Special Educational Needs Policy

Policy Written/Reviewed by	Gwen Webb
Date of Review	September 2026
Date of Next Review	September 2027

The Rowans supports the principle of Inclusion and believes that the vast majority of pupils can be educated in a mainstream school. However, we accept that this may not be possible, or even beneficial for a minority of pupils. The Rowans aims to meet the needs of these pupils who require alternative provision. All pupils have a right to a broad, balanced and relevant curriculum that is responsive to their individual needs in the light of the National Curriculum, Code of Practice and the Disability Discrimination Act (DDA).

The Rowans is an alternative provision academy, with a primary special school for pupils with Education Health Care Plans and is part of The Howard Academy Trust. All pupils are identified as having SEND as they are receiving 'provision different from or additional to that normally available to pupils of the same age'. (Code of Practice 2014)

Our SEN Policy and Information Report aims to:

- Set out how our provision will support pupils with special educational needs or disabilities (SEND) including Social, Emotional and Mental Health, Communication and Interaction, Cognition and Learning and Physical or Sensory needs.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- The Rowans seeks to ensure that all pupils are given the opportunity and challenge to progress to their maximum potential within both the academic and social and emotional well-being. We are also committed to supporting their individual aspirations.

Legislation and Guidance:

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' and academies' responsibilities for students with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' and academies' responsibilities for Education, Health and Care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report.

Objectives:

- To provide an accepting and supportive environment within which pupils, irrespective of ability, will thrive and develop into independent adults.
- To achieve greater equality of access for all pupils with SEND both with and without Education, Health and Care Plans (EHCP), through consistency in management and quality of support.
- To ensure that all pupils with SEND, whether physical, academically, social, emotional or mental health, receive appropriate access to a full and broad curriculum and recognised qualifications.

- To ensure that all pupils needs should be identified, assessed and their progress carefully monitored.
- To ensure that all pupils receive high quality inclusive teaching
- To provide appropriate support and/or modification of the curriculum in order to develop pupils' true potential and match their needs.
- To actively seek the views and opinions of pupils and include them in the decision-making process regarding their education.
- To work in partnership with parents/carers to support the strategies employed in their child's special needs.
- To fully involve parents/carers and guardians in the process of supporting their child's needs in education.

Coordination of Special Educational Needs:

Gwen Webb (SENCO) co-ordinates the day to day operation of the SEND policy across the school including:

- Liaising with and advising subject departments and pastoral staff.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Keeping TAs aware of training and qualifications appropriate to them
- Managing transitions from previous schools and into FE and training establishments, with special regard to SEND issues and EHCPs.
- Liaising with external agencies including the educational psychology service, SEND and other support agencies, medical and social services and voluntary bodies.
- Reporting to the Trustees and Head Teacher.

The Medway Local Offer for SEND Provision:

- The Local Offer was first introduced in the Green Paper (March 2011) as "*a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child*."

- The Medway framework allows the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.

Details of Medway Local Offer and The Rowans response can be found on the website and using the links below.

https://www.medway.gov.uk/info/200307/local_offer

Specialism and Facilities:

- It is the role of all staff working with children who have disabilities or difficulties in learning, to assist with participation in all activities of the school. As a provision we are dedicated to high quality inclusive teaching.
- In line with the Disability Discrimination Act, The Rowans would be prepared to meet the needs of any presenting disabilities.

Parent / Carer Partnership:

- The school believes that in order to support pupils appropriately and allow them to achieve their aspirations, it has to have a good relationship with parents/carers, so they can trust the school to be doing what is appropriate for their child's education.

In order to achieve this we invite the parents/carers to:

- Play an active role in deciding on appropriate support by discussing their child's needs with them.
- Inform parents/carers of pupils' rights regarding SEND. We provide parents/carers with access to information, advice and support during any decision-making processes regarding information about SEND.
- Identify difficulties as early as possible so that appropriate intervention takes place.

The SENCO is available to offer advice.

- Liaison is encouraged and parents/carers can telephone requesting an appointment to discuss any issues.
- Home visits are made as needed.
- Parents/carers are regularly supported to contact voluntary agencies for advice including Parent Partnership Services, NSPCC and the Child and Adolescent Mental Health Services, SENDIAS.
- Parents/carers are consulted and kept informed of all decisions pertaining to their child's special educational needs.
- To liaise with mainstream schools to reintegrate pupils.
- To support pupils to transfer to specialist setting if appropriate.

Pupil Participation:

The school supports the principle of the rights of the child with SEND to be involved in discussions and in decision making about their education.

