

The Rowans Alternative Provision  
SEN Information report  
2023– 2024

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 which offers education for pupils who are permanently excluded or at risk of permanent exclusion from mainstream schools in Medway, placement at The Rowans is through the local authority. 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 (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 small number of pupils who attend The Rowans have an Education, Health and Care plan (EHCP).

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 continuing to develop support staff to be SEND Champions in key areas of need.

A comprehensive baseline assessment 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 3 times a year 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 works hard to ensure that any additional needs are identified and met to allow every child and 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 Academy is an Alternative Provision (AP), which is a specialist provision, and can only be accessed through the Local Authority. All students have experienced 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 SEND: Communication and Interaction, Cognition and Learning, Sensory and or Physical needs, and Social, Emotional and Mental Health.

### **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 providers to ensure we have as much information as possible. All pupils undergo rigorous baseline testing on entry using WRAT5 (Wide Range Attainment Test), NNRIT (KS3) and Boxall Profile. They undertake further assessments including reading and spelling tests. They are also given a baseline assessment in every subject upon entry to assess progression 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 do 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?**

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. The outcomes of pupil progress meetings are shared with parents/carers via a letter or a meeting. 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, the form tutor, SENCO or Attendance and Welfare lead. Student data is gathered and monitored termly and this is used to identify concerns around progress so that interventions can be implemented if deemed necessary.

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

The Rowans AP Academy 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 children and young people.

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

All staff are committed to working together for the benefit of the children and young people at The Rowans AP Academy. 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 termly monitoring highlights lack of progress. Although there is small group teaching and TA support in each lesson, withdrawal, 1:1, differentiated tasks, personalised learning and alternative curriculum are on offer, where deemed necessary to meet individual needs. Pupils are also able to self- refer for interventions that they feel may support them.

#### **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 1:1 support. In addition, we have a highly successful sports programme which includes both on and offsite activities. Pupils in KS4 may also opt to study for the Duke of Edinburgh Bronze Award and attend college taster sessions.

#### **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 has been created as a reference

for staff to know where additional support for young people can be found. We have regular use of an Educational Psychologist and Attendance Advisory Practitioner and independent careers advice. There is also access to YES (Youth Employment Services), School Health and a school counsellor. Where necessary, or by request, support can be coordinated via the Family Solutions (previously Early Help) process to support 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, Medway Youth Trust, 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 Academy 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 SENCO, Intervention lead and Welfare and Attendance lead 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 Academy 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 embraced, 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 of concern. Parents/carers are represented on the Governing Body. Pupils are actively involved in contributing to their one-page learner profiles and target setting and in the review of their personal targets. There is an active School Council which meets regularly and makes recommendations to the Head Teacher.

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

There is an In-School Review six times a year at which pupils' issues can be discussed. Outside agencies are invited to attend and contribute where this is relevant. The SENCO has regular meetings with our Educational Psychologist who may also make recommendations that a pupil would benefit from the support offered by outside agencies. 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 (Early Help previously) (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.

- Caron Johnson (Executive Headteacher) [caron.johnson@therowansap.co.uk](mailto:caron.johnson@therowansap.co.uk)
- Fiona May (Headteacher) [fiona.may@therowansap.co.uk](mailto:fiona.may@therowansap.co.uk)
- Gwen Webb (SENCo) [gwen.webb@therowansap.co.uk](mailto:gwen.webb@therowansap.co.uk)
- Rebecca Jones (Attendance and Welfare Lead) [Rebecca.jones@therowansap.co.uk](mailto:Rebecca.jones@therowansap.co.uk)
- Katie Martin (Assistant Head) [katie.martin@therowansap.co.uk](mailto:katie.martin@therowansap.co.uk)
- Joanne Skinner (Interventions Lead) [joanne.skinner@therowansap.co.uk](mailto:joanne.skinner@therowansap.co.uk)
- Ian May (Lead teacher at Primary AP) [ian.may@icmat.co.uk](mailto:ian.may@icmat.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 child or 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 Academy are well supported by a form tutor and form teaching assistant. When pupils are referred to The Rowans Academy, there is a thorough pre-admission process for information sharing and for initial introductions. The Educational Psychologist works with pupils when this is identified as being of benefit. Information regarding the SEND 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. A programme exists between the support services at Mid Kent College and The Rowans Academy. Specialists from the college may visit The Rowans to meet the pupils and pupils from here visit the college prior to entry. Year 11 pupils are supported through the interview process where required.

