

Rossendale School Local Offer

Name of site	Rossendale School
Address	Bamford Road, Ramsbottom, Lancs BLO 0RT
Contact name	Mr David Duncan
Telephone number	01706 822 779
Email address	rossendale@priorygroup.com
Facebook / Twitter feed	Facebook.com/priorygroup, @Priorygroup

1. What does your service do?

Rossendale School was set up to provide a flexible resource for local authorities where pupils who have suffered emotional trauma could be provided with specialist intervention to help them come to terms with their difficulties, whilst at the same time providing them with a full and complete education which meets their individual needs as well as the requirements of the National Curriculum.

Increasingly, local authorities have been referring more and more complex pupils to us. To meet this growing demand, over the summer of 2009, the school closed the residential provision and carried out extensive refurbishment to convert the Farmhouse into small classrooms for groups of 2 or 3, individual 1-1 rooms for counselling and social stories work and therapy rooms for specialist staff to work individually with pupils.

The formal approval from the DCSF was granted in October 2009 enabling the School to admit pupils with a Statement of BESD with learning difficulties, including ASD. To replace the onsite residential provision at the school Rossendale also maintains two adjoining properties in the local community, which provide accommodation for 6 pupils in total in individual study bedrooms. In addition to these two properties Rossendale also has another property, also in the local community, which provides weekly boarding accommodation in individual study bedrooms for up to 7 young people.



2. How are decisions made about who can use your service?

Currently, young people at Rossendale School are subject to a Statement of Need as defined by Section 324 of the 1996 Education Act and the Educational (Special Educational Needs) (England) Regulations 2001. Under this legislation the Local Authority responsible for the young person has a statutory duty to review the Statement and the provision made available to the young person. The School carries out this process on behalf of the LEA's for the pupils placed with them.

The main purpose of the School is to meet the needs of individual pupils as defined by their Statement of Need. This document is prepared by the young person's Local Education Authority and it is a statutory obligation of the Authority to ensure that these needs are implemented. The School carries out this function on behalf of a number of North West LEA's. In addition to statemented pupils the School can carry out assessments on behalf of the home LEA for young people who are without a school but are undergoing statutory assessment for a Statement. When the new Education, Health and Care plans come into practice with effect from September 2014 the School will still be in a position to carry out such assessments and will then admit young people on an EHC and work with the Local Education Authorities to help any pupil still on a Statement convert this into an EHC.



3. How will college staff support the child/young person?

The needs of individual children are clearly defined in their Statement of Educational Needs. From the Statement, Rossendale School devise an Individual Education Plan which all staff would work to, to ensure that the young person's needs could be fully met.

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

Rossendale School provides a full and complete education which meets individual needs as well as the requirements of the National Curriculum. Pupils are offered the opportunity to participate in a wide variety of external examinations including Entry Level, Functional Skills, BTEC and GCSE with our Sixth Formers having the opportunity to sit both BTEC and AS Level.

5. Do you offer any therapeutic services?

Rossendale School employs a CAMHS Counsellor and a specialist Speech and Language Therapist one day per week and an Art Therapist two days per week. Any pupil at the School can access these services. This would normally occur after being raised through their SEN Review process.

6. How does the school celebrate the success of children with SEND?

In every way that is appropriate for individual pupils as it is an essential part of our ethos and practice.

7. How will the parent/carer know how their child/young person is doing and how will you help the parent/carer to support their child's learning?

In addition to being invited to the SEN Review on their child all parents/carers will be expected to maintain at least weekly telephone contact with their child's key worker to keep updated on the progress their child is making. Any parent/carer of a child already attending the School will have received a copy of the School's Statement of Purpose which provides detailed information on how they can continue to support their child's learning whilst at the School.

