

The Roundhay Way – Whole School Provision Map



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 • 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 • 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 autistic 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 • 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 	<ul style="list-style-type: none"> • Standardised spelling tests to assess spelling ability • Handwriting support and guidance • Booster sessions (before and after school) • Same Day Interventions (SDIs) in order to ensure pupils catch up and stay up • Small literacy and numeracy groups 	<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. • Personalised provision targeted work • English: B squared assessment, Access Reading assessment, RWI fresh start, SALT, 1:1 reader, (vocab EAL), PIXL therapies • Maths: 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

<ul style="list-style-type: none"> • 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 • 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"> • Multi-sensory spelling • 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 • Standardised reading tests to assess reading ages 	<ul style="list-style-type: none"> • EHCP Assessment/Process • Individualised resources • Access Arrangements • Use of a laptop/ assistive technology • Coloured worksheets • Individual passports • Memory strategies • Rapid readers and Writers • 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
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<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 • Secure, trusting relationships between all adults and children • Regular talk time to support collaboration • 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 	<ul style="list-style-type: none"> • Focused sessions with pastoral team for friendships, collaboration skills and understanding emotions • Sensory Breaks • Social groups • Well-being groups • Pastoral Team check ins • Emotional zone of regulation teaching and support • Thrive group interventions • Sixth form peer mentoring • Behaviour support team monitoring and support • Restorative Circles • Mental Health first aid training 	<ul style="list-style-type: none"> • Reasonable adjustments to the behaviour policy • Regular check-ins from key staff • 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 • IBPs for individual children and risk assessments • Autism Lead – talking mat to highlight needs. • Autism Lead – Mentoring • 1:1 mentoring/pastoral support • 1:1 counselling sessions • Bespoke and reduced timetables
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<ul style="list-style-type: none"> • Clear rewards systems • Use of parental and home contact • RSE policy and programme • 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 • Visual timetable to support familiar routines • 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"> • Chris Manners group sessions (DXU) • The Beck (Cluster) anxiety workshops 	<ul style="list-style-type: none"> • 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 • Autism specific focused mentoring –strategies for managing anxiety • Sensory Circuits • Thrive 1:1 sessions • Time out cards • 1:1 counselling from DXU – 2 days • Mindfulness trained member of staff • Boxall
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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 • Regular talk time sessions • Visual images • Active listening strategies • Careful seating plans • Speech and language Therapist (3 days) • Talk for Writing used to support oracy and idea development • RWI which focuses on correct formation of sounds and blending 	<ul style="list-style-type: none"> • Small group work sessions to develop interaction skills • Small group speaking and listening sessions • Social skills groups – Rainbows and Donut Club • Transition support • Socialising in a supportive environment. • SALT small group sessions • Autism specific trained staff 	<p>SALT 1:1 sessions 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 – 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 	<p>Touch type group sessions Handwriting sessions Sensory circuits Autism focused groups BUSS</p>	<p>Personalised provision e.g. writing slopes, pencil grips, wobble cushions Occupational Therapist support and input Moving and Handling support Team Sensory circuits/ BUSS 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</p>
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- 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

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

Assessments

(In addition to whole school assessment cycle)

Cognition and Learning:

- Reading standardised screener
- Fluency assessment
- 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
- Fresh Start
- Dynamo Maths assessment
- Dyscalculia Screener
- Educational Psychology assessment
- Pupil voice

Communication and Interaction:

- SALT assessments
- 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](#)
- DXU (Chris Manners) assessment

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