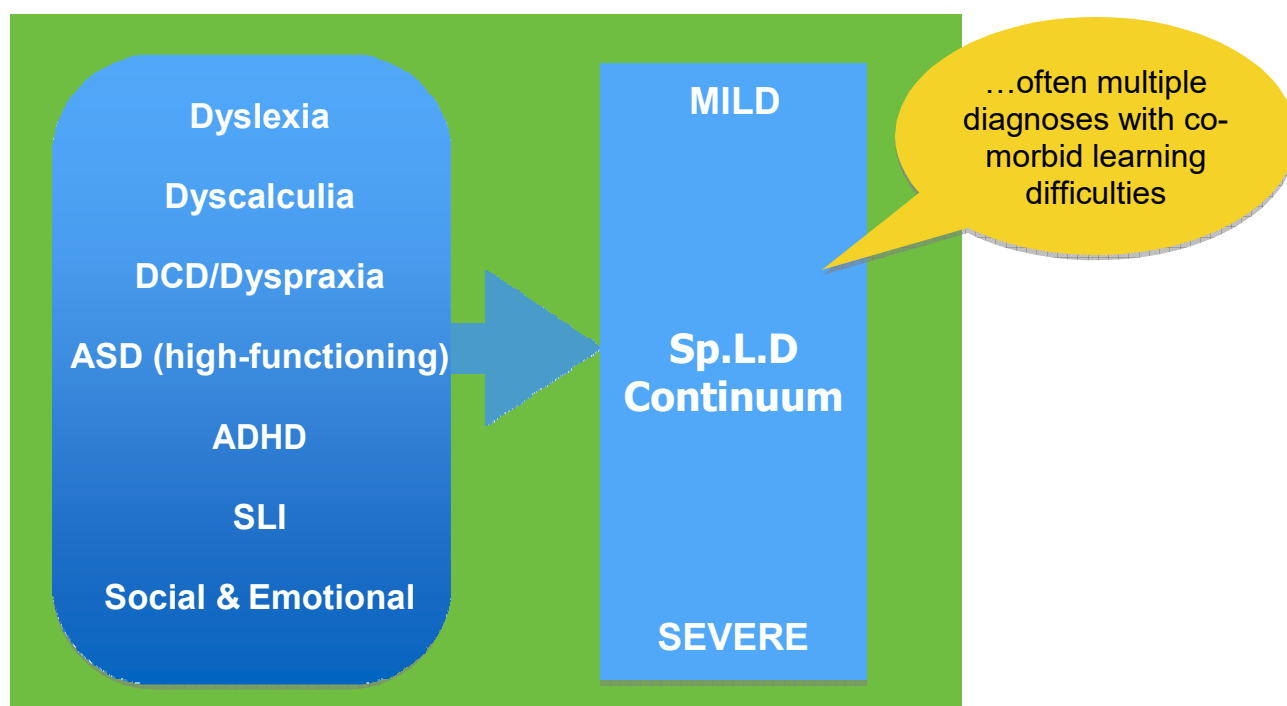


Red Rose School SEND Local Offer

| | |
|---|--|
| Name of Site | Red Rose School |
| Address | 28-30 North Promenade, Lytham St Annes, Lancashire, FY8 2NQ |
| Telephone Number | 01253 720570 |
| Email Address | redroseschool@btconnect.com |
| Website Address | www.redroseschool.co.uk |
| Head Teacher Chartered Educational Psychologist | Mrs Gill Makinson Dr Sionah Lannen |
| Range of Special Educational Needs (SEN) | Specific Learning Difficulties (SpLD) and related learning difficulties: Dyslexia, Dyscalculia, Dyspraxia, ADHD, ASD, SLI. Social & Emotional needs i.e. children who have become 'delicate' or struggling with anxiety in the mainstream environment and require a small, nurturing, structured, multi-sensory provision. |
| Age range of pupils | Currently 8 - 17 |



Despite the diagnoses the key is what should be done to meet the child's needs

1. What does your service do for you?

The Red Rose School is an independent day special school (DfES Registration: 888/6032).

It is a school for pupils with special educational needs, approved under Section 41 of the Children and Families Act:

Over the last 21 years, we have provided for the educational, emotional and social needs of children aged between 7 and 17 years who experience Specific Learning Difficulties (SpLD) and/ or experience needs that cause them to become delicate and anxious in a mainstream setting.



Pupils are placed by several Local Authorities (LAs) and also privately by parents. They all fall within the SpLD continuum from mild to severe. There are often multiple diagnoses from various medical, social and educational professionals and associated support agencies. In many cases, the complexities and extended timeframes (some over many years) have made the diagnoses very difficult, resulting in cross-over/s (comorbidity) and linkages between the various diagnoses. The picture above is the 'reality' of pupils placed in the school. All have failed (some over many years) in the mainstream educational environment and this situation has made them delicate and vulnerable. The majority of pupils arrive with a very low self-esteem/self-concept.

It is important to recognise the additional needs of delicate and anxious or vulnerable children and we place a high priority on providing a learning environment that caters for the specific range of emotional and learning needs in order to help children achieve their potential.

Definition of Co-existence/Co-morbidity:

Two or more SpLD with separate and different causes that can be present at the same time or sequentially. (Perrin & Last, 1995)

Our Definition of SPLD

Persons identified as having SpLD all show different intellectual and emotional profiles, strengths and weaknesses, learning styles and life experiences. Within this context, SpLD can be identified as distinctive patterns of difficulties, relating to the processing of information, within a range from very mild to severe. These result in restrictions in literacy, language and number and discrepancies in motor function, emotional and social and organisational skills.

