



The Rowans Alternative Provision
SEN Information report
2026 - 2027

This report is writing taking into consideration the requirements set out in Schedule 1 of the Special Educational Needs and disabilities (SEND) Regulations 2014 and paragraphs 6.79 – 6.81 of the SEND Code of Practice

The Rowans is an Alternative Provision Academy. The secondary functions as an Alternative Provision and offers education to pupils who are permanently excluded or at risk of permanent exclusion from mainstream schools in Medway, placements are on a short term basis. At key stage 3 all placements are short term, all pupils have an identified mainstream school that they will re-integrate into, unless they have an EHCP at which time support will be given to identify an appropriate provision for the pupil to move to. Placements at The Rowans are secured through the local authority or by the individuals mainstream provision. All of the pupils who attend The Rowans are identified as having special educational needs, with the majority falling into the broad category of Social, Emotional and Mental Health needs (SEMH) with many also having a range of other needs that may or may not have been identified or diagnosed. The Rowans strives to support any additional needs a pupil may have in any of the broad areas of SEND: Communication and Interaction, Cognition and Learning, Sensory and or Physical needs, and Social, Emotional and Mental Health. A very small number of pupils who attend The Rowans AP secondary provision have an Education, Health and Care plan (EHCP) with the majority of these waiting for specialist provision.

The Rowans primary is a small specialist provision, for pupils with an EHCP with a primary need of Social, Emotional and Mental Health needs (SEMH).

At the Rowans we are committed to identifying and addressing the special educational needs of all pupils and in doing so removing the barriers to learning, ensuring that they 'achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training'. (CoP) All staff understand the need for and are able to implement high quality inclusive teaching. In addition to this targeted teaching and support is developed as part of the graduated approach. The cycle of Assess, Plan, Do, Review is used to secure pupil progress and the best possible outcomes for individuals with a wide range of SEND needs. All pupils have access to a broad and balanced curriculum, reasonable adjustments are made and staff respond quickly to any emerging difficulties. Staff support the learning of pupils with SEND using a range of strategies including, flexible grouping, metacognition, explicit instructions, scaffolding and modelling and use of ICT.

The Rowans recognises the importance of ensuring staff knowledge and confidence in meeting the needs of young people with a range of SEND needs. To this end the Rowans has a stringent training programme and is developing support staff to be SEND Champions.

A baseline assessment package is completed by all pupils on entry to The Rowans, this is used for early identification of any additional learning needs and to begin the graduated approach. All pupils have access to high quality inclusive teaching in a small group setting, with the support of a teacher and a teaching assistant. The Rowans has a strong vision and ethos to support learners with SEND across all the broad areas of need identified in the Code of Practice. It has been identified that a number of pupils on entry to The Rowans have a significant gap between chronological age and reading age, therefore reading intervention is crucial and has a significant impact on engagement and progression. Reading is assessed upon entry and regularly to monitor progress closely, and to allow for additional support as needed. Therapeutic intervention is key to meeting the social, emotional and mental health needs of pupils and addressing developmental and unmet trauma needs. If a parent has concerns that their child may have an unmet or undiagnosed SEND need, they can contact the SENCO – Gwen Webb to discuss this.

The Children and Families Act (2014) has changed the law; giving children, young people and their parents greater control and choices in decision making and ensuring that their needs are properly met. The SEN code of practice (2015) aims to offer guidance and support for pupils, teaching staff and parents. Section 6 of the code of practice identifies the importance of improving outcomes, having high aspirations and expectations for pupils with SEN. The Rowans AP works hard to ensure that any additional needs are identified and met to allow every young person to receive an education that enables them to make progress, and to be confident individuals leading fulfilling lives.

The intention of Medway's local offer is to improve choice and transparency for families. All schools and academies in Medway are expected to identify and support pupils with special educational needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting.

