



SEND (*Special Educational Needs & Disability*) Policy

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1.Aims

Rowan Education's SEND policy aims to:

- Ensure Rowan Education meets all statutory requirements and guidance relating to SEND.
- Provide high-quality, personalised provision that enables every pupil to achieve their academic, social and emotional potential.
- Support pupils to become confident, resilient and well-prepared for adulthood.
- Ensure all pupils can access a broad, balanced and inclusive curriculum, with appropriate support and reasonable adjustments.
- Work in partnership with pupils, parents/carers, local authorities and external professionals to plan, deliver and review effective SEND provision.
- Clearly define the roles and responsibilities of all staff in supporting pupils with SEND.
- Promote consistent, evidence-informed practice through ongoing staff training and professional development.
- Monitor and evaluate the impact of SEND provision to ensure positive outcomes and continuous improvement.

2.Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability Code of Practice: 0 to 25 years \(2015\)](#) and has been developed in accordance with the following legislation and statutory guidance:

- [Children and Families Act 2014 \(Part 3\)](#) – sets out the duties of schools and local authorities in relation to children and young people with special educational needs and disabilities.
- [Special Educational Needs and Disability Regulations 2014](#) – sets out responsibilities relating to Education, Health and Care (EHC) Plans, SEN Coordinators (SENCOs) and SEND information.
- [Equality Act 2010](#) – places a duty on schools to make reasonable adjustments for pupils with disabilities and to prevent discrimination.
- [Keeping Children Safe in Education](#) (current edition) – statutory safeguarding guidance, recognising the additional vulnerabilities experienced by many pupils with SEND.
- [Working Together to Improve School Attendance](#) (current Department for Education guidance) – provides statutory guidance on promoting attendance and removing barriers to education, including for pupils with SEND.

As an independent specialist school, Rowan Education also has regard to the requirements of the [Education \(Independent School Standards\)](#)

[Regulations 2014](#), ensuring that pupils receive high-quality education, welfare, safeguarding and support appropriate to their individual needs.

Rowan Education recognises that all pupils attending the school have identified special educational needs and/or disabilities. This policy should therefore be read alongside the school's Safeguarding, Behaviour, Equality & Diversity, Attendance, Accessibility and Complaints policies to ensure a coordinated approach to meeting pupils' individual needs.

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's SENCO is Jess Landrey.

The SENCO will:

- Support the strategic development of SEND provision alongside the Headteacher and Directors.
- Oversee the day-to-day implementation of the SEND policy and coordinate provision for all pupils, including those with EHCPs.
- Provide advice, guidance and support to staff to ensure high-quality, personalised teaching and effective SEND practice.
- Work collaboratively with pupils, parents/carers, local authorities and external professionals to ensure appropriate provision and positive outcomes.
- Coordinate the graduated approach (Assess, Plan, Do, Review), EHCP reviews and transition planning.
- Ensure SEND records, provision plans and statutory documentation are accurate and up to date.
- Monitor the effectiveness of SEND provision and contribute to whole-school improvement.

- Identify staff training needs and support the delivery of ongoing professional development.
- Ensure the school meets its statutory responsibilities under the Equality Act 2010, including reasonable adjustments and accessibility.
- Review and update the SEND Policy and SEN Information Report annually.

4.2 The Head/Directors

The Head/Director will:

- Lead the strategic development of SEND provision alongside the SENCO and Directors.
- Have overall responsibility for the quality and effectiveness of SEND provision and pupil outcomes.
- Ensure the school meets its statutory duties under the Equality Act 2010, including reasonable adjustments and accessibility.
- Ensure sufficient staffing, resources and time are available to deliver high-quality SEND provision.
- Work with the SENCO to monitor and evaluate the impact of SEND provision and drive continuous improvement.
- Support the identification of staff training needs and promote ongoing professional development.
- Work collaboratively with local authorities, parents/carers and external professionals to ensure pupils receive appropriate support and successful transitions.

