



Roundwood Primary School

Special Educational Needs Information Report

This SEN information report is written for parents, carers and other stakeholders in order to give clear and accurate information about SEND at Roundwood School. Additional policies and documents that may also be of interest include:

- SEND & Inclusion Policy
- Accessibility Plan
- Diversity, Equality and community cohesion Policy
- Roundwood School's Graduated Approach Model
- Buckinghamshire Local Offer <https://familyinfo.buckinghamshire.gov.uk/send/>

Quick links to advice and support:

EHCP information Buckinghamshire	https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/education-health-and-care-plans/
SENDIAS (SEND information and advice service)	https://www.buckinghamshire.gov.uk/schools-and-learning/bucks-sendias-service/
Buckinghamshire school directory	https://services.buckscc.gov.uk/school-admissions/schools
Buckinghamshire CAMHS single point of access	https://www.oxfordhealth.nhs.uk/camhs/bucks/spa/
Buckinghamshire Occupational Therapy	https://www.buckshealthcare.nhs.uk/cyp/therapy/occupational-therapy/
Buckinghamshire Speech and Language	https://www.buckshealthcare.nhs.uk/cyp/therapy/speech-and-language-therapy
National Autistic Society	www.autism.org.uk
ADHD foundation	https://www.adhdfoundation.org.uk/
Managing challenging behaviour	https://schoolsweb.buckscc.gov.uk/behaviour-wellbeing/
Parenting support	https://familyinfo.buckinghamshire.gov.uk/advice-and-support/parenting/

The SEND information report contains the answers to the following key questions:

What is SEND?

What kinds of SEND does Roundwood School provide for?

Who are the best people to talk to at Roundwood School if I think my child may have an SEN?

How are children with SEN identified - how will the school let me know?

How does Roundwood School approach the teaching of children with SEND?

What types of interventions are available for children at Roundwood School?

How does Roundwood School involve the parents of children with SEN?

How does Roundwood School ensure that children with SEND are making progress against their identified outcomes?

What kind of adaptations might be made to classroom teaching to support children with SEND?

What other types of support are available for children with SEND at Roundwood School including other bodies and outside agencies?

How does Roundwood School ensure that transitions between classes, phases or other schools are smooth for children?

How will Roundwood School support a child who is joining with SEND?

How does Roundwood School gather 'pupil voice'?

How are children with SEND included in wider school life?

How does Roundwood School allocate resources / finances to support children with SEND?

What is the expertise of staff at Roundwood School and how are they supported to meet the needs of children with SEND?

Which types of equipment / facilities are used to support children with SEND at Roundwood School?

How is the effectiveness of provision for children with SEND monitored at Roundwood School?

How does the referral process work?

How does Roundwood School decide to make an application for an Educational, Health Care Needs Assessments (application for EHCP)

How does Roundwood School support the Social, Emotional and Mental Health needs of children at the school?

What are the priorities for SEND at Roundwood this year?

What do I do if I could like to make a complaint about SEND at Roundwood School?

What is a Special Educational Need or Disability (SEND)?

The SEND Code of Practice 2015 describes SEND as the following:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

What kinds of SEND does Roundwood School provide for?

At Roundwood School we aim to refuse no child admission on the basis of his or her Special Educational Need

and/or Disability, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against any child and we will take all reasonable steps to provide effective educational provision. We ensure that on admission parents/carers of vulnerable learners will have the opportunity to discuss their child's individual needs with the Headteacher, SENCo and/or class teacher in order to make arrangements that will support their child in the best possible way. Historically we have had success in providing for a range of vulnerable learners such as:

- Children with Autism Spectrum Disorder
- Children with Attention Deficit and Hyperactivity disorder
- Children with Attachment Difficulties
- Children with Epilepsy
- Children with Speech and Language difficulties
- Children with Physical Difficulties
- Children with Global Development Delay
- Children with Moderate and Specific Learning difficulties
- Children with sensory processing difficulties
- Children who have been adopted
- Children who are in the care system

We strive to do all we can to make careful assessments of the needs of any pupil in constructive conversations with other agencies to make sure we are able to provide the best education and care for every child. However, as a mainstream school, it can sometimes be difficult for us to make provision for children whose needs are significant, severe and profound – to the extent that they require provision and support that goes above and beyond what we can provide. At this point, we work closely with parents and agencies involved to find a more appropriate setting.

Who are the best people to talk to at Roundwood School if I think my child may have an SEN?

