

**The Bradgate Education Partnership
The Roundhill Academy SEND Information for Parents/Carers**



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Website Address:	Home - The Roundhill Academy (bepschools.org)
Date of Last OfSTED Inspection/rating	October 2017 Good
Age Range of Students:	11 - 16
SEND Department	Inclusion Base
Admin and Communication Team:	office@roundhill.bepschools.org

Students are able to access a post-16 education at Bradgate Sixth Form

Welcome from the SENDCo

Welcome to SEND at Roundhill!

At Roundhill, inclusion is at the heart of everything that we do, we value diversity and through our curriculum provision, allowing all pupils to flourish, celebrating their uniqueness.



We pride ourselves on our relentless, unwavering focus on quality teaching and learning and disruption free lessons. Our teaching model, The Roundhill Way, is rooted in research. We focus on quality first teaching which will effectively support the needs of our students with additional needs; these strategies help everyone.

Our model has been praised by external visitors for being supportive of neuro diverse people (Autism Outreach, Educational Psychology Service, Backdrop Education).

I have been fortunate enough to work at Roundhill for over 6 years now, and have had roles as Head of Year and most recently Head of English before being appointed SENDCo in Summer 2022. As a highly experienced English teacher I am passionate about the power and impact of reading, not just on educational outcomes but also on executive functions and learning behaviours. I have led whole school literacy and reading interventions for a number of year and this led my ambition to be SENDCo.

As a mum to a child with additional needs I am committed to listening to the views of parents; we know our children best! By working in partnership with parents I am certain we can create the right support for your child.

Please do contact us if you want any further information; we are always happy to help.

Sam Auger

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Types of SEND:

The kinds of SEND that we provide for

The Roundhill Academy is a co-educational secondary school and welcomes all students with Special Educational Needs and Disabilities, as defined by the Code of Practice (2014).

Our profile (September 2022):

SEN Status	No. of Students
Education, Health and Care Plan	12
SEN Support	155

First Priority of SEN Need	No. of Students
Attention Deficit (Hyperactivity) Disorder	2
Autism Spectrum Disorder	11
Hearing Impairment	1
Moderate Learning Difficulty	64
Other difficulty/ disability	3
Physical Disability	5
Social, Emotional and Mental Health	29
Specific Learning Difficulty (Dyslexia, Dyspraxia, Dysgraphia)	28
Speech, Language and Communication Need	10

Accessibility: The Roundhill Academy is on a single, sloping site with a 2 floor building with multiple step access because of the sloped access.

Our approach:

How we identify SEN and assessing needs

SEND needs are identified from

- KS2 information, including SATs results
- Primary Annual Reviews and transition meetings
- EHC Plan documentation
- Information from outside agencies (for example, Education Psychologist, Speech and Language Therapist, Paediatrician, CAMHs)

In addition, students attending The Roundhill Academy will participate in the following assessments:

Assessment	Year Group	Purpose
New Group Reading Test (NGRT)	7, 8, 9	

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Spelling (Vernon)		Identify students needing literacy intervention
Number Age	7	Identify students needing maths intervention
Spelling and Reading Comprehension Speed (SpARCs)	9	Screening for exam access arrangements

This information, together with Parent/Carer meetings, teacher feedback and attendance data, will help identify students who have SEND.

Additional assessments may be appropriate, and these will be agreed with parents/carers before administration. Once completed and shared with parents/carers the key points will be shared with teaching staff to focus teaching strategies.

Teaching & Learning:

What is our approach to teaching pupils with SEN?

How do we adapt the curriculum and the environment for pupils with SEND?

The expectation is for students to access as much of academy life as is possible. We believe in quality first teaching and a focus on students being in lessons taught by expert teachers. Subject teachers are responsible for the progress of all of the students in their classrooms. Teachers have access to individualised strategies to support students with additional needs in the form of an Individualised Education Plan (IEP). This individualised support is shared and discussed with parents, recognising the fact parents know their children better than anyone else.

Learning Support Assistants (LSAs) are allocated to students with Education Health and Care plans, as a priority.

Students who require specific interventions are clearly identified and the interventions are specific to the need of students. There are entrance criteria and progress is celebrated with both students and parents/carers. The timing of an intervention is carefully planned to minimise disruption to curriculum lessons, enabling students access to the full range of the curriculum. Interventions for SEND students are delivered by Higher Level Teaching Assistants.

