



ROSE BRIDGE
A C A D E M Y

Rose Bridge Academy

SEND Information Report **November 2016**

To be read in conjunction with Wigan's Local Offer

The following information is a working document that is currently being finalised through consultation between staff, governors, parents and students of Rose Bridge Academy.

Respect Believe Achieve



1. How does the school know if children/young people need extra help?

<p>How does the school identify students with special educational needs?</p>	<p>At Rose Bridge Academy there is a very thorough transition process which ensures that we have a very good knowledge of students before they begin their educational journey with us.</p> <ul style="list-style-type: none">• There is excellent communication between the primary schools and Rose Bridge Academy thereby ensuring all necessary information has been received before your child starts with us.• Liaison with parents through SENCO attendance at primary school based Y6 Transition Reviews• Liaison with parents by SENCO and Senior Leaders at Y6 Transition Evening held in school.• Follow up of parental concerns raised at Parents' Evening or any meetings held at their request in school.• Teacher referral to Inclusion Team to raise any concerns they may have about individuals.• Discussion at Inclusion Meetings held every two weeks in school attended by key staff.• Use of Cognitive Ability Tests data conducted within first two weeks of Y7.• Use of reading and spelling ages - all students in Y7 are tested for their reading and spelling ages within a month of entering the school. This information is available to all staff on SIMS.• Use of individual subject base line tests.• Use of a range of standardised testing materials.• Referral to Early Intervention and Prevention (EIP) services.• Liaison with feeder secondary schools for mid-term admissions and other service providers e.g. Pupil Referral Service.
--	---

2. What should I do if I think my child/young person has special educational needs?

<p>What are the processes for parents/carers raising any concerns with school?</p>	<p>Positive dialogue between home and Rose Bridge Academy is actively encouraged to address any issues you may have.</p> <p>Parents or carers can contact any of the following people via email, letter or phone dependent on the nature of their concern:</p> <ul style="list-style-type: none">• Pastoral Lead• Head of Year• Form Tutor• Special Educational Needs Coordinator
--	--



	<ul style="list-style-type: none">• Inclusion Manager• Behaviour Support Team• Learning Mentors• Subject Teacher <p>Meetings with members of staff can then be arranged as required.</p>
--	---

3. How will school staff support my child/young person?

Who will oversee and plan the education programme?	<p>Rose Bridge Academy regularly and carefully assesses and reviews learning progress to inform decisions around adapting the curriculum and learning environment for all students, including those at risk of underachievement.</p> <p>Teachers continuously monitor and evaluate progress in lessons to inform data collections. Interventions are implemented by staff as appropriate.</p> <p>All members of staff have been provided with an information booklet developed by the SENCO, (Graduated Approach to supporting students with Special Educational Needs) aimed at improving their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.</p>
What will their roles be?	<p>The roles of the teachers and support staff are:</p> <ul style="list-style-type: none">• Matching additional support to need• Providing the expertise to support learning• Measuring the impact of support within progress towards targets• Target-setting with students• Communicating with home and responding to parental concerns
Who will explain this to me?	<p>If you wish to ask any questions, please feel free to contact:</p> <ul style="list-style-type: none">• Pastoral Lead;• Form tutor;• Head of Year;• Mrs Clothier (SENCo)
How are the school governors/trustees involved and what are their responsibilities?	<p>The school has a designated Governor who has a responsibility for SEND, Mrs J Wood. She liaises with the SENCo regarding SEND provision.</p>



<p>How does the school know how effective its arrangements and provision for children and young people with special educational needs are?</p>	<ul style="list-style-type: none">• Regular constructive feedback by the class teacher;• Negotiated target setting;• Reports which look at both progress and attitude to learning;• Data captures• Parent Evenings;• Provision Mapping;• Intervention tracking.
--	---

