



**Roundwood**  
PRIMARY SCHOOL

## **Inclusion Policy**

*To be read alongside the school SEND information Report*

*In compliance with: SEND Regulations 2014, Section 69 Children & Families Act & Equalities Act.*

**Updated January 2026**

**To be reviewed January 2027**

## Roundwood Primary School SEND Policy

### **1. Introduction**

This policy is a statement of the aims, principles and strategies we use to ensure effective provision for children with Special Educational Needs and Disabilities at Roundwood Primary School.

Children have Special Educational Needs and Disabilities (SEND) if they have a learning difficulty that calls for special educational provisions to be made. Children have a learning difficulty if they;

- Have a significantly greater difficulty in learning than the majority of children the same age; or
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.

Children with SEND have difficulties within one or more, of these areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional
- Sensory or Physical

### **2. Aims of our policy**

- To identify all children who need special provision to support their learning and educational development at the earliest opportunity.
- To ensure that these children are given appropriate support to access the National Curriculum or EYFS.
- To ensure that these children are fully included in all aspects of the school.
- To involve parents and children in developing a partnership of support.

### **3. Legislation & Guidance**

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association.

### **4. Roles and Responsibilities**

#### The SENDCO

The SENDCO is Laura Tanner, her email address is: [ltanner@roundwood.bucks.sch.uk](mailto:ltanner@roundwood.bucks.sch.uk)  
She will:

- Work with the Head Teacher and SEND Governor to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this Inclusion policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

#### The SEND Governor

The SEND governor is Jean Pitman, her email addresses is: [j.pitman@roundwood.bucks.sch.uk](mailto:j.pitman@roundwood.bucks.sch.uk)

She will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENDCo to determine the strategic development of the Inclusion policy and provision in the school.

#### The Headteacher

The Head teacher is Leigh Handley, her email address is: [head@roundwood.bucks.sch.uk](mailto:head@roundwood.bucks.sch.uk)

She will:

- Work with the SENDCO and SEND governor to determine the strategic development of the Inclusion policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### Class Teacher

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this Inclusion policy

## **5. Admissions arrangements**

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, SENDCo 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 who have English as an additional language
- Children who have been adopted & children who are in the care system
- 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

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.

## **6. Accessibility**

At Roundwood School we strive to be an inclusive school and aim to be accessible for all children. We have many facilities and plans in place to enable accessibility for all and have previously adapted the school to meet the needs of individual children. We are based on a split site and the Infant school is in an older building therefore access for some children may be problematic, however we will endeavour to make all reasonable adjustments in order to include any child. **The school will take an anticipatory approach to identifying and meeting needs, informed by knowledge of individual pupils and potential future requirements.**

For more accessibility information please refer to our Accessibility Plan. An Accessibility Plan ensures that a school is socially and academically inclusive. It summarises school accessibility in priority order. Schools are required to have an accessibility plan in line with the Equality Act 2010. The plan is reviewed every three years and approved by the Governing Body.

## **7. Identification, assessment and provision**

We assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments for all children and identify any child whose progress is significantly slower than that of their peers starting from the same baseline, fails to match or better the child's previous rate of progress, fails to close

the attainment gap between the child and their peers, and widens the attainment gap. This may include areas other than academic attainment such as social skills.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN. When deciding where special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this, as well as data, to determine the support that is needed and whether we can provide it by adapting quality first teaching or whether something different or additional is needed.

As a school we use a graduated approach to the identification and provision for children with SEND as recommended in The Code of Practice (2014). We follow an 'Assess, Plan, Do, and Review' cycle and this forms the basis of our policy and associated procedures. The school's usual differentiated curriculum and strategies meet the needs of most children. Where necessary, increasing specialist expertise is sought to address the difficulties that a child may be experiencing.

For some children the usual curriculum will not be sufficient to address their individual learning needs. For these pupils the school provides additional or different learning opportunities. These interventions within the school are called SEN Support, formally known as School Action or School Action Plus.

In a small number of cases, the LEA will need to make a Statutory Assessment of a child's special educational needs. This may lead to a document being produced called an Educational Health Care Plan (EHCP) which outlines the child's needs and suitable provision and/or hours of additional support that child is entitled to.

Graduated Approach to Teaching and Learning

**High quality teaching** – In class provision

Not making progress after 6 weeks of Quality First Teaching?

