

SEND INFORMATION REPORT

2026 - 27



ROWAN WOOD
SCHOOL

CONTENTS



SEND NEEDS

There are four main areas of need as identified in the Special Educational Needs and Disability Code of Practice (2015),

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

All staff within Compass Eko Trust receive training specific to a variety of Special Educational Needs and Disabilities. Each pupil in the school has access to high-quality teaching within the classroom. Some children may need extra support that is "***additional to and different from***" their peers (SEND Code of Practice 2015, 6:15). In these cases, they may be placed on SEN support. Provision will be created for them, which will be linked to the graduated approach of assess, plan, do, and review. For those who need further support, an assessment for an Education, Health and Care Plan may be requested from the Local Education Authority.

ADMISSIONS

- All our children and young people (CYP) have an Educational Health Care plan (EHCP). Occasionally we do admit CYP into assessment places. Children are referred to the school by the Local Authority's SEND Assessment & Review department.
- All admissions are decided by the Local Authority's Special Educational Needs Panels. The Panels considers EHC plans to ensure that Rowan Wood is the most appropriate place to meet the needs of the CYP.
- For further information, please speak with the SEN Co-ordinator at your child's school or the Special Educational Needs Officer at the Royal Borough of Greenwich on 020 8854 8888.
- Visits to our school are welcomed and encouraged. Please call the administration office for an appointment on 020 8854 9841.

CHILDREN & YOUNG PEOPLE WITH SEND

Education, Health and Care Plans

- All CYP at Rowan Wood have a wide range of learning difficulties, including Autism.
- An EHCP is a legal document that outlines the CYP's specific needs and the additional support they should receive.
- A CYP has an EHCP when a formal assessment has been made. A legal document is then in place that sets out the child's needs and the extra provision they should receive. More details can be found on the Greenwich Local Offer: [Special Educational Needs and Disabilities \(SEND\) Local Offer | Greenwich Community Directory](#)
- Teachers will meet with parents and carers throughout the year to celebrate their CYP's achievements and look closely at how we can improve the provision and what strategies are needed to meet outcomes.

WORKING TOGETHER



We know that parents and carers play a vital role in their child or young person's progress, and we strive to build a strong working relationship.

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.