8. What support will there be for the child's overall well-being?

The School believes that young people cannot be effectively dealt with in isolation and in order to help them deal appropriately with problems, young people must be viewed in the context of their complete family dynamic. Consequently a great deal of effort is expended at Rossendale in fostering close and positive links with young people's families in the belief that this is the best way to bring about positive and lasting change. Through the work of form tutors and key workers this philosophy is put into practice and pupils are very much aware that home/school liaison is a reality and not a theory at Rossendale.



9. What specialist services, training and expertise are available at or accessed by the school?

Rossendale was established in May 1989 as a specialist provision. Subsequent legislation, approvals and inspection have ensured that the wide range of needs displayed by our pupils has more than adequately been dealt with by ensuring that staff have been kept up to date with additional training to ensure that the practical expertise that staff have accrued in dealing with pupils with Autism Spectrum Disorders over a number of years has been enhanced through theoretical knowledge delivered by both in house and external training.

10. How will children/young people be included in activities outside the classroom and how does the school ensure that children with SEND are able to access leisure and residential activities?

In line with School policy, every effort is made to address individual needs. As a consequence a network of After School Clubs has been established to meet the various needs of our pupils. After School Clubs aim to teach pupils how to use their leisure time productively by encouraging them to develop skills and talents in a variety of different activities. They are an integral part of the overall "education" package delivered by the School. Parents/guardians are asked to support this programme to which pupils commit themselves to attendance for a half term period after which the situation will be reviewed.

We believe it is important not to isolate our pupils from the wider community into which we aim to reintegrate them. Consequently, a great deal of use is made of local communities and the close proximity of a number of sizeable urban communities allows our pupils the opportunity to participate in a wide variety of leisure and social activities, thus ensuring that they maintain community links, form relationships within a wider circle and enhance their social skills.



11. Does your school offer any outreach?

We support our pupils into mainstream further education through outreach.

12. How accessible is the school environment?

The ground floor of the school is wheel chair accessible. Where necessary, the School can translate information into other languages for the parents of children whose first language is not English, but they would also look to the host local education authority to provide support in this area.

13. How will the school prepare and support the child for transition or the next stage of education and life?

As part of our Statutory Review process we are required to address the question of whether the placement at Rossendale is still appropriate. This is given a high priority by the School and careful consideration is given to opportunities to reintegrate our young people back to their own homes as well as into mainstream schools.

All participants in the Review process are actively involved in this decision and it is never taken by Rossendale School in isolation. This ensures that a variety of opinions are sought and that all parties are committed to the final decision. In practice most young people who attend Rossendale School as residential pupils are returned to their own homes by the time they are Year 10 pupils, ensuring that Rossendale can continue to work with and support both the young person and his or her family until they reach statutory school leaving age.

Through the links established with the Young People's Service and a number of local colleges Rossendale also works actively to ensure a positive start to a young person's 16+ career by encouraging and supporting their involvement in the field of Further Education. We would also ensure that a Section 139A assessment, under the Learning and Skills Act 2000, was carried out on the young person to ensure maximum support was provided in any Further Education setting. A copy of the School's Admission Policy is available on request.

14. How is the decision made about what type and how much support the child will receive?

Essentially the decision made about what type and how much support the child will receive is decided by the LEA through the Statement of Special Educational Needs. The School would examine the professional advice in detail and ensure that the correct level of support was provided on an individual basis. This would be confirmed by the Statutory SEN Review process.



15. Do you have a children's/young person's council?

Rossendale School encourages children to have a voice in how the school is run and how it can improve.

16. How do you support young people to move onto the next stage of their life?

The School is able to provide post 16 education for pupils who already attend the School. In exceptional circumstances, where strong relationships already exist between the School and the local education authority, the School may consider an application for a post 16 pupil who has not previously attended the School, but who is Statemented.

17. Where do young people go when they leave your service?

Almost exclusively they return to mainstream Further Education.



Get in touch

To make the process of referring a young person into Priory Education and Children's Services as seamless as possible or for further information about Rossendale School, please contact our dedicated enquiries office today on **01706 822 779**.