**Data** – School data / test data / observations / work in books / assessment grids / other hard and soft data.

**Identify Barriers** - Diagnostic tests or observations.

**Strategies / Interventions** – Identify agreed strategies (in or out of class) or interventions to address barrier(s) to learning.  
**BASELINE ASSESSMENT**

**In Class Strategies**

- Agree strategy
- Agree time scale
- Inform parents
- Plan / resource as necessary

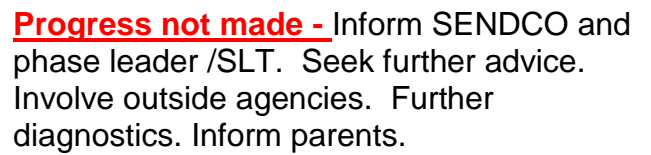
**Evidence based intervention**

- Set objectives
- Plan / resource intervention
- Complete intervention for set time period
- Review progress within intervention

**Assessment** – After agreed time assess again against baseline assessment.

**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.



## Roundwood's SEND Procedure

### High Quality Teaching

It is our aim that high quality classroom provision including classroom adaptations, scaffolding and skilful differentiation and adaptations meet the needs of all children including those with SEND. Where a child has been identified as having a SEND it is expected that all classroom teaching will be adapted to enable the child to engage with content and make progress. This may happen in a variety of ways including the use of visuals, scaffolding of the task or the deployment of adult support.

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles and in-school tracking systems
- classroom-based assessment and monitoring arrangements including observations
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCO.
- undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- involving an external agency where it is suspected that a special educational need is significant.

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

### Children at SEN Stage 1

Children at SEN stage 1 have an identified SEND. Adaptations to the classroom environment and curriculum mean that the majority of needs can be met in-class.

- Stage 1 pupil profile to communicate needs with all stakeholders and share any advice from outside agencies or professionals this will be shared and reviewed using Edukey.
- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- translations materials for children with EAL
- adaptations to the learning environment
- adaptations to equipment

- small group work opportunities
- support materials provided such as visuals or phonic cue cards
- further differentiation of resources

Any pupil receiving intervention support to allow them to 'close the gap' with other learners will be monitored with the use of whole school data systems and using the Edukey provision map tracking system.

### Children at SEN Stage 2

**Children at SEN stage 2 have an identified SEND that and require support that is** "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014 (p.15-16)

- Stage 2 pupils will have an individual Learning Plan outlining needs, adaptations and targets for the term. This will be shared and reviewed using Edukey.
- In- keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map (Edukey system)
- It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).

Children's needs will be met through quality first teaching where target setting is built into classroom practice. Children with an identified SEN will be given appropriate targets in line with the rest of the children in the class (reading / writing / maths). Identified targets outside these given areas will be set via the intervention that addresses the need. The objectives for the intervention will be shared and rigorously monitored allowing progress to be measured.

### Children at Stage 3 - Education Health and Care Plan (EHCP)

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process.

Please see the Roundwood School Provision Outline for a list of interventions available for children at our school.

## **8. Expertise & Training of staff**

Our SENDCo has 9 years' experience in this role and has worked as a Teacher for 14 years. She is allocated 3 days per week to manage SEND provision. We have a team of Teaching Assistants, including 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.

## **9. Working with Parents**

We will have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes will be made of these discussions and added to the child's records and given to their parents if needed. We will formally notify parents when it is decided that a child will receive 'level 2' support and when involving outside agencies. When involving outside agencies or applying for Higher Needs Block Funding and/or an Education Health Care plan parents will be heavily involved and support will be given to understand the process.

Parents have the right to make a request for an Education, Health Care Plan. This request can be made directly to the Local Authority. More information can be found at <https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/education-health-and-care-plans/requesting-an-ehc-needs-assessment/>

Parents and carers can access impartial information, advice and support about SEND through Buckinghamshire SEND Information, Advice and Support Service (SEND IASS). This service is provided in line with Section 69 of the Children and Families Act 2014.

## **10. Behaviour Support**

Some children may need Personal Intervention Plans to support with behaviour. This document details the child difficulties and includes recommendations and procedures that must be followed by all members of staff at school in order to support the child in the best possible way.

Recommendations may be provided by the SENDCo, but may also include recommendations from any outside agencies/ professionals involved with the child. A meeting will be conducted to discuss the child's needs and to agree on strategies that all staff need to adopt in order to support the child. This document is then shared with the whole teaching staff during staff meeting to ensure all are aware of the strategies in place. This document will also be shared with the child's parents regularly.

