme tailored to their specific needs. Our integrated approach combines education, residential care, nursing support and therapeutic interventions all designed and supervised by qualified professionals in a safe, caring and homely environment.

During term time, we offer residential placements and short breaks for our students for up to 38 weeks each year. In addition, we provide a summer holiday day scheme



Our Aims

To provide equal opportunities for all. We strive to understand and meet the individual, personal, emotional, social, religious and cultural needs of students and young people by following the eight intrinsic principles of: privacy, dignity, rights, choice, safety, equality, independence and fulfilment.

To provide a happy and secure environment where students and young people are supported to develop their confidence, independence and self-esteem.

To develop positive links between home, school and the wider community in order to support students' learning.



Ethos and Philosophy

St Rose's is a Catholic School. The teachings of the Gospel encompass all aspects of school, although we welcome students of all faiths and beliefs.

Our purpose is to ensure that our students make progress in all areas of their development within a vibrant Christian school community; enabling them to reach their full potential and recognize their inherent worth.

Vision

We aspire to be an exceptional Catholic specialist school delivering the highest quality education, therapy and care to enable students to achieve maximum independence as valued members of society.

Mission Statement

Working together, to flourish in education and life as unique and individual students of God.

Values

Community/inclusion, Compassion/Kindness, Courage, Determination, Friendship, Hope, Peace, Resilience and Respect

The Facilities and Opportunities Offered

The residential house comprises of four single bedrooms with Jack and Jill bathrooms, a lounge area and adapted kitchen and dining room.

The environment is tailored to the needs of the students. Some residential areas have minimal and simplistic décor to meet the needs of students who require a low arousal environment and setting. There is a rolling programme of renovation and decoration.

Physiotherapy, occupational therapy and speech therapy departments are housed in the main school building. These therapies are fully integrated into the care, education and support our students receive.,

Other facilities include a purpose built multi-sensory aqua therapy pool, a sensory room and an immersive room using the latest technology. Outdoor facilities include raised beds for accessible gardening, a wheelchair accessible trampoline and swing, a wheelchair bike and a sensory garden.

We are situated near the centre of Stroud within a short distance of banks, shops, and leisure facilities.

The school is registered as a residential special school; therefore, it remains a school and not a student's home, however we recognise the importance of replicating the comforts of a home for our students.



Organisational Structure

The Trustees of the English Dominican Congregation are the Registered Providers; they have delegated authority to the school's governing body who in turn relies on the management team. The Instrument of Government details the delegation to the Governing Body by the Congregation. The Governing Body then decides on the appropriate dialogue with the Principal. The management committee is made up of representatives from each area of the interdisciplinary staff teams meeting with the principal.

The provision is approved by the DfE (URN No. 115873) for students who have physical disabilities and associated communication, sensory and learning difficulties.

Safeguarding

Safeguarding is of paramount importance to everyone at St Rose's. We have a clear Safeguarding children and Young People Policy and Safeguarding Adults with Care and Support Needs Policy and also guidelines on procedures that are informed by the 'Working together to safeguard students' and 'Keeping students safe in education' documents.

At induction, new staff receive copies of these. All members of staff have undergone the basic formal training.