If you have concerns about your child's progress and the possibility of your child having a SEN your initial point of contact should be the class teacher. The class teacher is responsible for day-to-day teaching of all children in the class, including those with SEND. Your child's class teacher will be following the school's Inclusion Policy, monitoring progress of all children and adapting teaching when needed.

The school SENDCo is responsible for day-to-day implementation of the Inclusion Policy which involves:

- advising and supporting staff
- overseeing SEND provision & interventions
- monitoring progress through provision mapping
- liaising with outside agencies
- making referrals

- liaising with parents
- attending training
- supporting transition arrangements.

The SENDCo is available to meet with and support parents if they have concerns. Beyond this the Deputy Head (Ellie Clarke) and Head Teacher (Leigh Handley) are available to discuss concerns.

How are children with SEN identified – how will the school let me know?

Children having difficulties acquiring knowledge or engaging appropriately emotionally or socially will be initially identified by the class teacher. The class teacher will adapt their teaching in order to meet individual needs and monitor this closely. The class teacher will collect data and observational evidence and approach parents and the SENDCo if progress is not being made or if concerns continue to be evident.

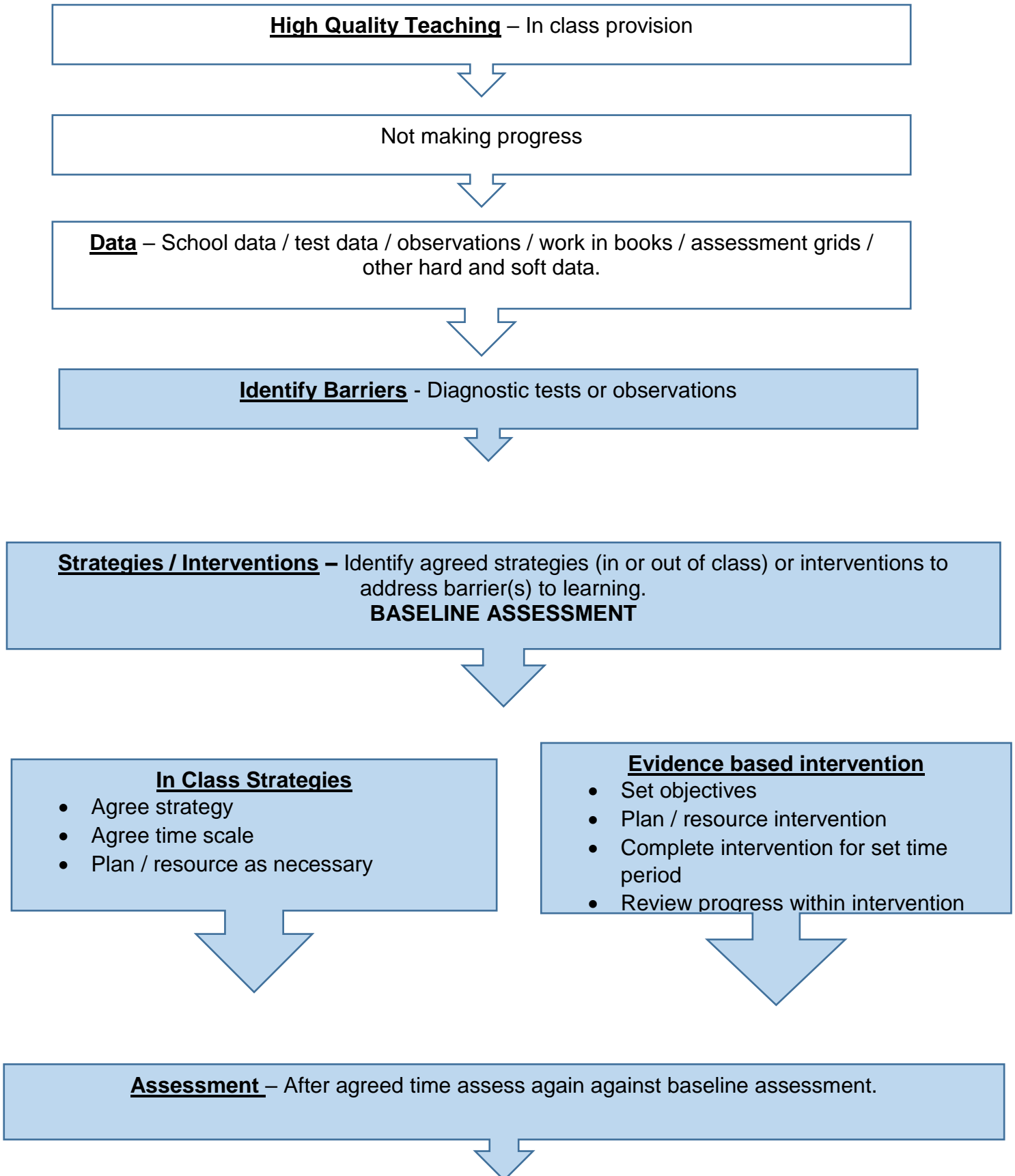
The SENDCo, leadership team and all curriculum leaders at Roundwood monitor subjects and data closely and children may be flagged as need support based on this information. Parents will be informed of their child's progress and any interventions that they have received as part of our robust communications system that includes parents' evenings and reporting.