## **11. Support for children with Social, Emotional & Mental Health Needs (SEMH)**

We provide support for children to improve their emotional and social development in the following ways:

- High Quality Teaching and accurate assessment of PSHE needs
- Regular wellbeing assessments
- Positive and supportive classroom environments
- Effective reward systems
- Extra-curricular opportunities
- Broad and balanced curriculum
- School ethos shared through assemblies
- Focused interventions & nurture groups to support specific SEMH needs
- Outside agency involvement
- Timely and effective referral process

## **12. Resources**

Resources are allocated by the finance committee of the governing body, and the SENDCo in consultation with the Senior Leadership Team is responsible for the use of these resources and the deployment of support staff. The allocation of support time is based upon the level of need among pupils within classes. Pupils with EHCPs are treated separately according to the level of their need and the requirements of their EHCP.

## **13. Partnership work / working with agencies**

We work closely with parents, support services, outside agencies, playgroups, preschools, nurseries and transfer schools to ensure the progress of children with SEND. We are part of a SEND liaison group through which we receive training and support and share best practice.

Previously we have successfully worked with the following agencies Educational Psychologist, Speech and Language Therapists, Occupational Therapist, Physiotherapist, CAHMS, Multi-Agency Safeguarding Hub, Specialist Teachers, as well as many independent specialists.

## **14. Transitions**

Careful consideration is given to children with SEND. We liaise closely with feeder schools and wherever possible gather information from previous settings to inform us about a child. We have a robust transition between feeder Nursery settings, KS1 and KS2 as well as between ourselves and feeder secondary schools.

## **15. Monitoring SEND**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders
- pupil progress tracking using assessment data (whole-school processes)
- ongoing assessment of progress made by intervention groups through the use of feedback forms and provision mapping
- work sampling
- scrutiny of planning
- informal feedback from all staff
- pupil voice

- attendance records
- regular meetings about pupils' progress between the SENCO and the head teacher
- head teacher's report to parents and governors
- OFSTED inspections

## **16. Inclusion of children from vulnerable ethnic minority groups and EAL children**

Miss Ellie Leslie (Deputy Head) is responsible for tracking the progress of children from ethnic minority groups and those with English as an additional language. This role includes:

- Day-to-day operation of the school's Inclusion Policy
- Tracking data for these groups
- Supporting staff to understand needs and barriers to learning if applicable (alongside SENDCo)
- Liaison with parents
- Advising teaching staff and TAs
- Working with SENDCo to co-ordinate provision if necessary
- Monitoring support in place for these children (alongside SENDCo)
- Organising or delivering training as needed
- Feedback to governors

EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language. We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all children regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community. The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum. Provision Children with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English.

The following provision can be expected:

- Pupils will be placed in sets and groups, which match their academic ability.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling.

Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level. Provision will be recorded and monitored for effectiveness

using the school's data and provision map where appropriate, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

## **17. Designated Teacher for Looked after Children**

Leigh Handley (Head Teacher) is responsible for tracking the progress of Looked after or cared for children. This role includes:

- Day-to-day operation of the schools Inclusion Policy
- liaising with parents to keep them informed of progress and listen to their views on their child's progress.
- coordinating provision for all pupils who are adopted or in the care system
- Liaising with external agencies (alongside SENDCo)
- Organising individual and small group support, and evaluating their impact and effectiveness regularly (alongside SENDCo)
- Maintaining a Provision Map that tracks the progress of all children who are adopted or in the care system (alongside SENDCo)
- Overseeing the smooth running of transition arrangements and transfer of information between schools and staff.
- Overseeing the initial and on-going assessment of all children who are adopted or in the care system
- Attending Looked After Children (LAC) meetings and deliver Personal Education Plan (PEP) meetings.

Roundwood School recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development. We offer a range of intervention programmes that have been successful and effective in supporting children who demonstrate the above difficulties, in particular a whole school and targeted approach to wellbeing and Social, Emotional & Mental Health (SEMH). These include Social, Emotional and Mental Health (SEMH) needs and use proven interventions such as 'Protective Behaviours' and 'Socially Speaking' to address individual needs.

Please see the Roundwood School Provision Outline for a list of interventions available for children at our school. We carefully allocate resources and funding to best support Looked After Children and endeavour to attend all relevant review meetings.

## **18. Inclusion of children that are 'gifted and/ or talented'**

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

At Roundwood School we respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and

responsible adults. The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. Teachers at Roundwood have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- A common activity that allows the children to respond at their own level;
- Problem solving activities that broadens children's learning in a particular skill or knowledge area; The opportunity for children to progress through their work at their own rate of learning.
- Planning lessons that include deeper levels of questioning including philosophical debates and reasoning.

We offer a range of extra-curricular activities for our children. These activities offer talented children the opportunity to develop their skills further and show case their talent. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities to become an ICT and/or Sports leader and we also provide many opportunities for children to perform at the events we attend throughout the year.