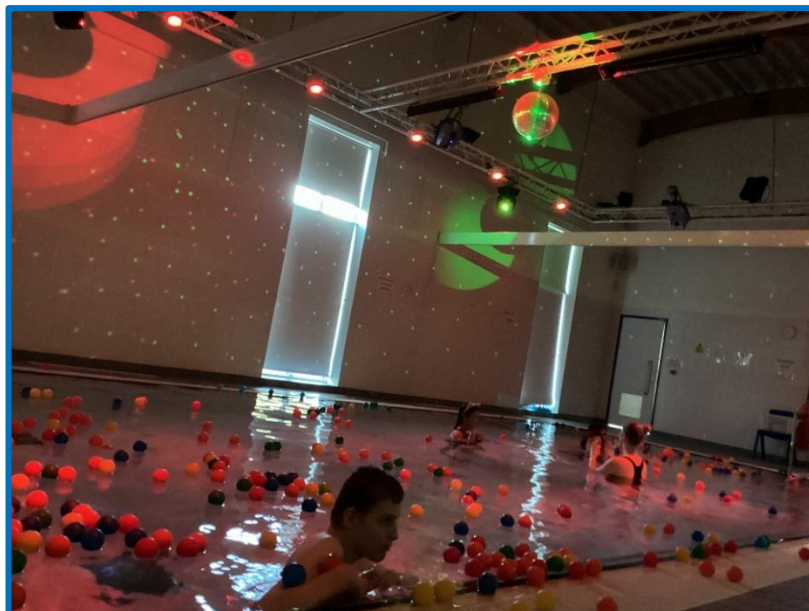
All staff members have a shared responsibility for the protection and well-being of the students in their care. Staff work closely as a team to ensure that our students are protected from harm and live in a safe environment where they can flourish.

We have a Designated Safeguarding Lead (DSL) who is responsible for managing any safeguarding concerns that arise. The DSL is supported by the safeguarding team and governor with responsibility for safeguarding who meet regularly to ensure that we keep up to date with current practice and developments. They work with the senior management team to ensure that such developments are embedded within St Rose's processes enabling staff to follow best practice at all times.

Safeguarding Students Team consists of Lisa Taylor (DSL, Nursery Manager), Jo Pearch (Deputy DSL. Lead Nurse/Senior Care Manager), Sheila Talwar (Principal), Vicky Dangerfield (Deputy DSL. Head of School), Julie Dyer (Safeguarding Governor/Chair of Governors)

Our students are provided with information in an accessible way about who they can speak to if they have any concerns.

Posters which inform the students of ChildLine, and the Children's Commissioner are on display on the student notice board.



Complaints Procedure

The complaints procedure is contained in the compliments and complaints policy document which is available to staff and families. All students have at least two key workers who are responsible for their welfare and who can act as their advocate. We also have an independent visitor who is available to come in and meet the students during residential time, her contact number is available to the students.

All complaints are taken seriously and responded to without delay. Should there be a complaint relating to their student, parents would be informed immediately. The Local Authority, Social Services and Ofsted would be informed as soon as possible if relevant.

There is a user-friendly complaints procedure in clear view in the residential area. Students can speak to their family, keyworker, a care manager, independent visitor, Ofsted social care inspector or their placing authority if they wish to.

Details of the number and nature of complaints are monitored by the senior leadership team and governors. Complaints can be made directly through the Ofsted website.

Raising Issues

All our students have the opportunity to raise issues about anything that concerns them. Residential student meetings are held at least monthly.

The school has arranged for someone other than a parent or member of staff who can be contacted directly about personal problems or concerns at the school.

There are posters in residential areas giving information about how to contact this person.

The school Student Council meets every half term.

Promoting Positive Behaviour

We are committed to creating an environment where behaviours of concern are less likely to occur and one that fosters a culture of responding with minimal impact while improving student's quality of life. Our emphasis is on empowering the development of person-centred approaches using the Non-abusive, psychological, physical intervention model (NAPPI).

We use Positive behaviour support (PBS) which is a person-centred approach for providing effective support to students who have, or may be at risk of developing, behaviours of concern. It is a blend of person-centred values and behavioural science and uses evidence to inform decision-making. Behaviours of concern happen for a reason, and this may be the students' only way of communicating an unmet need. PBS approaches help us to understand the reason for the behaviour, so we can better meet the needs of the student, enhance their quality of life and reduce the likelihood of behaviours of concern happening again.

We strive to maintain a positive and supportive culture amongst all our students. Our students are taught the importance of treating each other with respect in line with our values

We have a counter bullying policy that includes cyber bullying.