4.3 Class teachers/staff

Each class teacher/staff member is responsible for:

- Delivering high-quality, personalised teaching that meets the individual needs of all pupils.
- Monitoring the progress, attainment and wellbeing of every pupil in their class.
- Working collaboratively with the SENCO, Behaviour and Learning Support Assistants (BALSAs), Headteacher and other professionals to plan, deliver and review effective provision.
- Contributing to EHCP reviews, the graduated approach and ongoing assessment of pupils' needs.
- Maintaining regular communication with parents/carers regarding progress, outcomes and support.
- Implementing this SEND Policy and promoting an inclusive learning environment

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

As an independent specialist SEND school, all pupils attending Rowan Education have an Education, Health and Care Plan (EHCP). Pupils are admitted following consultation with the commissioning Local Authority to ensure the school can meet their identified needs.

Prior to admission, Rowan Education reviews:

- The pupil's Education, Health and Care Plan (EHCP).
- Previous school reports and attainment information.
- Professional assessments and recommendations.
- Information provided by parents/carers, the Local Authority and external agencies.

On admission, baseline assessments are completed to establish each pupil's academic attainment, learning needs and readiness to learn.

To support a successful transition into Rowan Education:

- All learners begin on a 9:00am–12:30pm timetable during their first six weeks at Rowan Education.
- Following the initial transition period, each learner's progress, wellbeing and readiness for increased attendance are reviewed.
- Timetables are then increased at a personalised pace, based on individual need, with the aim of supporting a successful transition to full-time education.

Provision is planned and reviewed using the Assess, Plan, Do, Review cycle and is based on:

- EHCP outcomes and identified provision.
- Baseline and ongoing assessment.
- The pupil's strengths, needs and aspirations.
- Pupil and parent/carers views.
- Advice from external professionals.

The effectiveness of provision is monitored through:

- Ongoing assessment and progress monitoring.
- EHCP annual and interim reviews.
- Individual provision plans and provision mapping.
- Pupil voice, parent/carers feedback and multi-agency working.

Where a pupil's needs change, provision is reviewed promptly and adapted in partnership with the pupil, parents/carers, the commissioning Local Authority and relevant professionals to ensure appropriate support and positive outcomes.

Consulting

Consultations - include student, parent/carers.

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.

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.

Assessing and reviewing student progress towards outcomes

As an independent specialist SEND school, all pupils at Rowan Education have an Education, Health and Care Plan (EHCP). The graduated approach is therefore used to **review, adapt and evaluate provision**, ensuring support continues to meet each pupil's changing needs and identified outcomes.

Assess

- Assess each pupil's strengths, needs and progress through ongoing assessment, observations and review of EHCP outcomes.
- Seek advice from parents/carers, the Local Authority and external professionals where appropriate.

Plan

- Agree personalised outcomes, reasonable adjustments, interventions and support in partnership with the pupil, parents/carers and relevant professionals.
- Record provision and ensure all staff understand the strategies and support required.

Do

- Deliver high-quality, personalised teaching and targeted interventions.
- Teachers remain responsible for each pupil's progress, working collaboratively with Behaviour and Learning Support Assistants (BALSAs), the SENCO and external professionals.

Review

- Review progress, wellbeing and the impact of provision regularly through ongoing assessment, EHCP reviews and multi-agency

- working.
- Adapt provision where required to ensure it continues to meet the pupil's individual needs and supports positive outcomes.

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.

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

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 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)

Rowan Education is an independent specialist school for pupils with Social, Emotional and Mental Health (SEMH) needs. All pupils have an Education, Health and Care Plan (EHCP) and are admitted following consultation with the commissioning Local Authority, who are satisfied that Rowan Education can meet their identified needs.

The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

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. Learners who require extra support in their reading/spelling can access a phonics intervention without in-house phonics lead.

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 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

Learners at Rowan Education are supported by Teaching Assistants (Behaviour & Learning Support Assistants - 'BALSAs') 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.
- 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

Rowan education recognises that it won't be able to meet all the needs of every pupil. Whenever necessary, the school will work with external support services such as:

- Speech and language therapists
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

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 \(northlincs.gov.uk\)](http://www.northlincs.gov.uk/sendiass)

Contact details for raising concerns

If you wish to raise a concern regarding a child, please either speak to Rowan Education's DSL (Chelsea Nicholas) or contact the SENCO (Jessica Landrey). Contact details available on the website.