### **19. Inclusion of disadvantaged children**

Children who are from a low-income family, who are in the care system and/or have parents serving in the armed forces are entitled to Pupil Premium funding. We aim to deploy Pupil Premium Funding to raise achievement and narrow the gap between children from disadvantaged families and their peers. Our Pupil Premium co-ordinator for KS2 is Ellie Leslie (Deputy Head). Children receiving this funding who require academic support may be supported in one for many of the intervention programmes detailed earlier in the policy. We also aim to provide children with opportunities and support to develop their self-esteem, confidence and social interaction. This can be through interventions such as drawing and talking, socially speaking or our Nurture group. We aim to use the money to target the specific needs of each pupil, which may also include support in the form of counselling, attendance and /or family support.

For more information about Pupil Premium spending and impact please see the Pupil Premium funding tab on our school's website.

### **20. Inclusion of children with medical needs**

At Roundwood we aim to provide a fully inclusive educational and pastoral system. To do this we need to ensure that correct procedures and protocols are in place to enable any pupil with a long-term medical condition to be able to attend school or have minimum disruption to their education. We aim to:

- ensure as little disruption to our children's education as possible
- develop staff knowledge and training in all areas necessary for our children
- ensure we develop links with all outside agency support systems
- ensure safe storage and administration of agreed medication.
- provide a fully inclusive school.

Where appropriate children with health needs and / or disabilities will have an individual care plan and, in some cases, a Personal emergency evacuation plan (PEEP) will be needed. We will work with the parents and medical professionals to ensure we have specific protocols in place as soon as the child starts school. This may take the form of information sharing, developing specific care plans, organising training, employing new staff or reorganising classroom facilities. We will also regularly meet with parents to ensure all information is kept fully up to date.

A Care Plan will include:

- Details of the child's condition
- What constitutes an emergency
- What action to take in an emergency
- What not to do in the event of an emergency
- Who to contact in an emergency
- The role of staff
- Special requirements e.g. dietary needs, pre-activity precautions
- side effects of medicines

A copy of the Care Plan will be available in school. Any general medical information will be displayed in the staff room (in a sensitive fashion), to ensure that all staff members in school are aware. All trained staff will ensure they are aware of the protocols and procedures for specific pupils in school through attending training provided and reading care plans devised for individual pupils. Pupils will not be able to carry any medication. Medication may be stored in the medical room, but in serious cases may be stored in the classroom, as it is closer to the child. Medication stored in the classroom will be stored in a locked container, with the key being very assessable to staff members only, and out of the reach of children. When preparing risk assessments for school visits staff will consider any reasonable adjustments they might make to enable a child with medical needs to participate fully and safely on visits.

Additional safety measures may need to be taken for outside visits and it may be that an additional staff member, a parent/carer or other volunteer might be needed to accompany a particular child. Arrangements for taking any medicines will need to be planned or as part of the risk assessment and visit planning process. A copy of any Care Plan should be taken on trips and visits in the event of information being needed in an emergency.

## **21. Exclusion Protocols**

At Roundwood School we aim to create and promote an environment in which children, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. Roundwood is responsible for communicating to children, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

They are:

- Positive Behaviour Policy
- Anti-Bullying Policy
- Home – School Agreement

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. Our approach to challenging behaviour is outlined in our positive behaviour policy. Any decision to exclude a child will be made by the Head Teacher and the child's Parents. In extreme circumstances the school will follow the procedures and protocols set out by Buckinghamshire County Council.

Any decision to exclude a pupil will be made in accordance with the Equality Act 2010, with careful consideration given to disability-related behaviour and the school's duty to make reasonable adjustments to avoid discrimination.

## **22. Complaints**

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 Governors, either by calling the school office and asking to speak to the member of staff needed or contacting them on the email addresses below:

Mrs Handley (Head Teacher) [head@roundwood.bucks.sch.uk](mailto:head@roundwood.bucks.sch.uk)

Ms Tanner (SENDCo) [ltanner@roundwood.bucks.sch.uk](mailto:ltanner@roundwood.bucks.sch.uk)

Jean Pitman (SEND Governor) [j.pitman@roundwood.bucks.sch.uk](mailto:j.pitman@roundwood.bucks.sch.uk)

## **23. Further information**

Further information about how we deal with SEND can be gained from our website or by calling the school on 01280 848306/813066. Also the Bucks Local Offer contains lots of information about county processes and procedures.

<https://familyinfo.buckinghamshire.gov.uk/send/>