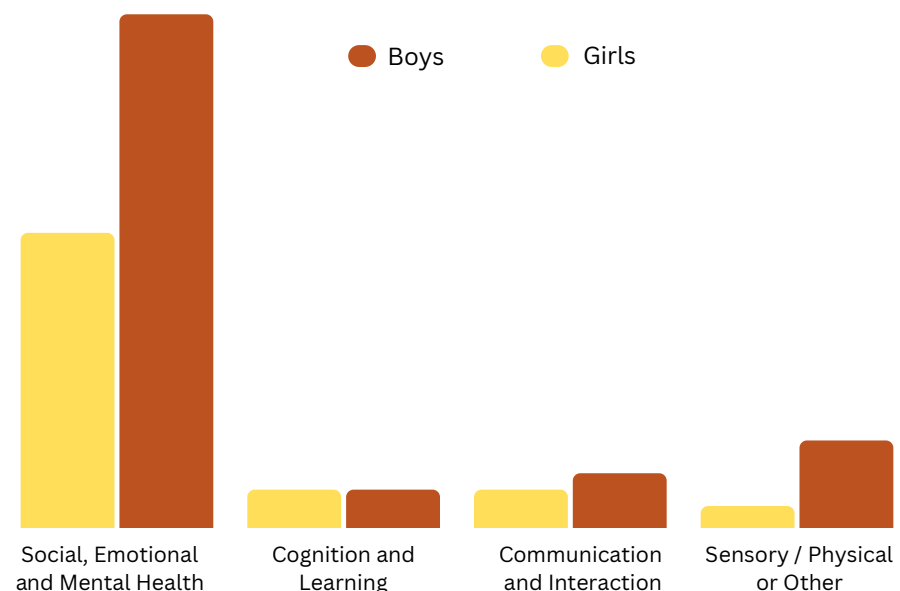
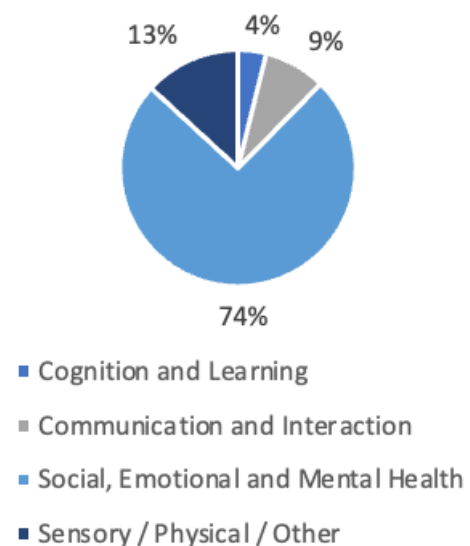


THE ROWANS ALTERNATIVE PROVISION

SEND DATA 2023 – 2024



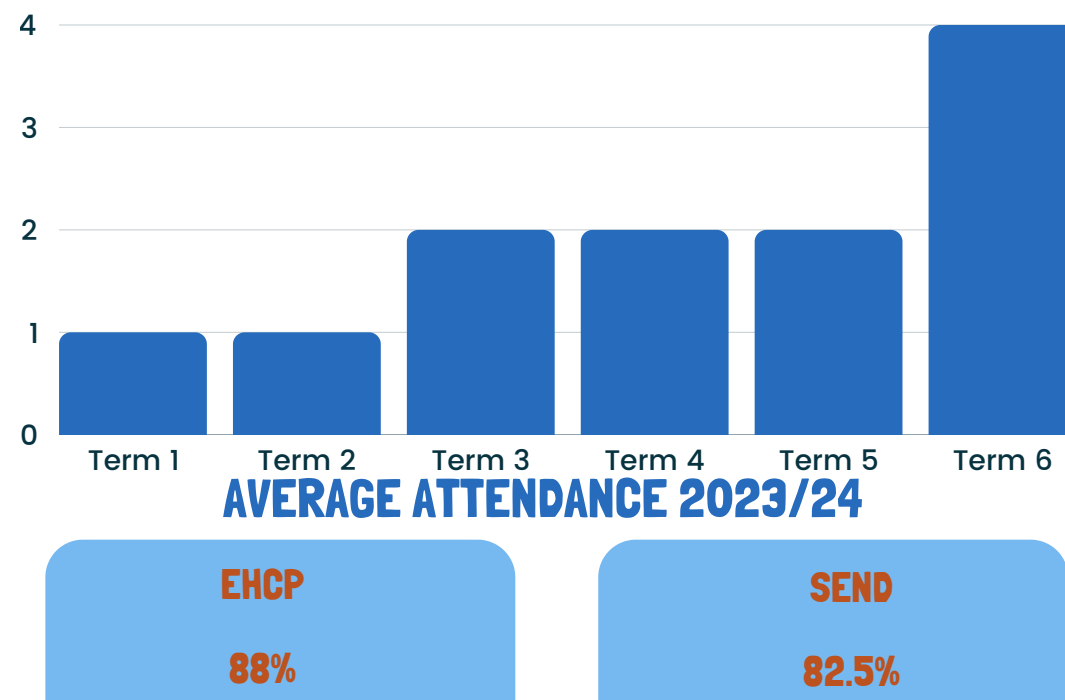
IDENTIFICATION OF SEND NEEDS



KEY STRENGTHS

- High expectations
- Good core knowledge of learners with social, emotional and mental health needs
- In a nutshell documents available to support SEND knowledge
- Strong multi-agency working

PUPILS WITH AN EHCP



SUSPENSIONS 2023/24

EHCP	1 pupil	1 day
SEND	16 pupils	41 days

ACCESS TO INTERVENTIONS

(PUPILS ACCESSING AT LEAST ONE INTERVENTION)

Term 1 and 2	Term 3 and 4	Term 5 and 6
74%	75%	74%

READING DATA 2022/23

	Average progress in months from baseline reading test	Percentage of pupils with age appropriate reading age
KS 3	11 months	55%
KS 4	20 months	71%

HIGH QUALITY INCLUSIVE TEACHING

COGNITIVE / LEARNING

- Precision teaching
- Scaffolding and differentiation
- Spaced practice
- Retrieval practice
- Cognitive and meta-cognitive strategies
- Concrete examples
- Dual coding
- Elaboration

COMMUNICATION

- Use of technology to support
- Clear language - not ambiguous language
- Concrete examples
- Avoid making the learning environment too busy

SENSORY / PHYSICAL

- Movement breaks
- Fidget toys
- Use of ear defenders
- Prompt
- Sensory circuits
- Wobble cushions
- Weighted blankets

SEMH

- Short tasks
- Clear instructions
- Adapted curriculum
- Personalised learning
- Use of technology
- Small groups
- Additional support
- Scaffolding
- Flexible groupings

KEY AREAS FOR DEVELOPMENT

- Continue to increase staff knowledge of SEND and strategies to manage learners in all areas of SEND
- Continue to prioritise and develop High Quality Inclusive Teaching
- Continue to raise the profile of SEND
- Embed SEND systems and processes across the Rowans