



# **ROWHILL SCHOOL INTERVENTIONS WITHIN THE CURRICULUM POLICY**

**Head Teacher**

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**Policy ratified**

**Policy Review**

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## **Rowhill School**

### **Meeting Individual Needs within the Curriculum**

This policy was developed with parents/carers, representatives from the governing body and parents of children with special educational needs and will be reviewed annually.

#### **Definition of SEND**

A child or young person has SEND 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 if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2015, p 15)*

#### **Definition of disability**

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ *SEN Code of Practice (2015, p16)*

At Rowhill School we are a special school catering for pupils with behaviour and learning needs. We can make provision for every kind of frequently occurring special educational need as detailed in the Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger’s syndrome, learning difficulties and social, emotional and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need:

- Cognition and learning
- Social Emotional and mental health
- Communication and Interaction
- Sensory and Physical

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority with the Head Teacher.

At Rowhill School we monitor the progress of all pupils 3 times a year to review their academic progress and provision plans. We also use a range of assessments with all the pupils at various points to assess learning, behaviour, wellbeing and academic progress. We have a speech therapist and Occupational therapist who assess specific difficulties and devise intervention programmes.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are:

- Read Write Inc phonics
- Numeracy
- Literacy
- Therapeutic story writing
- Friends programme
- Nurture group
- Well-being and behavioural support groups
- SALT
- Occupational therapy
- Lego therapy
- Zones of regulation
- Equine Therapy
- Sports intervention
- Fishing
- Mentoring
- Counselling
- Art therapy
- Forest school
- Challenger troop

A provision map for interventions is attached with this document to show how these can be used developmentally to ensure all students can access learning within their prescribed pathway.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Rowhill School we are experienced in using a variety of assessment tools and we have access to the Specialist Teaching Service based at Rowhill School.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND support plan and reviewed termly with parents, and refined / revised if necessary.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the need in the provision plan and discuss it with parents.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Each review of the SEND support plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEND Code of Practice (2015, 6.17)* describes inadequate progress thus:

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

For all pupils there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Every pupil in the school has their academic progress tracked twice per year and emotional wellbeing and behaviour progress twice a year. In addition to this, pupils have their literacy & numeracy levels assessed regularly.

If these assessments do not show adequate progress is being made the provision plan will be reviewed and adjusted.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered *SEN Code of Practice (2015, 6.37)*

In Rowhill School the quality of teaching is judged to be good.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / mentoring/ small group teaching/SALT intervention as detailed above. These are delivered by additional staff who deliver interventions and within class groups.

At Rowhill School we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning. Curriculum review is ongoing as are building improvements as identified in the H&S audit and site inspections.

Funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we can offer is on our website and in the cohort provision maps.

All clubs, trips and activities offered to pupils at Rowhill School are available to all pupils. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. Risk assessments for some pupils may have to be taken into account to access different activities.

At Rowhill School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHCE, Project based learning and tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following list e.g. access to counsellor, mentor time with member of senior leadership team, external referral to CAHMs, Children's Social Care and Early Help, time-out space for pupil to use when upset or agitated and unable to access the curriculum.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support, for example toilet training.

All teachers and teaching assistants have had the following awareness training:

- Child protection-Safeguarding
- ASD support
- Literacy & Numeracy
- SALT
- Zones of regulation
- Mental Health

Training is ongoing for all staff depending on the current needs of the pupils, parents and staff. All staff have an induction programme with the Leadership team.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, STLS, Educational Psychologist, Speech and language therapist, occupational therapists, dyslexia specialists etc. The cost of training is covered by the school.

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the school budget, or seek it by loan.

All parents of pupils at Rowhill School are invited to discuss the progress of their children in provision plan reviews (3x year) parent's evenings (3 x year) annual reviews and receive a written school report once per year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary. All such provision will be recorded, tracked and evaluated on a Provision Plan which will be shared with parents three times per year.

If following this provision improvement in progress is not seen, we will contact parents to discuss the planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this Education, Health and Care Plan Annual Reviews take place with the form tutor and parents will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

All pupils will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years. Pupils will be encouraged to attend all review meetings where appropriate and make a verbal and written contribution.

When all stakeholders work in partnership with joint agreements and plans put in place then the outcomes are usually very positive. If there are concerns about the placement from all or any of the stakeholders then this can be taken further to look at alternatives. If no positive outcomes are made then this can be taken through the school's complaints procedure or with the LA SEB department to investigate a positive outcome.