

# Special Educational Needs and Disability (SEND) Information Report

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The Rosewood School (TRS)

Academic Year: 2025–2026

## 1. Context

The Rosewood School provides education for young people who are unable to access mainstream schooling due to a range of health-related needs or circumstances. All pupils attending The Rosewood School are referred by their school; a 12-week placement is offered if the pupil has a health need that is diagnosed by a medical professional (see referral page of the TRS website for the full criteria). Unlike other schools in Kent, parents and carers do not apply directly for a place; instead, referrals are made through the pupil's home school.

Unlike mainstream schools, which publish a Special Educational Needs and Disability (SEND) Information Report outlining their provision within a local catchment area. The Rosewood School operates across the entire county of Kent. This wider reach allows students from various locations to access short-term educational support in a smaller, more tailored setting. The school offers a structured and nurturing environment where students can reengage with their education while addressing their health-related challenges.

The Rosewood School provides a flexible approach to education that caters to the unique circumstances of each pupil. Our commitment is to ensure that every student receives the necessary support to help them progress academically and personally during their time with us.

## 2. Aims

The Rosewood School (TRS) supports pupils that are identified as having physical and mental health conditions, which prevent access to their home school. TRS is classed as a medical Pupil Referral Unit (PRU) and will support pupils on a short-term basis, with the aim to return to their home school or other suitable educational setting. Pupils remain on the educational roll of the home school and are registered as dual roll students in both establishments. Due to the nature of the pupils that access our service, many pupils will have additional SEND in addition to their mental and/or physical health needs.

### **Information on policies, people and statutory guidance**

The school discharges its statutory duties as laid out in the Special educational needs and disability code of practice: 0 to 25 years (June 2015) in the following ways:

- The policy is implemented effectively across the school.
- Identifying the needs of pupils with SEND at the earliest stage on arrival to The Rosewood School.
- Engaging with parents and carers to ensure they are involved in decision-making processes.

- Collaborating with external agencies and professionals to support pupils' educational and developmental needs.
- Regularly reviewing and updating pupil profiles to reflect the evolving needs of each pupil.
- Ensuring compliance with statutory requirements, including Education, Health, and Care (EHC) plans where applicable.
- Providing staff training and development to maintain effective SEND support.

### **Accessibility**

The Rosewood School is committed to ensuring that all pupils can access education and school life regardless of disability or additional need. Reasonable adjustments are made where required to support access to the curriculum, learning environment and wider school activities. The school works closely with families and external professionals to identify and reduce barriers to participation. Accessibility arrangements are reviewed regularly in line with the school's Accessibility Plan, the full plan can be found here -

<https://trs.kent.sch.uk/media/hxghdkbi/rosewood-school-accessibility-plan.pdf>

### **Curriculum**

The curriculum at The Rosewood School is designed to ensure continuity of education through inclusion to support learning for pupils with medical, physical and mental health needs. The school provides a broad, balanced and ambitious curriculum that combines academic progress with personal development, wellbeing and preparation for future pathways. A strong emphasis is placed on re-engaging pupils with education, rebuilding confidence and supporting successful reintegration into mainstream, specialist or post-16 provision. The curriculum is designed to develop independence, confidence and emotional wellbeing alongside academic achievement.

Our teaching is rooted in the belief that predictable routines help all students feel safe, confident, and ready to learn. Across the school, lessons follow consistent structures that reduce cognitive load, lower anxiety, and create a calm learning environment where pupils know what to expect and how to succeed. Every lesson begins with retrieval practice focused on essential foundational knowledge and diagnostic questioning. This is embedded within our classroom routines to help teachers quickly identify misconceptions and to enable responsive teaching and timely re-teaching so that all pupils can make progress from their individual starting points. Consistent assessment for learning routines also increase participation and engagement by ensuring that students feel supported throughout the learning process.

At Key Stage 3, pupils study core subjects including English, Mathematics and Science, alongside a range of foundation subjects such as Art, PSHE, Citizenship, Classics, RE, ICT, Personal Finance, Criminology and Health & Fitness. These subjects aim to broaden pupils' experiences, support wellbeing and develop interests that may continue into Key Stage 4.

At Key Stage 4, Year 10 pupils follow a broad curriculum that includes English, Maths, Science, Citizenship, Fine Art, PSHE, RE, ICT, PE, Health & Fitness, Personal Finance and Criminology. Year 11 pupils also have access to English, Maths, Science, Citizenship, Fine Art, PSHE, PE, Health & Fitness, Personal Finance and option subjects including Triple Science, Psychology, English Literature and Business & Enterprise. The curriculum combines

academic, creative, vocational and practical learning opportunities to support pupils' aspirations and future destinations.

