



ROWHILL SCHOOL SEN POLICY

Head Teacher

Geoff Bartrum

Chair of Governors

Stephen Jefferys

Policy ratified

Policy Review

March 2020 (New)

ROWHILL SCHOOL

SEND POLICY

Mission Statement

That all students should aspire to be:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

Vision Statement

As a specialist school for a range of complex SEN which should ensure we have a highly skilled, flexible workforce to meet the needs of the all of our students, by providing a provision which meets the aspirations of the mission statement; working closely with a range of partners to enhance student outcomes

Ethos & Values

The school aims to be positive, innovative and demanding with high expectations of performance but balanced by high levels of support for each individual's well-being. The values we believe are needed to attain this ethos include:

- Teamwork, partnership & support to ensure the best possible learning environment is created
- Personal responsibility & leadership to ensure everyone understands their roles within the school and feel a sense of being and achievement
- Innovation, creativity & change to ensure that the school remains at the cutting edge of teaching and learning and behavioural development
- Resilient, optimistic & positive to ensure all stakeholders learn to cope with success and failure to develop self-esteem
- Challenge, opportunity & recognition to ensure all possible avenues for development are investigated and achievement rewarded
- Honesty, trust & compassion to ensure we become an emotionally intelligent community capable of understanding the feelings of others

Introduction

SEND Overview

The policy is fully compliant with the Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years (January 2015)

Rowhill School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs and Disability (SEND) Code of Practice

Special Educational Needs (SEN): A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Rowhill school provides special educational provision for pupils who require “provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the school or require the involvement of specialist staff or support services.”

The school provides for pupils whose special educational needs broadly fall in the areas of 2&3 but also incorporates 1, (ASD)

1. Communication and interaction

2. Cognition and learning

3. Social, mental and emotional health

4. Sensory and/or physical

Kent has designated Rowhill Special School as the District Special School for Kent meeting the needs of pupils with behaviour & learning special educational needs (B&L).

Aims & Objectives Of Policy

We will ensure that the needs of all pupils are met

The views of the pupil will be sought and taken into account

Our parents have a vital role to play in supporting their pupil’s education

Our pupils will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum

The school will manage its resources to ensure all pupils’ needs are met

Provision and progress for all pupils will be monitored and reviewed regularly

The school will involve outside agencies when appropriate

The Education, Health & Care Plans will be reviewed regularly in line with regulations

Appropriate training will be provided for those involved in the implementation of this and other relevant policies

Progress of all pupils will be monitored three times per academic year. Challenging but realistic targets will be set annually taking account of expected rates of progress from individual start points as set out in Pupil Asset algorithm. Where a barrier to progress is identified, the school will put appropriate evidence-based interventions in place which will be monitored and reviewed regularly.

Process

ROLES AND RESPONSIBILITIES (MONITORING)

The effectiveness and appropriateness of the policy will be continuously monitored by the Senior Leadership Team with responsibility for SEND provision in conjunction with the SEND Representative from the Governing Body. The use of resources, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, the identification of training needs and the use made of support services will be monitored and evaluated regularly through evaluation of Strategic Improvement Targets. In addition, the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

All members of the school community share a working commitment towards achieving the school's vision and mission by ensuring that practical provision arrangements for pupils and students are guided by the school aims.

The governing body in co-operation with the Head teacher, determines the general policy and approach to the management, monitoring, evaluation and review of the school's practical provision arrangements.

The Head teacher, with the school's leadership team, has strategic responsibility for monitoring and evaluating the effectiveness of this policy, ensuring that necessary revisions are undertaken and keeping the governing body appropriately informed. The governing body has as link governor for special educational needs (SEN):

ADMISSION ARRANGEMENTS

Admission arrangements are controlled and managed by the KCC through the North Kent Area Education Office in conjunction with the school. The current situation for school numbers is at 110 but 128 on roll. We regard the specified number + 10% = 123 as the maximum safe number that can be admitted to the school at any time. The admission criteria for need is outlined below.

Pupils and students can be admitted from ages 4 to 16 provided they have an Education Health and Care Plan (EHC) specifying a special need which is related to the provision designation of the school.

Pupils will live in the district or in an adjacent district but Rowhill is the nearest appropriate special school. Journey times and availability of free transport to and from school will comply with the County Transport Policy.

KSENT Special Schools: Admissions Guidance; SEMH Needs

Students have SEMH as their Primary SEND as a result of deep-seated and long-term emotional and social difficulties, as documented in their EHC Plan. They may also have identified/diagnosed health needs such as ADHD, ADD, ASD, ODD, PTSD, OCD, FASD, attachment difficulties, personality disorders or other medical conditions, but respond well to learning strategies and provision suitable for SEMH students. Some students may have ASD as their primary need, with associated behavioural needs and they also respond well to the learning environments offered by KSENT SEMH schools.

