



SEND (*Special Educational Needs & Disability*) Policy

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1.Aims

Rowan Education's SEND policy aims to:

- Ensure the identification of all students requiring SEND provision as early as possible.
- Ensure that all students have the right to achieve their maximum academic and social potential.
- Ensure that parents/carers of SEND students are kept fully informed of their child's progress and attainment.
- Ensure that all staff are made aware of the School's duties in respect of students with SEND.
- Provide support and advice for all staff working with SEND students.

2.Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities.
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health, and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report.

3.Definitions

The Code of Practice (above) states that "A student has SEN where their learning difficulty or disability calls for special educational provision...".

A student is considered to have SEND if he or she:

- Has a significantly greater difficulty in learning than most students of the same age.
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students

of the same age in other schools within the local authority.

- Is under compulsory school age and falls within the definition in the first two bullet points or would do so if special educational provision was not made for the student.

Students must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

The SEND Code of Practice identifies four broad areas of need: it is understood that these areas give an overview of the range of needs that should be planned for. All staff understand that individual students may often have needs that cut across more than one of these areas and that needs may change over time. Any assessment of need will endeavour to ensure that the full range of an individual student's needs is identified, not simply the primary need, and that the support provided will be based upon a full understanding of an individual's particular strengths and needs.

The four broad areas of need are:

- **Communication and interaction**
This includes children who have speech and language difficulties and those identified as having autism.
- **Cognition and learning**
This includes moderate and severe learning difficulties, when a child or young person learns at a slower pace than their peers in all areas of the curriculum. It also includes specific learning difficulties (SpLD) which may affect one or more specific skill or area of the curriculum, such as dyslexia, dyscalculia, or dyspraxia.
- **Social, emotional, and mental health (SEMH) difficulties**
This can manifest itself in many different ways, for example a child or young person may become withdrawn, or they may display very challenging and disruptive behaviour.
- **Sensory and/or physical needs**
This includes, amongst other things: Visual Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI).

4.Roles and responsibilities

4.1 The SENCO (SEN Coordinator)

Rowan Education does not have its own SENCO, although one of our Teachers is currently undertaking the NASENCO training and will have responsibility for SEND in the School. Until this training is complete, the SENCOs for our students will be linked to the student's mainstream school.

The SENCO (mainstream) will:

- Liaise with the Head/Deputy (and the Teacher with particular responsibility for SEN) from Rowan Education to determine the strategic development of the SEND Policy and provision in the school.
- Have responsibility with Head/Deputy for the operation of this SEND Policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching from Rowan Education in conjunction with their own mainstream school.
- Advise on the graduated approach to providing SEND support.
- Work with the Head/Directors and the Governing Body to ensure that Rowan Education meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure that the school keeps the records of all students with SEND up to date and share this with their mainstream school when any updates have been made.

4.2 The Head/Directors

The Head/Director will:

- Work with the SENCO from the mainstream school to look at the strategic development of the SEND Policy and provision at Rowan Education.
- Have overall responsibility for the provision and progress of students with SEND and/or disabilities whilst at Rowan Education.

4.3 Class teachers/staff

Each class teacher/staff member is responsible for:

- The progress and development of every student in their class.
- Working closely with any Teaching Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each student's progress and development and decide on any changes to the provision.
- Ensuring they follow this policy.

5. The kinds of SEND that are provided for

Rowan Education can provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairment, hearing impairment, processing difficulties.

6. Assessing & adapting

Identifying students with SEND and assessing their needs

Rowan Education will support the student's mainstream school wherever possible and appropriate in identifying and responding to SEND. We recognise the benefits of early identification in terms of improving long-term outcomes for students.

The process of identification in Rowan Education is as follows:

- In most cases, information provided by their mainstream school during the referral process and prior to admission will indicate the student's SEND status and their individual needs.
- Assessment on entry of each student's current skills and levels of attainment, including baseline assessments in reading, spelling, maths and English, building on information from mainstream and key stages where appropriate.
- Consideration of any evidence that a student may have a

disability under the Equality Act 2010 and, of what reasonable adjustments may be needed.