4. How will the curriculum be matched to my child/young person's needs?

<p>What are the school's approaches to differentiation? How will that help my child/young person?</p>	<p>At Rose Bridge Academy we pride ourselves on our flexible approach which seeks to provide a broad, balanced, relevant and appropriately differentiated curriculum which will meet your child's needs.</p> <p>All students receive high-quality personalised teaching.</p> <p>Groups are regularly reviewed and are flexible.</p> <p>Teaching is carefully planned, taking into account prior learning.</p> <p>Lesson structures have clear objectives that are shared with the students and revisited throughout the lesson.</p> <p>Teachers use lively, interactive teaching methods and make maximum use of different learning styles to include our different types of learners – visual, auditory and kinaesthetic.</p> <p>Inclusive Quality First Teaching focuses on a student-centred approach and aims to create a purposeful and enjoyable learning experience.</p> <p>Within lessons, opportunities are created to allow for a wide range of activities including individual, paired and group work.</p> <p>Students are encouraged to assess their own and others' work in order to build a firm understanding of what good looks like.</p> <p>The quality of teaching is regularly monitored to ensure high standards in all areas.</p>
---	--



	<p>All subjects look to encourage the students understanding of literacy and numeracy to support high achievement for all.</p> <p>For some students, additional support is necessary which can include a modified curriculum which is designed to overcome any difficulties through targeted small group/individual support and additional LSA support in lessons.</p> <p>Additional curriculum guidance is available in Year 8 in order for students and parents to make a thorough and well-informed choice about options for key Stage 4.</p>
--	--

5. How will both the school and I know how my child/young person is doing and how will the school help me to support my child's/young person's learning?

<p>In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?</p>	<p>In addition to scheduled reporting arrangements, as specified in the school's Assessment, Recording and Reporting policy contact by parents and carers is encouraged through:</p> <ul style="list-style-type: none"> • Phone • Letter • Email • Additional consultations/meetings
<p>How will I know what progress my child/young person should be making?</p>	<p>Reports are sent home on a regular basis. These contain information about how well your child is making progress against their end of year targets and how well they are engaging in class.</p> <p>There is at least one Parents' Evening timetabled for each year group during the school year where parents and carers can meet with their child's subject teachers to discuss progress.</p>
<p>What opportunities will there be for regular contact about things that have happened at school?</p>	<p>Letters and text messages are sent home to parents and carers.</p> <p>There are also details of activities that take place in school on the school website.</p> <p>Contact can be made with Form Tutors and Heads of Year to discuss what has happened in school.</p>
<p>How will you explain to me how his/her learning is planned and how I can help support this outside of school?</p>	<p>The school website and our Virtual Learning Environment (Doddle) provide details about the planned learning for your child, enabling you to support him or her outside school. If you do not have access to a computer then please contact school for information.</p>



	<p>Parents are encouraged to contact school for advice/support on how to support their child outside school.</p>
<p>How and when will I be involved in planning my child's education?</p>	<p>Annual Reviews are held for students with statements of SEN and those with EHC Plans in accordance with statutory guidance and parents' and carers' attendance at these meetings is an integral part of the review process.</p> <p>Advice is provided by the school, external agencies, the student and the parent/carers.</p> <p>Documentation is shared in advance and meetings are held at mutually agreed time with parents/carers. Parents/carers and students are encouraged to be an active part of the planning process.</p>

6. What support will there be for my child's/young person's overall well-being?

<p>What is the pastoral, medical and social support available in school for students with SEND?</p>	<p>At Rose Bridge Academy we pride ourselves on the outstanding pastoral care we provide for all our students.</p> <p>All students have a designated Form Tutor and Head of Year. These members of staff provide academic and social and emotional support to students.</p> <p>The school also has a Student Support Centre and Wellbeing Centre, run by our two Learning Mentors, Miss Holmes and Mrs Wood.</p>
<p>How does the school manage the administration of medicines and providing personal care?</p>	<p>Medication is administered in line with the school's health and safety policy and is kept under lock and key in the Attendance Office. For the safety of all the community, students are not allowed to carry medicines in school.</p> <p>All prescription medicines must be in the original packages with the pharmacy instructions label attached. Health care plans are completed in conjunction with home and school, and where appropriate, medical professionals. These are held centrally in the school office and are reviewed annually.</p> <p>Staff are informed of any existing medical conditions and additional training is arranged on a needs basis. Although the school does not have any health or therapists in residence, the school nurses hold a weekly drop-in session and any service can make an appointment to visit a child on site, with parental permission and subject to the school's safeguarding policy.</p> <p>There are regular visits from Sensory Support Services, Speech and Language Therapists, Educational Psychology Service, Counsellors and Social Care Workers.</p>
<p>How does the school support young people during unsupervised times and how are</p>	<p>Rose Bridge Academy operates a support system for students during unsupervised and transition times. This includes pre-school patrols by members of SLT and a staff supervision duty rota for break and lunch times. Welfare assistants are employed at lunch time to supervise in the school dining rooms. After</p>



