



THE ROUND HOUSE PRIMARY ACADEMY
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT
2026-27

CONTENTS

Introduction	2
Key Academy Staff	2
What kinds of SEND are provided for?	3
How are SEN/D identified and assessed?	3
How are pupils and parents consulted and involved?	4
How the academy assesses and reviews progress towards outcomes	5
Support for transition	5
How pupils with SEN/D are taught?	6
Adaption of curriculum and learning environment	7
Staff expertise	7
Evaluating the effectiveness of the provision	8
Support for social and emotional development	8
Outside agency involvement	9
Arrangements for making complaints	9

INTRODUCTION

As an academy within the Diamond Learning Partnership Trust (DLPT) our intent is to ensure that all pupils, including those with Special Educational Needs, receive a high-quality, inclusive education that enables them to thrive.

Through high quality classroom teaching, the Trust and The Round House Primary Academy aim to identify needs early, remove barriers to learning and provide personalised, evidence-based support. The curriculum is ambitious and accessible to every child and partnerships are strong.

KEY ACADEMY STAFF

The first point of contact for any concern should be your child's class teacher. You can contact them in person or by emailing our school office on office@roundhouse.cambs.sch.uk. We will endeavour to reply to your email within a reasonable time frame.

All staff listed below can be contacted via the academy office:

NAME	ROLE
Jennifer Keber	SEND CO
Megan Day	Assistant SEND Co
Fae Claydon	SEND CO (preschool)
Holly Bates	Headteacher
Frankie Rodgers	Assistant Headteacher
Alex Clipsham	Assistant Headteacher
Holly Bates, Alex Clipsham, Jemma McGee	Safeguarding Leads
Jonathan Lewis	Trust CEO

WHAT KINDS OF SEND ARE PROVIDED FOR?

TYPE OF NEED	EXAMPLES
Communication and Interaction	Speech, language, and communication difficulties. Autism Spectrum Condition (ASC). Low levels of receptive language. Difficulty in understanding and processing language. Individual communication systems, for example PECs.
Cognition and Learning	A specific learning difficulty, for example dyslexia or dyspraxia. Mild but persistent difficulties in aspects of literacy, numeracy, or motor coordination. Moderate learning difficulties. Low levels of working memory. Difficulty processing information, making decisions and problem solving.
Social, Emotional, Mental Health (SEMH)	ADHD. Low levels of self-esteem which may lead to behaviour that challenges. Anxiety and depression. Behavioural difficulties.
Sensory and / or physical needs	Visual or hearing impairments. Physical disabilities. Epilepsy.

HOW ARE SEN/D IDENTIFIED AND ASSESSED?

Baseline assessments and observations are carried out as appropriate / as needed. The information from this baseline is considered alongside evidence from previous settings, key stages, and years. Teachers regularly assess students in a wide variety of ways, and are best placed to identify those whose progress:

- Is significantly lower than that of their peers starting from a similar baseline.
- Fails to match or better the individual's previous rates of progress.
- Fails to close the attainment gap with peers despite intervention.
- Widens the attainment gap. This may include progress in areas other than attainment, for example, social needs.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEND. When deciding whether special educational provision is required, the academy will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers.

Academy staff will use this to determine the support that is needed and whether it can be provided by adapting our core offer, or whether something different or additional is needed.

At The Round House Primary Academy, children are identified as having Special Educational Needs and/or a disability in a wide range of ways, including:

- Liaison with parents / carers.
- Prompt handover of previous SEND information and liaison with previous settings and year groups.
- Evidence they require sustained classroom adjustments.
- Teacher assessments, including phonics screening and termly assessment data.
- The Early Years Journal.
- Regular pupil progress meetings.
- Attendance and behaviour analysis.
- Referral for specialist advice.
- Diagnostic information, for example ASD diagnosis.
- Speech and Language assessments.
- Health diagnosis through a paediatrician

HOW ARE PUPILS AND PARENTS / CARERS CONSULTED AND INVOLVED?

Families are at the heart of SEND provision and the voice of each parent is highly valued and sought regularly throughout the year as we value them as partners in their child's learning.

Phone and email contact are maintained which ensures that difficulties and anxieties can be resolved swiftly. As soon as there is a concern about a child's needs, an early discussion with the pupil and their parents / carers will be held to identify whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Parent / carer concerns are considered.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on the next steps required.