Mission Statement

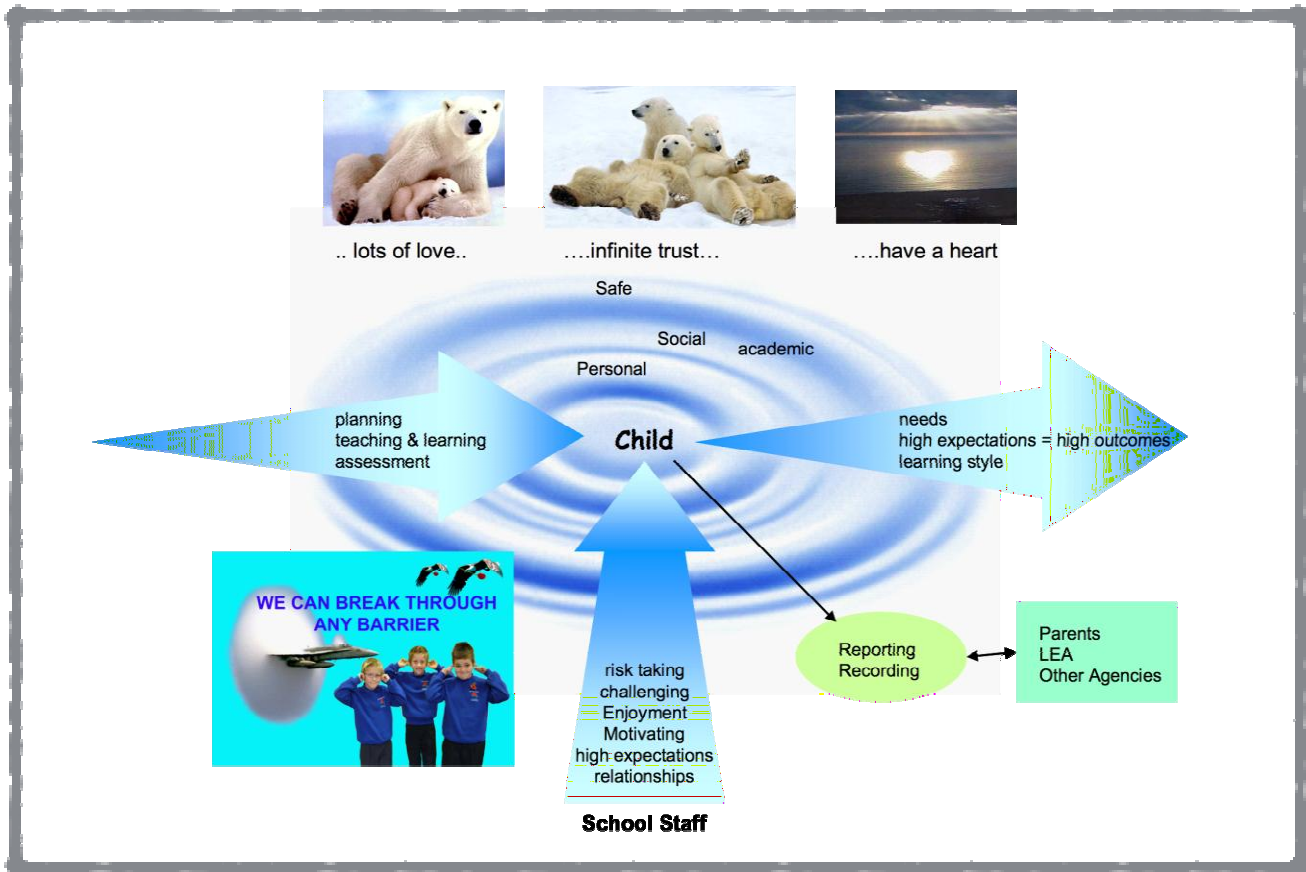
Every child deserves to reach his or her full potential. We aim to develop this potential by providing each child, within an overriding Christian ethos, with a pastoral and motivational

environment. Caring and experienced professionals, using recognised resources provide individual curriculum differentiation and support in building each child's academic ability, self-esteem and personal / social development within a broad and balanced education.

'Eagle' School Ethos & Standards

Drop a pebble in the water;
 Just a splash, and it is gone;
 But there's half-a-hundred ripples,
 Circling on and on and on,
 Spreading, spreading from the
 centre, flowing on out to sea.
 And there is no way of telling
 where the end is going to be.

Drop a word of cheer and kindness;
 Just a flash and it is gone;
 But there's half-a-hundred ripples
 Circling on and on and on,
 Bearing hope and joy and comfort
 on each splashing, dashing wave.
 Till you wouldn't believe the volume
 of the one kind word you gave.
By James W. Foley



Establishing good self-esteem lies at the very heart of teaching pupils. The ethos of the school is central to an environment that enables a pupils' self-esteem. From its foundation, the school has defined its ethos after many years in operation, as based on Christian principles.

Our Values

The following “Values” are taught by the school:

Pupils are taught that it is important to have a vision for their life but that action is needed to make it a reality. They are taught that love of others is more important than love of self.

Also, it is important to make life as uncomplicated as possible (don’t tell lies or gossip); that it is to be enjoyed and that being unselfish and having a “giving” heart is better than a “taking” heart.

Love, Trust & Challenge

Just as the eagle shields and cares for its young, the school shields and cares for the pupils in its charge. Due to their learning difficulties, all our pupils have felt previous “failures” and may have been isolated or bullied. As such, it is essential that they feel safe and unthreatened in their new school environment. Just as importantly, our pupils must learn to trust again – this can only be done by staff establishing a loving and caring relationship with each child in their charge.

When the young eagle reaches maturity the mother eagle ‘*stirs up its nest and hovers over its young, spreads its wings to catch them and carries them on its pinions*’. She takes the nest out from under her eaglet and pushes it over the cliff. Having never been out of the nest before, the eaglet tumbles towards the ground but is caught and carried back to the nest. However, the process is repeated until nature takes over and the eaglet spreads its wings and flies for the first time.