The Rosewood School also places significant importance on personal development and "Beyond the Classroom" learning. This includes careers education, work-related learning, enrichment activities and opportunities to develop social skills, confidence and resilience. This helps pupils explore future pathways and prepare for education, employment and adult life.

For primary-aged pupils, the curriculum is designed to address gaps in learning, nurture a love of learning, and maintain strong communication with families and referring schools. Teaching approaches are tailored to meet a range of learning styles and individual needs. Pupils also receive lessons in phonics and reading.

### **3. Identifying and assessing SEN**

At The Rosewood School, pupils' Special Educational Needs and/or Disabilities (SEND) are identified and assessed through a collaborative approach. Information is gathered from referral documentation, home schools, external professionals, parents/carers, and the pupils themselves to build a clear understanding of individual strengths and needs. KS2 data is also analysed to identify pupils who did not meet expected standards, in order to determine whether there may be any previously unidentified or unmet SEN. This process helps to ensure that pupils requiring additional support are identified at the earliest opportunity. Consideration is also given to disadvantaged pupils eligible for Pupil Premium (PP), as there is a recognised overlap between pupils identified with SEN and those who are PP, enabling the school to monitor potential barriers to learning and provide targeted support where needed.

SEN needs are further identified through observations, ongoing assessment, and regular monitoring of pupils' academic progress, behaviour, attendance, and wellbeing. These processes help staff to recognise barriers to learning, including social, emotional, mental health, and communication needs, and to identify areas where additional intervention or support may be required. Regular review meetings, including 4- and 8-week reviews, enable staff to evaluate progress, adapt strategies, and ensure appropriate provision remains in place. Close communication between education staff, pastoral teams, families, and external agencies helps to ensure that support is effective, responsive, and tailored to the individual needs of each pupil throughout their placement.

At The Rosewood School, the graduated approach is used within a short-term placement to respond to pupils' individual SEN needs through a cycle of assess, plan, do, and review. Staff continually assess pupils' strengths and barriers to learning, and will implement targeted interventions based on needs where required. Progress is closely monitored throughout the placement, with adjustments made where needed to support both academic and personal development. The approach also ensures effective communication with families, schools, and external agencies so that clear recommendations and next steps can be provided when the pupil returns to their mainstream setting or moves to a new provision.

### **EHCPS**

The Rosewood School works collaboratively with parents, carers, home schools, and external professionals to understand and meet each pupil's individual needs. While a pupil's named school retains overall responsibility

for the EHCP, The Rosewood School contributes to review meetings, shares progress information, and provides feedback to support decision-making and successful reintegration or transition planning. The SENCO plays a key role in coordinating support, liaising with external agencies, and ensuring that pupils with EHCPs can access inclusive teaching, targeted interventions where appropriate, and emotional support throughout their placement.

As a short-term alternative provision, The Rosewood School may not be able to deliver all of the specific provision detailed within Section F of an EHCP. Responsibility for ensuring that the special educational provision specified in Section F is delivered remains with the pupil's home school. The Rosewood School will, however, work closely with all parties to support identified needs and contribute information regarding progress and outcomes during the placement.

Many aspects of The Rosewood School's universal provision support all pupils to re-engage with education, develop confidence in education, and successfully access the learning environment.

#### **4. Parents**

There are reviews at week 4 and 8 of the placement, as well as a 2-week 'check-in' phone call. There is ongoing communication to ensure parents are fully involved in their child's education, enabling strong partnerships between home and school during a pupil's placement at The Rosewood School. Parents are kept informed about progress, next steps for reintegration, support strategies, and their views are valued developing a reintegration plan. The collaborative approach helps ensure that pupils' needs are understood, barriers to learning are addressed promptly, and children feel consistently supported both in school and at home.

#### **5. Pupils**

The Rosewood School have a weekly pupil voice sessions and a suggestion box they can use. Pupils are offered the opportunity to participate in 4- and 8-week review meetings, and regular one-to-one discussions when required ensure that pupils play an active role in their learning journey. These opportunities allow pupils to share their views, reflect on their progress, and contribute to decisions about their learning and support. Attending review meetings helps pupils understand their targets, celebrate achievements, and identify clear next steps, encouraging ownership of their progress. One -to-one discussions also provide valuable pastoral support, enabling staff to address any emotional, social, or academic needs promptly and effectively. Together, these approaches promote engagement, confidence, wellbeing, and a strong sense of inclusion within the school community.