- Regular assessments of progress for all students by class teacher/staff, supported by the Head/Directors, which seeks to identify students making less than expected progress given their age and individual circumstances.

Class teacher/staff will identify those students whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

Consulting

Consultations - include student, parent/carer.

Self-evidently, parents/carers know a great deal about their children. They have insights about their strengths, skills, interests, preferences, aspirations, anxieties, and difficulties. Accordingly, the importance of meaningful, regular, and positive communications between teachers/staff and parents/carers cannot be overstated. Parents/carers of SEND children are actively encouraged to be involved in all stages of their child's education. To help fulfil this important role in their child's education parents/carers are encouraged to:

- Ensure that their child has (at least) the basic equipment necessary for all lessons.
- Show an interest in, and ask questions about, the work and activities in which their child is currently engaged in the school and/or home.
- Regularly look at, ask questions about, and comment meaningfully on the child's work.
- Attend any meeting arranged by the SENCO for their child. This could include Annual Reviews for students with an EHCP.
- Communicate to a teacher/staff any concerns or difficulties, interests or aspirations that are either specific to, or that are

seriously affecting, their child's education.

Where appropriate, discussions with a student and their parents/carers will be arranged. These conversations will be aimed at ensuring:

- Everyone develops a good understanding of the students' areas of strength and difficulty.
- Parents'/carers' concerns are considered.
- Everyone understands the agreed outcomes proposed for the child.
- Everyone is clear about what the next steps are.

The student's mainstream school will formally notify parents/carers in writing when it is decided that a student's name will be added to the SEND register (this will usually have occurred before they come to Rowan Education).

Assessing and reviewing student progress towards outcomes

The mainstream school and Rowan Education will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or teacher/staff will carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents/carers.
- The student's own views.
- If necessary, the mainstream SENCO will request advice from external support services.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Rowan Education School

The School recognises the importance of starting early. When a child is very young, or SEND is first identified, families need to be reassured that the great majority of children and young people with SEND, with the right support, can find work, be supported to live independently and participate in their community. Rowan Education will work with other agencies (which may include health workers, social workers and others) to encourage these ambitions right from the start. A child-centred approach will be taken that seeks to understand the interests, strengths and motivations of each child and uses this as a basis for planning support around them. Staff in Rowan Education will work with the mainstream school, the student and parents/carers to provide support so that they are included in social groups and develop friendships.

Our approach to teaching students with SEND

Rowan Education uses a graduated approach when supporting students who have been identified as having SEND. Initially, the use of high-quality teaching that is adaptive to the needs of individual students, is the first step in responding to students who have or may have SEND. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching.

SEND Support

The teacher/staff has initial responsibility for these students and will ensure that parents/carers, Head and the mainstream SENCO are regularly kept informed if any child is experiencing difficulties.

Students whose needs cannot be met through routine classroom adaptations alone will be offered additional support/interventions.

Education Health and Care Plans (EHCPs)

The child's mainstream school, Rowan Education (or the parents/carers) can request that the Local Authority carry out a Statutory Assessment of the child's needs, and the (mainstream) SENCO will take the lead in assessing students and providing and reviewing EHCPs. Usually, this will have been undertaken by the referring mainstream school. However, the process is as follows:

After the request has been sent to the Local Authority (with a lot of information about the child), they will decide whether they think their needs (as described in the paperwork provided), seem complex enough

to need a Statutory Assessment. If this is the case they will ask parents/carers and all professionals involved to write a report outlining the child's needs. If they do not think this is required, they will ask Rowan Education and the mainstream school to continue with the support in place.

After the reports have all been sent in, the Local Authority will decide if the child's needs are severe, complex and lifelong and whether they need more than 15 hours of support in school to make good progress. If this is found to be the case, they will write an EHC Plan. If this is not the case, they will ask Rowan Education and the mainstream school to continue with the support through the Graduated Approach and also set up a meeting at the Rowan Education or the mainstream school to ensure a plan is in place to ensure the child makes as much progress as possible.

The EHC Plan will outline the support the student will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long- and short- term goals for the student. They may specify an additional adult who may be used to support the student with whole class learning, run individual programmes or run small groups including. The child's needs are at all times paramount.