1. What kinds of special educational needs does the school provide for?

The Rowans Secondary is an Alternative Provision (AP), and can only be accessed through the Local Authority. The majority of students have social, emotional and mental health difficulties and many also have significant barriers to learning. All of our pupils have been permanently excluded or are at risk of permanent exclusion from mainstream schools. The majority of Rowans pupils are SEN Support and fall into the needs category of Social, Emotional and Mental health although many of them have secondary needs as well as diagnosed and undiagnosed conditions such as ASC and ADHD and additional learning needs. The Rowans AP will strive to support any additional needs a pupil may have in any area of SEN: Communication and Interaction, Cognition and Learning, Sensory and or Physical needs, and Social, Emotional and Mental Health.

The Rowans Primary is a special school for children with an Education, Health and Care plan with a primary need of Social, Emotional and Mental Needs (SEMH) and referral is through consultation by Medway SEN team.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

On entry we liaise with previous schools to ensure we have as much information as possible. All pupils undergo baseline testing on entry. They undertake assessments including maths, reading and spelling tests and a literacy screener. The Boxall profile is also used to get a picture of needs. Pupils are given a baseline assessment in every subject upon entry to assess appropriate pathways and to set targets. Reading is high priority at The Rowans AP Academy with the majority of pupils arriving with gaps in reading strategies and phonics. The Rowans AP Academy recognise that improvement in reading has the greatest impact on progression across the curriculum. Pupils complete the Hodder Reading test three times during an academic year and progress is monitored carefully.

The Interventions team meet regularly and identify pupils who will benefit from extra academic or therapeutic support. If you are concerned that your child has specific needs, further assessments can be done, using specialists if required. If a teacher or parent/carer thinks there is a further need which has not been identified they can speak to the SENCO (Gwen Webb) who will gather further information and act accordingly.

3. How will both you and I know how my child/young person is doing?

Communication with home is very important and we recognise the importance of working together to ensure pupils achieve to the best of their ability.

In the Secondary, pupils have a daily report sheet, based on The Rowans Values. These are filled in by staff and can be taken home at the end of each day so that parents/carers are aware of the achievements of the day. Weekly reports are completed by the form tutor and sent home so that parents/carers can make comments to reinforce these achievements. In both the primary and secondary, Parents/carers are invited to discuss the student's progress, along with any integration plans or problems which need to be addressed, at consultation days. Parents/carers are also welcome to discuss issues informally by appointment or telephone with individual teachers or the form tutor. Student data is gathered and monitored regularly and this is used to identify concerns around progress so that interventions can be implemented if deemed necessary.

All pupils with an EHCP have an annual review at least annually.

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

The Rowans will provide a safe, stimulating learning environment and each pupil will be valued as an individual, and personal learning plans implemented as necessary. We will provide a broad balanced curriculum which enables the students to progress academically, socially and emotionally according to their potential. No pupils will be discriminated against in studying any subject area within the academy's curriculum on the grounds of their SEND. Pupils are taught in small teaching groups with at least one teacher and one teaching assistant and receive high quality inclusive teaching across the curriculum with an unrelenting focus on learning, progress and attainment. Staff use the Assess, Plan Do, Review cycle in all areas of the curriculum to identify and meet the needs of the young people. In the primary, the curriculum is tailored to meet the needs of the individual pupils, and to ensure that the provision identified on the EHCP is met.

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

All staff are committed to working together for the benefit of the young people at The Rowans. The Rowans will provide a positive, caring approach where the achievements and successes of each pupil are celebrated whenever possible. Staff work tirelessly to ensure that pupils are happy, make progress and achieve qualifications needed for their post 16 pathways. The Rowans believes that in order to support pupils appropriately it has to have positive working relationships with parents/carers, which we strive to achieve. Staff contact home on a regular basis to pass on information or simply to talk about the pupils' day.

