

An SEN Information Report will be updated regularly to reflect changes and plans within the school. The report states the current provision within Rodney House School.

What are the kinds of special educational needs for which provision is made at Rodney House School?

This is a maintained special school for children aged 3-11 years. Children will be provided with an appropriately paced and differentiated curriculum.

In Rodney House School - the pupil's identified needs will be complex and significant in the area of cognition and learning (severe learning difficulties or profound and multiple learning difficulties) as described in the SEN Code of Practice. The pupil may also have associated needs in the areas of emotional/social and communication and interaction (autistic spectrum disorder and/or speech and language difficulties). In addition pupils may have sensory or physical difficulties. The admission arrangements for our pupils can be found on our website.

What are the school's policies for the identification and assessment of pupils' attending the school?

All pupils' will have an Education Health and Care Plan (EHCP). Further information on the admissions process to our school can be found on our website.

What is the provision for pupils' at Rodney House and how is it evaluated?

All pupils' attending Rodney House will have undergone statutory assessment of their educational potential and have an agreed EHCP outlining their special educational needs.

Our School is a place where everyone is treated with dignity, with respect and is of equal worth.

Our vision is to develop and maintain a highly effective learning community.

Our key purpose is to ensure that all pupils attain the skills and knowledge that support their 'readiness to learn' within a school environment, and then use those skills to reach their potential.

To achieve our vision we aim to:

- Create a happy and secure learning environment where all pupils' needs are met and where achievements and successes are recognised and praised.
- Ensure that all the EYFS/statutory curriculum guidance is delivered to all pupils.
- Provide all staff with training and development opportunities to enable effective practice.
- Promote the pupils' spiritual, physical and emotional well-being so that they are secure, confident and well motivated.
- Help pupils acquire the knowledge, skills and confidence which enable them to lead as full, interesting and independent lives as possible.
- Develop in pupils, personal responsibility and encourage decision making and choice, communicating through whatever means appropriate.
- Provide a wide range of age-appropriate learning experiences, which are both exciting and challenging.
- Offer opportunities of working co-operatively alongside others, developing friendships and respect for others.
- Provide pupils with experiences from their own and other religious and cultural backgrounds and values.
- Foster relationships with parents and other professionals.
- Further details of all areas of our school curriculum and assessment processes can be seen on the school website. As the school offer develops, there will be more information available on work within our school. We have liaised with our parents/carers on developing our school offer to ensure it includes useful information and answers their questions.

- All staff have a responsibility to meet the needs of all the pupils at Rodney House.
- School staff details are on the website. The school contact details are also on the website where you will be able to access senior management or your class teacher.

Staffing levels are enhanced so that pupils are usually taught in small classes with a teacher and at least two qualified level 1 and 2 teaching assistants to meet the needs of the class group. There is further support from higher level teaching assistants.

The school works collaboratively with a range of health professionals in order to meet the needs of the students as assessed by the appropriate professionals. We are working closely with our health and social care colleagues to implement the SEND Code of Practice 2014.

What training do staff have in relation to the needs of pupils at Rodney House?

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff follow an induction programme as well as completing a core training programme related to their work as a teaching assistant, senior teaching assistant or teacher. Staff also have a commitment to ongoing CPD and school development.

How will equipment and facilities be provided to support pupils at Rodney House?

All children have a pre-admission meeting where equipment and facilities are discussed and planned for. There are regular reviews. All parents and families are welcome to visit the school prior to their child or young person attending the school.

What are the arrangements for consulting parents of children at Rodney House and involving them in the education of their child?

At Rodney House parents are fully included in the process of working with their children/young adults.

This includes:

- Initial visits to school
- Pre-admission meetings
- Daily home/school book for information exchanges and key messages
- Termly parent/teacher meetings including updates from professionals
- Two school reports a year - one curriculum and one linked to annual review of the EHC Plan including a review of an Individual Health Care Plans as appropriate
- Parent workshops and training
- Coffee mornings
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations

What are the arrangements for consulting young people at Rodney House about, and involving them in, their education?

All children and young people at Rodney House School are treated with dignity and respect. There is full personalisation of the curriculum for each pupil/student in order that they can access and experience success through-out their school life.

Consultation with pupils develops as they improve communication skills: staff and parent/carer observations, alongside close collaborative working with the Specialist Speech and Language Therapist, inform decision making until a young person is able to make their own choices or express opinions.

The assessment and annual review process of EHC Plans includes the choices and views of pupils.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at Rodney House?

The process for all complaints is made available in the Welcome Pack which is updated each year. The complaints procedure is also available on the website.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at Rodney House and in supporting their families?

We have a wide range of staff working together within the school to support the pupils and their families. Some are employed directly by the school, others have different lines of management as can be seen below.

Classroom staff are employed directly by the school. This includes teachers, teaching assistants, admin and support staff.

Other professionals work for a range of agencies – some are based within the school, others have office bases elsewhere and work in school on particular days or as necessary.

Kitchen staff are employed by Manchester Fayre.

Caretaking and cleaning staff are employed by Essential Hygiene.

School Nurses, Speech and Language Therapists, Occupational Therapists, CAMHS Learning Disabilities Team and Physiotherapists are employees of Central Manchester Foundation Health Trust. All these professionals work within school training staff, advising staff, working with children and young people.

The Sensory Service staff – advisory teachers - are employed by Lancasterian Service not the school. They provide staff training and advice on individual children's needs where necessary.

Transport to school is organised by the Local Authority not the school. Transport staff are employed by the transport companies.

There are social workers for children/young people with disabilities who are Local Authority Employees and are based within the Children's Specialist Services.

All contact numbers for support services, described above, are within the Welcome Pack. If you have a query relating to these areas it is best to contact the professionals directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way.

What are the school's arrangements for supporting pupils in transferring between phases of education or in preparing for adulthood?

All transitions are well planned for through-out school as pupils move from class to class, phase to phase and school to school. Parents/carers always have the opportunity to meet the new teacher and class staff. A transition plan is always agreed in collaboration with the pupils, parents and next phase leads. Where possible, similar transition plans are agreed when moving from school to school.

Where is the information on the Rodney House local offer published?

There is further detail on our website on our own school offer for SEND and this links to the Local Offer on the MCC pages www.manchester.gov.uk

Impact Statement

Ongoing and exit assessment data shows that the pupils at Rodney House make good to outstanding progress from their starting points. Parent feedback clearly states that the work of the school has a direct impact on quality of life at home with families finding it easier to go shopping or go for walks in the community. Parents report improved levels of communication and interaction which is evidenced through individual IEPs and Learning Journeys.

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