



# ROUNDHAY SCHOOL

EST. 1903

Policy name: **Special Educational Needs and  
Disabilities (SEND) Policy and  
Information Report 2019/20**

Author: **R Hirst**

Governor committee: **N/A**

To be approved by: **Full Governing Body**

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Applicable to

**PRIMARY CAMPUS**

**SECONDARY CAMPUS**

**SIXTH FORM**

Provision for children with Special Educational Needs and Disabilities is coordinated by:

**Through School SENCo- Strategic Lead of SEND:** Rebecca Hirst

**Secondary Assistant SENCo's:** Kate Snow  
Anna Cooper  
Sarah Williams

**Primary SENCo:** Laura Coles

**Primary Assistant SENCo:** Rachel Hewston

## Mission Statement

Roundhay School values the individuality of all children. We are committed to giving all of our pupils every opportunity to achieve the highest standards. We do this by taking into account pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our children matter. This report helps to ensure that our school promotes the individuality of all our children, irrespective of age, attainment, background, disability, ethnicity or gender. At Roundhay, every teacher is a teacher of SEND.

We were judged in November 2013 to be OUTSTANDING in all categories when visited by Ofsted. The inspection team, including two of Her Majesty's inspectors stated that: "Roundhay School is all about its students", where "students make rapid progress and academic standards are high", and "staff ensure that each one, regardless of background or ability, is given the opportunity to shine." The school works with Leeds City Council to provide for children with Special Educational Needs and Disabilities in accordance with the Children and Families Act 2014 and the SEND Code of Practice 2015.

It is essential to refer to the statutory documents published on the school's website in conjunction with this report.

The SENCos, with the support of the Headteachers and the Governing Body, take responsibility for the day to day operation of provision made by the school for pupils with SEND and provides professional guidance in the area of SEND to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

Please make an appointment with the school office if you wish to speak to the SENCos or Inclusion Team.

### Definition of Educational Special Needs

Any pupil at some stage within their school career may develop an individual educational need that differs from the majority of their peers.

The 2014 Code of Practice says that:

“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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.” - Taken from 2014 SEN Code of Practice: 0 to 25 Years.

### **Headlines from the 2014 Code of Practice:**

#### **From September 2014:**

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of Need known as ‘Special Education Needs Support’ (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.

#### **There are four broad categories of SEND:**

- Communication and interaction

*The school receives excellent support from the AUTISM STARS team and also an in-house Speech and Language Therapist. A broad range of interventions and strategies have been developed.*

- Cognition and learning

*The school has invested considerably in the development of quality teaching. Wave 2 and Wave 3 interventions are in place to support pupils with additional needs. Support is accessed where appropriate from external agencies such as SENIT and the Educational Psychologist.*

- Social, emotional and mental health

*We have two well established pastoral teams within the inclusion team that provide a range of support and interventions. We have an experienced Child and Adolescent Mental Health worker working across both sites to support, children, parents and staff.*

- Physical and sensory

*The school has a good standard of accessibility. Considerable amounts of time are dedicated to ensuring that staff have the resources and training to meet the very complex requirements of children with sensory and physical needs. We currently support children with Cerebral Palsy, Spinal Muscular Atrophy, Profound hearing loss and severely reduced vision. We have a highly skilled ‘Care Team’ to support pupils on roll with us currently.*

- We are working closely with parents and children to ensure that we take into account the child’s own views and aspirations and the parents’ experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.
- All children benefit from ‘Quality First Teaching’: this means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning. In addition, we implement some focused interventions to target particular skills. Pupils who are

identified as having SEND receive support that is 'different from' and/or 'additional to' normal class differentiation.

- We have high expectations of all our children.

Please refer to the whole school provision maps for more detailed information.

**Underpinning ALL our provision in school is the graduated approach cycle of:**



All teachers are responsible for every child in their care, including those with special educational needs. (Reference: SEN Code of Practice 2015).

- **Assess:** Investigation into the pupil's needs will take place with parental involvement following expressions of concern from school, family or other professionals. The SENCo will then determine if a pupil requires additional provision or not.
- **Plan:** Parents will receive notification of their child's extra provision. The school will agree outcomes of the SEND plan in consultation with the parent and pupil. Meetings will be solution focussed with discussion of intervention strategies, support and expected impact on progress along with a review date.
- **Do:** Class teachers are responsible for quality first teaching and the implementing of guidance from SEND plans. Specialists may be involved at any point to support a child or young person's progress and may be part of the plan. Wave 2 (small group) and Wave 3(individual/specific) interventions may also form part of the plan.
- **Review:** The effectiveness of support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date and provision revised accordingly. Reviews will be held at the appropriate times and usually at least three times a year. When a pupil is consistently making good progress against outcomes, the pupil will be removed from the SEND register.

