



ROUNDHAY SCHOOL

EST. 1903

SEND Information Report

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

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At Roundhay School, we believe it is essential to provide a well-balanced, challenging curriculum for all pupils. It is important that we help all children to achieve their full potential, regardless of any barriers to learning. Our aim is to provide all children with the best possible outcome in preparation for life-long learning. We believe it is imperative that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development.

In order to accomplish this, children need to feel valued, listened to and respected. We ensure they have equal access to high quality provision, and support their learning, whatever educational need they may have.

We are passionate about developing confidence, self-belief and a growth mind-set in all our children. The achievements, attitudes and well-being of all our children matter.

We are proud of our diversity and work relentlessly to ensure that all of our children are happy, safe and well supported in school. At the heart of our work is to build and sustain great relationships with pupils and adults in school and embed a culture of tolerance, respect and understanding so that all pupils are able to be the best versions of themselves.

This report outlines how Roundhay School will cater to the needs of SEN students within the school setting. To gain a full understanding of the resources available to meet the needs of young people designated as having special educational needs, young people and parents should also refer to Leeds Local Authority's 'Local Offer', available on the Local Authority's website: <http://leedslocaloffer.org.uk/>

Please find answers to frequently asked questions below. If you cannot find what you are looking for or need further clarification, please do not hesitate to contact school for more information.

<p>What types of needs are provided for at Roundhay School?</p>	<p>At Roundhay School we provide support for a range of needs, within the four broad areas:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and/or Physical Needs <p>Examples of more specific needs that fall within these categories include:</p> <ul style="list-style-type: none"> • Visual Impairment • Hearing Impairment • Cerebral Palsy • Speech Language and Communication difficulties • Dyslexia • DCD • Autism • Moderate learning difficulties • Physical disability
<p>How do you support students with SEND?</p>	<ul style="list-style-type: none"> • All students have access to a broad, balanced curriculum with high quality teaching and learning • Small group classes • Regular liaison with external agencies and professionals • SEMH team and Positive behaviour team (Secondary) • Inclusion team that support SEMH needs and positive behaviour • A highly experienced professional Youth worker (Secondary) • Rigorous tracking and monitoring of pupil progress • Interventions to support pupil progress • Speech and Language therapy • Support assistants in lessons to maximise pupils learning

	<ul style="list-style-type: none"> • Extra-curricular activities • SENCo and Inclusion Team available to support students and parents • Progress leaders and tutors to monitor pupil's achievement • Key workers for SEN pupils • Annual reviews for EHCP pupils • Pupil passports to provide key information to staff
<p>How do you support students with a physical disability?</p>	<p>Fully accessible site, compliant with the Disability Discrimination Act</p> <ul style="list-style-type: none"> • Lifts between floors in different areas of the school • Accessible toilets to facilitate personal care needs and fully equipped care suite • Access to a range of IT equipment and writing apparatus • Variable height tables available • A team of staff moving and handling trained and Intimate care trained • EVAC chairs and stair climber available in case of emergency • Personal Emergency Evacuation Plans in place and Individual Personal Risk Assessments (IPRA's) • Passes to leave lessons early • Care team/Support assistants to escort students between lessons where necessary. • Mobile and tracking hoists (Secondary) • Equipment provided by pupil's Occupational Therapist and stored in school. • Care Team/Support Assistants provide 1:1 support in lessons if required. • Regular home/school communication. • Access to extracurricular clubs and trips/residentials.
<p>How do you support students with a sensory impairment?</p>	<ul style="list-style-type: none"> • Close Liaison and collaborative working with the hearing and visual impairment teams • IT equipment available to support students • Assistive technology e.g. touch-typing, Text-to-speech screen reading technology, Magnification aids. • Modification of work • Strategic seating plans