At Roundwood we always involve parents if we believe that a child will require support that is 'additional to and different from' their peers and will of-course seek permission to make referrals, involve outside agencies or apply for support on a child's behalf. Children at Roundwood may have classroom provision adapted for them and attend intervention groups as part of the class provision. Parents will be notified if a child is not making progress over a period of time despite additional support.

Parents may raise concerns about their child and the school will take these concerns seriously. Parents wanting to discuss their child's needs should first contact the Class Teacher who may then involve the SENDCo and / or Senior Leaders.

We follow a graduated approach as outlined by the chart below:

Graduated Approach to Teaching and Learning



Progress Made – Embed skills within classroom and identify further needs (repeat process) if applicable. Inform parents.

Progress not made - Inform SENDCO and phase leader /SLT. Seek further advice. Involve outside agencies. Further diagnostics. Inform parents.

How does Roundwood School approach the teaching of children with SEND?

At Roundwood we have 4 stages of support for all children:

High Quality Teaching: Well-planned and engaging lessons that meet the needs of all children (based on summative and formative assessments) & are skilfully adapted to include everyone.

Stage 1: Additional input or support that may include individual classroom adaptations and / or intervention.

Stage 2: A child that has an identified Special Educational Need or Disability who requires support that is significantly 'different from and additional to' his/her peers. Additional funding and adult support may be required. Outside agency support may be sought.

Stage 3 / EHCP: A child that has an Education, Health Care plan (EHCP). Additional funding and adult support is linked closely to the child's needs and outside agencies are heavily involved.

There is more information about these stages and how children may be identified as being at a particular stage in our Inclusion Policy (available on our website)

What types of interventions are available for children at Roundwood School?

We have a range of research-based interventions available that cover a range of needs this includes. We regularly update the interventions we use based on the needs of individual children and current research. Some examples of Intervention Programmes we are listed below:

Need	Possible Intervention
Understanding of number	Mastering Number / White Rose Maths Intervention
Reading	Additional phonics Direct Teaching & Precision Monitoring
Spelling	Cued spelling Spelling shields
Memory	Ready, Set, Remember
Speech & Language	Speech Link Language Link
Social Skills	Talkabout Social Skills

How does Roundwood School involve the parents of children with SEN?

All parents are involved in their child's education at Roundwood. Parents are informed about children's progress through regular reporting and parents' evenings. At this point, children that are receiving additional support at stage 1 or stage 2 will be informed of their child's progress. Parents of children with SEND have access to the 'EDUKEY' online system that provides details of Learning Plans, Interventions, Targets and reviews. Parents of children with an EHCP will have regular contact with the SENDCO as well as following the annual review process.

How does Roundwood School ensure that children with SEND are making progress against their identified

outcomes?

At Roundwood we carefully monitor children's progress through the use of our in-school tracking systems and children's in-class targets are regularly monitored to measure progress and attainment. Further to this, we carefully monitor interventions on a termly rotation system to ensure that the outcomes are being met and that the interventions in place are successful – adapting provision and setting new targets. We currently use EDUKEY Provision Mapping software to support this process and involve all stakeholders.

What kind of adaptations might be made to classroom teaching to support children with SEND?

Teachers at Roundwood are skilful at adapting their teaching to meet the needs of all children. Classroom adaptations may include:

- adapted tasks
- visuals / prompts
- adult support
- scaffolding of tasks
- additional time to complete a task
- access to equipment including ICT equipment
- small group work or intervention
- adaptations to the classroom environment such as acoustics, assess or seating

This list is by no means exhaustive as we adapt teaching based on the individual as well as any recommendations that we may have received from outside agencies.

What other types of support are available for children with SEND at Roundwood School including other bodies and outside agencies?

