

The Roundhill Academy

Special Educational Needs (SEN) Information Report - September 2018

Regulation 3 Special Educational Needs and Disability (Information) Regulations (2014)

Academy name:	The Roundhill Academy
Address:	Melton Road, Thurmaston, Leicester LE4 8GQ
Telephone Number:	0116 2693896
Name of Principal:	Mr James Tickle
Principal contact details:	Tel: 0116 2693896 Email: school.enquiries@roundhill.leics.sch.uk
Website address:	www.roundhill.leics.sch.uk
Age Range of students:	11 – 16
Date of Last Inspection:	October 2017
Outcome of last inspection:	Good

Does school/college have a specialist designated unit / additional learning support department? Yes

Total number of students with special educational needs at school: 187

Total number of students receiving additional learning support: 169

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We are a mainstream school with a strong inclusive ethos based on our motto “Achieving Success through Learning Together”. We strive to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum. This document is intended to give you information regarding the ways in which we ensure we support all our students, including those with SEN, in order that they realise their full potential. It may not list every skill, resource and technique we employ to achieve this as these are continually developed and used to modify our provision to meet the changing requirements of our students.

Information about:	How we do it at The Roundhill Academy:
<p>1. <i>The kinds of special educational needs for which provision is made at the school.</i></p>	<p>We are a mainstream school, we aspire for all of our students to achieve their potential, including those with SEN. Students are identified as SEN when their progress has significantly slowed or stopped, and the interventions and/or resources based on Quality First Teaching that we normally put in place do not enable improvement. A student may also be classed as SEN where there are external agencies involved with the child such as Autism Outreach; ADHD Solutions; CAMHS or Speech and Language services. We have specific plans and use student profiles to help support their development and accelerate progress.</p> <p>Typically the students with SEN in our school have difficulties with speech and language, literacy and numeracy (especially reading and/ or writing), social or emotional development, sensory difficulties with sight and/ or hearing and sometimes a physical need.</p>

<p>2. <i>The school's policies for the identification and assessment of students with special educational needs.</i></p>	<p>Our teachers closely monitor the progress made by all students and ask advice from the SENCO as soon as they have concerns about any student. We have close links with our feeder primary schools and this helps us to understand the needs of SEN students before they arrive. We use Key Stage 2 teacher assessment and base line testing to identify which students will require SEN support. The SENCO helps teachers to plan activities such as small group work or special programmes to help the students. If these activities do not help the student to make better progress the SENCO might suggest other programmes or temporary additional support, or ask for advice or assessment from an external specialist service. If the student still does not make improved progress, the SENCO, form tutor or subject teacher will meet with parents/carers and student and together agree that additional SEN support will be put in place.</p> <p>The school will apply to the Joint Council of Qualifications for access arrangements at Key Stage 4 where there is a history of need e.g. access arrangements were in place in the primary school or where testing demonstrates that the standardised reading score is 85 or below.</p> <p>As soon as your child's SEN has been identified we will contact you and invite you to come into school to discuss plans to help him or her make better progress and to inform you how he or she will be supported.</p>
<p>3. <i>The school's policies for making provision for students with special educational needs whether or not students have EHC Plans, including:</i></p>	<p>Our policies on SEN and access provide information about how we make provision for all students with SEN. These policies are available to view on the school's website under 'Policies'. There is also a section solely dedicated to SEND.</p>

