

**SEND INFORMATION
REPORT**

2024-25



ROWAN WOOD
SCHOOL

Shaping the future,
transforming lives.

Compass Vision



Rowan Wood School SEND Information



Click this symbol to come back to this page on any slide.



SEND NEEDS

As identified in the 2014 Special Educational Needs and Disability Code of Practice (January 2015).

There are four main areas of need.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical



Rowan Wood School is a new all through free school for children and young people aged 4-19 who have been diagnosed with autism and severe language and learning delays, working significantly below age-related expectations.



ADMISSIONS

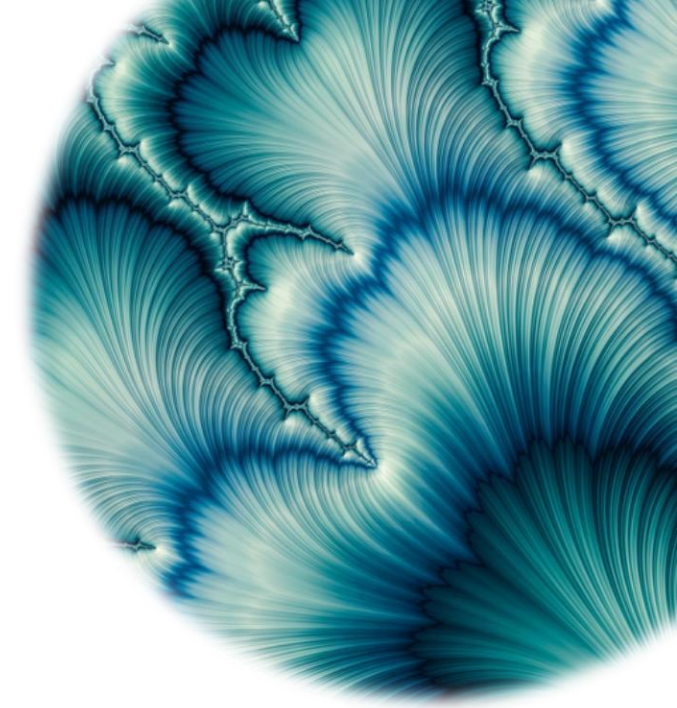
- Admissions to Rowan Wood School are governed by the Special Educational Needs and Disability Code of Practice and places are decided by the Local Authority's Special Educational Needs Admissions Panel.
- Children and young people must have a diagnosis and primary need of autism.
- Children and young people must have high complex needs due to their autism i.e educationally their autism and associated learning difficulties must present as a major barrier to them accessing a mainstream education and they can only benefit from highly specialist autism specific interventions and high staff / pupil ratio
- Children and young people will have a current Education, Health and Care Plan (EHCP) naming the school or will actively be going through the process of applying for an EHCP with needs which align with the school's admission policy



CHILDREN WITH SEND

Education,
Health
and Care
Plans

[Special Educational
Needs and Disabilities \(SEND\) Local Offer | Greenwich Community Directory](#)



WORKING TOGETHER



We recognise that parents/carers play an integral role in the progress of their child, and we work hard to foster a strong working relationship.



Parents/carers are invited to attend termly meetings, Annual Reviews, school activities and events to celebrate and review their child's progress as well as informal methods of communication.