This analogy epitomises the challenges we must set for our pupils. Once they feel safe and “strong”, we start to stretch (challenge) them until the time comes when they can “fly” on their own – this done, our job is finished, and they can either reintegrate back into mainstream school or go on to college.

Set Positive Boundaries

As such our pupils must be set “boundaries” that they understand. In many cases, past school experiences have set boundaries based on the “don’t do this” set of negative rules. We will set boundaries based on positive attributes where we will tell our pupils that we value them. We will be a school who “goes the extra mile” to trust, listen and understand. We will be a school who believes in the potential within each pupil. Within this positive framework we will be a school who “labels the act and not the child”.



Similar to the analogy of the eagle, we will aim to be consistent, determined and not quit. Consequently, we will expect our pupils to set themselves high standards and expectations.

Red Rose School aims to “train eagles” capable of soaring above adversity and making good out of any difficulties they face.

| Pupil A | | Prior to Entry | |
|---|---------------------------|------------------------------|------------|
| | BESD (Emotional); Sp.L.D. | Very fragile emotionally | |
| | | Low self esteem | |
| | | Unable to cope in mainstream | |
| Progress in Red Rose School | | | |
| | | On Entry | On Leaving |
| | Reading | 7.09 | 16+ |
| | Spelling | 7.00 | 11.9 |
| | Number | 9.09 | 11.03 |
| Once trust in education and relationships re-established quickly flourished | | | |
| On Leaving: | | | |
| National Diploma in Graphics - Distinction. | | | |
| BA (Hons) in Wildlife Photography at Blackpool and Fylde College. | | | |

The services offered are:

The services of Red Rose School are to help each child realise his or her full potential within a pastoral environment through:

- ✓ A small and safe school environment.
- ✓ Small Class numbers: 9 pupils
- ✓ At least 2 members of staff per class.
- ✓ Establishing an ethos of high expectations and a “can-do” attitude.
- ✓ Establishing trust through exceptional relationships with each child.
- ✓ Continuous building of self-esteem and the child’s ability to learn independently.
- ✓ Measured and continuous progress in academic achievement and personal and social development.
- ✓ Personalised Provision Maps, including appropriate support such as individual academic tuition, multi-sensory learning and counselling, geared towards individual success and becoming independent learners.
- ✓ Non-prescriptive teaching programmes; based on how we can as a staff, “crack the code” for each child.
- ✓ Pupils explore their learning styles to help them understand personal strengths and weaknesses and to nurture excellent team work.
- ✓ To strive towards positive individual / global citizenship and moral values; to enable each child to have a sense of identity and reach their potential whilst at school and after leaving school.
- ✓ Developing the necessary skills through the application of proven educational strategies and consistency of approach by different teachers.
- ✓ Partnership with parents and other relevant agencies throughout the on-going provision.



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

Red Rose School admissions criteria are:

- Girls and boys aged 8* to 17 years (*based on current cohort)
- A diagnosis or profile of learning strengths and weaknesses such as present in SpLD including comorbid conditions: Asperger’s Syndrome / higher-functioning Autistic Spectrum Conditions (ASC), Speech & language Impairment (SLI), Dyslexia, Dyscalculia, Developmental Co-ordination Disorder (DCD)/Dyspraxia, Attention Deficit Hyperactivity Disorder (ADHD), children with Emotional & Social Difficulties i.e. those who have become ‘delicate’ /or struggle with anxiety in a mainstream environment.

The process of LA referrals vary but generally consist of a non-prejudiced 'visit of interest' by the parent/s or carer and may be accompanied by a member of SEND Information & Advice Service (SENDIASS: previously 'Parent Partnership').

Parents are shown around the school and can ask questions regarding the school's provision to meet their child's needs. The Head Teacher will read the potential pupil's Education, Health and Care Plan (EHCP) and /or Educational Psychologist report and discuss with the parents /carer whether the information indicates that the school could potentially meet the child's needs.

- The parents /carers may then be asked to bring the child to visit the school for their views.
- When the parents and the school agree that they would like a place at the school, the LA formally ask the school for a written decision regarding starting date / costs.
- A 'taster' day or days are arranged and if all parties agree that Red Rose School is the right place for the student, then the placement is confirmed.

LEARNING DIFFICULTIES AND LEARNING DIFFICULTIES

When a full-scale IQ is calculated for many students showing the co-existence/comorbidity of SpLD it often indicates a low score, more often associated with Moderate Learning Difficulties.

Where this occurs, it is more relevant to look at individual subtest scores of the IQ test and observe the student in an educational setting. Due to the reasons outlined above, students who have a full-scale IQ indicating Moderate Learning Difficulties have been admitted to the Red Rose School and successfully integrated into College and, in some cases, University.

First-tier Tribunal Special Educational Needs and Disability DECISION

Appeal No:SE888/13/00069
January 2014

"Red Rose School...

23. This is an outstanding school, according to Ofsted, and used for a number of children in Lancashire with a statement for SpLD. Though initially the 'LEA Representative' submitted that it lacks experience and expertise in relation to ASD and ADHD, he withdrew that submission when the evidence of substantial levels of such expertise was given by Dr Lannen (Head Teacher & Educational Psychologist)."

23. "Red Rose School is explicitly set up to address SpLD and co-morbid difficulties."

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



- Each class has up to 9 pupils with at least 2 members of staff in each class
- The classes may be split into smaller groups if needs arise and for practical subjects i.e. Art, ICT.
- Additional 1:1 support is also available for Cognitive Behaviour Therapy, Counselling & Play Therapy, Speech & Language Therapy, Occupational Therapy
- Classes are generally organised around Key Stages – students have outline Provision Maps, but subjects are presented at appropriate levels and differentiated by outcome
- The children are generally with their “home teacher” in the mornings for literacy, numeracy and structured RE, PSHE, including Circle Time. The remaining curriculum subjects are mostly in the afternoons – depending on the ages of the children, some afternoon subjects take place in different classroom e.g. Science, Food Technology, ICT.