SEND interventions are focused in Years 7, 8 and 9. In Year 10 and 11, where the emphasis is on GCSEs, we try our best to minimise withdrawal from GCSE subjects; curriculum areas deliver subject specific interventions.

The Joint Council for Qualifications (JCQ) is the body that governs the strict criteria that are applied to access arrangements for examinations. We work within their ethos and guidelines to ensure that students can access their exams. It is important that students make the most of their entitlement.

Reviews

How we assess and review progress of SEND learners.

How parents are involved in reviews.

Pupils' progress towards any EHCP outcomes.

Progress is reviewed, by curriculum subjects, on a termly basis. These results are shared with students. Any concerns about progress may be raised with the SENDCo after discussion with parents/carers. The SENDCo reviews year group data to track the progress of SEND students.

EHCPs are reviewed formally every year and outcomes changed/kept in agreement with parents/carers. Teachers give feedback to the Annual Reviews based on the EHCP targets, and we use 'round robins' to collate this feedback.

IEPs are reviewed 3 times per year with students and their tutors.

Parents

How we consult parents of pupils with SEND and involve them in their child's education.

Parents/carers are consulted on parents' evenings and the SENDCo is available for all parents' evenings other than year 11. Year 11 SEND students receive a progress meeting with the SENDCo.

Information about interventions is shared as and when they are planned.

Parents/carers are encouraged to be proactive and seek advice from teaching staff and the SENDCo as concerns arise. The pastoral team monitor attendance and behaviour as first indicators to difficulties; they work closely with parents/carers to ensure students are in school.

Parent meetings are based on 'What's working/What's not/Action Plan' this contributes to the graduated response.

We aim to create closer partnerships with parents and actively encourage you to contact us, visit us and contribute to your child's progress. The SENDCo has parent clinics on a Monday and Friday morning- other times may be available but will need more notice.

We hope to develop some SEND parent forums to actively engage with your views about the support we offer.

Pupil Views

For pupils with SEND, how we:

- Consult them about their education.
- Involve them in planning their education.
- Involve them in their review

Pupil voice is collected using several strategies: RAG rating timetable, SDQ, one-page profiles.

We discuss students' thought and feelings before each review and students are encouraged to take part in review meetings. If needed student voice is shared with a trusted adult who may speak in the meeting on their behalf.

Students are also encouraged to have a say on their individual education plans and are asked to review them with their tutor three times per year. It is important that students have ownership of these as they are there to help them!

Students are invited to attend parents' evenings and to contribute to those discussions.

As part of our ongoing quality assurance work, the views of all students in subjects are sought regularly and it is expected that SEND students will always be represented in these sessions.

Inclusion outside lessons

How we support pupils to engage in activities with pupils who do not have SEN

All students, including those with SEND, are encouraged to take part in the wider community. Risk assessments and reasonable adjustments will be put in place to make outside lessons as positive as possible. If appropriate, TA support is used to help students access clubs and trips.

A designated area (IN1) is open to students every lunchtime as well as the computer suite (ICT1). Students are supervised and encouraged to share conversations, participate in activities and games or complete homework in a safe, calm environment; everyone is included. IN1 is an inclusive, welcoming space. We have worked hard to provide a warm environment with bean bag seating, a sensory tube, plants, space to eat and space to relax.

IN2 is used at lunchtime to support students who need a very quiet space to regulate following the morning's lessons.

Homework Club runs every Monday to Thursday after school in the library.

IN1 is also open before school for students being supported into school/lessons.

Staff Training & Development

The expertise and training of staff to support SEND.

Three good lessons every day is the expectation for both students and teaching.

The SENDCo has trained staff on a range of reading strategies to support students, including introducing the Reciprocal Reader strategy to Roundhill which many educational psychologists recommend for students with dyslexia.

As a school we strive to offer pertinent and timely continuous professional development to our staff to enable them to teach as effectively as possible. Staff receive a diet of training on SEND issues.

