

The Roundhay Way – Whole School Provision Map 2021-22



ROUNDHAY SCHOOL

EST^D 1903

An Overview of our Provision @ Roundhay 4 – 18 years

Our Universal Offer (Wave 1 Quality First Teaching)

The majority of children achieve well through high quality classroom teaching. Quality First Teaching is at the heart of a broad and rich curriculum that engages children in a range of activities and experiences to develop their skills, knowledge and understanding.

Wave 2 – Targeted Support

Some children require additional support to achieve well. This can often be provided through small group intervention programmes delivered by a member of the school's classroom based support team that will advance children's progress and help them achieve in line with their peers.

Wave 3 – Specialist SEND Support

For those children who require the personalised approach of a programme that is tailored to their specific, often severe difficulties.

Educational Health Care Plans (EHCPs)

An **education, health and care (EHC) plan** is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC **plans** identify educational, **health** and social needs and set out the additional support to meet those needs.

Provision @ Roundhay 4 - 18 years

Please find below our SEND offer for each area of our provision:

Font colour black – Both campus'

Font colour purple – Primary campus only

Font colour green – Secondary campus only

Universal Offer	Targeted Support	Specialist provision
<p>Environments:</p> <ul style="list-style-type: none"> • Safe and well organised classrooms (uncluttered, well-spaced and angled towards the boards) • Calm and purposeful environments for children to thrive in • Visual resources easily accessible • Dyslexia-friendly resources used for all pupils (e.g. coloured backgrounds) • Resources are readily available and differentiated according to need • Modelling handwriting to showcase expectations consistently • A range of multi-sensory resources are used within and across lessons • All areas of the site are accessible through ramps and lifts • Learning walls used to support vocabulary development • Whole class visual timetables displayed to support familiar routines • Calm areas in each classroom with supportive materials to develop self-regulation • Emotional regulation prompts in each classroom to support independence • Outdoor learning and natural resources are used when appropriate to support the use of soft fascinations • Forest Schools is embedded across the campus • Pictures used for labelling – especially EYFS and KS1 • Oracy guidelines in every classroom • Seating plans on Class Charts 	<p>Environments:</p> <ul style="list-style-type: none"> • Break out spaces for children who need more time and space to regulate • Alternative provision at lunchtime • Access to the Inclusion Base during break times and lunchtimes 	<p>Environments:</p> <ul style="list-style-type: none"> • Now and Next boards used to support sequencing, reduce anxiety and visible at all times • Visual feedback prompts used to show the child has understood – personalised sign • Task sheets/whiteboards to break down the information within instructions. This is to support independence. • Calm tent for individuals • Outdoor learning and spaces are used to support children • Sensory circuits • Designated Care Suite • Workstations for children with autism or individual needs to reflect special interests • Access to the Thrive room • Visual prompt cards, Autism Awareness card available for all ASD children to communicate feelings • Outdoor gym • Access to the Inclusion Base
Universal Offer	Targeted Support	Specialist provision
<p>Cognition & Learning difficulties:</p> <ul style="list-style-type: none"> • High expectations for all of our pupils • Clear learning outcomes using key skills and mastery • Clear steps within lesson to scaffold and support • Carefully designed teaching sequences to support mastery • Teaching of key concepts and language to support progress • Differentiation to support children’s access to key skill development • Use of a range of resources to support (concrete objects, images, sequencing, kinaesthetic etc.) • A clear focus on talk, modelling and independent learning in each lesson 	<ul style="list-style-type: none"> • Standardised reading tests to assess reading ages • Standardised spelling tests to assess spelling ability • Handwriting support and guidance • Booster sessions (before and after school) 	<ul style="list-style-type: none"> • Dyslexia Resource Base provision • Pre-teach sessions • Word shark, Active literacy kit, Units of sound, 4 step dictation method for spelling, Immersive Reader, Read Write Gold. • Personalised provision targeted work • English: B squared assessment, Access Reading assessment, RWI fresh start, Black Sheep folder – SALT, 1:1 reader, (vocab EAL), PIXL therapies