Review

The quality, effectiveness, and impact of provision (including any interventions) is evaluated by the review date. This includes sharing information with the student and their parent/carers and seeking their views.

The cycle then starts again at the assessment stage. The updated needs of the student are considered before planning a continuation of or change to a different provision. Parents/carers should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning the nextsteps.

7. Curriculum/learning environment adaptations

Curriculum Intent

The school teachers/staff at all levels plan ambitious curricula that are designed to give all students, particularly those with SEND the knowledge and skills they need to succeed in life. The curriculum is planned to build sufficient knowledge and skills for future learning and employment for all students. Rowan Education has the same academic, technical, or vocational ambitions for almost all students. In the very small number of cases where this is not possible – for example, for some students with high levels of SEND – the curriculum is designed to still be ambitious and to meet individual student needs.

Implementation

Teachers/staff have good knowledge of the subject(s) they teach and take account of the individual needs of students, particularly those who have SEND, in lessons. Consideration is given to how they present the subject matter clearly for all students; how to promote appropriate discussion for all students; checking all students' understanding systematically, identifying misconceptions accurately and providing clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, including for individual students and groups of students. Consideration is made for students with SEND when helping them to remember in the long-term the content they have been taught, to integrate new knowledge into larger concepts and in using assessment to help embed and use knowledge or to check understanding.

The teaching of reading is planned for all at different stages to develop students' confidence and enjoyment. At the early stages of learning to read, regardless of age, reading materials are closely matched to students' phonics knowledge.

We make the following adaptations within the delivery of our curriculum to ensure that all students' needs are met:

- Differentiating the delivery of our curriculum to ensure that all students can access it, for example, by banding and setting, 1:1 work, guided small groups, modifying teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using understanding of pedagogy and research-based practice, especially regarding SEN, to inform classroom practice.

Impact

The school assess the extent to which all students, including those with SEN, develop detailed knowledge and skills across the curriculum and, as a result, achieve. This may be reflected in results from national tests or qualifications. We aim to ensure that all students are ready for the next stage of their education, employment, or training and that they gain qualifications that allow them to meet their aspirations.

Additional support for learning

Rowan Education and the mainstream school are supported by Teaching Assistants (Behaviour & Learning Support Assistants - 'BALSAs' at Rowan Education) who between them can deliver an extensive and varied range of interventions and support. Rowan Education will also seek support from a variety of Therapist interventions etc.

Evaluating the effectiveness of SEND provision

The success of the School's SEND Policy and provision is evaluated through:

- Feedback from students, parents/carers and members of staff.
- Rowan Education and the mainstream school Self Evaluation Form (SEF).
- The monitoring of classroom practice.
- Analysis of student tracking data and test results for individual students.
- Internal and external progress data for students on the Special Educational Needs register.

Enabling students with SEND to engage in activities available to those at Rowan Education who do not have SEND

All our extra-curricular activities and school visits are available to all our students. All students are encouraged to take part in sports activities, outside visits, workshops and any other special events organised by the school. No student will be excluded from taking part in these activities because of their SEND or disability.

Working with other agencies

In addition to the outside agencies that Rowan Education work with, other agencies will be involved when necessary.

8. Complaints/Contact

Complaints about SEND provision

Complaints about SEN provision in Rowan Education should be made to the Head/Governors in the first instance (contact details on website – www.rowaneducation.uk). Parents/carers will then be referred to the School's Complaints Policy.

Contact details of support services for parents/carers of students with SEN

SENDIASS (*Special Educational Needs and Disabilities Information, Advice and Support Service*) is freely available in North Lincolnshire for any parent/carer with a child who has a SEND need, who required advice or support. They can be contacted via their website: [Special Educational Needs and Disability, Information, Advice and Support Service \(SENDIASS\) - North Lincolnshire Council \(northlinincs.gov.uk\)](http://www.northlinincs.gov.uk)

Contact details for raising concerns

If you wish to raise a concern regarding a child, please either speak to Rowan Education's Head (Helen Hockaday) or contact the relevant SENCO (mainstream school).