Schools for pupils with SEMH needs are committed to reversing the patterns of failure associated with school and learning.

Some students are not ready to learn in a SEMH needs provision and display extreme behaviours such as unpredictable, high levels of violence and aggression. Alternatively, they may be so traumatised that they are completely withdrawn and barely communicate. These pupils may need an alternative provision with very small classes and therapeutic input alongside a personalised curriculum.

Cognitive functioning

Average ability (within two years of age-expected scores) or above average ability; KS2 scaled score of 90+; projected to attain GCSE scores of 4 – 9.

Primary phase: Bower Grove (Maidstone), Elms (Dover), Orchard (Canterbury), Rowhill (Dartford), St Anthony's (Margate).

Secondary phase: Goldwyn (Ashford) and Portal House (St Margaret's at Cliffe).

Below average ability (SEMH with Learning Needs): attainment more than two years below age-expected scores, moderate delay with General Conceptual Ability (GCA) or Full Scale IQ score within centiles 1 – 5, projected to attain Entry Level exams, Functional Skills level 1 or equivalent or GCSE grades 1 – 3.

Primary and Secondary phase: Bower Grove, Elms, Orchard, Rowhill, St Anthony's.

Name of school	Rowhill School
Address	Rowhill School, Main Road, Longfield, DA3 7PW
Tel	01474 705377
Email	secretary@rowhill.kent.sch.uk
School Type	Foundation Special School
Designation	SEMH (Primary); SEMH with LD (Primary and Secondary)
Primary Need	SEMH – with high levels of co-morbid need of ASD. Cognitive Functioning: national average (Primary); moderate learning difficulties (Primary and Secondary) as identified by cognitive assessments. Attainment at the end of KS2: Year 3 objectives or below (two years or more behind national expected attainment). Typical attainment at the end of KS4: Entry Level qualifications, functional skills at Level 1 (some level 2), some GCSE below grade 4.

Class Structure	Three hubs based on age – Primary (5-11), Transitional (11-14) and Vocational (13-16). Classes in each hub are based on compatible needs. Alternative provision for Vocational age range.
District Served	Dartford, Gravesend, Swanley and surrounding areas.
Area	North Kent
Age Range	5-16 (Y1 – Y11) Main school. ACP (Y9 – Y11)

Rowhill School is a Special Behaviour and Learning School for ages 5-16, who have a range of special education needs and disabilities (SEND). This provision allows for up to 110 student placements, within a range of class-based settings, that all have their own specific cohorts/needs, prescribed outcomes and provision. The range of needs provided for is set out on the SEND matrix.

The main educational objectives are based around the schools' provision map which clearly outlines the hierarchical needs to be put in place to ensure all students can access learning at the most appropriate level as well as ensuring their emotional and well-being needs are met.

The School has a multidisciplinary team of educationalists, therapists, support assistants and transition support staff, who work collaboratively, to realise each student's prescribed outcomes and potential onward destinations. Our aim is to ensure that the provision directly correlates and supports the expected outcomes (as outlined in their EHCP), for each student, as well as mirroring the aims set out in the school mission statement.

At Rowhill School, we adopt a personalised approach to learning underpinned by good practice with relation to positive behaviour management, communication, sensory, independence and life skills. We aim to have our students ready for continued learning in appropriate settings from the age of 16.

All forms of behaviour are seen as communication and need to be understood in relation to their SEN, flexibility and planning is then developed to help students manage their own behaviour and access learning. Student's needs are valued, respected and understood and linked to personal provision plans.

Rowhill School is based in Longfield, North-West Kent. All admissions are managed by the North Kent SEN team.

SPECIAL FACILITIES

Rowhill School is a KCC Foundation District Special School for pupils with Behaviour & learning Needs (B&L). The school was designed and built to be fully accessible to all pupils in 2010. Rowhill is part of Ksent, a trust for all 24 special schools in Kent

The school is organised under 3 main Hubs and an Alternative Provision mini-Hub. Each Hub has a suite of rooms; including classroom bases, individual workspaces and open spaces. Most pupils access subject teaching rooms and specialist facilities, older pupils have access to vocational spaces.

Beyond the school the pupils have access to offsite provision from allotments, forest school*; cyclopark; physical pursuit areas; and other vocational facilities including colleges and businesses for work experiences.

Specialist teaching rooms include: Art; Design Technology; Science; Food technology; ICT suite; Music; Hall with stage and lighting for performing arts; Sports Hall and multi gym

Vocational facilities include: mechanics garage*; Hair & Beauty*; Construction *

The curriculum is also enhanced through therapeutic provision: The soft play area; sensory room; therapy and counselling rooms

Rowhill complies with the requirements of the Special Educational Needs Disability Discrimination Act and Equality Duty Legislation. See Accessibility Plan

Rowhill is also the centre for the Specialist Teaching Service in the Dartford area and they provide outreach, support and training for mainstream schools.