Security & Audio Surveillance Monitoring

A door entry security system is in place at each entrance to the school buildings. CCTV is in place externally to ensure site safety. We ensure the safest, least restrictive options are always used. We ensure that any monitoring is no more intrusive than necessary, having regard to the student's need for privacy.

Meeting Students' Needs – Specialist Equipment

An equipment needs assessment is carried out for all students prior to them starting at St Rose's and it is reviewed regularly. A multi-disciplinary best interest meeting would be held (if required) when specialist equipment is needed such as a high-sided bed. We would ensure the safest, least restrictive option is used.

Lap belts, belts and harnesses may be used to ensure student safety in wheelchairs and on Acheeva beds, support straps are used in standing frames. Bed sides and other equipment essential for student wellbeing, safety and maximising function may be used.

Health

The nursing team is responsible for monitoring the health of the students at St Rose's. They facilitate clinics for other health professionals including consultant paediatricians, dieticians and the continence team.

The therapy department includes a team of fully qualified physiotherapists, occupational therapists and speech and language therapists, together with massage and music therapists.

All therapy and nursing staff belong to their professional body as well as being registered with the Health Professions Council.

Nurses and therapists work as a team to co-ordinate the assessment and treatment to meet the individual health needs of each student.

Equality and Diversity

We recognise that our students have a range of diverse and complex needs and as a result, the promotion of diversity and positive identity is integral to everything we do. Our priority is to meet the needs of each young person, taking into account the issues of race, culture, religion, sexuality, gender, gender identity, linguistic background and disability.

Our students are encouraged to explore and engage in multi-cultural themes, activities and outings.

All staff are required to promote equality, diversity and respect.

Staff receive training in equality and diversity and inclusion.

We are an equal opportunities employer.

Fire Precautions and Emergency Procedures

There are written policies and procedures concerning fire precautions and emergency exit in all rooms, and these are brought to the attention of every employee. There are regular fire drills and regular testing of systems. All residential students have a Personal Emergency Evacuation Plan (PEEP)

Partnership with Families

Developing a partnership with our parents is a very high priority and we encourage parents to become fully involved in the life of the school so that we can best support their student. There is a meeting room for families and daytime use by any other visitors. We hold regular Parents/Carers Group Meetings currently once every half term on a Saturday afternoon when families can make use of the onsite facilities

Staff Working at St Rose's

We have many disciplines of staff working within the school.

All our staff either have, or are working towards, the minimum recognised qualifications for their professions.

All staff are subject to a strict vetting procedure prior to commencing employment, including an enhanced DBS check.

Supervision, Training and Development of Employees

We recognise that our employees are our most valuable resource. All staff have relevant training and development throughout their employment with us. The aim is to ensure consistent and fair treatment for all. The school is committed to the development of its employees.

All new staff undertake an induction programme when they take up employment.

Many forms of training are available, some compulsory and some optional. The aim is for all employees to receive continuous assessment and development through on-going supervisions and regular professional development reviews.

All care staff have regular supervision sessions that are usually on a 1:1 basis, however small group sessions may be carried out if appropriate.

Full, clear and informative handovers occur when there is a change of shift between the staff and senior on duty.

Rotas are organized by the care management team and senior members of staff in the residential setting. These generally offer 1:1 support for our students. There are a small number of part-time staff and bank staff who are able to offer cover in the absence of regular staff. They are all known to our students which ensures continuity of care

Principles of Care

We work on the principle of an interdisciplinary, person-centred approach. Each student has a keyworker whose role it is to support them in all aspects of their care and wellbeing. This includes liaising with members of the education and therapy team to ensure that individual programmes are set up allowing for a holistic approach.

Being away from home can be a big challenge for students and their families. We aim to create an environment that reassures both students and their families by establishing a relationship prior to them staying. This helps ensure all concerned are confident their individual needs will be met in a family-orientated setting.