<p>How do you support students with speech and language difficulties?</p>	<ul style="list-style-type: none"> • Private Speech and language Therapist at both the Primary and Secondary sites • Liaison with the NHS Speech and Language Service • Speech and Language interventions • Liaison with the STARS team • Access to Autism Base at the Secondary site with an experienced Autism Lead • Access to an experienced Autism Lead at the Primary site.
<p>How do you support students that struggle in numeracy?</p>	<ul style="list-style-type: none"> • Teachers differentiate learning to the needs of their students and use a variety of teaching strategies to provide quality first teaching • Students are set according to ability to support differentiation of lessons • IT programmes including Maths Watch, Manga High, Times Tables Rockstars to support learning at home • Specific Maths interventions • Use of assessments to target areas of Maths
<p>How do you support students that struggle in literacy?</p>	<ul style="list-style-type: none"> • Teachers differentiate learning to the needs of their students and use a variety of teaching strategies to provide quality first teaching • Use of assessments to target areas of Literacy • Liaison with the Dyslexia Resource Base • Coloured overlays to support reading • Rapid Readers, Active Literacy Kit and Units of Sounds programmes • Dyslexia friendly teaching strategies used across school • Teachers across school aware of students reading ages (KS3) • Specific small group literacy groups • Entry level qualification at the secondary site
<p>How do you support students that have social and emotional difficulties?</p>	<ul style="list-style-type: none"> • SEMH/Pastoral team • Autism Lead provides mentoring • In school highly experienced professional youth worker (2 days) - Secondary • Full time Educational Welfare Officer - Secondary • Positive Behaviour Team - Secondary • Access to the Inclusion Base - Secondary

	<ul style="list-style-type: none"> • Support from STARS • Mindfulness sessions • Support from external agencies e.g. The ARM Cluster, Educational Psychologist, CAMHS. • Student surveys to assess student's mental health needs • Head of Year support • SEMH Lead signposting students and families to external support. • Mindmate SPA • The Marketplace • Forward Leeds • Time out to a designated space • The Mansion – mentor support (Secondary) • Reduced timetables / gradual integration.
<p>How do you support students with medical needs?</p>	<ul style="list-style-type: none"> • Individual Risk Assessments • Team of first aiders • Support from professionals linked with students with medical needs • Care Team • Fully equipped care suite • Toilet passes
<p>Which specialist services do you work with when necessary?</p>	<ul style="list-style-type: none"> • STARS (Autism outreach team) • Speech and Language Therapy • Educational Psychologists • Child and Adolescent Mental Health Service (CAMHS) • Visual Impairment Team • Hearing Impairment Team • Occupational Therapy • Physiotherapy • Medical Needs team • Arm Cluster • Child Looked After Service/ virtual Schools • SENSAP (SENIT)
<p>How do you train staff?</p>	<ul style="list-style-type: none"> • Whole school staff CPD • SEN induction for new staff and trainee teachers • School briefings • Weekly support assistant meetings • Weekly departmental meetings • Lesson observations/drop ins, learning walks, work scrutiny • External agency training

<p>How do you support transition from year 6?</p>	<ul style="list-style-type: none"> • SENCO/ Inclusion team attends year 6 annual review meetings • Extra transition visits for year 6 EHCP students/SEN Support students • Head of year 7 visits year 6 pupils in primary settings • Transition staff visit year 6 • Transition meetings - close links with primaries to gather information about students
<p>How do you communicate with/involve parents?</p>	<ul style="list-style-type: none"> • Head of Years, Class Teachers and Form tutors available to discuss subject specific concerns • SENCo available to discuss SEN needs • SENCo available to attend all parent's evenings and transition events • Annual review meetings • Phone calls home if any concerns arise • Postcards and messages home • Parents can contact school at any time with any concerns
<p>Where can I find additional ways to support my child with additional needs?</p>	<ul style="list-style-type: none"> • Leed's local offer - http://leedslocaloffer.org.uk/ • SENDIASS – 0113 378 5020 • SENSAP – 0113 3785256