Definition of Special Education Needs:

A child is considered to have SEND if they have a learning difficulty or disability which requires special educational provision to be made for them. A young person of compulsory school age has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others the same age
- A disability which prevents them from making use of educational facilities of a kind generally provided for others of the same age in mainstream education

Definition of Special Education Needs Provision:

High quality inclusive teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges **must** use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

Triggers:

The SEND Flow Diagram explains the process for pupils receiving additional support (In Appendix):

- Makes little or no progress over a period of time in target areas.
- Shows signs of difficulties in developing literacy or numeracy skills.
- Presents persistent emotional, social or mental health difficulties.
- Has sensory or physical problems and makes no progress despite intervention.
- Has communication and/or interaction difficulties and makes no progress despite provision of a differentiated curriculum.
- Is working at academic levels substantially below those expected of children of a similar age.

Identification:

The school has various systems of identification.

- An early identification system, which collects information from the feeder schools and other agencies.
- A robust assessment package which pupils undergo prior to admission. Pupils also undertake reading and spelling assessments, WRAT 5, IDL Literacy screener, IDL numeracy screener. Boxell profile is also used to assess pupils needs, build a profile and identify key areas where support is needed.
- Reading is also assessed three times a year to track progress.
- An in-school identification system is fed by academic, behavioural and emotional tracking, which collects information through subject teachers and pastoral support systems.

Assessment:

Any pupil who has been identified as having difficulties may be further assessed, any additional assessment is done by the SENCO or Interventions team.

Pupils with a reading age below the expected norm will automatically trigger further assessment and support will be put in place. The intervention lead organises and monitors the support for pupils requiring extra help with reading and numeracy as well as social or emotional support. This is reviewed regularly.

This information serves to inform staff of an individual's abilities, difficulties and special educational needs.

All teachers monitor progress within their subjects, and flag any pupils that are not making expected progress, this is then monitored and reviewed going forward.

Provision – A Whole School Approach

The school places great importance on ensuring that pupils:

- follow an integrated approach
- have access to high quality inclusive teaching
- do not stand as "different" from their peers (both internally and externally)

Support for pupils is focused:

- By "in-class" support where appropriate
- By the development of resilience
- Through support by 'withdrawal' if it is considered necessary to meet individual need
- Through personalised learning programmes.

The school recognises that all teachers are teachers of pupils with SEND. To this end all staff receive training on how to address SEND issues within the school.

The school recognises that behaviour management is part of Special Educational Needs and has developed whole school strategies within the Behaviour Policy.

In response to the Code of Practice, The Rowans has developed a graduated approach of support.

- Pupils identified as having difficulties will be discussed and intervention will be provided by the subject teacher/teaching assistant.
- Targets are set and pupil's progress monitored.
- Parents/carers will be informed of work being done with their child as necessary.
- If intervention is unsuccessful, the subject teacher should refer to the SENCO, and Interventions lead.
- The SENCO will develop strategies to help the pupil and review whether the strategies have been successful.
- If problems have not been resolved the SENCO will discuss the pupil with the Head Teacher.

Further assessments will be made, reports collected from staff and plans for next step made with parents/carers.

- Strategies and support are discussed and a plan developed and recorded.
- Pupils' progress is monitored and strategies revised.

Statutory Assessment:

- Most children's needs can be met within the provision with the help of outside specialists. In a few cases the LA will have to make an assessment of a child's

educational needs. At this point the SENCO collects the evidence of the pupil's needs and strategies used to meet them, seeks parental approval for formal assessment and sends advice to the LA requesting a full assessment. At this level the advice of external agencies is sought. This may include medical, social service or psychological advice. The Educational Health and Care Plan is based on specialist advice and as part of the process reports from the educational psychologist, health services and any other external agencies involved with the child will be requested. If the LA decide that the child needs special help they must write an Education, Health and Care Plan (EHCP). An EHC Plan describes all the child's needs and all the specialist help and provision that is required to overcome the barriers to learning and is a legally binding document.

Access to a Broad and Balanced Curriculum:

No pupils are discriminated against in studying any subject area within the School's curriculum on the grounds of their SEND. Support is given to guide pupils into an appropriate course, at points of transition.

Arrangements to ensure this happens use some or all of these strategies:

- In class support - the teaching assistant liaises with the class teacher and supports targeted pupils. Support may include writing for the pupil and reading texts.
- All pupils are taught in small groups using modified work based on the curriculum being delivered
- Withdrawal for a specific literacy and numeracy programme - time allocated to individuals or small groups who need intensive support in order to develop basic literacy and numeracy skills.
- Modification of curriculum materials in curriculum areas.
- Individual target setting.
- Extra time allowed for completion of assignments.
- Other methods of recording work are used.
- Pupil guidance.
- Smaller group teaching in all lessons which allows for a smaller teacher pupil ratio and therefore more 1:1 support.
- Exam Access Arrangements in Years 10 and 11 in order that pupils are not disadvantaged,

Integration Arrangements:

- All pupils are fully integrated into the school life.
- Staff are supportive of the need for some children to work away from the class at times.
- Children in crisis may need additional support and this is always made available.
- Withdrawal is used only as a means to provide particular support which cannot be given in class.