<p>a) <i>How the school evaluates the effectiveness of its provision for such students;</i></p>	<p>We regularly track, monitor and review data for all students and the impact of interventions is measured and evaluated. Subsequent interventions will then be put in place if needed. All parents receive reports and Individual Education Plans. The school also has an internal review system which monitors the effectiveness of provision for SEN students across the curriculum.</p> <p>The SENCO and subject teachers will assess and review the progress of all students with SEN at key data points in the year. This includes academic progress, attendance, behaviour, attitude to learning and self-esteem. The outcomes of these reviews will be shared with parents at parents' evenings or review meetings with the Form Tutor or SENCO.</p>
<p>b) <i>The school's arrangements for assessing and reviewing the progress of students with special educational needs;</i></p>	<p>An Education, Health and Care Plan(EHCP) review and / or transfer review will take place during the academic year. Key professionals involved in the plan will be invited to attend. Parents are central to the planning and intended outcomes of the plan. The SENCO will attend transfer reviews for students in Year 6 who have identified The Roundhill Academy as their next destination school. We invite post-16 providers to transfer reviews for students in Year 11. We also review IEPs and track and monitor the progress of students via department assessments and data input.</p> <p>Parents are welcome to bring a person to support them, for example a family member/ friend or parent partnership representative. However, you do not need to wait for these meetings if there is a concern, a meeting can be arranged with key staff to discuss concerns.</p>
<p>c) <i>The school's approach to teaching students with special educational needs;</i></p>	<p>As a school we have the highest possible expectations of your child and all students in his or her class. All teaching is based on building on what students already know, can do and can understand. Teachers are expected to personalise learning, differentiate tasks and scaffold the learning to ensure that all students are able to access the curriculum and are fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child, including ICT. The teacher will also</p>

	<p>put in place specific strategies (which may be suggested by the SENCO or specialists from outside agencies) to enable your child to access the learning tasks.</p>
<p>d) <i>How the school adapts the curriculum and learning environment for students with special educational needs;</i></p>	<p>Teachers regularly check and report on student progress. If there are gaps in understanding and/or learning, teachers will identify what extra support is necessary to close the gap in progress between individual students and other students of the same age. Interventions might include small group sessions or 1:1 support for students. Intervention sessions will identify specific targets for improvement. These interventions may be led by either a teacher or a trained Learning Support Assistant or Higher Level Teaching Assistant working to plans produced by a teacher. The interventions will be monitored so that the impact and effectiveness can be tracked. We also offer the Freshstart phonics programme to selected year 7 students.</p> <p>The subject teachers or SENCO can provide information about what individual year groups are learning and how students are being helped to make better progress.</p>
<p>e) <i>Additional support for learning that is available to students with special educational needs;</i></p>	<p>Support is given to students in a variety of innovative ways, ranging from access to Learning Support Assistants or Higher Level Teaching Assistants in lessons, to peer mentors and external agency liaison. These external agencies typically include Autism Outreach; Visual Impairment or Hearing Impairment services; Educational Psychology and the Youth Service. As part of our provision, we offer a 'Freshstart' phonics and literacy programme to support students that are working at National Curriculum level 3 or below in literacy.</p>

<p>f) <i>Activities that are available for students with special educational needs in addition to those available in accordance with the curriculum</i></p>	<p>Students with SEN are fully included in our extensive enrichment programme, with some lunchtime activities aimed specifically at them. These include social skills groups and Nurture Club. Study Support Group is aimed at students who struggle to organise themselves or find aspects of homework challenging. Where adjustments or specialist risk assessments are needed for a student to access an activity, the SENCO will involve parents/ carers. This includes trips and visits.</p>
<p>g) <i>Support that is available for improving the emotional and social development of students with special educational needs.</i></p>	<p>We have a range of programmes within school to support the emotional and social development of students. We do respond to the needs of the individual, tailoring an individual programme of support if needed. We utilise many agencies for support if we need expertise beyond our own staff. We have a strong Pastoral Team consisting of a Head of Student Services and five Student Support Workers who are available all day to help students who require support. The school nursing service and school counsellors are available for appointments each week. All students access a Personal Development programme on a weekly basis as part of the curriculum.</p>
<p>4. <i>The name and contact details of the SENCo.</i></p>	<p>Miss Michaela Rueben is the school's SENCO. She is also the Associate Principal and has worked at the school since 2014. There is a team approach to Special Educational Needs and inclusion at The Roundhill Academy. If your child is already at the school, then you can make contact with the Form Tutor, Subject Teacher or Miss Rueben (SENCO). If your child is currently at primary school and you wish to contact The Roundhill Academy regarding their SEN needs, then please contact Miss Rueben directly.</p>