As a school we work with many outside agencies. These are the agencies that we have worked with previously and trust to provide us with expert recommendations. Some agencies are provided by Buckinghamshire County Council or the Health Service as part of the Local Offer and some agencies are 'bought in' by the school to address particular needs. Agencies that we have successfully worked with include:

- Speech and Language Therapy Service
- Occupational Therapy Service
- Educational Psychologists
- Pathways PRU behaviour support team
- Cognition & Learning Team at Buckinghamshire CC
- Child and Adolescent Mental Health Service (CAMHS)
- Social Services

- Community Nursing Team
- Buckinghamshire SEND Team
- Buckinghamshire Physical Disability Team
- Buckinghamshire Specialist Teacher

How does Roundwood School ensure that transitions between classes, phases or other schools are smooth for children?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- We are happy for you to take your child out of school in order for them to visit their new school.
- If your child receives Stage 3 Support a Transition Meeting may be required between yourselves, child's class teacher, our SENDCo and the SENDCo of the new school to plan a successful transition.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher.
- A book about moving class will be made with your child, for them to take home and share with you to prepare them for the change.
- We are fortunate, being a small school, that children often get familiar with most the adults within school. However extra sessions can be planned for your child to start to build a relationship with their new class teacher before transition.

When moving between the Infant Site and Junior Site

- We will pass on any records about your child in advance and a 'hand over' meeting will take place between the class teachers
- A book about moving class will be made with your child, for them to take home and share with you to prepare them for the change.
- Some children may benefit from additional time in their new classroom or with their new teacher & this can be organised.

When moving to Secondary

- We will pass on any records about your child in advance and a 'hand over' meeting will take place between the year 6 teacher and the secondary school wherever possible.
 - The child can create an 'all about me' book to inform staff at their new setting
- Additional time can be arranged at the new setting dependant on the setting's offer
- If your child receives Stage 3 Support a Transition Meeting may be required between yourselves, class teacher, our SENDCo and the SENDCo of the secondary school to plan a successful transition.

How will Roundwood School support a child who is joining with SEND?

If a child is joining our school that it is believed may have difficulty with the transition process we will liaise closely with the previous setting & parents to gain as much knowledge about the child as possible. The class teacher and/ or SENDCo from Roundwood may call the previous setting or visit the child in order to build a relationship with the child before that start our school. Phased transition periods may be arranged. For children joining our Reception class these is a robust transition already in-place with feeder nursery schools as

home visits.

How does Roundwood School gather 'pupil voice'?

Pupil Voice is a key element of our co-production approach for children with SEND. All pupils with SEND are given structured opportunities to share their views at least twice per academic year. These contributions are recorded, communicated to staff and parents, and used to inform planning and provision. For pupils with an EHCP, the annual review incorporates a 'Tree of Life' activity, enabling children to communicate their experiences and priorities in a format that is accessible and appropriate for them.

How are children with SEND included in wider school life?

Pupils with SEND are fully integrated into the life of the school. They participate in clubs, trips and residential, represent the school in the community, and take on leadership roles such as school council, ensuring they have equal access to all opportunities.

How does Roundwood School allocate resources / finances to support children with SEND?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on individual [and](#) group needs. Additional funding may be applied for, this is called 'Higher Needs Block Funding' and may be issues for a short period to offer support for individual children that require a greater level of support (currently 'on-hold' in Buckinghamshire 2025). Children with Education, Health Care Plans (EHCP) will have funding allocated to them and this will be spent in-line with the recommendations within the EHCP.

What is the expertise of staff at Roundwood School and how are they supported to meet the needs of children with SEND?

Our SENDCo has completed the National Award for Special Educational Needs Co-ordination (NASENCo) in 2013 and has many years' experience in this role and prior to this worked as a classroom teacher in a variety of year groups. The SENDCO is allocated 3 days per week to manage SEND provision. We have a team of Teaching Assistants, including 2 Higher Level Teaching Assistants who are trained to deliver SEND provision. Our teaching staff has a wealth of experience including working with children with a variety of needs. We identify training needs based on the needs of the individual children that we are teaching and to support whole school development.

Which types of equipment / facilities are used to support children with SEND at Roundwood School?

At Roundwood we have a range of equipment and resources available for all children, this includes ICT equipment, PE equipment and other teaching resources such as science and maths resources. Each site has a well-developed outdoor area including grass and concrete, a hall & additional rooms in which interventions can take place. In the past we have purchased items such as Occupational Therapy 'wobble cushions', social skills schemes and specialised writing implements. For more expensive equipment we are sometimes able to access support from outside agencies who may provide equipment such as a laptop or ipad for individual children.