<p>transitions managed between different activities during the day?</p>	<p>school, members of staff supervise students leaving the premises and members of SLT provide support at the bus queue, along Holt Street and onto Manchester Road.</p> <p>The Small Learning Community and the Student Support Centre are available for use by our more vulnerable students at break and lunchtimes. A variety of extra-curricular lunch time and after school clubs can be accessed by all students. Arrangements can be made, as necessary, for students to access Breakfast Club within the Student Support Room and the Small Learning Community.</p> <p>Students who have been identified by staff or via their EHC Plan as requiring additional support during unstructured time are allocated individual LSA support.</p> <p>LSAs are available in the SLC until 3.30pm to support students with homework or additional interventions or support.</p> <p>To ensure smooth transition between lessons there is a 'Keep Left' system in place.</p> <p>Vulnerable students in main school with anxieties about being on busy corridors are issued with a '5 minute early pass' to move to their next lesson.</p>
<p>What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child be able to contribute his or her views?</p>	<p>We place a high importance on behaviour for learning to ensure that all students know that every student has the right to learn. This means that we have high behavioural expectations which is evident through our programme of rewards and sanctions.</p> <p>Support for behaviour is offered through Mr Airey and the Behaviour Support Team which includes a designated HLTA for Behaviour. We use Fixed Term exclusions as a last resort relying rather on our Isolation system. This means that education is less disrupted as students remain in school dislocated from the rest of the school community, but with access to computers (Doddle etc) and with work set by their class teachers that they would be doing in their lessons at that time. As a result we have one of the lowest figures for Fixed Term Exclusions in the Local Authority. This in turn helps with an improving attendance figure as students do not miss school.</p> <p>Further information can be found in our detailed Behaviour Policy on the website.</p> <p>Attendance at school is rigorously scrutinised and an Attendance Officer, Mrs. E Heaton, supports both students and parents/carers in seeking to improve poor attendance.</p> <p>Attendance is closely linked to our rewards system and students are well informed about both the academic importance of good attendance and how they can benefit from extra epraise points. Attendance is one of the factors considered for our school reward trips.</p> <p>There is regular whole school Student Voice activity in which students are able to voice their opinions on the school, their lessons and any students who are getting in the way of their learning.</p> <p>There is a Student Council with Form Representatives which meets regularly.</p> <p>We have also have a Y11 Student Leadership Team.</p>



	Students are invited to attend Afternoon Tea with Mrs Wood, the Headteacher, on a year group rota where views about the school and their learning are discussed.
How does the school use the expert knowledge that families may have about their children?	We are firmly committed to working in partnership with families and we try to build in parental expertise at every stage of planning and progression. There is a Parents Focus Group which meets once every half term

7. What specialist services and expertise are available or accessed by the school?

Does the school have any specialist expertise and any specialist qualifications?	Within the SEND team, staff have a range of specialist skills. Mrs Clothier (SENCo) manages our Small Learning Community and has many years of experience working with students with additional needs. Mr Airey (Behaviour for Learning Manager) is a Specialist Leader in Education (SLE) for Behaviour. Several of the Learning Support Assistants have skills and qualifications in working with a variety of needs including Autism, Specific Learning Difficulties and Speech and Language Issues.
What other services does the school access?	The school has access to a range of other services including: <ul style="list-style-type: none">○ Targeted Education Support Services (Wigan Local Authority)○ Link Teacher;○ Educational Psychology Service;○ Sensory Impairment Team;○ Specialist Teachers for Literacy and Numeracy;○ Speech and Language Therapy;○ Occupational Therapy;○ Physiotherapy;○ Outreach Services from Wigan Special Schools;○ Ethnic Minorities Achievement Services;○ Behaviour Support Team;○ Start Well and Social Care;○ Counselling;○ Virtual School for Children Looked After;○ School Nurses and Specialist Nurses;○ Wigan Local Authority SEND Team;○ CAMHS/PCMHT