Evaluating Learning Support Success

Indicators are being further developed which would evaluate the success of the SEND policy. These will include:

Using measures of pupil progress
- Progress as measured by reading tests.
- Progress indicated by teachers' assessments.
- Success in achieving targets.
- Progress as reflected in key samples of pupils' work.
- Increased attendance of pupils.

By monitoring of SEND systems:
- All parents/carers are informed of additional support and any feedback is always welcomed.

Through user evaluation such as feedback from:
- Pupils.
- Parents/carers.
- Other staff and outside agencies.

Arrangements for the Treatment of Complaints

Parental concerns regarding SEND provision are taken up in the first instance by the SENCO and acted upon as appropriate and then referred to the Head Teacher, if necessary.

Staff Training:

The Rowans regards SEND as a whole school issue in line with the Code of Practice. As such, staff are continuously seeking to develop their knowledge. The aim of staff INSET is to enable all teachers to view the full range of learning needs and to be able to cope with them confidently. All young people with additional needs are championed and the Rowans is fully committed to ensuring the best outcomes for all.

Staff are kept informed of any difficulties pupils may have and suggested strategies are shared, providing staff with information of all pupils identified needs and strategies to support these needs.

Staff are offered appropriate training as it becomes available, including online training.

Links with other School, Educational Establishments and Other Services and Organisations:

The Rowans is committed to ensuring that information regarding pupils' SEND is shared with those who need to know so they may act on it. The policy is to be proactive as well as reactive.

Other schools and educational establishments:
The Rowans maintain links with other schools at the point of transition.
- Information regarding any SEND is shared with the school or college concerned, with parents/carers' permission.
- Links are established with all schools to collect information and support transition.

- Links with special schools are established and include arrangements for integration of pupils.
- Multi-agency meetings are held to establish the needs of a child.
- Information regarding the SEND of pupils moving on to further education is passed on to the appropriate people so that support may continue.
- A programme exists between the support services at Mid Kent College and ourselves, this includes visits to the college, prior to entry.

Outside agencies: external support services
There are many external agencies which schools may need to contact.

- Services are used regularly in the form of the Educational Psychology Service, Social Services, Attendance Advisory Practitioner, School Nurse, Local Police, Medical/Health Services and Child & Adolescent Mental Health Service, YOT, Open Road, Early Help, Sexual Health
- Voluntary agencies which exist to support families in a wide range of difficulties are used more in times of crisis e.g. NSPCC.
- The school has developed strong links with support agencies and are aware of referral procedures.
- The Rowans has an in-house Counsellor to help address social and emotional barriers to learning
- We have access to a Sexual Health nurse to support the pupils
- The individual needs of a child will dictate what other agencies we will seek advice from e.g. Speech Therapist, Occupational Therapist and Autism Outreach Team.

