

Roundwood Primary Special Educational Needs and Disability (SEND) Information Report/ School Offer

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Last review: Autumn 2022



1. How does the school know if children/young people need extra help?

- Roundwood is an inclusive school. We strive to ensure that all children have equal opportunities to access the curriculum and play a full part in the life of the school.
- Children with Special Educational Needs and or Disability (SEND) are identified as early as possible within our school. Initial identification is usually by way of comments, issues or concerns brought by parents or school staff.
- Many of the children who join us have been in early education and, in many cases, will have had their needs already assessed. Transition meetings between settings / schools / classes / are encouraged between professionals who may already be involved.
- Through quality teaching (also referred to as Quality First Teaching QFT), teachers continually assess pupils' progress through daily observation, marking and feedback.
- Early identification is paramount, and therefore staff monitor the children's progress carefully.

2. What should I do if I think my child may have special educational needs?

- ▶ For children already in the school, speak to your child's class teacher in the first instance. The class teacher may then seek the involvement of the school's special educational needs and disabilities co-ordinator (SENDCo) for further advice and support.
- ▶ Speak to the SENDCo, Debbie O'Connor. Appointments can be made via the school office (01582 460756 or admin@roundwoodprimary.herts.sch.uk)

3. How will school staff support my child?

Teachers plan lessons to meet the needs of all children in their class. Teachers ensure that activities match the child's needs.

First and foremost we ensure high quality teaching in the classroom.

For some pupils, in addition to class based support approaches, small group teaching with a teacher or teaching assistant may be used to support children's learning.

Class teachers and Teaching Assistants may liaise with the SENDCo for additional advice or support.

We aim to work in partnership with parents/carers to ensure the pupil's needs are met.

If school and parents agree that further advice is needed, a referral will be made to a specific outside agency such as the Educational Psychologist, Speech Therapist or Specific Learning Difficulties Advisory Teacher.

4. How will I know how my SEND child is doing?

We encourage parents/carers to play an active role in their child's education through:

- ▶ Teacher consultations
- ▶ Termly Provision Maps and the reviews
- ▶ Updating Pupil Passport
- ▶ Meetings with school staff and other professionals when needed
- ▶ Informal meetings/phone calls with teachers/SENDCo
- ▶ School open sessions
- ▶ End of year reports
- ▶ PEP (personal education plans) meetings (for children looked after)
- ▶ Home-school contact books (when appropriate)



5. How will the learning and development provision be matched to my child's needs?

- ▶ It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner using a variety of resources.
- ▶ For a child who has been assessed as in need of SEN support, we follow a cycle of 'Assess, Plan, Do, Review.' Provision Maps are made.
- ▶ Teachers regularly assess where the child is with their learning, and adjust their subsequent teaching accordingly. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our pupils. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc.
- ▶ Advice from other professionals is implemented in the planning process e.g. Advice from Specialist Teacher for Autism.



6. What support will there be for my child's overall wellbeing?

At Roundwood all children are valued as individuals:

- ▶ Staff listen to children and, where appropriate, a key adult will support the child.
- ▶ Additional support is given to children who find aspects of the school environment challenging.
- ▶ Provision Maps and Pupil Passports are made as needed.
- ▶ Careful consideration is given to children's physical and mental health and wellbeing.
- ▶ Referral to appropriate external agencies as necessary, e.g. School Nursing Service or Speech and Language service.
- ▶ Consistent approach to individual needs by all staff.
- ▶ We ensure that children feel safe by having strong, clear routines, consistent expectations and consistent adults in every class.



7. What specialist services and expertise are available at or accessed by the school?

- ▶ Educational Psychologist (EP)
- ▶ Specific Learning Difficulties Service (SpLD)
- ▶ Speech and Language Service (SALT)
- ▶ Advisory Teacher Service for Autism (CAT)
- ▶ Advisory Teachers for the Hearing impaired and Visual impaired (HI, VI)
- ▶ Physical and Neurological Impairment Team (PNI)
- ▶ Occupational Therapy (OT)
- ▶ Collett Outreach Service
- ▶ Child and Adolescent Mental Health Service (CAMHS, Step 2)
- ▶ School Family Worker
- ▶ School Nursing service
- ▶ LINKS Education Support Centre (ESC)
- ▶ Counselling Services



8. What training have the staff supporting children and young people with SEND had or are having?

- ▶ All school staff have regular training in SEND through staff meetings, TA meetings or attendance on external courses.
- ▶ All staff have had training in Hertfordshire STEPS, the Hertfordshire approach to supporting positive behaviour management. This is updated annually.
- ▶ DSPL7 regular updates including SENDCO Cluster meetings.
- ▶ Where relevant, the teachers, TAs and SENDCo work closely with external professionals to implement their advice. In addition, the SENDCo organises training in conjunction with external professionals to inform staff about the specific needs of individual pupils.
- ▶ The school SENDCo is a qualified, experienced teacher and has achieved the National SENCo Award. She regularly attends training to ensure her knowledge of SEND remains up to date.



