

**ROWHILL SCHOOL**

**SPECIAL  
EDUCATIONAL NEEDS  
POLICY**

## **MISSION STATEMENT**

Rowhill School provides the best individual learning opportunities for all our pupils and students, so that each one is able to maximise their development and thus progress to lead the fullest possible adult life.

### **Aims of Rowhill**

- To maintain a learning environment that provides equal opportunities for all, regardless of ability, race, ethnicity, sexual orientation or gender.
- To enable learners to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood, whether into employment, further or higher education or training by providing an inclusive curriculum which is accessed via a range of differentiated teaching and learning approaches.
- To address physical access barriers to learning for individual pupils by use of appropriate technology and adaptive equipment.
- To ensure that any additional and different provision needs for individual learners are met through Individual Provision Plans and Personalised Learning Targets.
- To link whole school learner additional and different provision needs to school target setting and the School Improvement Plan.
- To meet learners personal, physical and social development needs and to encourage and reward the acquisition of moral values.
- To promote an environment in which learners are safe, happy, feel valued as individuals and learn to co-operate with others.
- To prepare learners for Life in Modern Britain within their local community and where appropriate within the world of work.
- To ensure all pupils are safeguarded against the risk of radicalisation and extremism
- To maximise opportunities for home/school/community liaison and to actively encourage parental and community involvement in the life and work of the school.
- To share advice, support and expertise with other schools, colleges and agencies through the Specialist Teaching and Learning Service.
- To provide members of staff with a comprehensive and supportive programme of Induction, Training, Appraisal and Continuing Professional Development opportunities.
- To build Self-Evaluation practices that raise standards in all aspects of school life and are quite clearly at the heart of all Monitoring, Evaluation and Review systems.

## 1. INTRODUCTION

1.1 This policy is constructed in line with the requirements set out in Part 3 of the Pupils and Families Bill (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years (January 2015)

1.2 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.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.”

1.3 The 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.”

1.4 The school provides for pupils whose special educational needs broadly fall in the areas of

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

## **2. Guiding principles**

- At Rowhill School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.
- We seek to enable all pupils to achieve the best possible educational and other outcomes, and to prepare them effectively for adulthood.
- All pupils are entitled to an education that enables them to:
  - achieve their best;
  - become confident individuals living fulfilling lives
  - make a successful transition into adulthood, whether into further education, training, supported living or employment.

2.1 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).

## **3. Objectives of the school's SEN 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 current SSEN and Education, Health & Care Plans will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

3.1 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 Progression Guidance (Department for Education 2010). Where a barrier to progress is identified, the school will put appropriate evidence-based interventions in place which will be monitored and reviewed regularly.

## **4. ROLES AND RESPONSIBILITIES**

The effectiveness and appropriateness of the policy will be continuously monitored by the Deputy Head with responsibility for pupil achievement in conjunction with the SEN 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. 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.

4.1 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.

4.2 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.

4.3 The Head teacher, with the school's management 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):

## **5. ADMISSION ARRANGEMENTS**

**5.1** Admission arrangements are controlled and managed by the East Kent Area Education Office in conjunction with the school. The current vacancy situation within the school is a key consideration in determining any pupil or student admission, as is Schedule 27 of the Education Act 1996.

**5.2** Pupils and students can be admitted from ages 4 to 19 provided they have a statement of SEN or Education Health and Care Plan (EHC) from September 2014 specifying a special need which is related to the provision designation of the school.

**5.3** Pupils will live in the district or in an adjacent district but Rowhill is the nearest appropriate special school.

**5.4** Journey times will comply with the County transport Policy.

## 6. Specialisms & Special Facilities

6.1 Rowhill School is the KCC District Special School for pupils with Behaviour & learning Needs (B&L). The school was designed and built to be fully accessible to all pupils.

6.2 Each Key Stage has a suite of rooms; in Key Stage 1 and Key Stage 2 these include classroom bases, ICT suites and individual work spaces. In the Key Stage 3 and Key Stage 4 suites there is a mix of subject teaching rooms and class based rooms. These also have individual work spaces and mini ICT suites.

6.3 The school has a range of specialist teaching rooms, these include

- A designated phonics teaching area.
- An Art and Design Technology room
- A science room
- A Food technology room
- An ICT suite
- A Music room and music practice room
- A mechanics area
- Speech therapy area
- Hair & Beauty area
- Construction area

6.4 The curriculum is also enhanced through:

- The soft play room used for the implementation of OT designed sensory programmes
- The sensory room
- The hall with stage and lighting for performing arts

6.5 Learning outside the classroom is enhanced through:

- Outdoor learning areas for Key Stage 1 classes
- Large playground areas
- The garden
- Forrest school
- Bike area
- A number of mini buses to facilitate offsite visits to enrich learning.

6.6 There are a range of other specialist rooms used by external agencies which included:

- A Parents room
- A medical room
- A Therapy room
- Conference room

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

## **7. ALLOCATION OF RESOURCES**

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

7.2 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 to a variety of other funding sources.

7.3 The annual budget structure determines the financial allocation which is agreed by the Resources 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;
- School Improvement Planning priorities.