### **Aims and objectives**

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND;
- To ensure that every child experiences success in their learning and achieves to the highest possible standard;

- To enable all children to participate in lessons fully and effectively and to have their voices heard;
- To value and encourage the contribution of all children to the life of the school;
- To work in partnership with parents;
- To work with the Governing Body to enable them to fulfil their statutory monitoring role;
- To work closely with external support agencies, where appropriate, to support the need of individual pupils;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

### Identifying children at SEND (SEN Support)

Children with SEND are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at pupil progress meetings where children are identified as not making progress in spite of 'Quality First Teaching'. They are discussed with the Inclusion team and a plan of action is agreed.
- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - 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 the child and their peers
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SEND Support on our SEND register following detailed assessments.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASC, ADHD or an additional disability. We are unable to provide a diagnosis for dyslexia but the team are able to support you with the pathway to access this.

### Working with Parents and Children

We aim to have positive and informative relationships with all of our parents/carers. If a child is experiencing difficulties, a member of staff working with the child will inform parents and agree and plan the appropriate provision. This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interests, the child may be invited to attend all or part of the meeting.

Thereafter, parents and children are welcome to make an appointment to review progress made, set targets and agree provision for the next term.

We welcome and encourage all parents to participate in their child's educational progress from the outset. We will draw attention to available support outside school (e.g. Leeds SEND Information Advice Support Service formerly known as Parent Partnership Service)

Pupils with SEND are given regular opportunities to voice their opinions and views. For example at primary there is a regular cycle of pupil voice, ask it baskets, worry monsters and books, and talking mats. At secondary student voice is collected regularly, talking mats are still used for many pupils. Once pupils are in year 9 they are introduced to Preparing for Adulthood, discussing aspirations for careers, independent living, healthy living, community and relationships. Parental voice is also collected before any meetings. If a parent is concerned that their child may have additional needs then they would discuss with the year leader who can pass on details to the Inclusion team. The Inclusion team is always represented at parents' evenings for any additional enquiries. These are used to aid in planning and improvements to provision where appropriate.

Furthermore, Personal Education Plans take place for Children Looked After and at the Primary Campus this is extended to completing Education Plan meetings for Post Adopted Children.

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from specialised provision.

As young people prepare for adulthood, EHCP outcomes will reflect their ambitions, which could include higher education, employment, independent living and participation in society.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Specific outcomes for the child will be set/reviewed in this meeting. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

As part of Leeds LA, your child is not automatically allocated additional funding despite being in receipt of an EHCP.

### **Funding for Inclusion**

In specific circumstances, school is able to apply for top up funding from the local authority to further support the identified need including deployment of staff, resources and equipment as appropriate to best meet the needs of the child.

### **Teaching and Learning**

We believe that all children learn best when included with the rest of their class. Our aim is for all children to be working independently, in class. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

The needs of the vast majority of pupils will normally be met through differentiated curriculum planning and varied teaching styles. Additional teaching support, including Teaching Assistants, may be deployed to support this process.

The school has a range of interventions available which are listed on the whole school provision map. When considering an intervention, we look first at the child's profile of learning and specific assessment results in order to select the intervention which is best matched to the child.

### **Adaptations to the curriculum teaching and Learning Environment**

Both sites at Roundhay School are disability friendly. The schools are split over two and three levels. Both campuses have access to a lift, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. Every classroom at the primary site has a calm area which is available to all children and alongside this, all classrooms have the ability to include individual work stations tailored to children's individual needs. The secondary site has an inclusion base, an autism base and a dyslexia base which children can access when appropriate.

For more detailed information, please see the whole school provision maps.

### **Additional Resourced Provision at Secondary Campus**

The school is specially resourced to provide for pupils with specific leaning difficulties. The Dyslexia Base is staffed by specialist teachers and in-class support is provided by Teaching Assistants who are trained in the strategies necessary for working with dyslexic pupils. The Dyslexia Base is open to pupils attending schools within the Leeds Education Authority. All pupils taught in the Base will have an EHC plan specifying specific learning difficulties (dyslexia). Prospective pupils are referred to the SENCo or the Head of Dyslexia Base at Roundhay by feeder schools, Educational Psychologists, Casework Officers or parents.

## **Access to extra-curricular activities**

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where possible, we make reasonable adjustments to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs. If required, risk assessments are carried out and procedures are put in place to enable children to participate in activities.