## 6. Reviewing progress

Progress at The Rosewood School is reviewed regularly through a holistic approach that considers both academic achievement and personal development. Staff monitor pupils' attainment, engagement with learning, attendance, resilience and emotional wellbeing to build a clear picture of each pupil's progress from their individual starting points. Reviews draw on assessment information, therapeutic input, classroom engagement and attendance data, including comparisons with attendance at pupils' previous settings or home schools. This enables staff to identify strengths, barriers and emerging needs quickly, ensuring that support strategies and interventions can be adapted effectively. Regular communication with parents, carers and referring schools ensures that progress is shared openly and that all stakeholders contribute to planning next steps. The school places particular importance on pupils' re-engagement with education, confidence in learning and readiness for their next stage of education, employment or training.

## 7. Transitions

Transition support is provided for reintegration, specialist placements, or post-16 pathways, with reintegration forming a key focus of the school's work. Staff work closely with pupils, families, home schools and external professionals to ensure that any transition is carefully planned. Reintegration programmes are built into the school curriculum through discrete lessons and post-16 support. Reintegration is reviewed regularly to help pupils rebuild confidence, increase attendance and successfully re-engage with mainstream or specialist education.

## 8. Teaching approach

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Ensuring they follow the SEND Policy.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and how they can be linked to classroom teaching
- Working with the SEND lead to review each pupil's progress and development and decide on any changes to provision
- Mainstream Core Standards (MCS) approaches to ensure the support for pupils is ingrained in their planning and delivery of lessons

## 9. Universal Offer

We aim to provide experiences that acknowledge the difficulties that each child is facing but which are both educationally challenging and enjoyable. These activities consist of internal and external visits and visitors: -

- External speakers
- Off-site visits
- Equine Facilitated Learning
- Animal management at our Staplehurst small holding
- Counselling
- Reintegration

- Beyond the Classroom
- Bulunga Coffee Shop

All pupils access an enhanced universal offer due to the smaller setting, including smaller class sizes and higher staff ratio.

## **10. Multi-agency working**

The school works closely with educational settings, healthcare professionals, CAMHS, social care teams, and the Local Authority to ensure pupils receive coordinated and effective support that meets their individual needs. In particular, we work very closely with the health team at Kent and Medway Adolescent Hospital (KMAH), the Dynamic Support Service (DSS), and CAMHS. Due to the nature of our provision, maintaining strong partnerships with external agencies is essential in supporting pupils with a range of complex needs, including SEN, mental health needs, and other barriers to learning.

These partnerships enable the effective sharing of information, professional advice, and strategies that support pupils' academic progress, emotional wellbeing, attendance, and wider development. They also help to ensure that the wider network surrounding the pupil is fully informed and involved throughout the pupil's time at The Rosewood School. Regular communication and multi-agency working ensure that interventions remain consistent, timely, and responsive to the individual needs and circumstances of each pupil. External specialist advice is sought where pupils require additional assessment, intervention or therapeutic support beyond that ordinarily available within the school setting.

## **11. Local Offer**

The Rosewood School is an integral part of Kent's SEND offer and as such we provide short-term educational provision to pupils who are hospital in-patients or unable to attend a mainstream school due to their medical/physical/mental health needs.

More information can be found here: <https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/about-the-send-local-offer>

## **12. Staff expertise**

Staff receive weekly CPD to ensure they are equipped with the knowledge and skills needed to meet the diverse and changing needs of pupils within the provision. Training regularly includes areas such as medical needs, mental health, safeguarding, and SEN, enabling staff to provide effective, informed, and responsive support. CPD opportunities are also regularly sourced from external professionals and agencies, such as specialists from KMAH, The Brain Injury Trust, and The BDD Foundation, ensuring staff benefit from expert knowledge, current guidance, and best practice approaches. This ongoing professional learning promotes consistency in practice, strengthens staff confidence, and helps create a safe, inclusive, and supportive environment.

## **13. SEN Queries**

Parents, carers and professionals can contact the SENCO with any queries relating to a pupil's SEN. The SENCO oversees SEN provision within the school and can provide information regarding support, access arrangements, referrals and review processes. The school encourages clear communication to ensure that relevant information is shared and that pupils' needs are monitored appropriately.

Contact details: SENCO – Kayleigh Hales – [k.hales@trs.kent.sch.uk](mailto:k.hales@trs.kent.sch.uk)

The SENCO holds a Post-Graduate Certificate for SEN Coordination.

## **14. Complaints**

We are committed to working in partnership with parents and carers whilst your child attends The Rosewood School. If you have any concerns about the support your child receives for their special educational needs, we encourage you to raise them as soon as possible.

### **Step 1: Talk to the SENCO**

In the first instance, please speak to the SENCO (Special Educational Needs Coordinator). Most concerns can be resolved quickly through discussion.

### **Step 2: Escalation to the Head of School**

If you are not satisfied with the response, you may contact a member of the Head of School. They will review your concerns and seek to resolve the issue.

### **Step 3: Formal complaint**

If the matter remains unresolved, you can make a formal complaint following our school's Complaints Policy, which is available on our website.