## **8. SEN: NEEDS IDENTIFICATION AND REVIEW**

8.1 All pupils and students on 's roll have Rowhill's roll have a Statement of Special Educational Need (SEN) or Education Health Care Plan (EHC) as from September 2014 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.

The following people have a specific right to request that a local authority conduct an education, health and care needs assessment for a child or young person aged between 0 and 25:

- a. The child's parent (or an advocate on their behalf).
- b. The young person over the age of 16 (or an advocate on their behalf).

- c. A person acting on behalf of a school or post-16 institution (this should be with the knowledge and agreement of the parent or young person where possible).

Details of the process and timeframe are documented within the SEND Code of Practice (section 9)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

In addition, anyone can bring a child or young person who has (or may have) SEN to the attention of the local authority. This could include, for example foster carers, health and social care professionals, early years practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend. Again, this should be done with the knowledge and agreement of parents or the young person where possible.

From 1 September 2014 transitional arrangements have been in place to facilitate the changeover from the current SSEN to EHC plans in an orderly way. These arrangements will set out the elements of the SEN Code of Practice (2001) and Section 139A Learning Difficulty Assessments Statutory Guidance (2013) which will remain in force during the transition period.

EHC plans must be focused on the outcomes the child or young person seeks to achieve across education, health and care. EHC plans must set out how services will work together to meet the child or young person's needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.

## 8.2 Education Health and Care Plan (EHCP)

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. For further information on EHC Plans is available through the Local Authority's Local Offer detailed on the KCC website <http://www.kent.gov.uk/education-and-children/special-educational-needs>

8.3 All pupils and students have a Section F Provision Plan or Individual Provision Plan (IPP). For pupils with EHC plans the outcomes are broken into small steps in the Section F provision plan which are reviewed every two terms; for pupils with SSEN the IPPs breaks down the Annual review targets into small steps reviewed every two terms, both 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.

8.4 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.

## **9. CURRICULUM ARRANGEMENTS**

9.1 At Rowhill School we follow the National Curriculum statement on Inclusion. Teachers have high expectations for every pupil. The curriculum is adapted and differentiated to meet the needs of all pupils. The learning environment is similarly adapted to meet the needs of individual pupils, and where appropriate pupils are provided with access to ancillary aids and assistive technology.

9.2 Teachers use appropriate assessment to set targets which are challenging but realistic. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving.

## **10 Preparing for adulthood (transition)**

10.1 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.

10.2 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.

## **11. EVALUATING SUCCESS**

11.1 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.

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

- Monitoring of teaching and learning by the Leadership Group as set out in the school's Teaching & Learning Policy.
- Monitoring of curriculum organisation and delivery by subject co-ordinators 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 Meeting schedule and detailed in the school's Assessment, Recording & Reporting Policy.
- Analysis of any available pupil/student attainment data.
- Analysis against LA, national and other available comparative data.
- Achievement in relation to School Plan targets and Curriculum Area Action 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.

## **12. Arrangements for Professional Development for all staff, including learning support assistants.**

12.1 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 non-accredited.
- Support from the Specialist Teaching and Learning teachers based within Rowhill School

## **13. EXTERNAL SUPPORT**

13.1 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
- Attendance and Behaviour Services
- Health Professionals
  - School Nurse provision
  - Physiotherapy/Occupational Therapy provision
  - Speech & Language Therapy provision
  - Dental Screening
  - Child & Adolescent Mental Health provision
  - Paediatric Consultant/other medical provision

Informed parental permission is required before such consultations can take place

13.2 The school has an allocated Special Educational Needs Officer, based at East 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 Meadowfield School.

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

## **14. LINKS WITH OTHER SCHOOLS/COLLEGES & THE WIDER COMMUNITY**

14.1 Rowhill School values its place within the local community. Pupils throughout the school access community facilities including local parks, leisure centres and shops. 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.

14.2 The school has well developed links with a wide range of local business who support pupils in accessing work experience opportunities

## **15. PARENTAL/CARER LINKS**

15.1 All parents and carers of pupils at Rowhill School are considered to be our partners. The Family Liaison Officer 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.

15.2 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

## **16. PUPIL/STUDENT PARTICIPATION**

16.1 Rowhill encourages pupils and students to participate, at an appropriate level and in ways that reflect their evolving maturity.

16.2 The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil.

16.3 Pupils will be enabled/encouraged to participate in all decision-making processes in education.

16.4 Pupils need to be part of the process, to know that they are listened to and that their views are valued

16.5 Some of the ways 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.
- Encouraging self advocacy and independence.
- Involvement with the Rowhill School Council.

## **17. 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.

## **18. Equality and Diversity**

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.

## **19. RELATED DOCUMENTATION**

Curriculum Policy  
Teaching & Learning Policy  
Assessment, Recording & Reporting Policy  
Inclusion Policy  
Continuing Professional Development Policy  
Governor Monitoring Policy  
Complaints Policy  
Equality & Diversity Policy

<i>Policy Adopted:</i>	<i>Governing Body: June 2014</i>
<i>Reviewed:</i>	<i>December 2015</i>
<i>Next Planned Review:</i>	<i>December 2016</i>