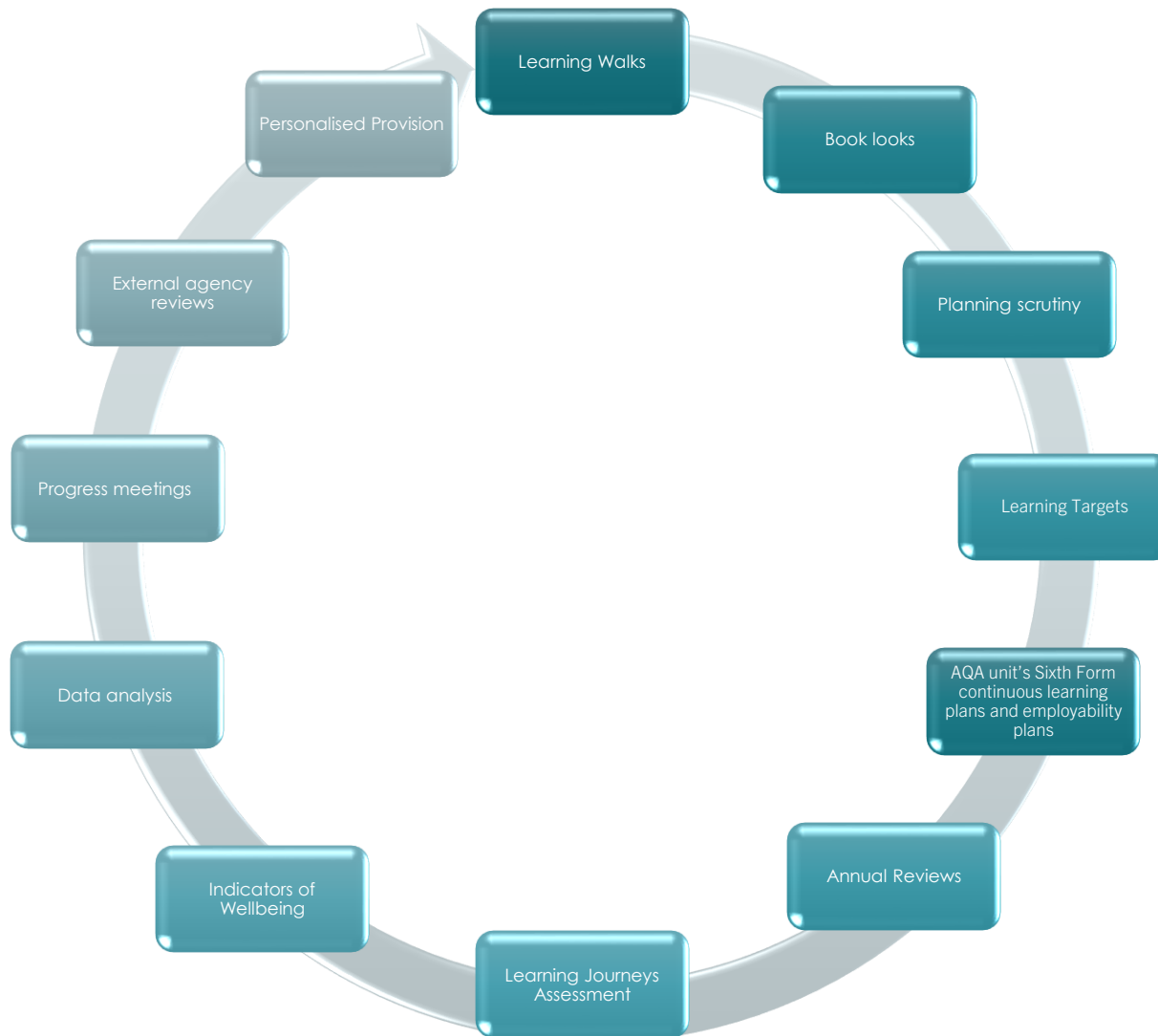
Rowan Wood's ethos is one of collaboration and support between parents and the school team. The open-door policy encourages transparency and excellent communication between parents and class teachers. Class teachers will refer to the relevant support internally or externally.



Children share their views, thoughts and feelings through their class School Council representative, termly meetings, Annual Reviews and pupil voice.



ASSESSMENT AND REVIEW



Rowan Wood use an assessment system called Learning Journeys. This allows us to identify children's progress from their starting point, identify their next steps and address gaps in their understanding.

Learning Journeys provides staff with relevant frameworks for assessing the learning of all the children who attend Rowan Wood.

Learning Journeys also takes account of indicators of wellbeing which can inhibit or support learning for all children. These include factors such as pain, sleep, significant medical events, sensory processing, attendance and behaviour, which can considerably affect the learning of children with SEN. These factors are considered for each child every term to ensure progress is contextualised and that the school is providing the right support to address any issues.

All progress is supported by video, photo and observational evidence. This is moderated by school leaders and also used to support professional development.

We work closely with families to ensure their aspirations for their child are addressed, building on existing skills to work towards future goals, regarding parents as partners in supporting their child's learning.

Accredited learning in KS4 and Sixth Form is through AQA unit awards and key documents which are personalised to the individual.



APPROACH TO TEACHING AND LEARNING

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff” [Code of Practice; June 2014: 6.36]

