

Special School Provision Specifications



ROWAN GATE PRIMARY SCHOOL

Finedon Road, Wellingborough, Northamptonshire, NN8 4NS
Hayway, Rushden, Northamptonshire, NN10 6AG (from April 2015)

Type of Provision

Rowan Gate is a community day special school for pupils aged 2+ to 11+ designated to offer 100 places in Wellingborough and 56 places in Rushden. The school works to accommodate all children in these areas who require a specialist setting in this age group, and for whom learning difficulties is their primary special need.

The school meets the needs of pupils who:

- Have attainments well below the expected range of their peers with additional difficulties that may include physical difficulties, speech and language delay, low self-esteem, sensory impairment and under developed social skills
- Have significant or severe learning difficulties
- Have a diagnosis of an Autism Spectrum Disorder that requires structured teaching and may require discrete provision.



Admission Criteria and Arrangements

- Admission to the provision normally follows completion of a statutory assessment and students will have a Statement of Special Educational Needs/Education Health Care plan.
- The local authority determines admission to the provision, considering parental preference and following consultation with the governing body and head teacher
- The majority of admissions will take place at the start of the academic year unless there are particular circumstances.
- Should further admissions be required, these are considered carefully by the Local Authority and the school to ensure the placement would not be incompatible with the efficient education of the other pupils with whom the pupils would be educated or with the efficient use of resources.

School Characteristics

The school is organised into age and ability appropriate class bases. The school aims to meet the needs of each child as far as possible, within their local community.

Facilities in Wellingborough include a hydrotherapy pool, soft play room, sensory room, a Nurture group class, a therapy room for physiotherapy, occupational therapy and speech therapy use, a well-equipped medical room, splash room, a music room and a library. In addition there is a large school hall, which is a multi-purpose area. There is a parent's room which is used by the pre-school group and the various parent groups that meet in school. The school has extensive grounds for outdoor educational and play pursuits, including playgrounds with adventure and climbing play equipment and a wheelchair roundabout. The school also has an outdoor covered area for younger pupils and a sensory courtyard.

Facilities in Rushden include a soft play room, sensory room, a Nurture Group class and a library. Each class base has access to a quiet room for individual or small group activities. There are specific rooms which can be used by visiting therapists, including Speech and Language Therapists, Occupational Therapists and Physiotherapists. There is a large parents' room. The school in Rushden has two playgrounds which include equipment for climbing for older pupils, as well as an outdoor covered area for younger pupils.



The school has two minibuses, both with a tail lift and equipment to clamp wheelchairs. The buses are used to extend the pupils' education in the community. Staff are MIDAS trained.

The curriculum at the school is underpinned by The Roots to Growth, a framework developed at the school. The achievements of the pupils are celebrated as they gain awards for each of the Five Keys to improvement. The Five Keys are fundamental areas of learning at Rowan Gate Primary School and each pupil is awarded with a coloured wristband for achievements in the following:

Personal Success

Courage to be Creative

Curiosity and Wonder

Working Together

Decisions and Choices

Children in the Nursery and Early Years department work towards the Early Learning Goals, which has been designed to develop children's skills and knowledge in preparation for the National Curriculum. The Curriculum is divided into eight areas of learning

- Personal, social and emotional development
- Communication and language
- Physical development
- Literacy – Reading
- Literacy – Writing
- Mathematics
- Understanding the world
- Experiencing art and design

At Key Stages 1 and 2, pupils follow the National Curriculum, which is modified or differentiated to suit individual needs, so that children are taught at levels appropriate to their ability. All children have access to the National Curriculum which is differentiated to meet their needs. Children are assessed using the Foundation stage assessment materials in the Foundation Stage. At the end of Key Stage 1 and Key Stage 2 children undergo statutory assessment or teacher assessments as applicable. All children are assessed annually using P-scale criteria and performance is monitored using the B Squared assessment tool.

The balance of curriculum delivery varies according to a child's needs.

Throughout the school responsibility for learning is encouraged through making choices and demonstrating an ability to understand routines and reach expectations. The ability to work independently is directly taught where appropriate. There is a strong emphasis on learning through practical approaches and real

experiences. For the youngest children the curriculum is delivered through the medium of play with activities carefully planned and structured with specific objectives in mind in order to develop the child's learning.