Not only do our dedicated, caring and highly trained staff provide 24-hour care; by working together we ensure all our residential students have a range of new activities and opportunities to inspire them to achieve their optimum level of participation and independence. Students are encouraged not only to access facilities in the local community and Stroud, but also to go further afield.

Students are encouraged to use the excellent on-site facilities during their residential stays. Students and their families are encouraged to personalise their bedrooms. Specialist equipment is provided according to individual needs.

We offer a variety of flexible residential options to suit individual needs.



Education

We provide a happy, safe and secure environment, where students are enabled to develop to their full potential. The educational needs of students are met through high-quality teaching and learning and therapy input which is delivered through an individual plan (part of the overall individual placement plan).

Students follow the curriculum that meets their individual needs and abilities, and they can transition from one curriculum to another. The curriculum for all students includes English or Communication, Mathematics or Cognition, R.E. Personal and Social Development, Living Skills, Music, P.E. and I.T. which is embedded across the curriculum. Students following a formal curriculum also study Science, Humanities or Topic, which includes Geography, History and Art.

Students following a sensory curriculum may access learning through approaches such as Intensive Interaction, Attention Autism, Forest Bathing, Sensology, Story Massage and TEACCH activities.

All students are assessed on entry to St Rose's to see if they can access the St Rose's Phonics Programme. Students placed on the programme work on bespoke learning packages designed with the intent of helping students to become functional readers.

At Post 16 students also follow the ASDAN My Independence programme of study, which aims to develop skills of independence, and support students increased engagement with the wider community.

All students have opportunity to achieve accreditation for their work, either through AQA Unit awards or through the ASDAN My Independence programme or Entry level qualifications.



Each student has an individualised person-centred plan. There are regular interdisciplinary team meetings when education, therapy and care staff meet to discuss student progress and set targets for the term ahead.

All students have an Annual Review meeting of the Education, Health and Care Plan. Students and their families as well as relevant professionals contribute to these meetings.

There is an annual Parents Evening when parents and carers are invited to meet with staff to discuss the progress of their student.

Therapy

Aquatic Therapy

Aquatic therapy is led by the physiotherapy team providing risk assessments, manual handling plans and training to other members of staff assisting in the delivery of this specialised service.

Our physiotherapy staff have all had post graduate training in delivering neurological paediatric Aquatic therapy.

Massage Therapy

Massage therapy helps to support the general health, well-being and comfort of our students. It can be used to promote relaxation or increase arousal levels, improve body awareness, enhance circulation, encourage choice, two-way communication and turn taking. Treatments take place in a quiet, relaxing environment, generally delivered on a one-to-one basis.

Our students have complex and varying needs, requiring a responsive and adaptive approach. With our Massage Therapist on site, students' needs can be met as they arise. Working particularly closely with Physiotherapists to carefully plan the most appropriate and beneficial treatment for each student, our Massage Therapist can also help parents and carers deliver massage with training and guidance.

Music Therapy

Our music therapy sessions, usually conducted on a one to one or small group basis, involve both the therapist and young person taking part by playing, singing and listening. Music making therefore develops the fundamentals of communication, self-expression and interaction.

Occupational Therapy



The occupational therapy team supports the students to achieve their optimum level of independence in both the educational and residential environments. They support staff with manual handling and risk assessment processes, as well as providing advice about specialist equipment and adaptations.

The Occupational Therapist works with students, their families, carers and school staff and beyond, ensuring a consistent approach across every aspect of the students' lives. Our on-site

therapists take a responsive approach to student need and offer interventions which are embedded across the waking day.

Occupational Therapy supports students to develop the skills they need to perform everyday tasks from self-care activities, work and productivity, to taking part in leisure and recreational activities. Therapy is delivered within classrooms, residential settings and in our own therapy department.

Physiotherapy

Students identified as requiring physiotherapy will receive an assessment during the first term after admission. Those requiring immediate attention will be assessed during the first week. Good postural management and movement are fundamental to the learning experience.

All of our students have a 24-hour postural management programme, and all staff work closely to ensure that it is carried out.

