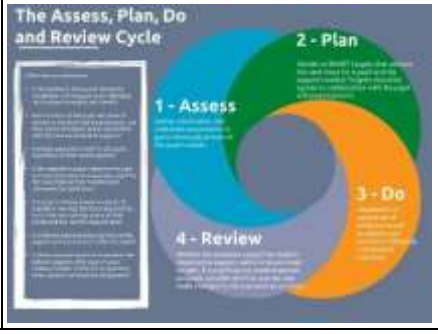
Special Education Needs and Disabilities (SEND) Information Report 2025-2026
Roundhill Primary School and Nursery
'Making Memories Together'

General Information	**Policies underpinning**	**School SENDCo:**	Mrs Victoria Heslop
	SEND Policy Positive Behaviour Policy Equalities Policy Anti-Bullying Policy Safeguarding and Child Protection Policy	**Contact**	T: 01225 424950 E: office@roundhill-pri.co.uk
		SEND Governor	Mrs Alison Reevey
		Local Offer	BANES Local Offer: https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send Rainbow Resource Scheme: https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send/rainbow-resource-scheme
		Additional Support	Advice can also be obtained from the SENDIAS BathNES which is a service run by BANES to provide parents of children and young people with additional needs with confidential and impartial information, advice and support. They can be contacted on 01225 394382 or through their website: https://sendiasbathnes.org.uk/ The SEND Code of Practice (2014) can be found at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Our Vision	At Roundhill Primary School and Nursery, we strive to ensure all children reach their potential. We are a fully inclusive school, where all individuals are valued. High quality teaching for all is vital, and research is embedded in our school's pedagogy, ensuring that all pupils fulfil their potential. Our school serves the diverse Southdown are of Bath. We work collaboratively with schools in our Trust, the Local Authority and SEND professionals, such as Speech and Language Therapists, Educational Psychologists and Occupational Therapists, to support inclusion of mainstream pupils with special educational needs. There is an emphasis on improving outcomes for these pupils at our school, and beyond. Our vision for children with special educational needs and disabilities is the same as for all children and young people - that they achieve well in their early years, at school and beyond, and lead happy, fulfilled lives. - We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. Our curriculum values each child and encourages him or her to achieve his or her full potential. - Children's special educational needs and disabilities will be identified up at the earliest point of need, with support routinely put in place quickly, and parents and carers will know what services with which they can reasonably expect to be provided. Children and young people and their parents or carers will be fully involved in decisions about their support and what they want to achieve. Importantly, the aspirations for children and young people will be raised through an increased focus on life outcomes, including employment and greater independence (SEND Code of Practice: 0 to 25 years, 2014).
What is SEND?	A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: - Have a significantly greater difficulty in learning than the majority of others of the same age - Have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.
How do we provide for children with SEND?	 The SEND Code of Practice provides statutory guidance on the special educational needs system for children and young people. School's must make reasonable adjustments to cater to the needs of pupils with SEND, and we utilise the Assess, Plan, Do and Review cycle.

