



SEN Information Report September 2026/27

1	What kind of special educational needs are provided for at Rowan Tree Primary School?	Rowan Tree Primary Specialist School has a capacity for 125 pupils with severe and complex learning needs aged between 4 and 11 years old, currently Rowan Tree has 142 pupils, with 98% of learners diagnosed with autism, 94% are non-verbal, and have significant, persistent and long-term needs as well as high personal care needs.
2	How does Rowan Tree Primary School identify and assess my child's special educational needs?	All pupils attending school have in place an EHC plan. Should you feel that the needs of your child have changed and that the EHC Plan needs updating you should discuss this at your child's annual review meeting. If parents have any further concerns, referral to other agencies can be made, e.g. referral to physiotherapy, speech and language therapy.
3	How is the decision made about what type and how much support my child will receive?	In the first instance the Local Authority through the EHC plan will determine, the level of support needed by each child. On admission to school the Senior Leadership Team, based on the EHC plan will determine which class group would best meet the needs of the child. The class teacher then decides the level of support for individual pupils from within the class team. For those pupils where assessments and tracking indicate additional support maybe required, discussions are held between the class teacher and senior leaders to determine what this might be. Typically, this support continues to be provided from within the class team, but may be targeted at specific times, i.e. break times. If the evidence suggests that a higher level of support maybe beneficial, this is agreed by senior leaders as the resource is provided from within the school. Due to the high levels of staffing in each class this is not required very often and only in extraordinary situations, would additional support be requested from the Local Authority.

4	How will Rowan Tree Primary School staff support my child/young person?	Classes have high staffing ratios, and each highly skilled team can quickly identify requirements for additional support on an ongoing basis throughout the year and will discuss these with senior managers and parents. Class sizes average 10 pupils. The class teacher and teaching assistants plan for the pupils. The class teacher is responsible for the overall assessment of pupil progress. Pupils are taught as a whole class, in small groups and 1:1 by both the class teacher and teaching assistants. We believe it is important for pupils to develop relationships with several adults and so unless it is an identified requirement of a pupil's EHC plan, we do not allocate specific assistants to work with identified pupils. All pupils work with every adult in their class team. Class teams work closely with health professionals e.g. SaLT, OT physiotherapists to ensure that pupils health needs provide limited barriers to them accessing the curriculum. The School Governors are ultimately responsible for the progress and attainment of all the pupils although they delegate this responsibility to the Headteacher. Governors receive collated and anonymised data about the progress of groups of pupils and hold the Headteacher to account for how good this is, in comparison to nationally similar groups of pupils. <u>Universal School Response</u> • Small class groups • 1 teacher to 10 pupils is the average, with the number of teaching assistants appropriate to support the needs of the class • Support provided to meet personal care needs, medical needs and social needs • Multi- agency support • Weekly class team meetings to review pupil progress, RLP's, share information etc • Weekly teacher meetings to share information, review practice • On site NHS Speech & Language Therapy Team (SaLT) (part time) • Programmes and CPD ensures all staff are aware of recent developments to meet pupils needs • All staff trained in Team Teach de- escalation and positive handling to support behaviour management <u>Targeted Support for Groups and Individuals</u> • Specialist staff support during lessons and class activities • Support/advice from internal behaviour team • Programmes and guidance provided by Speech and Language Therapists (SaLT), Occupational Therapist and Physiotherapist • Termly class & therapist meetings <u>Specialised Individual Support</u> • Targeted 1:1 support within the day • Additionally funded support from a Teaching Assistant as outlined in EHC plan • Regular multi-agency support and meetings
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5	How will the curriculum offer at Rowan Tree Primary School be matched to my child's needs?	The curriculum is based on the EYFS Statutory Framework and the revised National Curriculum which has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. Some pupils follow a multi-sensory approach to the curriculum to ensure learning is accessible and pupils pro-actively engage and make progress. Long and medium curriculum plans are written for all aspects of the curriculum. Core to our curriculum is the development of skills in the areas of communication, personal and life skills, wellbeing, literacy and numeracy. Teaching 'learning to learn' skills are key to the achievement and progress of pupils. Helping pupils to learn to sit, listen, and focus as part of a group as well as an individual are integral to our teaching. Pupils also have the opportunity to generalise and transfer their learnt skills to community settings through educational trips and visits. An emphasis is also placed upon all pupils becoming as independent as possible, as both a learner and a young person. Every child has a Responsive Learning Plan with individual learning targets and, as appropriate, Individual behaviour Support plans which both link directly to the EHC plan long term outcomes <u>Universal School Response</u> • Use of a total communication approach • Use of visual supports and symbols to enable pupils to access all activities • Responsive Learning Plan reviewed at least ½ termly • Individual Pupil Profile outlining key learning needs, revised annually • High-quality planning for all subjects with differentiated outcomes for every pupil • Medium term schemes of work ensure a broad and balanced curriculum is on offer • Highly personalised learning outcomes to meet individual learning needs • Regular, planned educational visits to enable pupils to transfer skills into real life contexts and learn in a variety of stimulating environments; all carefully risk assessed • Curriculum Updates are sent home and uploaded to the website on a half termly basis outlining current curriculum topics • Use of Zones of Regulation and focus on positive behaviour management for all pupils • Well-resourced environment • Access to specialised areas such as Sensory Gyms, Sensory Studio, low arousal rooms, Messy Play. • Large external, accessible play areas which include sensory circuits, trim trails, outdoor gym. • Outdoor Classroom and Learning Environment • Access to a range of enrichment activities, e.g. cycling, swimming, horse-riding, climbing, archery, adventure play <u>Targeted Support for Groups and Individuals</u>