## **Staff Expertise**

All of our teachers are trained to work with children with SEND. They all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to courses, provision of books or guidance towards useful websites. Some TAs and HLTA (Higher Level Teaching Assistants) have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities.

Rebecca Hirst is an experienced SENCO with the Advanced SENCO Award who oversees the provision of SEND over both school sites. Furthermore, the primary SENCO, Laura Coles, has also attained the Advanced SENCO Award.

Within the inclusion team we have a wide skill base including pastoral support workers, autism lead practitioners, a THRIVE practitioner, dyslexia specialists, CBT trained workers and staff trained in intimate care and physiotherapy.

The school has a private Speech and Language Therapist, Hannah Knowles, from The Talking House, who works with children, staff and parents 2 days per week.

The school also has a Senior CAMHS (Child and Adolescent Mental Health Services) Specialist, Mark McEvoy, who works with children, staff and parents 3 days per week to support children with Social, Emotional and Mental Health needs.

Furthermore, through the referral process, the school can access support from Educational Psychologists (Mel Whitby), NHS Speech and Language Therapists, STARS (Autism Team), SENIT (The Special Educational Needs and Inclusion Team), Occupational therapists, Physiotherapists, The Visually Impaired Team and The Hearing Impaired Team.

## **Links with Agencies, Other Schools and Educational Establishments**

We foster and develop links with the available support agencies and voluntary organizations, for example:

- Educational Psychology
- SENIT



- SENSAP
- Social Services
- Mindmate/CAMHS
- Health Services (ICAN) – including Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Services, Physiotherapy etc
- Primary and Secondary Schools through the SENCo network
- Guidance and Support available through the Alwoodley, Moortown and Roundhay (ARM) Cluster (including counselling, play therapy and family support workers etc)
- STARS Autism Outreach
- Alternative Curriculum providers
- Leeds City College

### **Children with Social, Emotional and Mental Health Needs (SEMH)**

Behaviour is not classified as a Special Educational Need. If a child shows consistent unwanted behaviours, the class teacher together with the SEMH team will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we would request a meeting with parents/carers and then may consider completing an Early Help Intervention with the family and support the child through that process.

If parents and the school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS through Mindmate. Depending on level of presentation, interventions may be offered by the inclusion team. These include support to classroom teachers, meetings with parents and occasional direct one-to-one work.

If the child is felt to have long-term social, emotional or mental health needs, for example with emotional management, the school can offer a range of social skills or therapeutic interventions lead by the SEMH team. These are generally delivered by our SEMH team who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with pupils to reflect on their actions and the consequences that this has on others.

### **Transition Arrangements - Transition into and within the school**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
  
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Transition reviews for Year 6 pupils are held, where possible, in the Spring term of Year 6. The secondary SENCo/ Assistant SENCo's are invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Enhanced transition arrangements are tailored to meet individual needs.

### **Transition to or from external settings**

We foster strong links with feeder schools, nurseries and post 16 settings to ensure a smooth transition for all pupils including those with SEND. Arrangements include:

- Dedicated staff to deal with transition at all key phases
- Parents information evening
- Parental visits/meetings
- Guidance and support
- Ambassador days (secondary)
- Liaison with external agencies to support with transition to local colleges etc.
- Close collaboration with the Local Authority
- Access to the Careers Enrichment & Engagement Team at secondary site

### **The Governing Body**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and in the first instance can

be addressed through the class teacher, SENCo or the Headteacher through the school's complaints policy and procedure. Advice and support is also available from SENDIASS.

## **Admissions**

Admission arrangements are managed by Leeds City Council, but all parents are welcome to visit the school by appointment, when they will be shown around. Please contact the school office to arrange this on 0113 3931200 (Secondary) or 0113 3931207 (Primary) or email [secretary@roundhayschool.com](mailto:secretary@roundhayschool.com). Your call/ message will be forwarded to the most relevant member of staff.

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of the school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Teachers will consider the inclusiveness of all trips and activities before going ahead with planning.

Teachers will meet with parents where necessary to discuss potential barriers and how they may be overcome. The health and safety of the child and others will take priority in the decision making process for the outcome of the trip/event.

## **SEND Link to Local Offer**

Every local authority must publish a Local Offer. The Local Offer tells you what support the local authority expects to be available for children and young people with special educational needs (SEN) and/or disabilities.

To see the Leeds Local Offer, please visit <http://leedslocaloffer.org.uk/>

If you would like further advice or information about the Leeds Local Offer and how to use it, you can call the Helpline on 0113 3951200 or send an email to: [sendiass@leeds.gov.uk](mailto:sendiass@leeds.gov.uk)