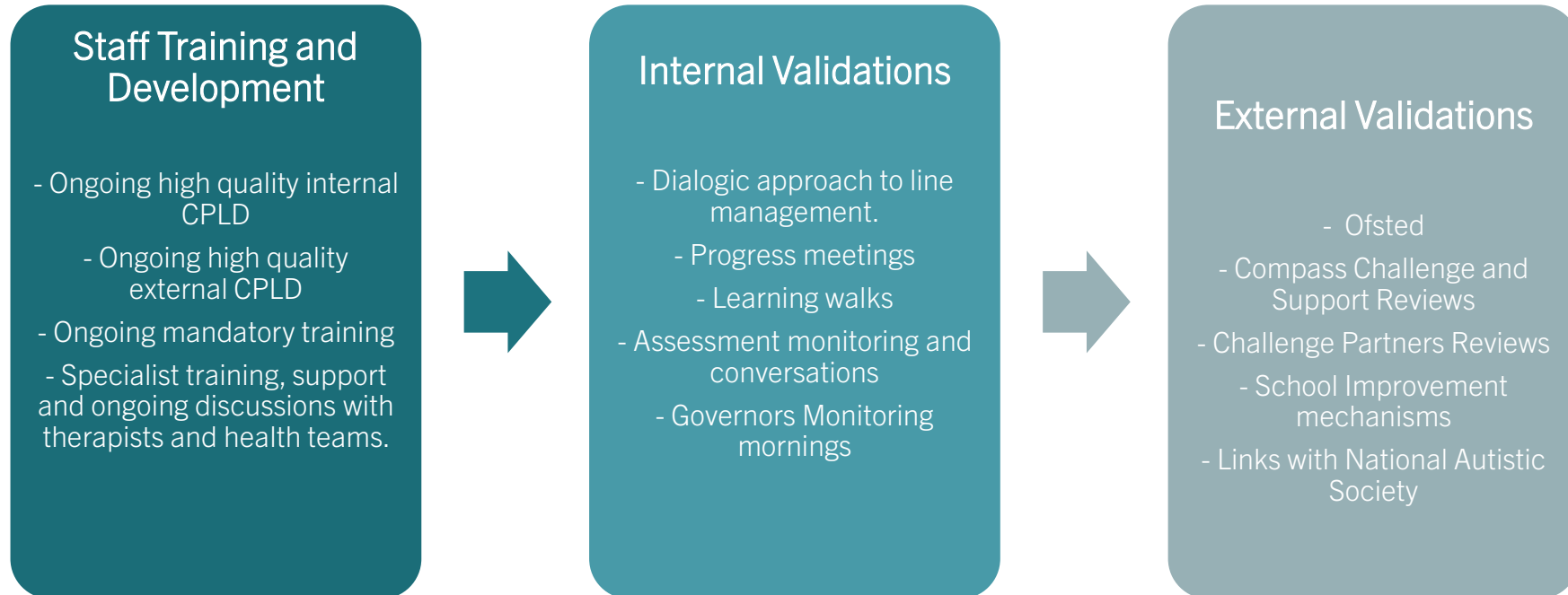
We ensure all children have access to high quality teaching from their class teacher. The Rowan Wood curriculum provides structure, continuity and progression. Teachers consider the environment in their classroom and resources that they use to ensure they meet the needs of the children. Subject leaders and specialist leaders provide CPLD and support to ensure high quality teaching and learning.

All children will require a personalised approach which will take into account their holistic needs, universal support (i.e. training for class staff to meet individual need), targeted support (i.e. a personalised timetable or cues) or specialist support (i.e. targeted work with the therapist or school specialist).

All children will be assessed as part of the school assessment cycle which will review progress against agreed outcomes and inform our graduated approach of assess, plan, do, review.



QUALITY OF PROVISION



ADAPTATIONS

We create an inclusive learning environment whereby all children are supported to take part in activities alongside other children. The learning environment supports children to develop their learning, relationships and independence. All children at Rowan Wood benefit from carefully planned and designed specialist learning environments. .

Adaptions could include; personalised timetables and curriculums, coloured backgrounds on books and/or overlays, a visual timetable, an individual timetable, large fonts, specialist equipment, visual cues and aids, staff support and evidence-based interventions.

The school is purpose built to ensure that all children's physical and sensory needs can be met within the school environment. The school was designed with the needs of the children in mind and each area of the building is accessible, enabling and inclusive.



THE WHOLE CHILD

- We have high expectations of children with Special Educational Needs. We ensure that they *“achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood”* (Code of Practice 2015, 6.1).
- We ensure that all children are provided with relevant opportunities to develop their independence in an inclusive setting. Strategies we adopt to ensure *“All pupils should have access to a broad and balanced curriculum”* (SEND Code of Practice, January 2015: 6.12) are:
 - a graduated approach linked to assess, plan, do, and review;
 - high quality teaching supporting pupils on SEN Support or children with an Education, Health and Care Plan;
 - provision which is ‘additional to and different from’;
 - targeted evidence-based interventions; at times, adult support if the school decides it is appropriate; liaison with outside agencies.

WELLBEING

- Our children are at the heart of the curriculum at Rowan Wood, and it is a curriculum that is engaging and ambitious. Mental health and emotional wellbeing is incorporated throughout the curriculum and provision.
- Children working within the Early Development Curriculum, develop their responses and early communication skills, understanding of themselves and others around them. Children develop body and environmental awareness and an early understanding of social interaction. They begin to express how they feel consistently and indicate what they like, do not like and their preferences. Staff foster positive relationships and get to know children well; therefore they are able to recognise, respond and support the mental health and emotional wellbeing of children effectively.
- For children working within the Concept Curriculum, there are specific units of work within the carefully designed curriculum which cover all aspects of mental health and emotional wellbeing. These are included within strands of Relationship and Health Education in Primary and Relationship, Sex and Health Education in Secondary, Citizenship, Play and Leisure, Learning technologies – online safety and Physical Education. Such units include work on feelings, self-awareness, healthy bodies, and healthy minds, keeping fit and feeling good. Children also continue to develop communication skills through targeted communication sessions.
- There is an individualised approach to supporting mental health and wellbeing for children, when appropriate. The curriculum can be used as a vehicle for discussion and support for children through use of resources such as social stories, sensory stories and visual supports. There are opportunities for all children each day to have time for reflection and to celebrate successes through collective worship.