How do we assess SEND pupils' needs?	All children are regularly observed and assessed to ensure they are maximising their potential and making good progress. We know a child needs additional help when: - We receive information about this from another school or pre-school setting (when a pupil transfers) - We are aware that he/she is not making appropriate progress - He/she has difficulty accessing learning If it is considered that a child may have SEND, the class teacher and/or SENDCo meet with parents/carers to discuss need and plan how to support the pupil. Teachers are also able to request specialist assessment for a range of SEND needs, and they can refer children for assessment by a range of specialist external agencies. Children who have been assessed by the Local Authority and accepted as eligible will have an Education, Health and Care Plan (EHCP).
How do we involve parents and children?	It is vital that parents are fully involved in the process of identification and assessment for possible special educational needs (SEND) - We hold parents' evenings twice a year to discuss any issues and ongoing progress. A written annual report is provided during the summer term, and an additional consultation, should parents/carers request it. - If teachers feel the need to speak with you about your child's education, they will contact you. Parents are also welcome to an appointment if they feel the need at any time - either to see the class teacher or the SENCo. We have an open-door policy, and parents are encouraged to get in touch to discuss any worries or concerns. - Parents contribute to support plans, meeting teachers to discuss new plans and review previous ones, as well as providing input and agreeing to referrals to external agencies. - Children are also involved in setting and discussing their own targets, where appropriate, sharing what is important to them and what they feel they need.
How are resources allocated?	We allocate resources and deploy members of staff according to individual need. If additional members of staff are needed, the Headteacher will approach liaise with the Trust Central Team on this matter, or seek any additional funding that may be available. We track pupil progress in detail and as a part of pupil progress meetings, we review and evaluate our resources and provision to ensure effective support is maintained for all pupils.
How do we review progress and evaluate the effectiveness of provision?	Every teacher is responsible for the progress and attainment of all of their pupils. They will continuously monitor this and amend their provision as necessary in line with the progress the pupils are making. This provision includes the use of a range of differentiated resources and tasks to make lessons accessible and for all children. - The school tracks and evaluates progress and its impact through Insight. This is shared with the SEND governor and the SENCo provides reports to the IEB (Interim Executive Board) throughout the year. - Class teachers track what provision is being made, for whom, and what progress the child has made. Our expectation is that children with SEND make at least the same level of progress as the rest of their cohort. Where sufficient progress is not made, provision is reviewed and adjusted as necessary.
How do we support transition?	We have a structured programme to support children with SEND to achieve a successful transition. In Year 6, this includes 1:1 visits for familiarisation, meeting the SENCo and transition support staff, and the provision of a mentor/buddy (where appropriate) who the child can visit through the transition period. If your child is due to join our school and has SEND, the school will contact you and make arrangements for you to come in and meet the SENCo to discuss current provision, its effectiveness and any concerns you or your child may have prior to joining us. The SENCo will also liaise with the school that your child is transferring from, and possibly the Local Authority, if your child has an EHCP.
How do we teach pupils with SEND?	 We aim to teach all children within the main class wherever possible, although there may be a need and benefit to withdrawing individuals or groups for delivering specific programmes. Some of our children with SEND may also attend our Nurture Provision, where they will work on bespoke learning plans for all, or part, of the school day. Our high quality practice is embedded in research from the EEF and we follow the 'Five -a-Day' Principle. - All planning is adapted within each class and accommodates SEND children within the main class activities. - School staff are supported by a range of external support staff, such as Speech and Language Therapists, Educational Psychologists, Occupational Therapists and specialist teacher advisors where and when appropriate. - Children may be taught 1:1, in small groups or whole class, depending upon the activity.
How do we adapt the curriculum and environment for SEND pupils?	The curriculum has been reviewed in line with the latest changes. Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences within a caring, inclusive ethos.

What expertise and training do staff have?	All of our teachers are qualified and many have undertaken a range of specialist professional development. This includes training in Autism, ADHD, Dyspraxia, Dyscalculia, Thrive, and provision for children with medical needs such as asthma, diabetes and anaphylaxis allergies. - Our teaching assistants also have a range of expertise, for example: speech and language, occupational therapies, social stories, ASD, global learning delay and sensory circuits. This is not an exhaustive list and ongoing professional development is key to ensuring staff of all categories remain updated and skilled. We have a named Autism Champion in school, Emma Cooper.
How do we ensure children with SEND have access to all activities?	Our indoor and outside spaces are inclusive and accessible to all pupils. - Where further investment in facilities or resources is needed, the school provides for this when appropriate by requesting support from specialist services e.g. physiotherapy and related equipment. - All children are encouraged to join extra-curricular clubs. - All children have the opportunity in Year 6 to attend a residential trip. This is fully inclusive and there are no barriers to any SEND or children with disabilities, with the provision of full support and individualized progammes where needed.
How do we support emotional and social development?	We have currently have trained THRIVE practitioners in school (supported by the St John's Foundation), who help to assess children before providing regular 1:1, or small group Thrive sessions. Our Thrive practitioners communicate with class teachers and senior leaders to ensure that children's targets are worked towards in all aspects of their learning. - Behaviour plans/pastoral support plans are put in place for those children requiring further personalised provision. - Involvement in clubs and activities is important. - Pupils' health and wellbeing is paramount. If necessary, personal care is conducted discreetly and with dignity, fostering independence wherever possible. - We have a robust safeguarding policy and protocols in place. - We will work closely with medical practitioners if your child has a health need and will discuss with you a health care plan and administration of prescribed medication if necessary. - We also work closely with social services, CAMHS (Child and Adolescent Mental Health Service), BANES Mental Health Team, Paediatricians and practitioners from Alternative Provision (AP), if your child requires a specific level of support.
How does the school involve other bodies and expertise?	Specialist support services are accessed by the SENCo. These include Educational Psychology, Occupational Therapy, Speech and Language Therapy, the ASD support service, Inclusion Team, School Nursing Team and Paediatricians. - We can also signpost parents to specialist charities and support agencies where necessary.
How do we deal with complaints?	In the first instance we encourage parents to contact their child's class teacher. If they still have concerns then they should contact the SENCo, or the Headteacher, Emma Cooper. - In the unlikely event that their concern is not resolved then they should follow the school's complaints procedure, available on The Partnership Trust website.