		• Interventions, e.g. literacy, maths, communication groups, fine motor groups. • Individualised learning programmes • Use of TEACCH strategies and interventions - visual timetables and symbols • Use of visuals and symbols • Use of individualised social stories for a range of activities, lessons and experiences • Individual charts with external motivators and reward systems used throughout each day • Individual health care plans, including protocols and / or risk assessments for pupils with identified health needs • Ongoing monitoring and analysis of Positive Behaviour Support Plans (PBSPs) • Meetings with parents regarding specific issues • Relevant information shared at class, key stage or at whole school meetings to ensure consistency for pupils. <u>Specialised Individual Support</u> • Ongoing review of Individual Learning Targets • Support from specialist health and therapy teams • Multi agency meetings to review effectiveness of support • Risk assessments relating to specific activities • Differentiated timetable and activities • Alternative timetable • Personalised Thrive offer
6	How will both you and I know how my child is doing and how will you help me to support my child's learning?	An online communication system (Class Dojo) is used to share essential information by both school staff and parents. There is an opportunity to discuss progress at Parent/Carer Consultations and at the Annual Review. Parents also have access to our online recording of work, Dojo Portfolios, so that they can see what their child has been learning each day and their progress. Assessments of your child's progress are made on a daily, weekly and half termly basis. Each half term there is a class team pupil progress meeting, once a term, each class teacher meets with the assessment, and curriculum leads to discuss each pupil's progress. We host ½ termly family learning activities, generally held during the school day, to which family members are invited to work with their child on staff guided activities. Parents can request additional support via the class teacher or pastoral support worker <u>Whole School Response</u> • Ongoing contact with parents through Dojo • Ongoing assessment of pupil progress and attainment which is monitored half termly through meeting with SLT and teachers • Termly timetabled opportunities for parents to meet with staff • Termly detailed analysis of assessment data for whole school, groups of pupils and individuals • Detailed annual review report of EHC Plan, discussed at Annual Review meeting • Detailed end of year reports including progress and attainment data

7	What support will there be at Rowan Tree Primary School for my child's overall wellbeing?	Pupils' wellbeing and emotional health is as important as their academic progress. On entry to the school a Learner Profile is written for each child outlining their interests, needs and abilities, this information is based information from parents and professional assessments. Positive behaviour support plans and positive handling plans incorporate a child's personal likes such as cartoon characters, favourite toys etc. which are used as motivators and rewards. This increases the chance of the programme's success and adds to the child's enjoyment of school. Parents are key contributors to the development of these plans. Parent/Carers can request a formal multiagency review if they are concerned regarding their child's health, wellbeing or academic progress. <u>Universal School response</u> • Welcoming learning environment in which everyone is valued • Positive adult role models with a 'can do' approach to learning and life • Focus on developing independence, confidence and self esteem • Personal Social & Health Education is a core curriculum subject <u>Targeted Support for Groups and Individuals</u> • 1:1 work with key identified staff to support emotional development • Relationships and Health Education is delivered throughout school and to small, targeted groups, as needs arise. • Pupils have individual health care plans <u>Specialised Individual Support</u> • With support from parents, if children present with possible emotional and mental health concerns a referral will be made to the educational or NHS clinical psychologist • With support from parents, referral to other agencies for additional support for pupils and their families • Personalised Thrive offer
8	What specialist services and expertise are available at, or accessed by, Rowan Tree Primary School?	Senior leaders, teachers and support staff are highly skilled in meeting the individual learning, behavioural, communication, social and health needs of pupils. Further specific advice and/or ongoing guidance and support is accessed from • Therapists: SaLT who work on site weekly • Paediatricians • Educational Psychologists • Clinical Psychologists • Social Care Services • Specialist Teachers for VI and HI • CAMHS link worker

