

**Rocklands**



Rocklands School **Prospectus**



**BELONG. BELIEVE. BECOME.**



# Welcome to **Rocklands School**



## Dear Parents/carers,

On behalf of the pupils, staff and governors of Rocklands School, welcome to Rocklands School. This information has been written to help you find out more about the school and how it works.

At Rocklands, the pupils follow an exciting, varied curriculum, with excellent teaching and access to a range of activities outside the classroom which enable them to realise their potential in many different ways. It is lovely to see that as each new child joins Rocklands, they start to grow in confidence and then make themselves at home here at school. Our aim is to make sure that every pupil has a curiosity for learning and feels happy, valued and safe. We are all extremely proud of the school and we hope your child will enjoy the experiences and opportunities that are offered at Rocklands.

At Rocklands we strive to do the best for all our families and hope that you will begin to make use of the school website to keep yourselves informed as to what is going on in school as well as continuing to keep in regular contact with staff and coming to the numerous events we hold each year.

There will be many occasions when your views are sought, as your thoughts are very important in shaping the development of the school. We hope you will work with us to make this possible and look forward to a successful partnership between you, your child and school in the years to come.

**If you have any concerns or worries, please do not hesitate to contact the school.**

**BELONG. BELIEVE. BECOME.**



## GENERAL INFORMATION ABOUT THE SCHOOL

### Our Vision

**BELONG. BELIEVE. BECOME.**

### Our Mission statement:

**To create a happy, caring, safe and stimulating learning environment that places children at the centre of all our teaching and the needs of each child at the heart of everything we do.**

### Our Aims:

- To create a welcoming, friendly and happy environment, where children feel safe and secure; a place where good behaviour is expected and rewarded and where children enjoy coming.
- To ensure all children have access to an engaging, relevant and varied curriculum that will enable them to make progress in all aspects of their development, including communication, life and social skills, spiritual, moral and social understanding.
- To have high expectations of all children and provide high quality, challenging, imaginative teaching, with learning opportunities offered through first-hand experience, practical activities, exploration, investigation and play.
- To enrich and enhance the curriculum through visits, visitors and use of the outdoor environment.



**Rocklands School is a Generic Primary special school for pupils aged 2 – 11 years with a range of needs.**

In addition to pupils with moderate and severe learning difficulties we cater for the needs of pupils with very specific special educational needs, including Autistic Spectrum Disorder, Profound and Multiple Learning Difficulties and significant sensory difficulties. Within the school provision is a small Key stage one resource for pupils with social, emotional and mental health difficulties.

We aim to develop attitudes which will enable each individual to become as independent as possible and able to participate confidently as members of their community. To do this we provide a broad, balanced and highly personalised curriculum which includes the National Curriculum.

The curriculum, teaching and the learning environment are modified to meet the needs of all our pupils.

### Admissions

Applications for admission to Rocklands School are the responsibility of the relevant Local Authority, who will take account of the views of parents as part of the formal assessment process. All Pupils at the school have an Education, Health and Care Plan (EHCP).

Offers of placement are dependent on availability of places within the school and whether the pupil's needs can be met by the school. All decisions are made in collaboration with all stakeholders and take into consideration not only the needs of the referred pupil but the needs of all other pupils at the school.

### The Curriculum

The purpose of the curriculum at Rocklands is to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

The curriculum aims to ensure that all our children and young people develop the knowledge, skills and attributes they will need if they are to flourish in life, now and in the future.

In its broadest sense, the curriculum includes all of the experiences which are planned for children and young people through their education at Rocklands School.

The children at Rocklands School (our 'learners') have a range of needs. Their cognitive abilities are from those who are learning in a very sensory context, right through to those who are learning through more formal 'subject-specific' approaches.

We believe that there are no standard or uniform teaching techniques which meet all of these learners' needs or support them to overcome all of these barriers. There is not a single menu of interventions and approaches, and there is no one curriculum which could possibly fit all our pupils. Each needs

a unique curriculum: 'the child is the curriculum'.

We see it as our fundamental job to find the very best interventions and teaching techniques for each learner, through researching what is best practice in the SEND community, but even more importantly, through knowing our learners as best as we can.

At the heart of our approach is the recognition that learning and development across all areas are underpinned by our understanding of engagement - the way each individual engages with other people, activities, their environment and any stimuli. We seek to nurture life-long learners who, rather than just being recipients of support, are motivated, inquisitive and active participants in their unique curriculum.