<ul style="list-style-type: none"> • Explicit teaching of keyboard skills • Minimal copying from the board • High quality modelling and use of good examples to aid memory and support expectations • English is planned around the use of high, quality texts to develop a real love of reading • High quality 'on the spot feedback' and corrective teaching to ensure that all children make progress • Ongoing teacher assessment for, and of, learning • Use of PIXL to support independence and application – pitched at ARE for the child • Clear targeted questioning/reframing of questions as appropriate • Repetition of core concepts • Chunking of key tasks • Key word lists • Instructions broken down and check ins • Times Tables Rockstars • The learning pit is used throughout school to support children's resilience • Hand facts • Read, Write, Inc. phonics programme is used to ensure that every child is a reader by 6 • Read, Write, Inc. spelling programme is used to ensure that children are confident with transcription • Reading fluency assessment every term • Spelling shed • Maths Shed • Tasks to stretch and challenge • Use of Knowledge grids • Use of graphic organisers • STAR Marking • Core Learning plans for KS3 to enable independent learning • Meaningful home-learning activities with support sessions available at lunch time/after school • Vocational pathways 	<ul style="list-style-type: none"> • Same Day Interventions (SDIs) in order to ensure pupils catch up and stay up • Touch type sessions for children who struggle with transcription • Small literacy and numeracy groups • Multi-sensory spelling • Rapid readers and Writers • Read Write Inc. additional sessions • Clubs – Extra Curricular activities • Exam access training e.g. software • Homework clubs • Group curriculum pathways • Sixth form peer mentoring • Starbooks library progress 	<ul style="list-style-type: none"> • Maths: Number Shark, PIXL, Numicon, B squared, Dynamo Maths. • Personalised timetable to deliver the Leeds PFA certificate at KS4 • Travel Training • 1:1 classroom support • 1:1 specialist Dyslexia teaching • EHCP Assessment/Process • Individualised resources • Access Arrangements • Use of a laptop/ assistive technology • Memory interventions • Coloured worksheets • Individual passports • ASDAN and other bespoke curriculum opportunities. <p>Support from: Educational Psychologists SENIT STARS SALT</p>
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Universal Offer	Targeted Support	Specialist provision
<p>Social, emotional, mental health needs:</p> <ul style="list-style-type: none"> • A culture and climate based on positivity and nurture • Careful seating plans • Carefully planned collaborative work • Praise is specific and named • Pupil jobs to raise self-confidence and responsibility • A staff team who see each child as unique and find their hidden talents • Staff team who are trained in attachment theory and understand the impact of early trauma • Calm areas in school to support self-regulation • Visual timers used to support regulation • Visual timetable to support familiar routines • Secure, trusting relationships between all adults and children • Regular talk time to support collaboration 	<ul style="list-style-type: none"> • Focused sessions with pastoral team for friendships, collaboration skills and understanding emotions • Autism specific focused mentoring – strategies for managing anxiety • Sensory Breaks • Sensory Circuits • Social groups • Well-being groups • Thrive group interventions 	<ul style="list-style-type: none"> • Reasonable adjustments to the behaviour policy • Regular check-ins from key staff • CAMHs specialist observations and sessions • Support from the SEMH team • AIP support and training • Educational Psychologist input and recommendations • Play/Art therapists • Social worker input • SENIT support • Specialist therapy • Personalised provision and strategies: post it notes to avoid calling out, blocked time learning, chunk instructions, fiddle toys used, transition times cleared structured

