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 has 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 arrange 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

Pupil's needs are met - return to stage 1

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

Pupil's needs are met - return to stage 2

STAGE 4

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

Educational Health Care plan issued - appropriate provision sought

Pupil remains at stage4 - a next step plan is devised to move forward

GLOSSARY OF SEND ACRONYMS AND ABBREVIATIONS

Rowans

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

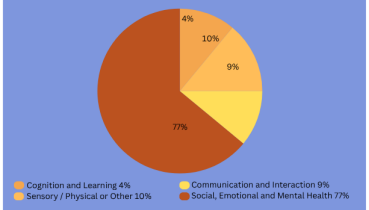
SPLD
Specific Learning Difficulties

SPDS
Sensory Processing Disorders

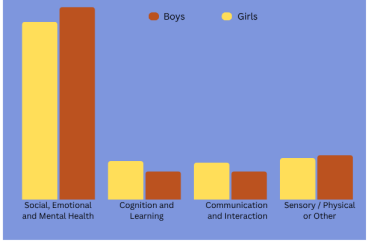
VI
Visual Impairment

THE ROWANS ALTERNATIVE PROVISION
SEND DATA 2025/26

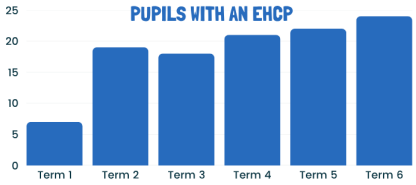
IDENTIFICATION OF SEND NEEDS



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