The physiotherapy department carries out equipment assessments and seating reviews with therapists from the local authority. They undertake home visits and provide some holiday sessions to ensure continuity.

The physiotherapy team strives to maintain and improve the function of our students which in turn allows the students to access the curriculum and increase their confidence and independence.

Physiotherapists work with students in a number of different locations. These include our specialist physiotherapy room, the multi-sensory hydrotherapy pool, in classes, residential areas, outside or on the trampoline. Working collaboratively with families, carers and other members of the therapy team, care team and school staff, we work to develop and improve each student's motor control and skills. Students receive direct physiotherapy input as required contact with frequency determined by individual need. Students who have increased needs will receive more physiotherapy sessions if required. There is a physiotherapist on site every day who is able to deal with problems as they arise.

Our team members have expertise in paediatric neurodevelopment, postural management, manual handling, therapeutic riding, exercise programmes and Aquatic Therapy.

Rebound Therapy

Students benefiting from Rebound Therapy have a range of disabilities from mild to severe physical disabilities, from mild to profound and multiple learning disabilities, sensory impairments and autism.

We have a full-sized trampoline which can be accessed by a gantry hoist, ensuring the trampoline can be enjoyed by all. Our physiotherapy team have specialised training in the use of rebound therapy, and this type of therapy may be incorporated into student's physiotherapy programmes or delivered as a separate therapy depending on the individual's needs.

Sensory Integration

Sensory Integration is the foundation for function within all aspects of daily life. How our senses of sight, sound, touch, taste, smell and movement integrate, helps us form a complete understanding of who we are, where we are and what is happening around us.

Our Occupational Therapists play a fundamental role in assessing and providing treatment or input for students with sensory difficulties. By designing programmes, often making environmental adaptations and assisting with strategies and equipment, the young person is able to learn, move, and develop appropriate behaviours aiming to be as independent as possible.

The Sensory integration approach is incorporated as part of our lessons, break and leisure time. Professionals from within the school and outside agencies liaise in the assessment and provision of sensory integration.

Speech and Language Therapy

The SLT staff have expertise in supporting students who experience a wide range of complex communication difficulties, including those who are non-verbal, who may experience profound and multiple learning difficulties or are autistic. We provide a positive environment for the effective use of 'high' and 'low-tech' Augmentative and Alternative Communication devices and strategies. Many students use alternative access methods to control their technology, including switches and eye-gaze.

The SLTs have specialist skills in assessing and supporting students with eating and drinking difficulties. The SLTs provide staff induction, INSET and monitoring to promote the use of appropriate strategies and ensure safe practise within the field of dysphagia management.

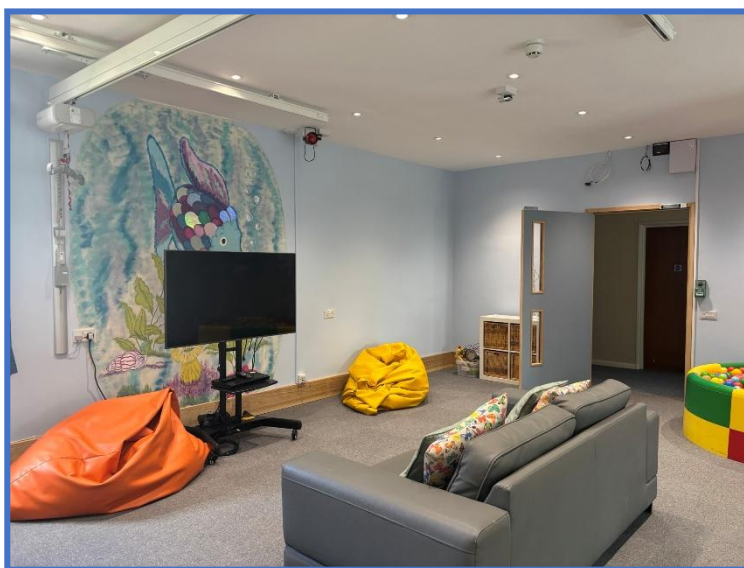
Our Speech & Language Therapy team work hard to ensure that every student has a voice. We embrace a Total Communication approach and value all forms of communication and interaction.