Notes of these early discussions will be added to the pupil's record and given to their parents / carers. The academy will formally notify parents when it is decided that a pupil will receive SEN support. Parents / carers will always be consulted to obtain permission for referrals to outside agencies for example speech and language therapy or educational psychology. They will be invited to attend any professionals or review meeting where appropriate that will help support their child.

Parents and carers are consulted and involved through:

- Morning / afternoon handovers at school drop off and pick up.
- School reports.
- School communication systems for example Class Dojo/Tapestry.
- Parents' evenings, including discussion of provision in place and APDRs.
- Communications to confirm pupils moving onto and off the SEND register.
- Telephone calls / emails.
- Discussing and giving permission for external referral, for example to Early Help or Speech and Language.
- Annual review meetings for pupils with an EHCP.
- Application for statutory assessment if required.

Where a pupil's provision is highly adapted, with reduced access to the chronological classroom, parents and carers will be informed of the offer, the reason and the length of time the provision will run for, and consent obtained.

HOW THE ACADEMY ASSESSES AND REVIEWS PROGRESS TOWARDS OUTCOMES

The academy uses a wide range of monitoring systems to assess the impact of all teaching and interventions. These include:

- A tracking system to monitor children's progress against national/age expected levels and targets (recorded on Insight).
- NFER and previous SATs assessments.
- Phonics screening.
- Accelerated Reader for KS2 pupils.
- Observations.
- PhAB and Sandwell assessments.
- Early Years framework.
- Liaison with parents / carers.
- Re-admittance actions following any suspension or internal pastoral consequence.
- Ensuring all pupils have access to mainstream learning.

SUPPORT FOR TRANSITION

The academy liaises closely with staff when receiving and transferring children to different schools, ensuring all the relevant paperwork is passed on and all needs are discussed and understood. A transition programme runs during the Summer term annually, which allows pupils to experience the new environment and meet new staff.

The academy offers school tours, which parents / carers are warmly invited to attend to support families in making decisions about their child's schooling.

Pupils are supported to join and leave the school through a range of strategies, including:

- Home visits (for pupils entering Reception).
- Welcome tour.
- Social stories where appropriate.
- Close liaison with the previous setting.
- Transition booklets sent home, if appropriate, for parents / carers to share and reinforce.
- Reduced timetable / phased start if appropriate.
- Discussions regarding deferrals with parents, where appropriate
- Prompt transfer and sharing of any SEND files with academy staff.

Year 5/6 pupils and parents are encouraged to access Secondary School open evenings. Where a child has additional needs, these will be communicated to the receiving educational provider. As with all children, relevant safeguarding files will be passed to the child's new academy at the point of transition.

HOW PUPILS / STUDENTS WITH SEN/D ARE TAUGHT

In line with SEN Code of Practice Jan 2015, The Round House Primary Academy believes that "all teachers are teachers of pupils with special educational needs". As such, the academy adopts "a graduated approach" that places quality first teaching at the heart of all lessons.

Staff receive a range of high-quality training to empower them in delivering good or better lessons which meet the needs of pupils with special needs, and the SENDCO holds an advisory role across all staff in promoting good to outstanding teaching strategies which meet the individual needs of pupils. Quality First Teaching and inclusive classroom practice is a high priority at the academy.

Teachers are supported by the senior leadership team and SENDCo to ensure the learning environment is accessible to pupils with special educational needs. If a pupil is struggling in a particular area of the curriculum, the teacher and pupil are supported to explore ways the environment, resources and delivery can be adapted to enable progress.

Where a pupil is joining the school and specific training is required, for example for a medical need, staff will be trained in advance of their start date, and an Individual Healthcare Plan or other appropriate care plan completed.

Teachers are responsible for the children and young people in their class. High quality teaching and minimal classroom adaptations support staff to identify and meet pupil needs.

Careful consideration is given to the curriculum to maintain high aspirations and expectations for all learners whilst ensuring that the right support and scaffolding is in place so that success is achieved by all.

Teaching Assistants are deployed in a range of ways, including:

- In-class support.
- Specific interventions, for example Speech and Language support.
- Support for regulation and well-being.

ADAPTION OF CURRICULUM AND LEARNING ENVIRONMENT: INCLUSION FOR SEND

Teachers are expected to plan work pitched at an appropriate level so that all pupils can access the curriculum according to their specific needs. This might mean that in a lesson there would be different levels of work set for the class, however if needed work is individually scaffolded.