- Each “home” classroom has individual work stations (carrels) for the pupils and round tables for group activities, or Circle time etc. The work-stations allow pupils to focus and complete set tasks. They also provide each child with a “home-base” which can be personalised with family, pet or hobby photos. The child’s timetable/ personal targets may be displayed along with the child’s learning style.
- All classrooms have at least 2 computers with access to relevant teaching software.
- The school uses the EHC Plan outcomes to devise Provision maps –they are reviewed and changed when required.
- Careers or Further education advice is offered through the Careers and Key Stage 4 (KS4) staff and may also be provided through the LA Wellbeing Prevention & Early Help Young People’s Service.



Teaching:

- The Head Teacher does not insist on a prescriptive teaching curriculum; rather she establishes a methodology where teaching is differentiated by outcome with an emphasis on ‘cracking-the-code’, i.e. if one method /programme is not effective then another is used to ensure the outcomes are met for each individual child.
- Structured programmes to develop social, organisational and independence skills.
- Access to an appropriate learning environment with minimal distractions to maintain focus and stay on task.
- High level of support, paired work and use of technology within classes.
- High use of proven and effective conflict resolution programmes.
- Emphasis on nurturing a ‘global-citizen’ who knows right from wrong through the continuous development of moral values and good attitudes.

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

All pupils receive a broad and balanced education with complete access to the curriculum at each child's level of academic, social and emotional ability. The pupil's prior learning as measured by standardised tests and performance on trial days are used, along with received reports to ensure the curriculum is suited to the individual.

Prior to placement in the Red Rose School all pupils have failed within the mainstream setting. In many cases, even with additional SEND resources, pupils have not been able to access the mainstream curriculum and, consequently, not received a broad and balanced education.

Many pupils have had emotionally damaging experiences with testing, some arriving with a fear of test situations. Therefore, we offer a non-threatening specialised curriculum, performance evaluation and monitoring system to ensure that progress can be measured. In addition, staff use diagnostic assessment as appropriate to facilitate reintegration assessment.

The School's priorities within the curriculum are:

- ✓ To provide a broad and balanced specialised curriculum meeting the needs of the individual pupil.
- ✓ Continuous building of self-esteem and the ability to learn independently.
- ✓ High expectations.
- ✓ To measure and show progress in academic achievement and personal and social development, ensuring that each child develops a true understanding of his/her potential and embraces the coping strategies to overcome his/her difficulties.
- ✓ As appropriate, to improve each child's motor skills difficulties.
- ✓ To meet the EHC Plan objectives as appropriate.

Our Hidden Curriculum

- ✓ To develop awareness within each individual that they are unique, special and have strengths / talents that should be developed and nurtured.
- ✓ To develop awareness in our pupils of their difficulties and strategies to overcome problems which may occur in the future.
- ✓ To encourage an atmosphere of mutual support where pupils are sympathetic to each other and stronger through the unity of the group.
- ✓ To help our pupils develop an appetite for learning which will remain with them when they leave.
- ✓ To develop independence



Each pupil is seen as an individual and teachers differentiate tasks within lessons to meet the needs of each learner. Multi-sensory approaches are used in lessons to ensure young people have the best possible learning experience e.g. for pupils with ASD, a range of communication techniques may be used to support learning,

Ofsted 2018:

- *From their starting points, and taking into account every pupil's academic potential, achievement is excellent for all groups of pupils*
- *It is a notable mark of success that these pupils feel equipped to continue their education in large educational establishments*
- *Most pupils would try to avoid attending their previous school. It takes pupils no time to commit to their education at Red Rose and attendance rates are very good*

5. Do you offer any therapeutic services?

In general, any required therapeutic services will be identified within the EHC Plan and where suitable will be provided by Local Authority, community or private services to meet each child's needs. On-site Cognitive Behaviour Therapy, Counselling and Play Therapy and 'Motor skills' is available within the school's provision and directed by the Head Teacher. Specialised Speech & language Therapy, Neuro-Linguistic Programming (NLP) and Sensory Integration Therapy is regular provision in school that can be privately-funded or available through the needs identified in a child's EHC Plan.

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

The school celebrates success informally at every opportunity within each lesson through praise and positive feedback. Formally, we celebrate success through our reward systems e.g. class points, for work effort and citizenship; house points and /or outings or other 'rewards' that are suited to the age of the pupils. Our assemblies are geared around the development of moral values where our pupils learn to have a 'can do' attitude and understand the values of being a 'giver' rather than a 'taker'. We emphasise team work and the need to become a team player.

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

All parents/ carers are involved from the very beginning of the relationship with Red Rose School. We pride ourselves on sensitively working alongside parents at an initial stage to ensure their child's needs are both recognised, understood and addressed. We view parents/carers as the experts for their child as we develop our understanding of their child as a unique individual within the school community. It is then through shared understanding and trusting partnership, that we are able to provide the best provision. We operate an open-door policy to all parents/ carers that they are welcome to contact the school when they feel the need. We can arrange a mutually convenient time to discuss any issues.