We use a number of different communication approaches and resources to support students to develop communication skills further. These include:

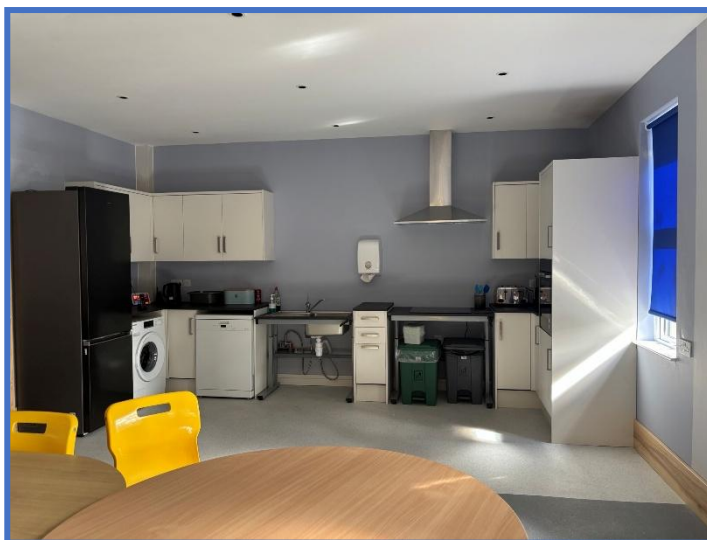
All forms of low-tech Alternative and Augmentative Communication (AAC), Signing (BSL and Makaton), Talking Mats, communication books, charts and schedules, switches, objects of reference and communication passports. high-tech AAC, incorporating the use of Voice Output Communication Aids and Assistive Technology with specialised on-site support from our ICT Manager. Use of Eye Gaze Technology enabling pre-intentional and emergent communicators to

access a range of software for learning and leisure. Use of Intensive Interaction to facilitate engagement and develop mutually rewarding relationships. Direct therapy for the development of natural speech and oral motor skills.

Recreational, Cultural and Leisure Activities



Our students are encouraged to take ownership of their lives, making choices and being given the opportunity to 'voice' their opinions at all appropriate times. Our students are encouraged to take an active role in organizing their own leisure time. Integration within the community is encouraged with regular visits to local amenities. They are encouraged to develop their own interests in preparation for their adult lives.



Use of leisure time is person centred and whilst some students choose to take part in group activities, others may find it difficult to interact with their peers. Staff know the students in their care well and often advocate on their behalf to ensure they are able to access leisure activities that they enjoy. Our students are encouraged to enjoy as many experiences as possible including, trips out into the local community – cafes, cinema, bowling, park, shopping, trips further afield in the accessible vehicles, swimming and aquatic therapy, rebound therapy, after school clubs including Scouts and Explorers, discos and youth clubs on and off site, use of the extensive grounds and garden, adapted wheelchair bikes, outdoor wheelchair trampoline, music sessions and soft play areas.

The Registered Provider is:

The English Dominican Congregation (Stone) Charitable Fund, St Rose's House, Beeches Green, Stroud. GL5 4AE
Tel: 01453 762449

The school address is:

St Rose's School, Stratford Lawn, Stroud, GL5 4AP

Principal

Mrs. Sheila Talwar

Lead Nurse/Senior Care Manager/DDSL

Jo Pearch, Registered Nurse

Care Manager

Scott Townson

Deputy Care Manager

Briony Lee

Lisa Taylor

Early Years Manager/DSL

Head of School

Mrs Vicky Dangerfield

Deputy Head of School/Curriculum and Assessment Lead

Mrs Louise Harper