8. What training have members of staff accessed to support students with SEND?

<p>What training has taken place and what training is planned for the future?</p>	<p>In the last 12 months staff have received training on:</p> <ul style="list-style-type: none">• ASC (Autistic Spectrum Conditions)• Dyspraxia• ADHD• Supporting Effective Communication in the Classroom• Learning Styles• Sounds-Write• Maths Recovery• Fresh Start• Pyramid Club• Comic Strip Presentation• Team Teach <p>This year training will focus on Lego Therapy and Social Stories.</p>
---	---

9. How will my child/young person be included in activities outside the classroom, including school trips?

<p>Will he/she be able to access all of the activities of the school and how will you assist them to do so?</p>	<p>Rose Bridge Academy operates an inclusion for all policy.</p> <p>Students are encouraged to participate fully in activities and trips and will be provided with the necessary support to allow them to do so.</p> <p>The Small Learning Community offers off site educational experiences to enhance and support the curriculum.</p> <p>Funding is provided by the school to supplement many activities.</p> <p>Information regarding trips and activities is posted on the school website and parents and carers receive details via mail.</p> <p>Most residential educational visits are preceded by a Parents' Meeting to impart relevant information and offer the opportunity for individual concerns to be addressed.</p>
---	--



Staff will consult with parents/carers and, if necessary, health professionals to ensure individual needs can be met. Any additional advice, will be disseminated to the staff leading the activity in order for it to be incorporated into the Risk Assessment.

10. How accessible is the school environment?

Is the building fully wheelchair accessible?	Due to the age of the school and the topography of the site, it is not possible to access all parts of the school for wheelchair users. Wheelchair access to school is via the Main Entrance to school, the Student Entrance and the Excellence Centre Entrance. There is also a designated disabled parking place next to the School Reception. There is a lift in the Mathematics Block and we have a portable ramp. We do not currently have any wheelchair users on roll.
Have there been improvements in the auditory and visual environment?	The majority of rooms have good acoustics as they are carpeted and have window blinds and wall displays. There are speaker systems in most classrooms. Some areas such as the canteen and sports halls are poor acoustically. Staff are aware of sensory impaired students and provision is made for them through Quality First Teaching and support from Specialist Teachers.
Are there accessible changing and toilet facilities?	There are four disabled toilets in school based in the Mathematics Block, the Small Learning Community, the Medical Room and the Sports Centre. Currently, there are no changing or showering facilities available.
How does the school communicate with parents/carers whose first language is not English?	Home-school communications are available in a variety of forms e.g. Website, letters and phone calls. When required documents have been translated for parents. Support can be sought from the EMAS team where necessary.

11. How will the school prepare and support my child/young person to joining the school, transfer to another school or the next stage of education and life?

What preparation will there be for both the school and my child before he/she joins the school?	An extensive and structured transition programme is implemented for all students between Key Stage 2 and 3. The Primary Liaison Team visit all feeder primary schools to ensure all relevant information, both academic and pastoral, is in place before the students begin in Year 7.
---	---



	<p>Mrs Clothier (SENCo) attends all annual reviews for students in Year 6 and a bespoke transition package is organised for students requiring additional or extended transition.</p> <p>All Y6 students attend a Transition Day which includes an introduction to the school day/timetable, lesson tasters, meeting peers and form tutors and experiences of free association time.</p> <p>Parents are invited to attend a transition meeting during which information is exchanged and concerns can be raised.</p> <p>Further information can be found by following the 'Information' and 'New Students' links on the school's website.</p>
How will they be prepared to move onto the next stage?	<p>Key Stage 4 studies begin in Year 9 allowing students extra study time for their external examination subjects.</p> <p>There is a bespoke curriculum offer at KS4 for all students.</p> <p>Each student receives Careers Support and this is discussed at the annual reviews in Years 9, 10 and 11 for students with Statements or EHC Plans.</p> <p>Post 16 providers are invited into school to talk about transition to KS5 and what support can be offered.</p>
What information will be provided to his or her new school and how will you support a new school to prepare for my child?	<p>When transferring to a new school all information and documentation is passed confidentially between establishments by the pastoral team. Further information will be provided to the new placement as necessary.</p>