#### **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 SEND 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](http://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](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](mailto: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

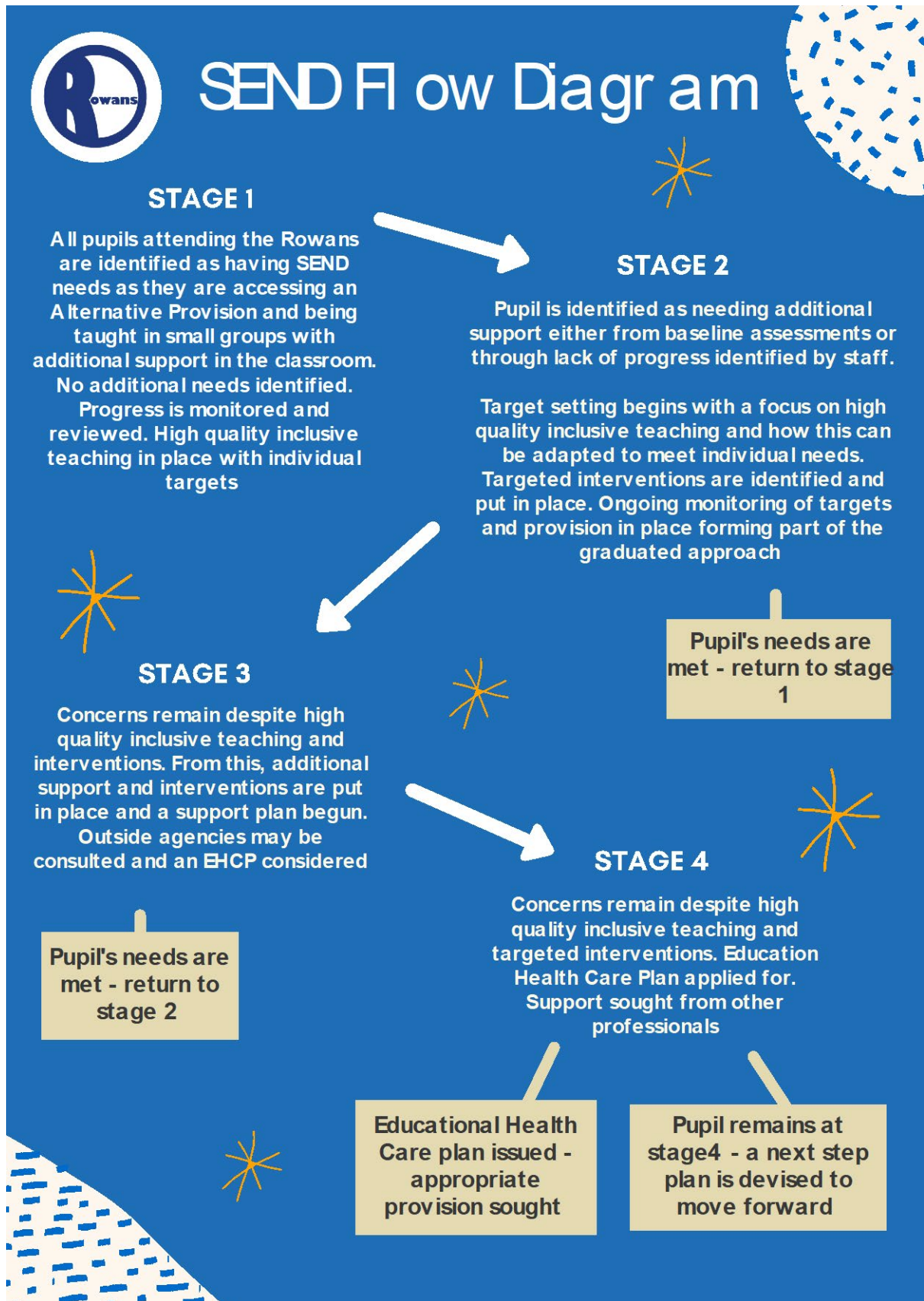
Concerns remain despite high quality inclusive teaching and targeted interventions. Education Health Care Plan applied for. Support sought from other professionals

Pupil's needs are met - return to stage 1

Pupil's needs are met - return to stage 2

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