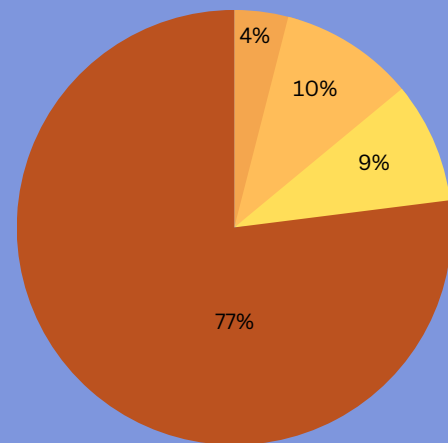


THE ROWANS ALTERNATIVE PROVISION

SEND DATA 2022/23

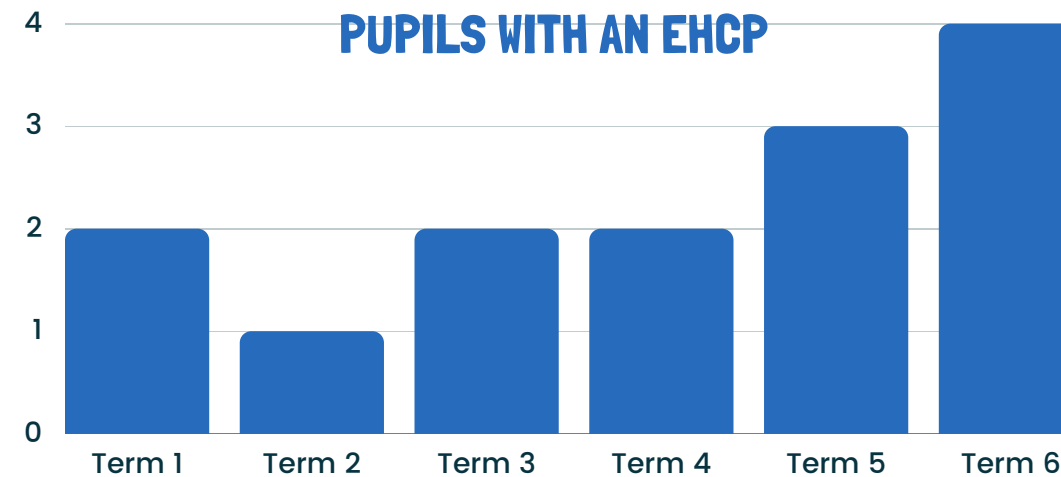
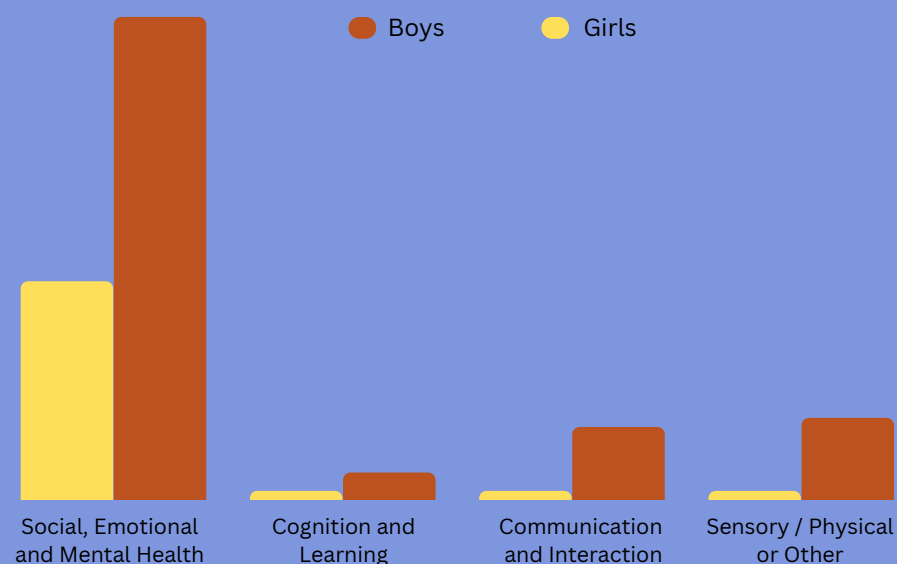


IDENTIFICATION OF SEND NEEDS



● Cognition and Learning 4%
 ● Communication and Interaction 9%
 ● Sensory / Physical or Other 10%
 ● Social, Emotional and Mental Health 77%

GIRLS / BOYS SEND NEEDS DATA



AVERAGE ATTENDANCE 2022/23

EHCP

78%

SEND

76.27%

SUSPENSIONS 2022/23

EHCP	0 pupils	0 days
SEND	12 pupils	15 days

ACCESS TO INTERVENTIONS

(PUPILS ACCESSING AT LEAST ONE INTERVENTION)

Term 1 and 2	Term 3 and 4	Term 5 and 6
94%	94%	86%

READING DATA 2022/23

	Average progress in months from baseline reading test	Percentage of pupils with age appropriate reading age
KS 3	10 months	38%
KS 4	27 months	63%

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
- One-page learner documents in place for all pupils and regularly reviewed
- 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
- Continue to raise the profile of SEND needs across the Rowans
- Continue to develop TA's as SEND champions