12. How are the school's resources allocated and matched to the children's/young people's special educational needs?

How is the school's SEND budget allocated?	<p>The school receives funding to respond to the needs of students with SEND from a number of sources that includes:</p> <ol style="list-style-type: none">1. A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Pupil Unit.2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.3. The Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.4. Catch up funding for students who are below Level 4 on entry to Rose Bridge Academy. <p>For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.</p> <p>This funding is then used to provide the teaching, equipment and facilities to support students with special educational needs and disabilities according to their individual needs. This allocation is reviewed on a regular basis.</p>
--	---



13. How are decisions made about how much support my child/young person will receive?

<p>What is the decision making process? Who will make the decisions and on what basis? Who else will be involved? How will I be involved? How does the school judge how the support has had an impact?</p>	<p>The decision making process with regards to the support a student will receive is undertaken on an individual basis involving school staff and parents/carers. Views and advice from external agencies will be sought as appropriate. There is a continual holistic approach to the monitoring of students' attainment and wellbeing. Progression is tracked through data captures, fortnightly Inclusion Meetings, Progress Meetings and individual mentoring sessions. Support can be adapted and altered to ensure impact.</p>
--	--

14. How are parents involved in the school? How can I be involved?

<p>What is the school's approach to involving parents in decision making?</p>	<p>Parents are actively encouraged to be as involved as possible in their child's education through regular contact with school via telephone calls, emails and face-to-face meetings. Attendance at meetings with the SENCo, Heads of Year, Behaviour Support Team, Learning Mentors and Attendance Team allow information to be shared and plans to be determined to allow the best possible outcomes for students. External and support agencies may also be involved in the meeting. Parents' Evenings and Transition Evening are also opportunities for parents to discuss their child's education. The school has an active Parent's Focus Group; all parents are welcome to become part of the group and help make decisions on school life for their children. Questionnaires are also used to gather the views of our parents. There is also representation of parents on the Governing Body.</p>
---	--

15. Who can I contact for more information?

<p>Who would be my first point of contact if I wanted to discuss something about my child?</p>	<p>In the first instance, the Form Tutor or Subject Teacher would be the first point of contact. If you feel that the issue is in several areas, you may wish to contact the Head of Year or the SENCO.</p>
<p>Who else has a role in my child's education?</p>	<p>A list of all staff at Rose Bridge Academy is available on our website. We all have a role to play in your child's education. We will also seek advice or support from external organisations as necessary. As a parent, any external involvement will be discussed with you before the referral is made and as a parent you are free to self-refer.</p>



Who can I talk to if I am worried?	Please feel free to contact school if you have any concerns. Wigan Authority has a SENDIASS (Special Educational Needs and Disability Independent Advice and Support Service) team which can be contacted on 01942 486131. Wigan Authority also has a web site which brings together information on SEND (See contact information)
------------------------------------	---

Rose Bridge Academy 01942 510712

Mrs C Clothier (SENCo)
Mr S Blade (Deputy Headteacher)
Mrs V Schumacker (Deputy Headteacher)
Mr C Airey (Behaviour for Learning Manager)
Mrs J Harrison (Pastoral Lead)

Wigan Local Authority (Local Offer)

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx>

Wigan Local Authority Information for Families around SEND

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Information-for-families/Special-Educational-Needs-Information-for-families.aspx>

SENDIASS 01942 486131

<http://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Information-for-families/Parent-Partnership-Service.aspx>

Embrace (Support for Families) 01942 233323

<http://www.embracewiganandleigh.org.uk/>