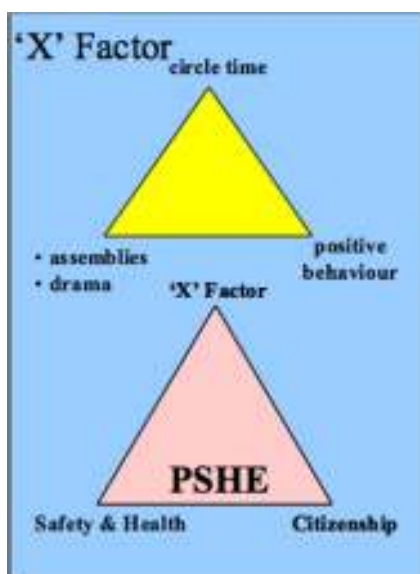


We believe a strong home / school relationship is the best way for us to work holistically to support each child. Pupils have a home/school diary for facilitating contact. We collect curriculum data and monitor value-added against prior attainment. Weekly staff meetings enable staff to share and celebrate achievement and concerns. Regular communication with parents/ carers varies in respect of their availability /proximity to the school but can include face-to-face contact at the end of a school day; phone and email contact, parent's meetings as required. The annual EHC Plan review is the formal and detailed progress meeting for those children with a EHCP. A full review with similar format to the EHCP review is held for children who do not have an EHC Plan.



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

Our Personal, Social, Health & Emotional (PSHE) Policy embeds the principles of Helping Children Achieve More. To facilitate the outcomes, we take a three-pronged curricular approach: the 'X' factor; Safety & Health and Citizenship. All will be set within the framework of Christian values. PSHE reflects whole school aims to provide a caring Christian community in which our pupils can learn to respect themselves and others, as well as take responsibility for their own actions. In PSHE we aim to:



- prepare pupils for post-school life
- develop self-knowledge and awareness
- increase the knowledge and understanding of society, its laws and systems
- enable individuals to become good citizens through the examination and evaluation of moral duties and responsibilities commensurate with living in society
- emphasise the importance of consideration for others as the most important principle of any community
- teach skills of personal decision-making, problem-solving, and self-confidence in the context of social relationships

Importance of Personal Development

It is the responsibility of each member of the school's staff to contribute to the personal development and therefore to the wellbeing of each of our pupils. Using a planned approach across the whole curriculum we aim to promote high expectations, attainment and the personal development of all our pupils. Spiritual and moral development is at the heart of our ethos and the school community

Citizenship has 3 strands: social and moral responsibility; political literacy and community involvement. There is a school policy and curriculum organisation for citizenship. Teachers will follow approved schemes of work appropriate to the ages of their pupils. In addition, the School will take part in international projects with schools within Europe and Africa.

Personal development in our school is the means by which our pupils are supported in their spiritual, moral, physical, emotional, cultural and intellectual development according to their needs, and regardless of their social and/or economic backgrounds. It promotes their wellbeing and enables them to develop their potential as healthy, enterprising and responsible citizens in our society. It provides our pupils with a sense of identity in a diverse world and informs their academic and Personal Learning and Thinking Skills (PLTS).



Spiritual and Moral Development

Spiritual and moral development is an essential part of personal development. Spirituality includes beliefs, whether religious or not; the search for meaning or purpose, relationships, creativity, a sense of otherness, wonder and awe, self-knowledge, and feelings and emotions. Spiritual development can be the process by which people acquire not only knowledge, understanding, skills and attitudes about spirituality, but also the disposition to foster their own inner spirit, and to recognise it in others.

Morality includes values and principles, attitudes and behaviour, knowledge of social conventions and codes of conduct, and the ability to make decisions about right and wrong. Moral development can be the process by which people develop the knowledge, understanding, skills and attitudes they need in order to make responsible moral decisions and act on them, and also the disposition to do what is right as a point of principle.

Identity & Cultural Diversity

Learning about identity and cultural diversity can help young people to live and work together in diverse communities, both in this country and the wider world. It can also help them develop their identity and sense of belonging which are fundamental to personal well-being and the achievements of a flourishing and cohesive society.

Personal, Learning & Thinking Skills (PLTS)

If young people are to be prepared for the future, they need to develop essential skills and qualities for learning, life and employment. These include skills that relate to learning in subjects as well as other more generic, transferable skills.

The framework comprises six groups of skills: independent enquirers; creative thinkers; reflective learners; team workers; self-managers and effective participants.



We provide a holistic pastoral, personal and social support to our pupils as needed daily. Staff can administer specific medication prescribed for a pupil and strict procedures are followed to administer, store and record this. An incident is responded to on an individual basis which allows us to respond to the specific circumstances of the pupil at that moment. De-escalation techniques, listening and understanding are the key focus of our approach: staff are trained in Positive Handling that provides a child-centred response to managing behaviour. The child's voice is key to all we do. They are central to all decisions regarding their education at Red Rose School. The school fosters an approach that values the contribution of every individual and as a community, we make time to listen to individual pupils.

Staying Safe

Safeguarding the pupils in our care is of utmost importance. To achieve this we provide a safe, welcoming, supporting and listening and telling environment. Our Safeguarding policies and guidelines are on the school website and are available on request. We are committed to enabling members of staff to carry out their safeguarding responsibilities by providing appropriate training, supervision and support to staff engaged in safeguarding work, whilst also providing staff with a level of training which will enable them to identify, prevent and respond appropriately when faced with safeguarding issues.



Behaviour - A Statement of Intent

Red Rose School is committed to providing a caring, friendly and safe environment for all its pupils so that they can learn in a relaxed and secure environment. Red Rose School takes seriously its responsibility to protect its pupils from bullying and abuse. Pupils who have information about possible abuse are encouraged to tell a responsible adult.

Principles

The Behaviour Policy supports the school's commitment to improving outcomes for all pupils, eliminating all forms of discrimination, harassment and bullying, as well as promoting equality of opportunity, the welfare of pupils and good relations across the whole school community. In developing strategies for the management of behaviour we make use of both rewards and sanctions and establish a climate where praise and encouragement far outweigh the frequency of admonition.