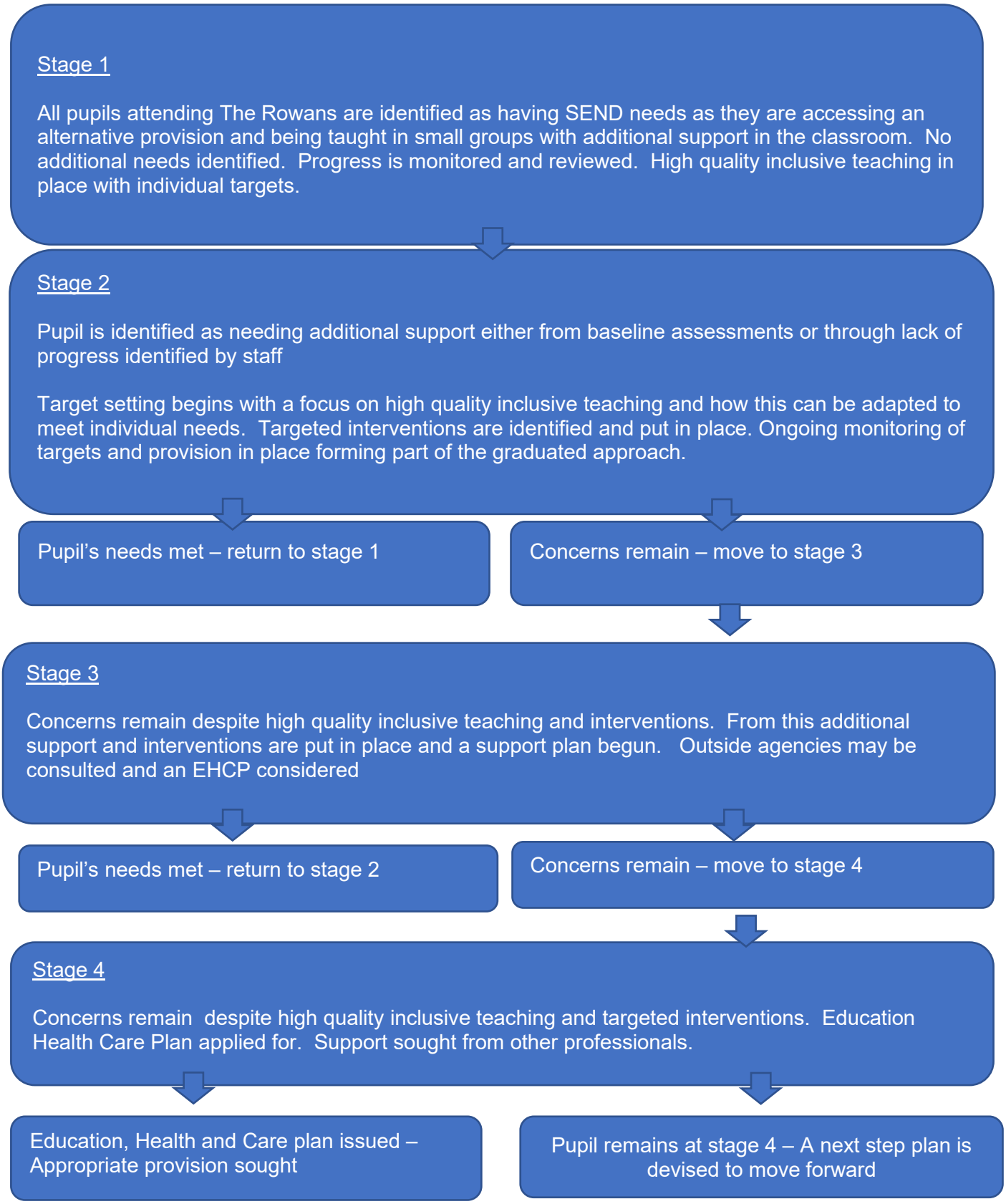
Development and Review of the SEND Policy:
This policy has been developed and informed by national and local policies on special educational needs.

Monitoring, Evaluation and Review
The school will review this policy annually and in line with any changes in legislation. The policy will be promoted and implemented throughout the school.

Gwen Webb
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The Rowans
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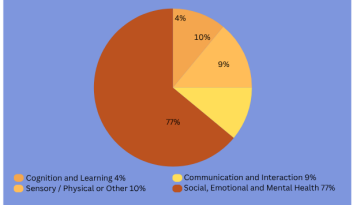
Appendix:

SEND Flow diagram

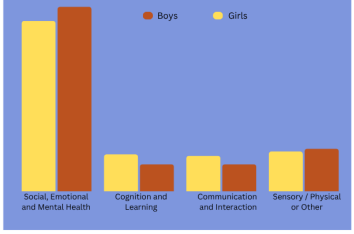


THE ROWANS ALTERNATIVE PROVISION
SEND DATA 2025/26

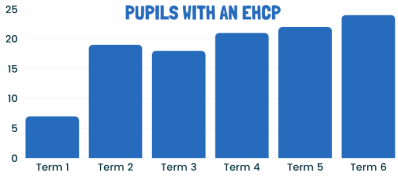
IDENTIFICATION OF SEND NEEDS



GIRLS / BOYS SEND NEEDS DATA



PUPILS WITH AN EHCP



AVERAGE ATTENDANCE 2025/26

EHCP	SEND
84.3%	75.1%

SUSPENSIONS 2025/26

EHCP	7 pupils	28.5 days
SEND	20 pupils	48.5 days

ACCESS TO INTERVENTIONS

(PUPILS ACCESSING AT LEAST ONE INTERVENTION)

Accessing Interventions 92%	
Therpeutic Interventions	Reading / Academic Interventions
97%	90%

READING DATA 2025/26

	Closed gap between reading age and actual age	Percentage of pupils with age appropriate reading age
KS 3	38%	38%
KS 4	74%	47%

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 STRENGTHS

- High expectations
- Strength and good core knowledge in learners with social, emotional and mental health needs
- Developing capacity to lead and manage SEND at the Rowans
- TA's champion of SEND needs

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 and adaptive teaching practices
- Continue to raise the profile of SEND needs across the Rowans
- Continue to develop TA's as SEND champions