In 2022-23 we have planned training on the following, alongside regular training as pressing matters arise:

- Supporting students with comprehension dyslexia in the classroom
- Anxiety
- Strategies to support students with ADHD in the classroom
- Using the Roundhill Way teaching model to support the four areas of need

The SEND team receive weekly training on how best to support students in the classroom. The Autumn term training includes:

- Using conditional praise

- Cognitive load
- Behaviour for learning
- Sensory processing
- Sensory circuits
- Developing the inner voice

One HLTA is currently undergoing ELSA training to offer more targeted SEMH intervention. Another member of the SEND team will be trained in this academic year to support the ELSA provision.

Support Services

Involving others to meet pupil's SEND.
Involving others to support families.
Access and secure specialist expertise.

We work closely with a range of outside agencies and specialist services as appropriate:

- School Nurse/Health Professionals
- Educational Psychologist
- Sensory Support Services
- Specialist Teaching Services
- Speech and Language Therapist
- Autism Outreach
- CAMHS
- Social Care (please note that we have a designated senior leader, Yasin Naujeer, who co-ordinates Social Care involvement)

If we feel that additional advice is needed for a student, we will discuss this with Parents/Carers to agree a way forward. A plan will be agreed, and outside agencies will be invited to discuss next steps.

If a student requires Element 3 support funding or statutory assessment leading to an EHC Plan we will discuss this with you, and guide you to independent advice (through SENDIASS sendiass@leics.gov.uk).

Transition

How we support pupils to move between phases of education (and to prepare for adulthood from Y9 onwards).

If your child is transferring from Year 6 **without** an Education, Health, Care Plan we will be liaising with Primary Feeder Schools to ensure that SEND information is transferred.

You are welcome to contact us on the Open Evening, SEND Open Morning or by telephone to discuss your concerns, as your child's parent/carer. We welcome visits to tour the school; please contact reception if you would like to arrange this.

If your child is transferring from Year 6 **with** an EHC Plan, we will:

- attend the annual review or transition meeting (please let your Primary School know that they need to invite us!)
- organise transition sessions for your child to attend in the summer term

- provide TA support on induction days

Our SEND team will also make visits to our main feeder schools and run some interventions within them in the summer term 2023 to become familiar faces to our students transitioning to us.

In Year 9 we will ensure that all students with Education, Health, Care Plans receive advice and support to choose GCSEs.

All year 9 students also receive exam access arrangements testing so that these can be put in place and opportunities to practice using these, in exam conditions, provided.

Careers advice is provided through our Careers Lead, Sian Orrell, and she works closely with us to make sure students with SEND can access the opportunities for workshops/networking. We will support students to complete personal statements and applications for colleges or apprenticeships.

Emotional and Social Development

Support for this area of SEND, including any pastoral support

Social and emotional well-being is a key part of our work. We have worked hard to establish warm and welcoming spaces in our suite of rooms to ensure students feel safe, valued and supported.

We work closely with year heads to support attendance to school/lessons. Students are encouraged to have a trusted adult they feel comfortable working with. IN1 is used as a 'safe place' should students experience levels of feeling overwhelmed.

Our school counsellor is available weekly and a referral protocol is in place to access this. We work closely with CAMHs, using their Professionals Advice Line, when necessary.

Mentoring/group work sessions can also be arranged through places like Love4Life, Generation Youth.

Bullying

Measures to prevent bullying.

The Roundhill Academy has a comprehensive anti-bullying policy. This can be found on the school's website.

Education is key to teaching students tolerance, and this is interleaved in the PD curriculum.

Where SEND students are involved, as victims or perpetrators, mediations and resources (e.g. social stories) are used to ensure all parties understand the impact of actions. Advice from bodies, such as Autism Outreach, will support actions where direct teaching/mediation is needed.

Complaints

How we deal with parental complaints about SEND provision.

The complaints procedure is laid out in the complaints policy which is available on the website.

We would strongly advise Parents/Carers to contact SENDIASS (sendiass@leics.gov.uk) alongside using the schools' complaints procedures.

Evaluation

How we evaluate the effectiveness of our SEND provision.

Every intervention is baseline assessed and progress measured.

The ultimate measure of effectiveness is the choices students can make at the end of the GCSE courses. It is important that we work to build confidence, resilience and outcomes that allow students to access the courses they want to.

Parents/carers and students' views are gained through our work through the assess, plan, do, review process.

Parents/carers and students' views are gathered when referrals are made to other professionals.

Parents/carers' views are sought at Parents' Evenings

Professionals who work with us are positive and complimentary about the support given and the feedback we provide to them.