We recognise the need for a 'broad and balanced curriculum' and this will mean different things for different pupils. We do take ideas and methodologies from documents produced by the Department for Education and elsewhere. However, whatever we take must be relevant and appropriate to the developmental needs of each pupil, in order for meaningful learning to occur.



# EARLY YEARS FOUNDATION STAGE

## Nursery and Reception Class FOUNDATION STAGE PHILOSOPHY

**We believe that early childhood should be a time of play and provide the child with opportunities to explore and experiment with the world around them.**

Through these opportunities children will make discoveries and acquire new skills and knowledge about their world.

We recognise that for some children there are many additional challenges that affect their ability to play and strategies are adopted to facilitate maximum access to play.

Each child has a detailed Learning Plan (IEP) which is assessed and monitored on an ongoing basis through the child's time at school.

On a termly basis a copy of the Learning Plan is sent home to families.



The Foundation Stage Curriculum document contains three Prime Areas of Learning;

### Personal Social Emotional Development:

- Making Relationships
- Self-confidence and self-awareness
- Managing feelings and behaviour

### Physical Development:

- Moving and handling
- Health and self-care

### Communication and Language:

- Listening and Attention
- Understanding
- Speaking

### and four Specific areas of Learning:

#### Literacy:

- Reading
- Writing

#### Mathematics

- Numbers
- Shape, space and measure

#### Understanding the World:

- People and Communities
- The World
- Technology

#### Expressive Arts and Design

- Exploring and Using Media
- Materials
- Being Imaginative

Early Years is part of our pre-formal curriculum department.





# PRE-FORMAL, SEMI-FORMAL AND FORMAL CURRICULUM DEPARTMENTS

## PRE-FORMAL CURRICULUM

**This is a curriculum for learners who have complex and profound and multiple learning difficulties; children and young people whose learning is best met through a personalised learning approach based on the principles of communication, cognition, social and emotional development and movement.**

At the heart of the curriculum is learning through play.

The pre-formal curriculum focusses on the early communication, social and emotional and cognitive skills that are the foundation of learning. It is a curriculum that recognises the importance of play in a child's development and the need for sensory and multi-sensory approaches to learning.

It is a curriculum that supports that learner's development by employing appropriate approaches that takes account of their emotional well-being and levels of engagement.

It is a curriculum that takes account of the atypical patterns of development which impact on learners' ability to process new information and stimuli; a curriculum that is aware of the difficulties some learners have in forming attachments or interacting socially.



## SEMI-FORMAL CURRICULUM

**The semi-formal curriculum recognises that many of the young people have a range of complex learning difficulties and disabilities; and it is this combination of two or more challenges that the curriculum is designed to meet by a personalised learning approach based on:**

- becoming literate communicators and early readers
- becoming mathematical and scientific thinkers
- the acquisition of early learning skills
- personal emotional and social development and mental well-being

### **Which encompasses**

- the development of thinking skills
- play (emotional, cognition and social dimensions)
- creative learning
- movement

It is important to recognise that there are many differences in individual profiles of this group of learners, and these may well be 'spikey' learning profiles.

### **This group of semi-formal learners have difficulties with:**

- cognition (thinking and understanding)
- problem solving (acting upon understanding)
- metacognition (thinking about thinking)

They have difficulties with, for example, sensory processing and perceiving sensory patterns, memory, generalising and problem solving.

Our learners like order, structure, routine and certainty in their learning.

The challenge is to provide opportunities for the learners to think and problem solve as independently as possible.

## FORMAL CURRICULUM

**Pupils within the formal curriculum follow the national curriculum subjects which are differentiated to meet the individual needs of the pupils as well as RE and PSHE.**







## Promoting Positive Behaviour

Occasionally, some pupils at school find it difficult to manage their own behaviour. A number of systems and strategies are used throughout the school day to support and guide children to make improvements in this aspect of their social and emotional development.

We also train most of our staff in Positive Range of Options to Avoid Crisis and use Therapy – Strategies for Crisis Intervention and Prevention – PROACT SCIPr-UK® for short. PROACT SCIPr-UK® is underpinned by the principles of positive behaviour support.

## Anti-Bullying Policy

Rocklands is totally opposed to bullying in any of its forms and it will not be tolerated in school.

Pupils are encouraged to be caring and respectful towards each other, and in fact we have only one school rule – which is ‘Take Care’.

Measures for dealing with bullying, i.e. the procedures and sanctions used, may vary dependent on the individual child and after due consultation with the class teacher and other relevant staff.