*Rowhill is a vocational centre for other local schools not just for facilities but teaching

ALLOCATION OF RESOURCES

Core funding for the school is provided by the Local Authority (LA) according to needs-based funding rates as agreed by the LA Special School's funding forum.

Additional funding is allocated to the school through:

- Pupil Premium for pupils entitled to free school meals (FSM)
- Pupil Premium for pupils from families where at least one parent is a serving member of the Armed Forces (currently no pupils meet this criteria)
- Pupil Premium, as agreed with the Virtual school for Children in Care
- Year 7 Catch up Funding
- Primary Sports Premium

The school can also submit specific project bids through collaboration with other Ksent schools to a variety of other funding sources, e.g. Valuing voices and Pop-up literacy projects

The annual budget structure determines the financial allocation which is agreed by the Finance Committee and approved by the Governing Body. Allocation relates mainly to the following resource areas: Staffing structure; Additional pupil and student support; Training and professional development; Assessment, planning and review; Curriculum and teaching methods; Specialist equipment and facilities; Buildings and maintenance; STLS; School Improvement Planning priorities.

SEN: NEEDS IDENTIFICATION AND REVIEW

All pupils and students on role at Rowhill have an Education Health Care Plan (EHC) derived from a multi-agency assessment (Statutory Assessment Process) which outlines their needs, identifies general objectives and the range of provision suitable to meet those objectives.

Once a pupil has an EHC Plan naming Rowhill School, the Head teacher will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress three times a year a formal review of the EHC plan will take place at annually. If a pupil's SEN changes, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate.

All pupils and students have a Section F Provision Plan where the EHCP outcomes are broken into small steps which are reviewed every two terms. Provision plans detail any additional & different pupil needs and associated curriculum access arrangements or strategies, additional support or care provision, any offsite provision arrangements and any external agency provision or involvement.

Ongoing Information about pupil and student progress and emerging needs is gathered, organised and analysed as set out in the school's Assessment, Recording, Reporting (A, R, & R) Policy.

CURRICULUM ARRANGEMENTS

The three Hubs each have their own provision and curriculum map which will meet the needs of their prescribed cohort. The main aim is to ensure the curriculum in each hub is fit for purpose, broad and balanced and most importantly engaging. They will take the most important parts of the current curriculum but will ensure that there is flexibility in content, delivery and outcomes to motivate students which in turn stimulates success, progress and improved self-esteem. It will focus on core skills, practical learning, and student led development. It will seek to offer learning in a variety of environments and contexts as well as inspiring personal development through creative options.

The basic schematic way of working through the organisation of classes in each Hub will depend on describing the cohort of each class, then developing a provision that meets the needs of the students and finally describing the outcomes targeted for each class. This has to be flexible and modified each year as the cohort range may well vary year on year. See Curriculum Policy.

Within the SEN arena the use of specific interventions along with strategies for each individual student is essential in ensuring engagement and progress. The Interventions within the Curriculum Policy highlights the ranges covered.

The school also has an alternative curriculum provision (ACP) of up to 15 students who require a very bespoke learning package which normally utilises off site facilities and 1:1 support, mentoring and tutoring.

TRANSITION TO 16+

At Rowhill School we help our pupils to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in participating in society, further education, independent living, supported living and/or employment. This could include, for example:

- including preparation for adulthood in the planning meetings with pupils and parents at an early stage (and particularly from Year 9)
- Ensuring that career advice and information provides high aspirations and a wide range of options; and
- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in section 8 of the SEND Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about accreditation and Study Programmes and the range of post-16 options which may be available and the longer term outcomes that the child wants to achieve in their adult life.

EVALUATING SUCCESS

Under the Special Educational Needs and Disability (Information) Regulations, the governing body is required to evaluate how well it is delivering the school's local offer that has been agreed with the LA. The school, will as part of its Local Offer:

- Assess and review pupils' progress towards outcomes, and work in partnership with parents and young people as part of this assessment and review.
- Support pupils in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes will reflect their ambitions, which will include in participating in society as fully as possible, further education, independent living, supported living and/or employment,
- Make adaptations to curriculum, teaching and the learning environment and access to ancillary aids and assistive technology.
- Secure expertise among teachers or other professionals to support all pupils within the school regardless of the level of their SEN.
- Assess and evaluate the effectiveness of the provision for all pupils and overcome barriers to learning and progress.
- Enable all pupils to have access to facilities and enrichment activities.
- Support and improve emotional and social development, including extra pastoral support arrangements for listening to the views of pupils and take measures to prevent bullying
- Implement the Prevent Duty to ensure pupils are safeguarded from radicalisation and extremism.
- Support pupils who are looked after by the local authority through working closely with all agencies involved with the pupils to ensure positive outcomes, especially VSK.

