

Rosebery School SEND Offer

Responses to the 14 Questions 2019



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1.	How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	Rosebery liaises directly with all of our feeder schools and SEND files are transferred across to us ensuring a smooth transition. Parents/carers are also invited to inform us of any SEND issues/concerns through the standard registration documents and these are considered and investigated as appropriate. Prior to students starting in Y7 we consider the KS2 data from SATs and record on the Inclusion Register. On starting at Rosebery, students complete reading and spelling assessments to inform us of their reading and spelling ages; they also complete a numeracy assessment to highlight specific needs in this area. Our SEND policy outlines the referral process further.
2.	How will school staff support my child/young person?	Students that are identified with SEND are placed onto the Inclusion Register and their level of need is stated. Wave 1 is a monitoring level, Wave 2 is a more targeted level of support and Wave 3 is a specialist level of support, typically engaging with outside agencies and often resulting in an Education, Health and Care Plan (EHCP). All SEND students have a one page profile, which outlines their needs and the specific strategies to put in place to support their progress. Students at Wave 2, or above, have SEND support plans with individualised targets for that child, which are reviewed and updated twice yearly. Progress of SEND students is predominantly the responsibility of the SENDCO who liaises closely with the student's Head of Year and class teachers.
3.	How will the curriculum be matched to my child's/young person's needs?	All teachers are expected to differentiate for the needs of SEND students and information is provided to teachers outlining appropriate general and specific strategies. Appropriate training is provided in order to support this. Learning Support Assistants are deployed as an additional support, mostly to classes which have students with an EHCP. Setting operates within the Maths and Science departments from Year 7, otherwise teaching at KS3 takes place generally within mixed ability groups. At KS4 a minority of students with SEND may follow a reduced GCSE pathway. At KS3 the majority of students follow the same curriculum.



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4.	How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	<p>The school provides formal opportunities by which parents/carers can monitor their child's progress. Reports are issued on a termly basis and parents' evenings are held once a year. In addition, parents are invited to attend meetings organised with a specific purpose eg. Y7 Meet the Tutor, GCSE Options Evening. There are strong informal contacts with parents/carers. Teachers and members of the pastoral team contact parents by phone, letter or email, at the first sign of concern. Parents are also encouraged to communicate with school staff. The school website, email and Rosebery News, ensure that parents can easily access information about all aspects of the school.</p> <p>Students accessing Wave 3 external support receive specific reports and reviews from these agencies.</p>
5.	What support will there be for my child's/young person's overall wellbeing?	<p>The school has a strong pastoral system, with Heads of Year and form tutors all playing an important part in the monitoring of progress and the welfare of students. 'Student Services' provides support with the administration of first aid and medicine, as well as individual wellbeing support. Rosebery also engages with external services such as 'Heads Together' (CAMHS service) to provide a more specialist support for students.</p> <p>The school has 'Wellbeing Ambassadors' and 'Peer Supporters' which are older students supporting lower year groups with their emotional wellbeing.</p> <p>The school uses a variety of sanctions that fall short of exclusion, including 'internal exclusion' and the support of a Behaviour Mentor. Students' views are valued and this is demonstrated through 'Student Voice', which regularly consults these representatives on a variety of issues affecting them throughout school.</p>
6.	What specialist services and expertise are available at or accessed by the school?	<p>At Rosebery all teachers are qualified to teach their subject specialisms. Within the SEND department we have LSAs that are trained in ELKLAN and the SENDCO is a qualified Access Arrangements Assessor. We also access additional specialist services through the local authority, when it is appropriate to do so, eg. Speech and Language, REMA and ASD Outreach.</p>
7.	What training have the staff supporting children and young people with SEND had, or are having?	<p>SEND training is incorporated into the yearly staff training calendar and this can utilise outside experts. The local authority agencies support the school well in ensuring that staff working with students with specific needs, at Wave 3 level, have appropriate strategies to use and can differentiate effectively.</p>



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8.	How will my child/young person be included in activities outside the classroom including school trips?	The school endeavours to include all students, including those with disabilities, in activities outside the classroom so risk assessments and, where appropriate, reasonable adjustments will be made.
9.	How accessible is the school environment?	The school is not ideally placed to support students or visiting parents/carers with physical disabilities. The buildings date from 1925 and the site is large and sprawling. However, timetable adjustments and some adjustment to the fabric of the building have made most of the site accessible. There are disabled toilet facilities. When required, the school does access interpretation services for parents/carers whose language is not English and for parents/carers with auditory impairment.
10.	How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?	Rosebery staff attend transition meetings at a number of our feeder schools to meet with the students and their class teachers. This provides a wealth of information to support transition for those considered to be more vulnerable. Rosebery also offer a Summer School for students to attend prior to the start of Year 7 so they feel more comfortable in the school setting and with their new peer group. If a student has an EHCP, the SENDCO meets with parents and students prior to joining the school, often attending their Y6 Annual Review. At the other points of transition, KS3 to KS4, and KS4 to KS5, similar procedures are adopted with much liaison between SENDCO and parents/carers. The school provides honest and realistic information as required by any new setting.
11.	How are the school's resources allocated and matched to children's/young people's special educational needs?	Resources for students with SEND are allocated according to need. Priority is given to students with EHCPs; the support is personalised and can include in-class support, 1:1 tuition or mentoring, homework club, break or lunch time support. The support provided is in line with the requirements of the EHCP and any subsequent reviews. SEND students without a statement receive less funding and consequently less support. However, no student on the SEND Register is without intervention of some type.



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12.	How is the decision made about what type and how much support my child/young person will receive?	<p>The main focus of support is for students with EHCPs, as they are identified as those with the highest level of need. However, in Year 7 all students are assessed to determine reading and spelling ages. At this point the school intervenes with individuals and groups of students to improve their literacy. Students are re-tested at intervals and at the end of Year 7 to assess impact. These identified students are then monitored throughout Year 8 and Year 9 with a view that they will be assessed for any appropriate exam concessions for their GCSEs. Year 7 students who are working below the SATs expected levels will receive additional input from the English and Maths departments to help close the gap from their peers.</p> <p>KS4 students with significant SEND can follow a reduced pathway to allow for these needs.</p>
13.	How are parents involved in the school? How can I be involved?	<p>The school has an active PSA but this is mostly concerned with fundraising and we have a number of parents on our School Strategy Board. We also welcome parents to contact the appropriate person responsible whenever they have a concern, however small.</p>
14.	Who can I contact for further information?	<p>The first point of contact for general concerns is the child/young person's form tutor, followed by the Head of Year. If there is a subject concern, the teacher or Head of Department should be contacted. If the concern is specific to SEND, parents should contact the SENDCO (ebyrne@rosebery.surrey.sch.uk). However, all enquiries can be emailed to info@rosebery.surrey.sch.uk.</p>



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