## Equal Opportunities

It is Rocklands’ intention to develop attitudes and ways of behaving which respect individuals regardless of ability, ethnicity, culture, gender or social circumstances. The school is unequivocally opposed to any form of discrimination and it seeks to form a partnership with Pupils, Staff, Governors and Parents/carers to combat ignorance and prejudicial attitudes both in school and in the community as a whole.

The school’s Equal Opportunities Policy is available on request from the school office and can also be found on the School’s Website. We support the ‘No Outsiders’ ethos of diversity, inclusion and belonging.

## Child Protection/ Safeguarding children

It may be helpful to know that the Authority requires Headteachers/Designated Safeguarding Lead(s) to report any obvious or suspected case of child abuse to Social Services, including non-accidental injury, severe physical neglect, emotional abuse and /or sexual abuse. This procedure is intended to protect children at risk and schools are encouraged to take the attitude that where there are grounds for concern it is better to be safe than sorry.

This does mean that staff run the risk of upsetting some parents/carers by reporting a case which, on investigation, proves unfounded. In such circumstances, it is hoped that parents/carers, appreciating how difficult it is for school staff to carry out this delicate responsibility, would accept that the staff were acting in what was believed to be the child’s best interest.

The school Safeguarding and Child Protection Policy is available from the school office and on the School’s Website.

## School Meals

Lunch is prepared on the premises of the adjacent school and served in the school hall. Dinner money is paid through ParentPay.

Arrangements can be made for pupils requiring a special diet for health or religious reasons.

Pupils may bring packed lunches if they prefer, to be eaten in the dining hall.

You will be kept informed of any price changes.

## Extra-Curricular Activities

A wide range of extra-curricular activities are available to pupils both during the school day and during after school sessions.

There is a Morning Club from 8.15 a.m. Clubs are also held after school.

Pupils from the school may also attend horse riding lessons and lessons from the LA music teacher. In addition, we have specialist creative arts and football coaches who come in to school once a week.

## Educational Visits

Sometimes school staff take groups of pupils out on educational visits. Destinations, dates and costs will be forwarded in plenty of time for you to make a decision whether or not you wish your child to go on such a trip. The trips are always very well staffed and the pupils supervised at all times.

Pupils in Year 6 also have the opportunity to attend a residential educational activity at an LA Outdoor Education Centre.

We follow the Educational Visits Policy of the Local Authority, which includes notifying you about any planned trips and seeking permission from you for us to take your child on educational visits.

## Parental Voluntary Contributions

Rocklands School provides school activities free of charge. However, parents/carers may be asked for a voluntary contribution from time to time towards school trips. Parents/carers may also be asked to contribute to educational day and residential trips and activities, which the school undertakes, and which involves their child, otherwise such activities may not take place.

## School Transport

Free transport is provided for most pupils attending the school who require it. There are, however, exceptions which would be discussed with the Local Authority prior to admission.

There is an escort on each vehicle, but it is the parents’/ carers’ responsibility to deliver the pupil to the vehicle. It is not part of the escort’s duties to knock on the doors for children.

When the pupil arrives home, it is for the parent/carer to meet the child at the bus/taxi point. The escort will not bring the pupil to the door.

If the parent/carer wishes a pupil to be dropped at a different address after school, the school must be informed in writing.

This can only be arranged with the agreement of the taxi/bus company and any additional cost incurred met by the parents/carers.





## HOME / SCHOOL AND COMMUNITY LINKS

### Special Assemblies and Events

At certain times during the year the pupils at Rocklands participate in special events and assemblies such as Sports Day, Harvest Festival, Christmas concert and School Leavers' service. Parents/carers will be informed of the time and date of these and invited to attend.

These are always well attended and enjoyed by everyone.

We usually invite members of the local community, friends of the school and Governors to attend as well.

#### Annual Reviews and Annual Reports

All pupils who attend Rocklands School must have an Education, Health and Care Plan, which is reviewed annually. Detailed review reports are prepared by staff and shared with parents/carers, who are then invited to discuss the contents. Parents/carers and pupils are encouraged to contribute to the target setting process at review meetings.

Each child also receives an annual report at the end of the academic year.

### Home School Diaries

Each pupil is provided with a home school diary. Parents/carers and staff use these to send messages to and from school about the child's activities and achievements each week.

Should there be a need to chat about other issues or concerns, staff will contact parents/carers via telephone, email or letter.

We also encourage parents/carers to contact us at any time, if they wish to discuss any issues via the home school diary or telephone.