Children with profound and multiple learning difficulties follow a highly structured timetable designed to help them understand or recognise familiar elements in the day. The curriculum is delivered through a multi-sensory approach with support from the whole range of professionals who work together to support the children's learning.

Children with autism are taught using the methods of TEACCH. As the children have good visual skills, they are taught to follow visual information to help them become independent. TEACCH is used to enable pupils with autism to access the curriculum. They may be taught in a structured class or as part of the main school.

Education staff work closely with the range of therapists to develop children's programmes and ensure they are well integrated into their day. Children with physical disabilities, including delayed co-ordination development are supported by the teacher, in conjunction with the therapists, who structures programmes to improve their co-ordination, dexterity and organisational skills.

The National Curriculum is taught incorporating QCA modules and the Equals Schemes of work particularly for pupils with Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

Every child has an Individual Education Plan, which is devised with parents, and colleagues at review meetings.

Parents are regarded as essential "partners" in their child's development and regular involvement is encouraged through formal and informal meetings to discuss a child's progress, though use of home/school books, telephone calls, parents evenings, workshops, social events and parent groups. Theraplay is available to families, and several staff members are trained to deliver support in this way.

In addition to the Teachers and Learning Support staff employed at the school, additional specialists are involved in the education of the pupils as appropriate.

Some pupils are able to access Art Therapy, Music Therapy and Drama Therapy if this is considered appropriate. Creative activities are very important at Rowan Gate Primary School, and the school ensures high quality provision is made for Drama and Music.

There are PE specialists at the school and each child has access to high quality PE activities, including swimming during their time at the school.

Review

Role of the school:

Review arrangements for pupils with EHC Plans and for pupils with Statements of SEN are set out in the relevant SEN Codes of Practice. Rowan Gate will adhere to these, ensuring that due process is followed and that relevant timeframes are adhered to.

Role of the Local Authority:

Northamptonshire Local Authority will review a pupil's EHC Plan and Statement of SEN in accordance with the relevant SEN Code of Practice. The Local Authority will ensure that due process is followed and that relevant time frames are adhered to.

Assessment and Monitoring

For students:

- Pupils are admitted to Rowan Gate Primary School with up-to-date assessment information about their special educational needs, accompanied by a recently issued statement of special educational need/EHC plan. Initial objectives are agreed with parents/carers based upon the information received.
- The statutory review of each pupil's statement or plan is carried out at least annually at a formal meeting with parents/carers and other concerned professionals.

- The school curriculum allows for accurate assessment and monitoring of pupil progress in all subjects. The parent consultation evenings allow for discussions on all aspects of a pupil's school life.
- Transition reviews take place in Year 6.
- The first set of objectives are agreed at the Admissions meeting and thereafter at review meetings. Reviews of individual statements/EHCP plans take place at least annually and are accompanied by advice detailing the child's achievements and progress. Where a child's needs have changed significantly, further advice may be requested.
- At the annual review meeting the priority areas for the coming year are agreed and objectives set to meet these needs. Teaching staff then devise Individual Educational Programmes to plan for and monitor the small steps of progress that will lead to the achievement of the agreed objectives. The recommendations from the Annual Review are forwarded to the Local Authority team for approval. Performance is monitored by class teachers termly. Performance data (Bsquared) is evaluated annually by the Senior Leadership Team and is shared with staff and governors.

For the school:

- The school is included within the Local Authority's monitoring cycle. A report is written and the school incorporates recommendations within the whole school development plan.
- The school is inspected by OFSTED, and was judged as Outstanding in March 2014.

Exit Criteria and Arrangements

The needs of individual students are paramount. If reintegration into mainstream school is appropriate, at whatever age, this will be discussed in full with parent at the Annual Review, and a plan drawn up, which will be forwarded to the Special Needs Assessment Panel for agreement.

If reintegration into mainstream school is not appropriate, pupils usually transfer to secondary special schools at 11+.

Staffing Details

The well-qualified and experienced staff is able to meet the wide range of pupils' personal, educational and social needs. Staff who support children with Autism have undertaken extensive further training in the TEACCH method and the use of PECS. All staff are trained in positive handling (Team Teach.)

Some teaching staff have a responsibility for leading a subject area.

The school has a Family Liaison Teacher on both sites, who offers support for parents and carers.

Future Plans

The school aims to maintain the current high standards of achievement and attainment.

The school aims to continue and further develop the new provision in Rushden.

For more information, please visit the school's website:

<http://www.rowngateprimary.co.uk>