		• Link Social worker • Sleep Clinic Consultant
9	What training do the staff supporting children have, or are having?	All staff receive comprehensive and ongoing training in meeting the needs of pupils with severe and complex needs with an emphasis on meeting the needs of pupils with autism. Mandatory training includes child protection; first aid and Team Teach. There is also targeted, individualised training in medical procedures is provided to support specific pupils, e.g. manual handling, feeding and swallowing, administration of medication, using specific communication devices. Class teams receive regular updates from medical and therapy staff. <u>Universal School Response</u> • All teachers have experience of working with pupils with SEND • Induction programme for all new staff • All staff attend five INSET days each year which are used to further extend staff knowledge and expertise and to work collectively on areas of whole school improvement. • All class-based staff are Team Teach trained • All staff attend Child Protection and First Aid training • All staff have attended training on a range of approaches to meeting the needs of children with Autism: TEACCH, Visuals, Zones of Regulation, Attention Autism, Sensory Processing, Supporting pupils with Avoidant and Restrictive Diets (ARFID) <u>Targeted Support for Groups and Individuals</u> • Relevant Teachers & Teaching Assistants experienced in meeting the health needs of pupils, e.g. administration of medicines including some emergency medicines, gastric feeding, management of seizures • Teachers & Teaching Assistants experienced in working with communication devices • TEACCH trained teachers and teaching assistants • Training for teachers and teaching assistants in specific teaching approaches e.g. Read Write Inc., Maths Mastery, Active Maths, See & Learn • Specific groups of staff trained in the use of the Sensory Studio and Immersive Learning Technology, Sensory Gyms • Staff trained in Intensive Interaction • Staff trained in Rebound Therapy, Flexi bounce and Massage. • Staff trained as Forest School leaders
10	How will my child be included in activities outside the classroom, including school trips?	All pupils participate in whole school, class, group or individual educational visits that are offered as part of the curriculum. The number of trips and may vary depending on the age and needs of Residential trips are offered to all pupils in Key Stage 2. Where there is a cost to these trips, parents are asked to pay, as the trips are additional to the curriculum. A risk assessment is written and agreed by a member of the teaching team each time an educational trip or visit takes place.

11	How accessible is the environment at Rowan Tree Primary School?	We are a fully accessible single storey school. Disabled toilets, showers and changing facilities are available in school for those pupils who require them. Some bathrooms are fitted with ceiling hoists. Manual hoists are provided for all other locations. Disabled parking is identified at the front of school. Signs and symbols are used throughout the school environment and throughout the school day to enable pupils with literacy and communication difficulties to access the school environment and curriculum. A range of specialist equipment to meet the assessed needs of pupils is available throughout school and staff are trained in its use e.g. communication aids, seating and standing frames for postural management to aid access to learning.
12	How will the school prepare and support my child to join Rowan Tree Primary School or transfer to a new school?	For parents whose child joins at the start of the academic year, parents will be invited to meet the class teacher and staff team at a 'New Parents' Meeting (pre-admissions) which is run by the Head Teacher, Deputy Headteacher and Early Years Leads. Other professionals are also invited to this meeting such as therapists and the LA transport coordinator. After this meeting your child will be invited to spend some time with their new class. The number of times your child will visit varies but generally we have found a shorter transition to be most successful. At the end of September there is a meet the class team' coffee morning' when parents are invited to spend time in the classroom with pupils and staff. With parental permission home visits are made by various staff to offer bespoke in the home support, often linked to behaviour, sleep or restricted eating In June parents are informed of the new class their child will be in from September. Pupils also have 'moving on days' during this time, pupils spend time with their new class group. We have found this to be very successful in familiarising a child with their new team and reducing any anxiety about their new class, pupils are also provided with personalised social stories to support any important transitions For parents whose child is joining us at a different time, the meetings and visits are arranged on an individual basis. In the pupil's final year at Rowan Tree Primary School, the child's Annual Review meeting is held in the Autumn Term and the transition to the high school discussed. Parents and pupils are encouraged to visit prospective high schools to help them decide about the next step of their child's education. During their final term at Rowan Tree, pupils make a number of planned transition visits to their new school supported by staff. Meetings are held between staff of the two schools to share relevant information about each child. These are very successfully in ensuring a smooth transition.

13	How are Rowan Tree Primary School's resources allocated and matched to the needs of the children?	Each child receives support matched to their own level of need. Teachers carry out baseline assessments within the first two weeks of admission to write the individual's learning targets. With permission from parents, a request for assessment by the therapy teams will be made. Support from the therapy team will be based on this assessment. The focus of support and resources is related to individual needs and circumstances.
14	How are parents involved at Rowan Tree Primary School How can I be involved?	• We actively encourage parental involvement and welcome partnership with parents. • There is ongoing regular two-way communication between home and school through the Class Dojo (an online tool) • Staff members also make regular phone calls to parents and are on hand at the end of the day to speak to parents. • Family Learning Activities take place each half term. These provide an opportunity for family members to engage in activities with their child and observe some of the strategies we use with pupils during the school day. These are open to all families. • A very strong school parent association - Rowan Family Tree host half termly events for parents and families • Parent coffee afternoons and workshops are open to all parents • Parent training is offered throughout the school year; communication, toileting, sleep, eating, behaviour, 1st aid and online safety
15	Who can I contact for further information?	Please contact Louise Curran, Headteacher, at school should you wish any further information. Tel: 01942 883928 Email: enquiries@admin.rowantree.wigan.sch.uk Website: www.rowantree.wigan.sch.uk
16	Wigan Council SEND Local Offer	Click the following link to find out further information about Wigan Council SEND provision https://www.wigan.gov.uk/Resident/Education/Special-Educational-Needs-and-Disability/Special-Educational-Needs-and-Disabilities.aspx