In addition, staff work hard to:

- Scaffold the curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work and teaching style.
- Adapting resources, for example large print for pupils with visual impairment, a microphone and hearing loop for those with a hearing need.
- Deploying staffing effectively to intervene where a child needs additional support, or as determined by the provisions in their EHCP.
- Adapting resources to include key words to support pupils, visuals to aid presentation and symbols to support reading.
- Using recommended aids, such as laptops, coloured overlays, visual timetables and writing slopes.
- Scaffolding teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud.
- Ensure classroom displays are low stimulus, supportive and relevant to the learning.
- Support children in knowing and meeting their APDR targets.
- Support the emotional wellbeing and regulation of pupils, through strong relationships.

The academy has an Accessibility Policy and Plan which is reviewed regularly as the needs of the academy's community change.

STAFF EXPERTISE

Staff are well trained and there is a variety of expertise available at the academy. The following qualifications are held within the school. Interventions and accommodations may be delivered, as required by a child's EHCP, an Assess, Plan, Do, Review cycle, and following discussion with parents / carers:

- National Professional Qualification for SEN Co-ordination.
- Level 1, 2, 3 Teaching Assistant qualification.
- Identification of SEND and in-class support.
- Trauma informed practice.
- Neurodivergence.
- Boxall profiling.

- SALT programmes.
- Autism Bucket.
- Relevant first aid and medical training.
- Makaton.
- Social stories.
- Before/after school booster or support.
- Emotional regulation/mental health support.
- Total Communication approaches.
- Lego based therapy.
- Shape Coding/Colourful Semantics.
- Intimate care.
- Referral for Early Help Assessment.
- ELKLAN.
- Little Wandle phonics training.
- Training for individual pupil needs.

EVALUATING THE EFFECTIVENESS OF THE PROVISION

The academy evaluates the effectiveness of provision for pupils with SEND by:

- Reviewing pupil progress towards their goals a minimum of three times a year.
- Pupil, parents / carer and staff surveys where appropriate.
- APDR outcomes.
- Provision mapping.
- Progress reports and information arising from parents' evenings.
- Internal and external reviews of practice, including Ofsted.
- Governor visits and reports.
- School improvement visits and peer reviews.
- Data analysis presented to Trust.
- Monitoring of attendance and suspensions data.
- Book looks.
- Monitoring parental complaints and learning lessons from feedback.

SUPPORT FOR EMOTIONAL AND SOCIAL DEVELOPMENT

Relationships between adults and children are crucial in creating a secure learning environment where pupils feel safe and supported. The following strategies support this aspect of the academy's work:

- Calm, positive tone / body language.
- Low stimulus classroom environments.
- Core values of Nurture, Inspire, Flourish.
- Careful planning of PSHE / SRE and assemblies linked closely to matters arising locally and within the academy community.
- Clear routines and expectations.
- Pastoral support.
- Year 6 Wellbeing Champions.
- A range of therapeutic support, including Lego based therapy, Play Therapy, Drawing and talking.

- Bereavement support.
- Staff welcome pupils at the start of every day.
- Reward systems.
- Consequence systems.
- Social stories to remind pupils of key rules and expectations.
- Academy trips and visits.

OUTSIDE AGENCY INVOLVEMENT

The Round House Primary Academy can access a range of additional services from outside agencies. These may be considered when the usual adaptations are not leading to progress or where a child may need an application for an EHCP. These services include:

- Those provided by the Local Authority:
 - Specialist Teachers and Specialist Practitioners
 - Educational Psychologist
 - Statutory assessment and monitoring team.
 - Children's social care.
 - Early help.
 - Local Hub / ERB Centres of Expertise.
- Those provided by Cambridgeshire and Peterborough Health Trust:
 - Community Paediatricians
 - CAMHS (Child & Adolescent mental health services).
 - Physiotherapy and Occupational Therapy.
 - School nurse.
 - SALT (Speech and Language Therapy).
 - Sensory support team.
 - Mental Health Support Team
- Alternative provision as required

Where parents / carers are accessing the Right to Choose pathway, the school will complete any diagnostic information required by healthcare professionals within a reasonable timescale.

Reports and advice from specialists will be read, considered and shared as appropriate when these are provided to school.

ARRANGEMENTS FOR HANDLING COMPLAINTS

The first point of contact would be your child's class teacher to share your concerns. Parents can also arrange to meet with our Senior Leadership Team.

Link to the DLPT complaints policy: [Complaints-Policy-2026.pdf](#)