### Attendance

Regular attendance and punctuality is essential if your child is to gain optimum benefits of their school education. Only illness, extreme domestic need or (in exceptional circumstances) family holidays are considered reasons for absence from school.

If your child is expected to be absent for more than three days, it would be helpful if parents/carers would let us know at once rather than wait for the pupil's return to school.

Parents/carers are asked not to send children to school who are unwell. If a child falls ill or has an accident while at school, we will inform parents/carers wherever possible.

Pupils with diarrhoea / sickness must have at least 48 hours clear of symptoms before returning to school.

### Administration of medicines in school

When children are unwell the best place for them is at home with an adult. A sick child will not be able to cope with school activities, and if the illness is infectious there could be a serious risk of other children and staff becoming ill.

Occasionally however, a doctor regards a child as fit to return to school provided a prescribed medicine is taken in school. There are also children with long-term conditions who can only attend school if medication is either given during the school day or is available in an emergency. Only prescribed medicines can be administered by school staff.

The School Nurse will complete a Health Care plan and seek signed written consent before any prescribed medication will be given.

Parents/carers/guardians must include details of the medicine involved, frequency of administration and dosage included. Medication required for a short period, e.g. Penicillin, can be administered providing a medication consent form has been completed and signed by parents/carers/carers.

The medicine must be provided in its original packaging. The label should contain the child's name and directions for administration. Parents/carers/guardians are also responsible for replenishing supplies as necessary and for ensuring that any prescribed medicines are handed safely to the transport escort for safe transportation to school.

### Health and Safety

The health, safety and wellbeing policy is available for reading at any time.

Outlined in the policy are set procedures to follow, such as the administration of medicines and the routine to follow should an accident happen etc.

All staff have been trained in basic First Aid and a number are qualified First Aiders/ Paediatric First Aiders.

### Uniform

Rocklands School does not have a compulsory school uniform.

However, most of our pupils do wear sweatshirts and polo shirts embroidered with the school logo which may be bought from **Blueprint Designs (Rugeley)** [www.blueprint-designs.co.uk](http://www.blueprint-designs.co.uk) (who will deliver to school) and from Tesco's online at [www.tesco.com/ues](http://www.tesco.com/ues)

Further Information can be obtained from the school office, or by emailing us at [office@rocklands.manorhall.academy](mailto:office@rocklands.manorhall.academy)





### Association of Staff, Parents/ carers and Friends (ASPF)

Rocklands School Association of Staff, Parents/carers and Friends is a registered charity who organise a number of events and activities to raise money for specific purposes and projects.

The Committee usually meets each half term to discuss various projects and activities. Anyone interested in the A. S. P. F or particular projects, can contact the Chair via the school or simply turn up at one of our meetings, you will be most welcome.

### Our School Website and Twitter page

The website contains a wealth of information about the school, and is regularly updated to include photographs of events that have taken place, copies of school policies, items of interest, forthcoming events, the school newsletter etc.

We hope you will enjoy browsing through its pages **[www.rocklands.manorhall.academy](http://www.rocklands.manorhall.academy)**

We also have a school Twitter account **@Rocklandsstaffs** and all classes have their own class twitter accounts, which are used to share information, celebrate activities in school etc.

### Arrangements for making complaints

We will make every effort to satisfy parents/carers that their child's safety, welfare and educational needs are being met.

Parents/carers who wish to make a complaint should in the first instance discuss the issue with their child's class teacher. If the matter is not resolved, then an appointment can be made to speak to the headteacher or deputy headteacher.

A copy of the full complaints procedure is available from school and on the school website.

### Thank you for reading through all of this information

There is a lot to read and understand. If you would like to phone us or come into school to discuss anything that is written here, please do so and we will be pleased to answer any questions or explain our policies in more detail.



Typical School Day	
8.50 - 9.10	Pupils arrive at School
9.10 - 9.30	Registration and PSHE/Interventions
9.30 - 10.30	Lesson time
10.30 - 10.45	Snack/social skills
10.45 - 11.00	Break
11.00 - 11.50	Lesson time
11.50 - 13.05	Lunchtime/PSHE/Outdoor play
13.05 - 13.10	Registration
13.10 - 14.40	Lesson time
14.40 - 15.00	Snack/social skills
15.00	School finishes
<p>Snack and break times for pupils are considered to be an essential part of the school day as they provide opportunities to teach a range of life and social skills.</p>	



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## **Rocklands School**

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