Ofsted 2018: Personal development and welfare

- *The school's work to promote pupils' personal development and welfare is outstanding*
- *This aspect of the school is at the heart of its success. The needs of every child are fully understood and fully met. Care systems can be as simple as a reassuring smile, to a programme of well-targeted therapies.*

Rewards are used to demonstrate that good behaviour is valued by the whole school community and to encourage similar behaviour in others. Sanctions are used to demonstrate that mis-behaviour is not acceptable; to express the disapproval of the school community; and to deter other pupils from similar behaviour. In most cases, sanctions will be applied to individuals not groups. In support of the school's values of mutual respect, the policy supports restorative justice, repairing harm done to relationships and people, to encourage pupils to take responsibility for their actions. We will need to balance both collective and individual needs.

The application of rewards and sanctions has regard to the individual situation and the individual discretion and sensitivity in their use.

The Behaviour Policy make clear the rights and responsibilities of all the school community – pupils, staff, and parents. The policy's framework of rules, rewards and sanctions will be made clear to all those involved.

The policy includes a clear, structured framework that allows staff to treat similar behaviour in a consistent manner. It also includes provision for an appeal process against a sanction where a pupil or parent believes the school has exercised its disciplinary authority unreasonably.

| Pupil F | | Prior to Entry to Red Rose School | |
|--|--------------|---|------------|
| | ASD; Sp.L.D. | Pronounced difficulties with social understanding, social communication and rigidity of behaviour and thought | |
| | | No self help and independence skills | |
| | | Unable to cope with stress or changes in routine | |
| | | Felt like a freak and a failure | |
| Progress in Red Rose School | | | |
| | | On entry | On Leaving |
| | Reading | 13.00 | 16+ |
| | Spelling | 16.00 | 16+ |
| | Number | 10.00 | 15.00 |
| Settled into his class and had made some friends. | | | |
| Popular pupil able to interact effectively with others and willing to join in group activities | | | |
| Increased ability to cope within the class setting | | | |
| Independent work habits significantly improved | | | |
| 30 AQA Unit Awards | | | |
| Level 2 in both Adult Literacy and Numeracy; GCSE ICT | | | |
| On Leaving : | | | |
| College - ICT | | | |

Ofsted 2018:

- The behaviour of pupils is outstanding. Expectations of how pupils should behave are unwaveringly high
- In this school, pupils learn the benefits of behaving well. This often contrasts with their previous experiences. Some pupils join this school having experienced school exclusion for violent outbursts that seemed uncontrollable. Within a remarkably short period of time, pupils learn, from highly skilled teachers, how to manage their frustrations. Very quickly, they begin to appreciate the rewards of learning well
- Teachers fully understand what motivates each pupil and what reassures them. This feeling of security calms pupils. In school, pupils behave extremely well. In their previous schools, most Red Rose pupils have suffered discrimination and bullying. Through the careful work of the school to help pupils understand how and why people behave as they do, bullying is virtually non-existent in this school.

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



Dr. Gavin Reid is Co-founder & director of Red Rose School. He is the parent of a young man with ASD.

Ph.D., M.App.Sci.(Ed.Psych.), M.Ed.(Psych.), BA(Hons), MA(Ed.), A.Dip.SEN, PGC.Counselling,

- International Author, Speaker and Teacher Trainer on SpLD, including ASD & Learning Styles
- Independent educational psychologist with active consultancies in 7 countries including the UK, Canada, Middle East and Switzerland.
- Visiting professor in the Dept of Educational Psychology & Special Education at the University of British Columbia, Canada.

Consultant with:

- Centre for Child Evaluation and Teaching (CCET), Kuwait.
- Global Education Consultancies, Cairo (GEC)
- Institute for Child Education and Psychology (ICEPE) (Europe)
- Open University in the UK, since 1999
- BBC, UK
- Child Early Intervention Medical Center (CEIMC), Dubai

Dr Reid was formerly a senior lecturer in the Department of Educational Studies, Moray House School of Education, University of Edinburgh (1991-2007).

He wrote and developed the first Masters course on Dyslexia in the UK (1993) that became the basis for the Open University: Difficulties in Literacy Development.

He has written 28 books on teaching SpLD, Learning Styles, Motivation and Classroom Management; some of which are now in the 3rd and 4th editions and core texts in courses worldwide.

International Speaker:

850+ conference and seminar presentations in over 75 countries including Scandinavia, United States, New Zealand, Australia, Hong Kong, Singapore, Thailand, Eastern and Western Europe, Republic of Ireland

Dr Reid's expertise also extended to:

- co-authoring a computer aided diagnostic assessment and profiling procedures (Special Needs Assessment Profile -SNAP): winner of the Special needs category at NASEN /TES book awards March 2006.
- Training of Educational Psychologists and authoring the course materials in several overseas countries.
- External examiner at 17 universities worldwide for PhD candidates.

- Member of British Dyslexia Association Teacher Training Accreditation Board 1996-2007
- Overseas patron for the Learning and Behaviour Charitable Trust in New Zealand.

Dr Sionah Lannen is Co-founder and Director of the Red Rose School.

*Ph.D., M.App.Sci.(Ed.Psych.), M.Ed.(Psych.), BA,
Dip.C.E.(Merit in Teaching), PGCE SpLD*

- International Author / Speaker / Teacher Trainer on SpLD, including ASD & Learning Styles
- Practising independent educational psychologist.