<ul style="list-style-type: none"> • PSHE curriculum built around core values to support explicit teaching • Opportunities to support peer-to-peer coaching and mentoring • Clear whole school promises to support clear expectations • Clear sanctions to support choice and consequences • Use of restorative approaches • Clear rewards systems • Use of parental and home contact • Pastoral Team check ins • RSE policy and programme • Emotional zone of regulation teaching and support • Thrive whole school offer where staff are trained in child development and psychological factors and behaviours which communicate interrupted behaviours • Specialist sports coaching weekly to support active body and mind • MindMate School status – MindMate specific lessons in PSHE • Carnegie Mental Health Bronze Award status • Assemblies – awareness of stress and anxiety with self-coping mechanisms. 	<ul style="list-style-type: none"> • Sixth form peer mentoring • Behaviour support team monitoring and support • Restorative Circles • Mental Health first aid training • Chris Manners group sessions (DXU) • The Beck (Cluster) anxiety workshops 	<ul style="list-style-type: none"> • IBPs for individual children and risk assessments • Autism Lead – talking mat to highlight needs. • Autism Lead – weekly Mentoring • 1:1 mentoring/pastoral support • 1:1 counselling sessions • Bespoke and reduced timetables • Liaison with the Medical Needs Teaching Service, One Adoption and the Virtual School. • Cluster support and counselling services • Sensory circuits • Victory logs to support self-esteem development • Individual passports • Early Help Plans • RES team • Thrive 1:1 sessions • Time out cards • 1:1 counselling from DXU – 2 days • Mindfulness trained member of staff
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Universal Offer	Targeted Support	Specialist provision
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<p>Communication & Interaction:</p> <ul style="list-style-type: none"> • A rich language culture and climate across school • Lessons built around talk and oral rehearsal • Peer coaching and assessment • Oracy used in lessons • Reading aloud time (intonation and expression) • Drama and role play planned into teaching sequences • Collaborative learning across the curriculum • After school clubs • Autism-specific trained staff • Regular talk time sessions • Visual images • Active listening strategies • Careful seating plans • Talk for Writing used to support oracy and idea development • RWI which focuses on correct formation of sounds and blending • Oracy project 	<ul style="list-style-type: none"> • Small group work sessions to develop interaction skills • Small group speaking and listening sessions • Social skills groups • Transition support • Socialising in a supportive environment. • SALT small group sessions 	<p>SALT 1:1 sessions SALT – Talking House in school twice a week NHS speech therapy STARS – training for staff and consultations for children with clear recommendations Personalised provision targeted work 1:1 talking mat sessions Autism Lead – Weekly mentoring Bespoke timetables Individual passports</p>
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Universal Offer	Targeted Support	Specialist provision
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<p>Sensory and/or physical needs:</p> <ul style="list-style-type: none"> • Real life sensory experiences built into planning and the curriculum • Pupil copies of work are of an appropriate size and font • Handwriting lines to support effective transcription • Tasks steps and sequences clear • Careful seating plan • Facing students when you are talking to them • Repeating information • Use of visual prompts • Enlarging information • Changing font size as appropriate • Pupils have access to appropriate equipment e.g. manipulatives in Maths and pencils grips • All areas of the site are accessible through ramps and lifts • Forest Schools 	<p>Touch type group sessions Handwriting sessions Sensory circuits</p>	<p>Personalised provision e.g. writing slopes, pencil grips, wobble cushions Occupational Therapist support and input Moving and Handling support Team Sensory circuits Sensory breaks DAHIT and VI team training Specialised medical care/intimate care Specific Physio programmes Modifying resources for the visually impaired. Bespoke timetables Support around the site Individual Health plan/PEEP OT and Physio support Assistive technology 1:1 classroom support Access Arrangements Individual passports Designated Care Suite Access to calm areas Early exits from lessons Toilet pass</p>
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Assessments

(In addition to whole school assessment cycle)

Cognition and Learning:

- Reading standardised screener
- Spelling standardised screener
- Reading comprehension screener
- AR assessments
- Access Reading assessments
- YARC Assessments
- LASS screener 1:1– reading, spelling, memory, IQ reasoning
- B squared
- SENIT assessments
- [RWI assessments for phonics and reading](#)
- ALK screener
- Units of Sound
- QLAs from PIXL tests
- GL Assessments (English, Maths and Science)
- LUCID Exact screener
- Dynamo Maths assessment
- Dyscalculia Screener
- Educational Psychology assessment
- Pupil voice

Communication and Interaction:

- SALT assessments – Talking House
- BELLS assessment (EAL)
- STARS
- Talking mat
- Pupil voice

Social, emotional, mental health:

- SDQs (strengths difficulties questionnaire)
- Talking mat
- Pupil voice
- CAMHS assessments
- Arm Cluster assessments
- Social Care assessments
- RES Team assessments
- Thrive assessments
- Boxall profiling

Sensory and/or physical needs:

- Sensory Profiling
- Physiotherapy assessments
- OT assessments
- STARS assessments
- DAHIT and VI assessments
- Nursing team assessments
- CAMHS assessments
- Arm Cluster assessments
- Social Care assessments
- RES Team assessments