9. How will you help me to support my child's learning?

- ▶ We consider the parents' role is key to developing the appropriate support for the child in school and at home. We work to ensure that there is a consistency of approach for the child by ensuring that parents are as involved in their child's learning as they can be.
- ▶ We value communication and the sharing of ideas and information between home and school. There are regular opportunities to discuss your child's progress and how you can best support them at home. Formal parent/carers' consultation meetings take place termly with open sessions in school throughout the year.
- ▶ When talking with your child's teacher/SENDCo, their current progress and next steps will be shared. In these meetings we will talk about how to support your child. Your child may be given activities to support their learning at home.
- ▶ Some pupils may also have a home-school contact book or good news book.



10. How will I be involved in discussions about, and planning for, my child's education?

Teachers welcome parent and carers into school to talk about their child. Regular meetings will take place throughout the school year. These may include:

- ▶ Termly teacher consultations.
- ▶ Termly Provision Maps.
- ▶ Joint meetings with professionals from outside agencies.
- ▶ In addition to formal parent/carer consultation meetings, you can also discuss your child's education with their class teacher, SENDCo or Head Teacher. If you need an appointment, this can be made through the school office.
- ▶ For some pupils, a school/home contact book may be used to enable regular information-sharing and updates between key school staff and parents/carers.
- ▶ At times where a child's needs are more complex and they may need support from a number of outside agencies, it may be beneficial to initiate a Families First Assessment (FFA). This will enable a team of professionals and family members to meet regularly to offer help and support to meet the needs of one or more of the family. Harpenden Plus also support families.

11. How will my child be included in activities outside the classroom including school trips?

Roundwood is an inclusive school. We aim to give all pupils equal access to the curriculum and life of the school. No child will be excluded from any activity or school trip unless there are exceptional circumstances. This would be if, after reasonable adjustments have been made, the safety of the child and their peers cannot be ensured.



12. How accessible is the school environment?

- ▶ The school is on one level and has no steps internally. Corridors are wide. There is an adult unisex disabled toilet as well as an accessible parking space.
- ▶ The school makes every effort to provide reasonable adjustments to ensure that its facilities are accessible.
- ▶ We recommend that parents visit our site (always make an appointment first) to make their own assessment of suitability, and contact us to discuss any specific requirements. We are also willing to liaise with external professionals involved with your child to gain further advice on how we can make the learning environment accessible.



13. Who can I contact for further information?

- ▶ Class teacher
- ▶ SENDCo, Debbie O'Connor (in school on Tuesday, Wednesdays & Thursday mornings)
- ▶ Head Teacher – Kate Hooft
- ▶ SEND Governor – Lanna Shaw
governors@roundwoodprimary.herts.sch.uk
- ▶ admin@roundwoodprimary.herts.sch.uk



14. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- ▶ The first day at school for all children can be both exciting and/or stressful. We would always encourage children new to the school to make visits beforehand to enable them to become familiar with their new setting. Initially, the class teacher will set up a “buddy” to support the new pupil and make them feel welcomed.
- ▶ Prior to entry to the school a range of transition measures are in place. This is personalised to meet the needs of the pupil but may include additional visits to the setting, visits by school staff to the pupil’s home or current setting, a transition pack containing photos etc. to assist the child/family in becoming familiar with the school environment and routines.
- ▶ As children progress through the school, they will all participate in a transition day, where they will have the opportunity of spending part of the day in their new classroom with their new teacher. The current class teacher will pass on important information about the child’s education and welfare to their new teacher. The SENDCo may also become involved during this handover. Additional visits and transition support materials may be offered if necessary such as personalised transition plans and meetings with parents.

15. How are the school's resources allocated and matched to children's special educational needs?

- ▶ Class teachers are responsible for meeting the needs of all pupils in their class by differentiating the learning. Pupil support is outlined in the year group and individual children's **provision map**. **Pupil passports** are also available for those who need them.
- ▶ Where pupils are working below age related expectations, class teachers adapt teaching to ensure that gaps in pupils' knowledge are covered.
- ▶ The funds delegated by County (age weighted pupil units) are allocated to meet the needs of children with SEND. With Top Up High Needs Funding (HNF) in place for those children with EHCps. (Banded)
- ▶ The school can apply for Local HNF (previously known as ENF) for a few children who have a very high level of need. If the application is successful the allocated money is used to support the identified child. Pupil Premium is available for those who meet criteria.
- ▶ All additional provision for pupils with SEND is overseen by the SENDCo.



16. How is the decision made about how much support my child will receive?

- When pupil's needs are initially identified a discussion takes place between teachers, parents and, where appropriate, pupils. At this meeting desired outcomes for the pupil will be discussed and the provision or support that the pupil needs to meet these outcomes will be agreed. These children are initially monitored for a term.
- School staff are usually best placed to advise on the nature of the support/provision needed, but occasionally the school seeks the support of other agencies for advice.
- We think it is really important that parents and pupils are fully involved in decisions about support and provision. Decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required the school may seek the advice of external agencies to support the decision making process.



17. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

- ▶ The Hertfordshire Local Offer can be found at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