Former roles:

- Principal Educational Psychologist Western Quebec School Board, Canada; author of Conflict Resolution programme across all schools.
- Professor in Teacher Education Department, University of Ottawa, Canada and Senior Counsellor Trainer within Counselling Department
- Developed the Educational Psychological Service in Saudi Arabia and trained American and British teachers in SpLD/ ASD using the University of Edinburgh course.
- Teacher / pedagogical training programmes in SpLD/ASD at Universities of Ljubljana, Slovenia; Charles University, Czech Republic; Gdańsk, Poland; Porto, Portugal; Graz, Austria.
- Training FE & LEA teachers in SpLD/ASD using the University of Edinburgh course.
- Teacher Training Seminars on SpLD/ASD at Universities of Cumbria /Edinburgh / Truro College Teacher Training Department, Cornwall.
- SpLD/ASD training in Lancashire schools, the NHS and various parents' associations.
- Co-author and presenter of Teacher Training SpLD/ASD programmes in Canada, New Zealand, Turkey, Germany, Poland, Greece, Belgium, Luxembourg, Austria

Background:

- Teacher trained 1971 followed by a PGCE course in SpLD.
- Taught in both primary and secondary schools in both Scotland and England.
- Head of Learning Support in at a large high school in Lincolnshire.
- Trained as an Educational Psychologist and practiced in Local Authorities in both Scotland and England.
- Prior to opening the school in 1997, she was a Lancashire LEA Educational Psychologist, specialist in SpLD., ASD, BESD and Gifted students.
- Areas of research were implementing behaviour strategies (including conflict resolution) and working with students with Complex learning difficulties.

Mr Colin Lannen is Co-founder and Director of the Red Rose School

Cert. SpLD, MSc, BSc, Dip.B.A., Sqn.Ldr.RAF (Retd)

- International Speaker & Teacher Trainer on SpLD, including ASD & Learning Styles
- Teacher and pedagogical training programmes in SpLD/ASD at Universities of Ljubljana, Slovenia, Prague, Gdańsk, Poland; Porto, Portugal; Graz, Austria.
- Training FE & LEA teachers in SpLD/ASD using the University of Edinburgh course. Teacher Training Seminars on SpLD/ASD at University of Cumbria /Edinburgh & Truro College Teacher Training Departments
- SpLD/ASD training in LA schools, NHS and parents' associations. Author / presenter of Teacher Training SpLD/ASD programmes in Canada, New Zealand, Turkey, Germany, Poland, Greece, Belgium, Luxembourg, Austria.

Joint Expertise:

Co-author and Co-Director of 2 major European Union Projects:

- July 2013: results presented to the European Parliament in October 2013;
- Sep 2014: Research, development and implementation of teacher training e-training throughout Europe in SpLD/ASD. Training for teaching assistants, teachers, specialist teachers and will include post graduate training at European Universities. Completed August 2017 and rated Outstanding by the EU.

Mrs Gill Makinson is Head teacher of Red Rose School

MA. ASC; PG Dip SpLD; Cert. Ed; Associate Member of the British Dyslexia Association (AMBDA); Assessment Practising Certificate (APC), PATOSS

Staff: In addition to the Head teacher's extensive experience in SpLD and expertise in ASC:

- all staff are trained up to Level 2 ASD (AET) and experienced in SpLD / multisensory teaching
- Ongoing training draws on in-house expertise and outside professionals

The school engages the weekly services of:

Mrs Jess Laycock, ASD specialist Speech and Language Therapist
Mr Brian Malone, Counsellor and play therapy

in addition to regular support from:

Mrs Harriet Simpson, Specialist Speech and Language Therapist (NLP)
Mrs Dawn Frith, specialist Occupational Therapist (Sensory Integration)

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

All pupils are encouraged to participate fully in the extra curricula life of the school:

At break and lunch times the team teachers support children in accessing various activities on offer outdoors. Trips to theatres, therapeutic experiences and community facilities are regularly arranged. Older children are offered residential trips i.e. Europe: Skiing and locally-based Residential activities Camps.

11. How accessible is the school environment?

The school has a ramped entrance access. There are individual toilets on all floors and disabled access to upper floors is by lift. There are 3 steps into both the Design Technology and Art Rooms -for previous pupils we have made adaptations to enable suitable access.

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

See answer to question 8.

| Pupil G | | Prior to Entry to Red Rose School | |
|--|---------------------------|---|------------|
| | BESD (Emotional); Sp.L.D. | Motor difficulties | |
| | | Difficulty developing basic literacy skills, speech and communication difficulties. | |
| | | Very anxious | |
| Progress in Red Rose School | | | |
| | | On entry | On leaving |
| | Reading | 6.00 | 12.09 |
| | Spelling | 6.00 | 12.06 |
| | Number | 6.00 | 11.09 |
| Settled in at Red Rose and began to develop in all areas. | | | |
| GCSEs in ICT, Maths and Art | | | |
| 44 AQA Unit Awards | | | |
| Described as „an exemplary student, of high moral standards, dedicated , loyal, mature and hardworking.“ | | | |
| Head Boy | | | |
| On Leaving: | | | |
| Preston College - Performing Arts | | | |
| American Musical Theatre Academy in London specialising in musical theatre. | | | |

Ofsted 2018:

- All pupils gain academic qualifications and move onto college for post-16 courses which match their interests and abilities
- By the time pupils leave the school they are exceptionally well prepared to move on to the next stages of their education. Older pupils receive excellent careers advice, and some gain meaningful work experience. The school works in partnership with parents and carers to ensure that pupils are fully aware of the options available to them when they leave the school.

Our Careers Teacher and KS4 staff organise a programme of college visits and discussions with pupils in Years 10-12. The relevant LA post-16 SEND officer will also liaise with parents via the school. Further Education opportunities are discussed at the child's EHC Plan Annual review including careers guidance, vocational assessment, establishing taster days at college, assistance in college/work applications and participation in all reviews. Pupils in Years 10 and 11 undertake Work Experience for up to 2 weeks every summer term. This can be extended to a 1 day-per-week work experience in Year 11-12. Pupils in years 11-12 go into the nearby centre for lunch of Friday.

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

The child's EHC Plan will state the outcomes to meet the child's needs. Progress against these outcomes is monitored, and assessed at the annual review process. The child, parents and EHC Plan professionals are all involved in the decision-making process regarding the level of support needed. On an ongoing basis, staff will discuss issues regarding individual children to determine or review solutions.

14. Do you have a pupils' council?

There is a school council with an elected representative from each class.

