



ROUNDHAY SCHOOL

EST. 1903

Policy name: **Special Educational Needs and
Disabilities (SEND) Policy**

Author: **R Hirst**

Governor committee: **N/A**

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

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Review date: **Autumn 2024**

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 (SEN@roundhayschool.com/ 0113 3931228)

Deputy SENCo: Kate Snow

Secondary Assistant SENCo's: Anna Cooper
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Primary SENCo: Laura Coles (Primarysen@roundhayschool.com/ 0113 5182030)

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

Roles and Responsibilities

The Special Educational Needs Co-ordinators have responsibility for co-ordinating the day to day provision and the overall strategy for students with SEN provision. They will work with Middle Leaders and the Senior Leadership Team on intervention and implementation of the SEND policy, to ensure that all students who require additional support and interventions are identified. The

SENCo will coordinate the intervention and ensure that all staff are clear about their roles and responsibilities. They will ensure that the progress of students and impact of the intervention packages are carefully monitored and reported to the Senior Leadership Team. The SENCo and the Inclusion Team will liaise with parents regarding supporting students at home and keeping them up-to-date with the provision within the school.

Definition of Special Educational Needs

Special Educational Needs are defined as: A pupil has SEND if their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.

It should be noted that behaviour difficulties should not automatically lead to a pupil being identified as having a SEND. Instead, the school will look at all barriers to a student making progress to form a view if behaviour difficulties are symptomatic of unmet SEND difficulties.

Special Educational provision means: Educational provision that is additional to, or otherwise different from, the educational provision made generally for students of their age group. The 2014 SEND Code of Practice suggests that it is helpful to see students' needs and requirements as falling within the broad areas identified below:

- Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Social, emotional and mental health difficulties (SEMH)

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as

displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Physical and/or sensory

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

At Roundhay School, students are identified as having special educational needs at the earliest possible point in order to implement effective provision to improve outcomes for the child.

In addition, parent/carers, school staff or the students themselves can identify an area of emerging need which would also be investigated by the SENCo who will organise appropriate additional provision if required. The SENCo also liaises with feeder schools to identify any students' special educational needs during the transition periods between Nursery and Reception and Years 6 and 7 and will also liaise with nurseries/ schools of students transferring to Roundhay School.

We work 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 the planning and reviewing stages of the 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, in partnership with other professionals, will then determine if a pupil requires additional provision or not.
- **Plan:** Parents will receive notification of their child's extra provision, detailed on a pupil passport and provision maps (primary).
- **Do:** Class teachers are responsible for quality first teaching and the implementing of agreed provision. Specialists may be involved at any point to support a child or young person's progress and may be 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.

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 and children are identified as not making progress in spite of 'Quality First Teaching'. They are discussed with key staff 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 may be 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 may inform parents and agree and plan the appropriate provision and/or next steps. 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, and agree provision for the next term if required. 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 - SENDIASS)

Pupils with SEND are given regular opportunities to voice their opinions and views. For example, at primary there are opportunities for pupil voice and talking mats. At secondary, student voice is collected and 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. The opportunity for parental voice is also sought before any EHCP review meetings. If a parent is concerned that their child may have additional

needs then they would discuss with the class teacher, form tutor and/or the Head of Year who can pass on details to the Inclusion team.

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, 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 contact parents/carers and other professionals. Specific outcomes for the child will be set.

If your child is issued with an Education, Health and Care Plan (EHCP) to support their learning and other needs, the school will work with the Local Authority to secure the correct amount of additional funding required from the Local Authority in order that all of the special educational provisions, as specified in their EHCP, for your child can be provided. This is in accordance with the 1996 Education Act and the 2014 Children and Families Act.

SEND Register

- A SEND register exists for each pupil in each year group who has an EHCP, or has additional SEND needs, and is maintained by the SENCo.
- The SEND Register is available to school staff, through tagging as E (EHCP) and K (SEN Support) on Class Charts (Secondary), to help and support teaching staff accurately plan for, and teach students with special educational needs.
- The SEND Register is a fluid document that is constantly updated to reflect a child's current needs and support required. The numbers of students on the register and the information contained will be subject to change.
- Students with complex special educational needs (including those with EHC plans) will have a Pupil Passport in addition to being on the SEND register. This provides information about the student's needs, any challenges they face in school and strategies to support the pupil.