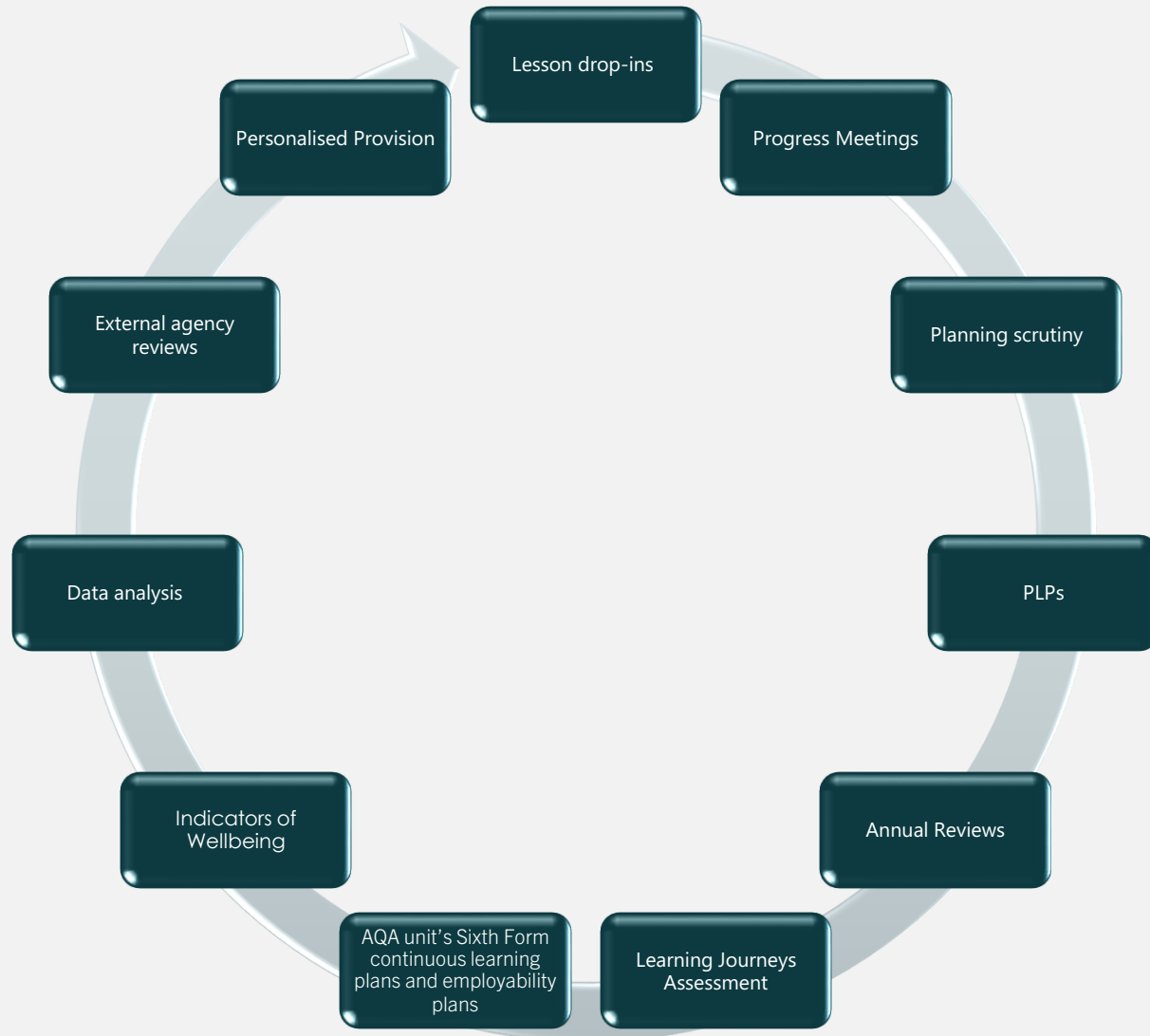


Parents and caregivers are invited to attend meetings, Annual Reviews, school activities, and events to celebrate and review their child or young person's progress.



Children and young people express their views, thoughts, and feelings through their School Council representative, meetings, annual reviews, and pupil voice initiatives.

ASSESSMENT AND REVIEW



Rowan Wood have developed an assessment system called Learning Journeys. This allows us to identify CYP'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 CYP 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 CYP 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 CYP are addressed, building on existing skills to work towards future goals, regarding parents as partners in supporting their CYP's learning.

APPROACH TO TEACHING AND LEARNING

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



We ensure all CYP 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 CYP 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 CYP 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.

ADAPTATIONS

We create an inclusive learning environment whereby all CYP are supported to take part in activities alongside other children. The learning environment supports CYP 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 CYP's sensory needs can be met within the school environment. The school was designed with the needs of the CYP 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 CYP 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 CYP 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.
- CYP working within the Early Development Curriculum, develop their responses and early communication skills, understanding of themselves and others around them. CYP 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 CYP 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. CYP also continue to develop communication skills through targeted communication sessions.
- There is an individualised approach to supporting mental health and wellbeing for CYP, 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:

- Access to Willow Dene Saturday club;
- Access to Willow Dene Summer playscheme;
- Lunchtime clubs at Secondary age;
- School journey offers for children in KS3;
- Educational Visits and Visitors;
- Access to a wider range of cultural experiences;
- Offsite activities

TRANSITION



Any change or transition will be carefully considered and managed to ensure that the needs of each child or young person are met.



Children and young people 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.



Children and young people sometimes transfer to a different school, and we will work with the new school to ensure a smooth transition. For those with an Education, Health, and Care Plan, the Local Education Authority typically consults directly with the school.



At Rowan Wood we work closely with families, other schools or nurseries and where necessary, medical 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

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

Therapy Services

- Physiotherapy
- Occupational Therapy
- Speech & Language Therapy
- Music Therapy
- Play Therapist
- Art Therapist

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
- Swim Team

School Health Team

- School Nursing Team
- Community CCN Team
- Pediatrician
- Dietician

Medical Professionals

- Specialist Consultants
- General Practitioners



COMPLAINTS AND POLICIES

Our policies and provision

- The school delivers the requirements of the National Curriculum and adapts this according to individual needs. Our approach focuses on teaching children the skills they need for lifelong learning and independence as they progress to ensure they are prepared for adulthood.
- A range of our school policies is available on our website. Please see the following documents:
 - **Special Educational Needs and Disability Policy**
 - **Equal Opportunities Policy**
 - **Accessibility Plan**

Greenwich Local Offer

- The Local Offer provides information on the services in Essex that are available for children 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 school's complaints policy.