15. Does the school provide any specialist equipment?

There is a minimum of 2 computers in each class; interactive whiteboard technology and 'tablet' technology in each 'home' classroom; a 'Visual-Motor' Room and Sensory room. The school has a dedicated and equipped Science lab, Art room and ICT room. The school hall has a Sound Field system. Specialised equipment specific to a child i.e. fm Hearing technology, is accessed through the relevant LA.

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

Each young person is supported individually through their transition. This involves the teaching staff, parents/carers, associated college and LA, and the young person working together. It is mainly initiated through the EHC transition review. We also have a 'leavers programme' during Year 11 that focuses on life, community and work skills. The PSHE programme running through all year groups also works towards developing skills in independence, life issues including personal health and safety.

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

Students have successful transitions into Further Education. Some students continue into Higher Education as well as vocational routes such as Apprenticeships. 100% of students go onto education or employment.

| Pupil H | | Prior to Entry to Red Rose School | |
|---|-----------|---------------------------------------|------------|
| | ASD; SpLD | Poor basic skills - unwilling to read | |
| | | Lacked confidence with maths | |
| | | Unsociable | |
| Progress in Red Rose School | | | |
| | | On Entry | On Leaving |
| | Reading | 6.03 | 17-19.11 |
| | Spelling | 7.00 | 8.09 |
| | Number | 6.00 | 15.06 |
| Developed confidence, very popular pupil by time of leaving | | | |
| 46 AQA Unit Awards | | | |
| On Leaving: | | | |
| Preston College – Art & Design | | | |
| 'Student of the Year' in the whole college at end first year | | | |
| Degree in games Design at UCLAN | | | |
| Writing a book about Art and Design of the Future | | | |

| Pupil I | | Prior to Entry to Red Rose School | |
|------------------------------------|-------------------------|---|------------|
| | BESD (Emotional); SpLD. | Very low self esteem and self confidence | |
| | | Quiet and withdrawn | |
| | | Unable to give eye contact | |
| | | „Thought that child would never amount to anything“ | |
| Progress in Red Rose School | | | |
| | | On Entry | On Leaving |
| | Reading | 8.03 | 16.00 |
| | Spelling | 7.06 | 9.09 |
| | Number | 8.06 | 11.03 |

Developed confidence, very popular pupil by time of leaving

On leaving very articulate and assured

42 AQA Unit Awards

On Leaving:

Preston College – Dance & Drama

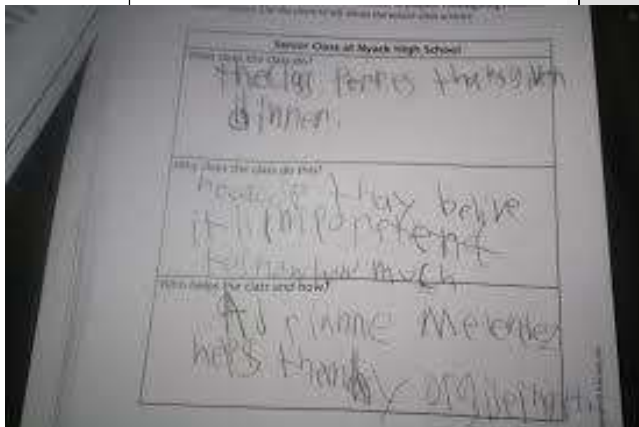
Dance and Drama Teachers Course

Passed many dance and LAMDA exams

Worked at Disneyland Paris

Liverpool Theatre School – 3 year course

Worked as a professional dancer



| Pupil J | | Prior to Entry to Red Rose School | |
|---|---------------------------|---|------------|
| | BESD (Emotional); Sp.L.D. | Very low self esteem and self confidence | |
| | | Quiet and withdrawn; unsociable | |
| | | Unable to give eye contact | |
| | | „Thought that she would never amount to anything“ | |
| Progress in Red Rose School | | | |
| | | On Entry | On Leaving |
| | Reading | 8.03 | 16.00 |
| | Spelling | 7.06 | 9.09 |
| | Number | 8.06 | 11.03 |
| Transformed in self-confidence and ability to help others On leaving very articulate and assured | | | |
| Very popular and loved by all | | | |
| 4 GCSEs B-C | | | |
| Adult Literacy & Numeracy Levels 1 & 2 | | | |
| 42 AQA Unit Awards | | | |
| Arts Award Bronze | | | |
| On Leaving: | | | |
| Catering, Preston College - Top Student Award; Now - Professional Patisserie London | | | |

A PARENT'S STORY

"I felt I had to put my story on paper to help other parents in the same situation.

Just over a year ago I found I had a daughter in meltdown and on self destruct. My once happy child had turned into an aggressive, depressive, lying and insolent teenager. I saw it coming but was unable to stop it. After months of risky behaviour, getting into trouble at school and mixing with wrong crowd my daughter said 'if I was dead perhaps people would understand'. I knew something had to be done.

She was tested as dyscalculic with dyslexic problems in year 7 but it did not cause problems till year 10 when she found it harder to cope. I had her tested again to find she had not improved since year 7. She had a maths age of 8 at 15! She was in the top sets, but the teachers were not understanding, so she disrupted all her lessons on the basis that if they wouldn't teach her then they wouldn't teach anyone.

At this point I approached Red Rose School. Almost immediately she calmed down. She had found somewhere where she fitted in. Where teachers encouraged her to be her own person and not what she had become in order to cope. She began to accept and with the dedication of the teachers she flourished. She found a passion for dance. They never gave up on her and believed in her and stood by her. She now believes in herself. She has confidence and aspirations and is going to college.

She has come back to us and knows she is clever and is learning to accept her problems."

...And the last note... Leavers' Graduation Day!

All the Staff shed tears of joy with her ...

...This young lady had grown up and flying high into life...full of confidence.

She went on from Red Rose School to College: she entered a 'Public Service' course with a view to joining the arm