Funding for Inclusion

In specific circumstances, school is able to apply for top up funding from the local authority if the child meets the LA funding criteria, to further support the identified need including deployment of staff, resources and equipment as appropriate to best meet the needs of the child. This procedure sits outside of the EHCP process.

Teaching and Learning

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 Teaching Assistant (TA) or Academic Support Tutor (AST). 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 adapted curriculum planning and varied teaching styles. Additional teaching support, including Teaching Assistants and Academic Support Tutors (Secondary), 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.

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. At Primary, all classrooms have the ability to include individual work stations tailored to children's individual needs. The secondary site has an inclusion base and a Dyslexia Resourced 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 Resourced Provision 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.

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, THRIVE practitioners, dyslexia specialists, Academic Support Tutors and staff trained in intimate care and physiotherapy.

The school has a Speech and Language Therapist, Kath Westgate, who works with children, staff and parents across the through school.

Furthermore, through the referral process, the school can access support from Educational Psychologists, 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 organisations, 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

Alternative Provision

Roundhay School will only support provision which is either Ofsted registered, subject to Ofsted inspection or approved under section 41 of the Children and Families Act or has had specific safeguarding checks to secure approval from the Local Authority.

Similarly, any external provision to support SEN / SEMH, school funded external therapeutic inputs (or similar) must fall under the categories outlined above or the school will not be in a position to approve or fund such activity.

Any external provision will only be sanctioned by the school if the safeguarding requirements are met in full.

Safeguarding is our primary responsibility and decisions around safeguarding will inform or supersede any requests, content of plans or requirements laid out within them.

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, key staff together with the SEMH team and SLT 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 refer to the Cluster for counselling/well-being services.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments may be 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.

Access Arrangements

If a student, parent/carer, teacher or external report suggests that a student requires assistance in accessing examinations, the student will be assessed in school according to the requirements for access arrangements set by relevant exam boards. The SENCo oversees this process and decisions about access arrangements are made in consultation with a trained colleague (Anna Cooper) who assesses students. Access arrangements may include: additional time, rest breaks, a reader or scribe. During informal classroom assessments, access arrangements are put in place by the class teacher according to the needs of the child, the assessment that is being completed and the context of the lesson. For all assessments and exams that are part of a formal qualification in Key Stages 4 and 5 (including mock exams) school follows strict criteria when allowing access arrangements and students must meet the criteria before school is able to put the arrangements in place. The arrangements are reviewed regularly. Access arrangements for students may vary from subject to subject. All access arrangements must be in line with a student's normal way of working in class.

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
- Additional visits to the school/ classroom environment in order to identify key areas.
- 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 may include:

- Dedicated staff to deal with transition at all key phases
- Parents information evening
- Parental visits/meetings
- Guidance and support
- 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

Storing and Managing Information

All information regarding SEND students is stored in accordance with Leeds City Council guidelines. Records are archived once students have left school until the 35th birthday of any SEND students. When SEND students transfer to another educational establishment, information is shared with the new school/ college to ensure support and effective transition for the student.

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.

Monitoring SEND provision

Provision for SEND pupil is monitored and evaluated in the following ways:

- Learning walks to monitor the quality of provision for SEND pupils in lessons, including the roles of TAs/support assistants in classes
- Student voice discussions with SEND pupils to highlight successes and areas for development
- Data analysis of SEND students
- Work scrutiny to ensure that high expectations are in place for all students
- Discussions/feedback from staff

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 5182030 (Primary) or email secondary@roundhayschool.com or primary@roundhayschool.com . Your call/ message will be forwarded to the most relevant member of staff. If a student has an EHCP then admission is managed by the Local Authority in partnership with school. This procedure is set out in Section 39 of the Children and Families Act.

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.

Staff 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