The effectiveness of the school's SEN policy and Provision is enabled and evaluated through:

- Monitoring of teaching and learning by the Leadership Team as set out in the school's Teaching & Learning Policy.
- Monitoring of curriculum organisation and delivery by subject coordinators as set out in the school's Curriculum Policy.
- Regular monitoring carried out by the Governing Body as set out in the school's Governor Monitoring Policy.
- Analysis of feedback from Local Authority School Improvement Partner visits.
- Regular assessment and analysis of pupil progress data as set out in the Pupil Progress and TACL Meeting schedule and detailed in the school's Assessment, Recording & Reporting Policy.
- Analysis of any available pupil/student attainment data. [\[2\]](#)
- Analysis against LA, national and other available comparative data.
- Achievement in relation to School Plan targets.
- Achievement in relation to statutory targets set by the school's Governing Body.
- Implementation of the school's Appraisal and Continuing Professional Development policies.

PROFESSIONAL DEVELOPMENT.

The professional development of all staff involved in meeting the needs of all pupils at Rowhill School is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by a range of external specialists. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school

- Attendance at courses offered by external providers, accredited and nonaccredited.
- Support from the Specialist Teaching and Learning teachers based within Rowhill School

EXTERNAL SUPPORT

The main source of outside agency support is from the Local Authority or commissioned professionals which can include:

The Educational Psychology service; Social services; Traveller education services; Inclusion and Attendance Services; Virtual Schools Kent (VSK); Health Professionals: Physiotherapy/Occupational Therapy / Speech & Language Therapy / Child & Adolescent Mental Health (Trailblazer/Counselling / Paediatric Consultant/other medical provision.

Informed parental permission is required before such consultations can take place

The school has an allocated Special Educational Needs Officer, based at North Kent Area Office who is the point of Local Authority contact for the school and parents/carers in relation to provision issues. The school office can provide the name of the current Officer linked to Rowhill School.

The school's Designated Teacher liaises with corporate parents in relation to Children in Care through VSK.

LINKS WITH OTHER SCHOOLS/COLLEGES & THE WIDER COMMUNITY

Rowhill School values its place within the local community. Pupils throughout the school access community facilities including local parks, leisure centres, shops and other businesses. As the pupils progress through the school the links with the community strengthen to enable the pupils to develop confidence to contribute to and be a part of their local community through enrichment visits, project work, sporting links and work experience.

The school acts as an offsite vocational facility for a range of local schools who need specialists' resources such as the garage, hair and beauty salon and construction area

PARENTAL/CARER LINKS

All parents and carers of pupils at Rowhill School are considered to be our partners. The Children & Families Manager and staff will support parents and carers so that they are empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- Have knowledge of their pupil's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- Communicate, in a proactive way, any issues such as attendance can be improved

To make communications effective staff at Rowhill School will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the pupil's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings

- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings

PUPIL/STUDENT PARTICIPATION

Rowhill encourages pupils and students to participate, at an appropriate level and in ways that reflect their evolving maturity. The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil. Pupils will be enabled/encouraged to participate in all decision-making processes in education. Pupils need to be part of the process, to know that they are listened to and that their views are valued.

Some of the way's pupil will be included in decision making process will be through:

- Being involved in target setting and identifying teaching and learning strategies that work for them
- Incorporating their views in every aspect of review of their education.
- Access their intervention sessions to bridge gaps in learning
- Encouraging self-advocacy and independence.
- Involvement with the Rowhill School Council.

COMPLAINTS

Any complaints from parents of pupils with special education needs concerning the provision made at the school should be made through the school's procedures. The Complaints Policy is available on the school's website or can be obtained from the school office.

EQUALITY STATEMENT

Rowhill School is committed to equality of opportunity for all pupils and staff in which people treat each other with mutual respect, regardless of: age, disability, family responsibility, marital status, race, colour, ethnicity, nationality, religion or belief, gender, gender identity, transgender, sexual orientation, trade union activity or unrelated criminal convictions. We strive to educate, promote and celebrate the wider diversity of society within our school community.

RELATED DOCUMENTS

Curriculum Policy; Interventions within the curriculum Policy; Teaching & Learning Policy; Assessment, Recording & Reporting Policy; Continuing Professional Development Policy; Governor Monitoring Policy; Complaints Policy; Equality & Diversity Policy

Policy Adopted: Governing Body: June 2017 Reviewed 2019