

ROUNDHAY SCHOOL

EST^D 1903

Special Educational Needs and Disabilities (SEND) Policy

**To be read in conjunction with the SEN Information Report
2017/2018, the Local Offer 2017/2018 and the Accessibility Plan
2016/2019 –see school website for details.**

Date to be reviewed: September 2019

Roundhay School SEND Policy

1. 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 policy helps to ensure that this 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.

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 Policy.](#)

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

SENCo (Inclusion Leader) Rebecca Hirst Primary and Secondary
Campus

Assistant SENCo's Kate Snow
 Anna Cooper
 Sarah Williams (Secondary Campus)

Inclusion manager Steph Bowman (Secondary Campus)

Assistant SENCo's Katie Towler
 Rachel Hewston (Primary Campus)

SEND Intervention Leader Zoe McGowan (Primary Campus)

The SENCo, with the support of the Headteacher and the Governing Body, takes 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.

2. Key Principles of this policy

- Pupils with SEND are a shared staff responsibility and work is differentiated to meet their needs.
- Pupils are identified and assessed in line with the SEND Code of Practice.
- Pupils with SEND are fully included in the educational and social life of the school.
- All pupils with SEND are identified through co-operation and partnership with both parents and outside agencies.
- Parents/carers are involved as partners and co-producers of provision.
- Pupils with SEND are recorded in the Pupil Needs Directory (SEN Register)
- Pupils with other needs (such as Medical) which may affect their learning, attainment and achievement are also recorded in the Pupil Needs Directory.
- All staff will take responsibility for the identification, teaching and inclusion of pupils with SEND.
- Students with SEND support and/or who have an Education Health and Care plan will have regular review of their progress which will be documented

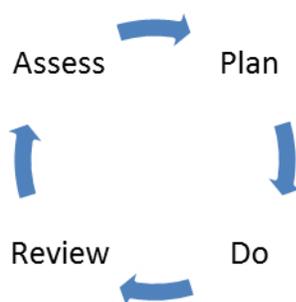
3. The key responsibilities of the SENCO may include (SEND Code of practice 2015):

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the
- School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

4. Identification and Review of Pupils

- The whole school has a responsibility for the identification and review of pupils' needs in line with the guidance in the SEND Code of Practice 2015. Assessment for Learning will provide a mechanism for all teachers to identify and review the learning needs for pupils. Teachers will refer any pupils they have identified as requiring support and/or intervention different from or additional to that for the majority of their peers.
- Pupils who are identified as having SEND and are receiving support that is 'different from' and/or 'additional to' normal class differentiation are recorded in the Pupil Needs Directory.

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. The SENCO will then determine if a pupil requires additional provision or not.*
- **Plan:** *Parents will receive notification of their child being placed on the SEND register. 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) 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 three times a year. When a pupil is making good progress against outcomes, the pupil will be removed from the SEND register.*

5. Access to the Curriculum

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 SENCo (Inclusion Leader) is responsible for ensuring that teachers and Teaching Assistants are supported in the development of a range of teaching strategies, learning activities and resource materials which enhance access to the curriculum to ensure that it is inclusive.

The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and most of the designated points of entry for our school also allow wheelchair access. We use specialist desks, chairs and other furniture/equipment as and when necessary for pupils with specific physical needs. The school's Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that the school has to offer including the extensive extracurricular provision that takes place. The Accessibility Plan complies with the requirements of the **Equality Act 2010**.

6. Additional Resourced Provision

The school is specially resourced to provide for pupils with specific learning 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 (Inclusion Leader) or the Head of Dyslexia Base at Roundhay by feeder schools, Educational Psychologists, Casework Officers or parents.

7. Working in Partnership with Parents

- We welcome and encourage all parents to participate in their child's educational progress from the outset.
- We aim to foster positive attitudes to parents and carers and provide them with user-friendly information.
- We will draw attention to available support outside school (e.g. Leeds SEND Information Advice Support Service formerly known as Parent Partnership Service).

8. 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
- SENSAP
- Social Services
- Health Services – 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.
- STARS Autism Outreach
- Alternative Curriculum providers
- Leeds City College

9. Pupil voice

Pupils with SEND are given regular opportunities to record their opinions and views through interviews with SEND staff. These are shared with Senior Leadership to aid in planning and improvements to provision.

10. Transitions between school and college

We foster strong links with feeder schools 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 evenings
- Parental visits/meetings
- Guidance and support
- Ambassador days
- Liaison with external agencies to support with transition to local colleges etc.
- Close collaboration with the Local Authority

11. 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 or email secretary@roundhayschool.com. Your call/ message will be forwarded to the most relevant member of staff.

12. Complaints

Parents who have complaints about SEN provision are encouraged, in the first instance, to speak to the SENCO (Rebecca Hirst- Primary and Secondary Campus, Katie Towler/Rachel Hewston - Primary Campus and Sarah Williams, Kate Snow, Anna Cooper – Secondary Campus). Failing a satisfactory outcome, parents should then contact the Headteacher. Advice and support is also available from SEND IASS (Previously known as Parent Partnership).

Author : Rebecca Hirst September 2018

Appendix – External Agencies and useful contacts

Educational Psychology. Complex Needs Service.

Adams Court, Kildare Terrace, Leeds, LS12 1DB
0113 395 1039

S.E.N SAP. Teresa Holmes, NE Casework Officer.

Adams Court, Kildare Terrace, Whitehall Road, LS12 1DB
0113 395 1030

Speech & Language Therapy. Sue Ward, Service Manager.

2nd Floor the Reginald Centre, 263 Chapel Town Road, LS7 3EX
0113 843 3350

STARs autism Outreach

NW SILC, Tongue Lane, LS6 4QE
0113 336 8270

Visually Impaired Team.

Adams Court, Kildare Terrace, Whitehall Road, LS12 1DB
0113 395 1085 or 0113 395 1111

Social Services Call Centre. Young people.

0113 222 4403

Occupational Therapy.

Room 20, Admin Block, St Mary's Hospital, Greenhill Road, LS12 3QE
0113 305 5149 or 0113 395 2280

Independent Travel

Floor 10, West Merrion House, 110 Merrion Centre, LS2 8DT
0113 395 0696

Leeds Local Offer

<http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx>

Deaf and hearing impaired team (DAHIT). Tony Bowyer, S.E.N.Dsory Service Lead

Adams Court, Kildare Terrace, Whitehall Road, LS12 1DB
0113 395 0556 or 0113 395 1085

The Market Place

8-18 New Market Street (Vicar Lane)

admin@themarketplace.org.uk or www.themarketplaceleeds.org.uk

0113 246 1659

Child Health & Disability Team

0113 395 2280