<p>5. <i>Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</i></p>	<p>At The Roundhill Academy, we pride ourselves on innovative and current practice. Therefore the training of all adults in the school is paramount to the success of all learners. Regular and appropriate staff training takes place, both of a generic and child-specific nature.</p> <p>Whole staff training shares knowledge, expertise and experience in order to gain an outstanding, consistent approach to supporting SEND learners. Examples include AET (Autism Education Trust) training and training for support staff by the Specialist Teaching Service. The SENCO delivers regular in-house training to all staff and the team of Learning Support Assistants. If a need for specialist expertise to deliver training is required, the SENCO co-ordinates this alongside the Senior Leadership Team.</p>
<p>6. <i>Information about how equipment and facilities to support children and young people with special educational needs will be secured.</i></p>	<p>The LA provides specialist equipment such as wheelchairs/ standing frames when prescribed by a relevant health specialist. The school provides additional adult support, usually a Learning Support Assistant, where appropriate.</p> <p>In accordance with the Disability Act, buildings may undergo ‘reasonable adjustments’ to ensure that they are accessible for all of our students. This is negotiated by the Local Authority with the school. Our accessibility plan is available to view on the school website. We have designated ‘safe’, supervised areas that students can access during break and lunch times to lessen anxiety, building and promoting confidence and friendship.</p>
<p>7. <i>The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</i></p>	<p>At The Roundhill Academy we value the input of parents and truly believe in working in partnership to get the best possible outcomes for our students. Target setting/ reviews, emails, texts, and SEND meetings are all good ways to communicate and plan for SEN support.</p> <p>We also have key information about local organisations, such as Parent Partnership, who can support and advise in the home, and for any parent groups to give strategies and to provide a support network.</p>

<p>8. <i>The arrangements for consulting young people with special educational needs about, and involving them in, their education.</i></p>	<p>Students are at the forefront of everything we do at The Roundhill Academy. Their views are very important to us. This takes a variety of forms: involvement in reviews and meetings; student voice surveys; self-assessment and through the Junior Leadership Team where students are represented across the school to give their feelings and viewpoints about different aspects of school life.</p>
<p>9. <i>Any arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.</i></p>	<p>In the first instance, approaching the SENCO would be appropriate. If your complaint is not resolved, then you can ask for a meeting in school, involving another member of the Senior Leadership Team. If you are still dissatisfied then you can request a meeting with the Principal.</p> <p>Our complaints procedure is available on request.</p>
<p>10. <i>How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students</i></p>	<p>Services that currently come into school to support our students are listed below, however these are not exhaustive and will change depending on the SEND cohort.</p> <ul style="list-style-type: none"> Educational Psychology School Nurse School Counsellor ADHD solutions Autism Outreach Service Sensory Support: Hearing Impairment/ Visual Impairment Physiotherapy CAMHS Specialist Teaching Service <p>Most of these services will also meet to discuss strategies in the home and will signpost you to specific agencies for home support.</p>

<p><i>11. The contact details of support services for the parents of students with special educational needs, including those for arrangements made in accordance with clause 32.</i></p>	<p>Parent Partnership Service and mediation services can provide support to families. The Parent Partnership Service (PPS) is a confidential and impartial service that supports families who have children with Special Educational Needs (SEN). They support families of children and young people aged 0 to 19 years with any educational issues and can signpost to appropriate family support. Children do not need to have a statement of special educational need or a medical diagnosis of disability to access the Parent Partnership Service. They can be contacted on 0116 3055614.</p>
<p><i>12. The school's arrangements for supporting students with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.</i></p>	<p>All students will receive support, if needed to the next phase of their learning journey. There is an extensive primary to secondary transition process, with an enhanced programme for the more vulnerable learners. The SENCO will attend transition reviews and link closely with SENCOs in our partner primary schools. All students with an EHC or support plan will receive independent careers advice and guidance to help them in making the move to their next destination whether that is in post-16 education or work-based training.</p>
<p><i>13. Information on where the local authority's local offer is published.</i></p>	<p>The Leicestershire Local Offer homepage has information about the services that are available locally. Click here to view.</p>