6. How is the decision made about what type and how much support my child/young person will receive?

The initial support is based on information provided by previous schools and organisations and on the baseline assessments. High quality inclusive teaching is then used in all curriculum areas, staff may then identify further needs which are often discussed with the intervention lead and SENCO. Interventions may be implemented following this discussion or if monitoring highlights a lack of progress. Although there is small group teaching and TA support in each lesson, withdrawal, differentiated tasks, personalised learning and alternative curriculum are on offer where deemed necessary to meet individual needs on a short term basis.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

There are regular trips and outings which are available to all pupils and are used to enrich and extend the curriculum as well as to reinforce the core values. These are an invaluable element of the curriculum as they also encourage the development of social and emotional skills. Risk assessments are carried out and procedures put in place to enable all pupils to participate, even when this suggests that a pupil may require an intensive level of support. In addition, we have a sports programme which includes both on and offsite activities.

8. What support will there be for my child/young person's overall wellbeing?

The Rowans has a well-being lead and an interventions lead who can be contacted with any welfare concerns and / or mental health concerns and are available to speak to pupils and their parents / carers. The form tutor is usually the child's most consistent point of contact. All staff are experienced in dealing with pupils with social, emotional and mental health

difficulties and can respond to most routine concerns or enquiries. The school has developed strong links with support services and agencies and are aware of referral procedures should these be advised. A directory of support is available as a reference for staff to know where additional support for young people can be found. We have regular use of an Attendance Advisory Practitioner and independent careers advice. There is also access to School Nursing service and a school counsellor. Where necessary, or by request, support can be coordinated via the Family Solutions (previously Early Help) process for both children and families.

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

In addition to the support mentioned in section 8, we also work closely with services such as Social Care, Medical/Health Services, the Family Solutions team, Child and Adolescent Mental Health Service, local Police, Triple P, Open Road, YOT and Medway Educational Business Partnership. The individual needs of the child will dictate what other agencies we seek advice from e.g. Speech Therapy, or Autism Outreach. All pupils also have access to independent careers advice to support them in preparing for post 16.

10. What training have the staff supporting children/young people with SEND had?

The Rowans regards SEND as a whole school issue. As such, staff are continuously seeking to develop their knowledge and are trained regularly in all aspects of SEND via internal or external specialists. The aim of staff INSET is to enable all staff to view the full range of learning needs and be able to cope with them confidently. Our staff are all fully committed to regular development, training and furthering their understanding and practical application of SEND issues.

11. How accessible is the school environment?

In line with Equality Act 2010 The Rowans would be prepared to discuss individual access arrangements and meet the need of presenting disabilities.

12. How are parents and young people themselves involved in the school?

We welcome support from parents. Parents/carers will be encouraged by staff to become involved in the learning process of their child, forming a positive partnership in which professional and home support are complementary. Parents/carers are welcome to speak to staff about any concerns and this is encouraged, although it is advisable to plan this in advance so that staff can be available to speak to you. There are consultation days to discuss academic progress, targets and any issues or concerns. Pupils are actively involved in contributing to their target setting and in the review of their targets. There is an active School Council which meets regularly and makes recommendations to the principal.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

All staff are familiar with the range of local agencies and the support they offer and consultations and referrals are made if required. There are frequent multi-agency meetings both in and out of school. Family support is offered by our Welfare and Attendance Lead and through Family Solutions. (See Sections 8 and 9)

14. Who can I contact for further information?

The first point of contact is normally the form tutor. You may also wish to contact the SENCO if you wish to discuss anything further.

- Fiona May (Principal) fiona.may@therowansap.co.uk
- Gwen Webb (SENCo) gwen.webb@therowansap.co.uk
- Tracey Bowley (Head of Primary) tracey.bowley@therowansap.co.uk

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

We aim to ensure that all transitions are positive as we want the transition to be successful for both the young person and their parents/carers. We involve and liaise with all other appropriate agencies at the point of transition to help the processes run smoothly and have good outcomes. Pupils starting at The Rowans are well supported by a form tutor and form teaching assistant. When pupils are referred to The Rowans there is a thorough pre-admission process for information sharing and for initial introductions.