How is the effectiveness of provision for children with SEND monitored at Roundwood School?

The SENDCo is responsible for monitoring the provision for children with SEND. This is done in the following ways:

- Record keeping for interventions and children with EHCPs
- Whole school data analysis
- Lesson Observations

- Learning walks
- Book scrutiny
- Pupil & staff voice

At the end of the academic year the SENDCo provides a report for the Senior Leaders that evidences progress made and analysis the overall effectiveness of provision.

How does the referral process work?

Some children who are receiving Stage 2 / 3 support will require support from outside agencies. A referral will be made for the following reasons:

- The child is not making progress and expert advice is needed
- The child is making very little progress and expert advice is needed
- The child is experiencing a barrier to learning that we, as staff, need more expertise / advice around

The school needs parental permission before we are able to make a referral, we will therefore always inform you if we feel that this is the best route for your child. In most cases the SENDCo will be responsible for making the referral. The SENDCo will meet you and the child's class teacher and the evidence that has been collected will be collated into a referral report that will contain yours and your child's details as well as an outline of the main concerns. We may send copies of reports from other involved parties such as checklists or reports from other professionals. Referrals to different agencies are made in different ways and the SENDCo will talk you through the process based on the agency involved. As a school we always endeavour to submitting comprehensive referrals with strong supporting evidence.

In most cases referral forms include a 'parent' section in which you are invited to add your point of view and sign to give your consent for the referral.

Dependant on the service being referred to there can be wait times and this is out of our control – if there is a wait time for a referral we will endeavour to keep the parent informed and put all strategies available to us in place whilst we await the outcome.

In some cases, parents feel that a referral needs to be made when the school does not feel the same need, dependant on the service required parents are able to self-refer and may seek support through the family GP. During this time we will work hard to communicate effectively with the family and support them with this process.

How does Roundwood School decide to make an application for an Educational, Health Care Needs Assessments (application for EHCP)

We monitor all children's progress carefully. In some cases, we may feel that a multi-disciplinary assessment is needed in order to better understand the child's needs and provide long term support. In order to make this application we often need to have engaged with advice from outside agencies as well as having followed the asses-plan-do-review cycle several times in order to evidence progress.

We will involve parents heavily in any decision to make this application. If you feel that your child needs an EHCP then please discuss this with your child's Class Teacher who will be able to provide more information and forward you to the SENDCo if required.

Further information about applying for an EHCP can be found at:

<https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/education-health-and-care-plans/>

How does Roundwood School support the Social, Emotional and Mental Health needs of children at the school?

At Roundwood we feel that a fundamental part of our role is supporting the social, emotional and mental health of our children. We have carefully devised our curriculum to ensure that this is a priority & are able to give additional support where needed. Support for children includes:

- High quality teaching and assessment of Personal, Social, Health Education (PSHE)
- Positive and supportive classroom environments
- Effective reward systems
- Extra-curricular opportunities
- Broad and balanced curriculum
- School ethos shared through assemblies
- Focused interventions to support specific SEMH needs
- Outside agency involvement
- Timely and effective referral process

What are the priorities for SEND at Roundwood this year?

The SENDCo writes an action plan at the beginning of each academic year. The points on this year's action plan include:

- To ensure that regular and purposeful assessment is being used to inform appropriate adaptations children working significantly below their peers.
- Embed evidence-based cognitive and metacognitive approaches across classroom practice to enhance the quality of teaching and support sustained progress for pupils with SEND
- Establish a consistent, whole-school nurturing approach that supports pupils affected by attachment difficulties, trauma, and adverse childhood experiences (ACEs), fostering emotionally secure environments that enable learning and personal development.
- To proactively support attendance for children with SEND that fall below 90%

What do I do if I would like to make a complaint about SEND at Roundwood School?

Any complaints regarding the SEND Policy or the provision made for children with special educational needs and disabilities should be addressed in the first instance, to the class teacher. If parents need further advice, they are welcome to arrange a meeting with the SENDCo. If they feel their child's needs are still not being met they should make an appointment to see the Headteacher. If, however, parents are still concerned they may contact the Special Educational Needs Governor, Jean Pittman, either by calling the school office and asking to speak to the member of staff needed or contacting them on the email addresses below: The school's complaints policy is available on our website.

Mrs Handley (Head Teacher) / Ms Tanner (SENDCo) / Jan Pittman (SEND Governor) all contactable via-
office@roundwood.bucks.sch.uk