ADDITIONAL OPPORTUNITIES

We have high expectations of all children. We ensure that they “*achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood*” (Code of Practice 2015, 6.1).

We ensure that our school is inclusive by ensuring all children have access to:

- Lunchtime clubs at Secondary age;
- School journey offers for children in upper KS2, KS4 and KS5;
- Educational Visits and Visitors;
- Access to a wider range of cultural experiences;
- Offsite activities



TRANSITION



All children will encounter transition throughout their time at school. Any change or transition will be carefully considered and managed to ensure the needs of the child are met.



Children will move between classes and will encounter changes of teachers. The children will have the opportunity to meet the new adults they are working with. Children will visit their new classrooms where required. In some cases, some children may require additional support for transition which could include additional visits, social stories, photos or transition packs.



Sometimes, children may move school. We will work with the other school and share relevant information to ensure there is a thorough transition.



At Rowan Wood we work closely with families, other schools or nurseries and where necessary, health professionals to provide a smooth transition between settings that meet the needs of the child. Staff communicate fully with other agencies to ensure all information is gathered.



THE WIDER TEAM

We ensure that children's holistic needs are met through our multidisciplinary approach, which combines expert knowledge from a range of professionals.

Wellbeing and mental health

- Educational Psychology Service
- CAMHS

Tertiary Services

- Wheelchair Services
- SeeAbility
- Sensory Service - Visual & Hearing impairments
- Epilepsy Nurse Practitioner
- Short Breaks Team

Therapy Services

- Physiotherapy
- Occupational Therapy
- Speech & Language Therapy
- Music Therapy

Social Care

- Family and Adolescent Support Service (FASS)
- Social Workers
- Children with Disabilities Team

School based professionals

- Physical Fitness Coordinator
- Sensory Processing Team
- Outdoor Learning Team
- Family and Health Support Team
- MOVE Team
- Swim Team
- MFL Teacher

School Health Team

- School Health Team
- Community CCN Team
- Pediatrician
- Dietician

Medical Professionals

- Specialist Consultants
- General Practitioners



COMPLAINTS AND POLICIES

Our policies and provision

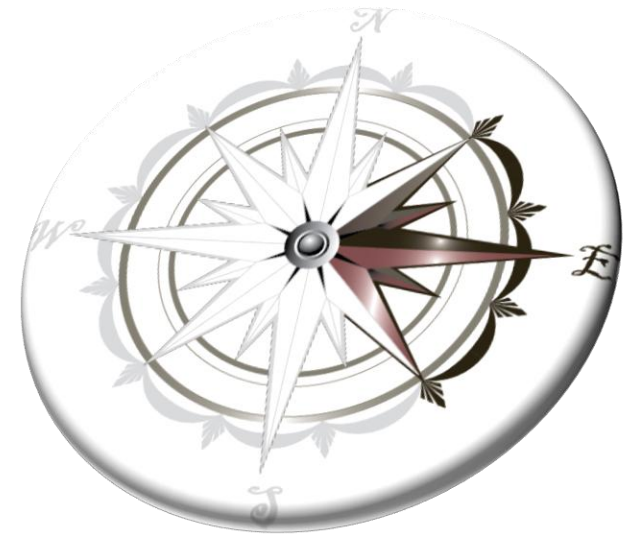
- Our curriculum is based on National Curriculum Programmes of study for KS1-KS4 and includes all statutory curriculum requirements. It is carefully designed to meet the needs of all children and reflects Rowan Wood's key values. Our curriculum complies with the duties of the Equality Act 2010 and the SEND Code Practice 2014. It maximises cross curricular links, opportunities to practice and generalise key skills and a text-led approach to learning.
- The intent of the curriculum at Rowan Wood is to enable all children to be active learners, moving towards independence, autonomy, control and choice, and that they learn to effectively communicate needs, wants, and opinions.
- A range of our school policies are available on our [website](#) or we can provide copies on request.

Greenwich Local Offer

- The Local Offer provides information on the services in Greenwich that are available for children and young people with Special Educational Needs (SEN) and Disabilities aged from birth to 25.
- [Special Educational Needs and Disabilities \(SEND\) Local Offer | Greenwich Community Directory](#)

Complaints

- Please refer to the Trust's complaints policy. [You can find the policy here.](#)



*"They said he wouldn't,
but he did. They said
he couldn't, but he can.
They said he won't,
but he will."*