Information regarding the SEND needs of pupils moving on is passed on to the appropriate people with parents'/carers' permission so that support may continue.

During Years 10 and 11 pupils have access to a careers advisor to help plan and support them in transition to college or in finding apprenticeships. Year 11 pupils are supported through the interview process where required.

In the primary provision year 6 to year 7 transition is fully supported, to ensure that both the child and their parents or guardians feel confident and comfortable with the process and the change that this brings.

16. What other support is available?

Find out more about the local offer of support which is available for young people and those who have SEN on the Medway Council website. The Local offer sets out provision which is available for children and young people with SEN and disabilities, aged 0 to 25, including education, health and social care services.

www.medway.gov.uk/localoffer

Medway Family Information Service holds a directory of local services Tel: 01634 332195.

https://admissions.medway.gov.uk/synergy/fisd_welcome.aspx

Further advice and support can be found through The Medway family and Carer forum

<https://medwaypcf.org.uk/>

SENDIAS

Medwaysendias@family-action.org.uk



SEND Flow Diagram

STAGE 1

All pupils attending the Rowans are identified as having SEND needs as they are accessing an Alternative Provision and being taught in small groups with additional support in the classroom. No additional needs identified. Progress is monitored and reviewed. High quality inclusive teaching in place with individual targets

STAGE 2

Pupil is identified as needing additional support either from baseline assessments or through lack of progress identified by staff.

Target setting begins with a focus on high quality inclusive teaching and how this can be adapted to meet individual needs. Targeted interventions are identified and put in place. Ongoing monitoring of targets and provision in place forming part of the graduated approach

STAGE 3

Concerns remain despite high quality inclusive teaching and interventions. From this, additional support and interventions are put in place and a support plan begun. Outside agencies may be consulted and an EHCP considered

STAGE 4

Concerns remain despite high quality inclusive teaching and targeted interventions. Education Health Care Plan applied for. Support sought from other professionals

Pupil's needs are met - return to stage 2

Pupil's needs are met - return to stage 1

Educational Health Care plan issued - appropriate provision sought

Pupil remains at stage 4 - a next step plan is devised to move forward

GLOSSARY OF



SEND

ACRONYMS AND ABBREVIATIONS

ADD

Attention Deficit Disorder

ADHD

Attention Deficit
Hyperactivity Disorder

APD

Auditory Processing
Disorder

AS

Asperger Syndrome

ASC

Autistic Spectrum Condition

ASD

Autistic Spectrum Disorder

CIC

Child in Care

CLA

Child Look After

COP

Code of Practice

DDA

Disability Discrimination Act

DLA

Disability Living Allowance

EAL

English as an Additional
Language

EHCP

Education, Health Care
Plan

EP

Educational Psychologist

FAS

Foetal Alcohol Syndrome

GLD

Global Learning Delay

HI

Hearing Impaired

IRP

Independent Review Panel

LAC

Looked After Child

LDD

Learning Difficulties and
Disabilities

LO

Local Offer

MARAG

Multi-Agency Referral
Action Group

MLD

Moderate Learning
Difficulties

MSCP

Medway Safeguarding Children
Partnership

ODD

Oppositional Defiance
Disorder

OT

Occupational Therapist

PD

Physical Difficulty

PDA

Pathological Demand
Avoidance

PEP

Personal Education Plan

PMLD

Profound and Multiple Learning
Difficulties

RAD

Reactive Attachment
Disorder

SALT

Speech and Language
Therapist

SEAL

Social and Emotional
Aspects of Learning

SEMH

Social, Emotional and Mental
Health

SEND

Special Educational Needs
and Disabilities

SENDIASS

Special Educational Needs and
Disabilities Info Advice and
Support Services

SLCN

Speech, Language and
Communication Needs

SLD

Severe Learning Difficulties

SM

Selective Mutism

SPLD

Specific Learning Difficulties

SPDS

Sensory Processing
Disorders

VI

Visual Impairment