



Special Educational Needs & Disabilities (SEND) Information Annual Report

Date of Issue: September 2026

Date approved: 23 September 2026

(Students, Families & Community Committee)

Introduction:

At Roundwood Park School, students with Special Educational Needs & Disabilities (SEND) are welcomed into our community and staff are dedicated to ensuring that they achieve exceptionally well.

We aim to remove barriers to learning, giving all students access to a broad, balanced, and enriched curriculum. This approach enables them not only to achieve well academically, but also to develop as individuals acquiring the learning habits of a Roundwood Park Leaver and instilling a life-long love of learning.

We are very proud of all our students and their achievements and regularly celebrate their successes, in order to raise self-esteem and encourage more vulnerable learners.

We want all students and young people to progress so that they:

- Achieve their best
- Become happy, confident individuals who can lead fulfilling lives
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

We do this by:

- Closely monitoring progress and attitudes to learning
- Providing individualised support
- Effectively communicating the needs of the students
- Reviewing strategies to support students and implementing new, when required
- Ensuring close working relationships with families, to offer support and guidance, as well as with outside agencies

Our Special Educational Needs & Disabilities Coordinator (SENDCo) is:

Mrs Hollie Hall H.hall@roundwoodpark.co.uk

Aims

1. At Roundwood Park we aim to ensure that for all students with SEND students' safety and wellbeing is kept to the fore. We recognise that SEND students are often more vulnerable than their non- SEND peers.
2. We aim to catch emerging issues early and implement strategies that help students achieve their best at all times. We do not want small problems to become big ones.
3. We provide an accessible and inclusive environment where reasonable adjustments can be made to accommodate students' personal needs.
4. We ensure that our staff team is sufficiently skilled.
5. We provide a graduated response that is focused on helping students achieve their outcomes by facilitating the right support at the right time.
6. We work closely with parents, carers and partner agencies wherever required, when a student needs additional support or expertise to help them succeed.

The SEND Information Annual Report works in conjunction with the school Special Educational Needs Inclusion Policy

<https://roundwoodpark.co.uk/wp-content/uploads/2026/02/Special-Educational-Needs-and-Inclusion-Policy.pdf>

The Hertfordshire Local Offer may be found on the Hertfordshire Direct website:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

We have developed our responses to the following FAQs to help guide parents/carers of students with SEND.

1. How does Roundwood Park School know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Students with Special Educational Needs and/or Disabilities (SEND) are identified as early as possible.

Initial identification is usually through primary school transition information or as a result of comments, issues or concerns brought by parents/carers or school staff working directly with the student. These issues or concerns might be based on the student's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group or their profile against recognised characteristics of specific forms of SEND.

Early identification is paramount and therefore staff working in school monitor a student's progress carefully on a termly basis through regular student progress meetings led by the senior leadership team.

Issues or concerns are initially raised with the school SENDCo who would discuss them with those working with the student, the student's family and the student themselves. Discussions focus on desired outcomes for students and consider what provision might be necessary to enable a student to reach those outcomes.

Any member of staff who has concerns about a student, can refer their concern to the learning support department. Parents who have a concern about their child's progress can discuss this with their child's form tutor or relevant subject teacher, but if the difficulties persist, can contact the SENDCo for advice. Students can also speak to any member of staff if they have concerns.

2. How will the school support my child?

Evidence demonstrates that the best support for all students, including those with Special Educational Needs is High Quality Teaching in the classroom. We aim to ensure that the quality of teaching being delivered, meets the needs of all our students, using adaptation where required.

However we recognise that some students need additional support. Depending on the level of your child's needs, the decision might be made to offer class-based support approaches, for example advice might be offered to a class teacher in order to support reasonable adjustments or differentiation for a student with SEND.

For some students a package of out of class interventions might be offered in addition to the class-based support approaches. Those students with the highest levels of need may need to be referred to other agencies for further advice and support agencies including health and social care professionals. We aim to work together to ensure the students' individual needs are met.

The school keeps a register of students requiring additional support to monitor their progress and plan for provision across the school.

3. How will I know how my child is doing?

All school staff have high expectations for all students and monitor progress accordingly. Monitoring takes place on a day-to-day basis by class teachers who are often best placed to identify whether progress is in line with expectation and the student's potential. For students with the most significant needs, regular contact with families takes place.

Information about student progress is shared with parents/carers at parent/carer-teacher meetings and via the school reports which are sent home at scheduled times. For students with significant SEND, personal provision plans will be discussed with

parents/carers at meetings (SENDCo meetings, Consultation evenings and SEND surgeries) and for those with EHCPs an annual review is held.

Parents/carers are welcome to seek additional appointments to discuss their child's progress as required. The school also offers a range of parent/carer support sessions throughout the year.

Some students may be 'looked after by the local authority'. These students will have a Personal Education Plan (PEP). We work together with professionals to create one plan around the student to ensure that outcomes are clear and aligned with planning for life beyond school.

4. How will the school's approach to teaching and learning be matched to my child's needs?

The school teaches students with SEND in accordance with the Hertfordshire Local Authority Educational policies. Students can enjoy and benefit from a broad and balanced education with access to the National Curriculum at an appropriate level. The curriculum can be tailored to the outcomes identified for each student with SEND.

We aim that all students are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high-quality class teaching which is adapted to meet the needs of all students. Class based approaches might include alternative forms of recording work, visual prompts, small group activities or individual teaching.

Class teachers and learning support staff are supported with regular professional development opportunities to assist them in adapting learning opportunities for the students in their class.

The school has a wide range of intervention programmes to support students who require help which goes beyond class-based approaches. These bespoke/personalised

approaches are based on best practice guidance, for example provision of paired reading or spelling sessions.

Student learning profiles are created by the SENDCo, using diagnostic reports provided by the previous school or parents/carers and disseminated to the class teachers. We use these to highlight specific needs and the views of the students and parents/carers to enable teaching staff to adapt learning and teaching methods. The student learning profile outline the student's barriers to learning and strategies to help support the individual in the classroom. Teachers use the strategies suggested, where appropriate, to meet the needs of the individual. We understand that students with SEND worry about the behaviour system at secondary school, in particular receiving consequences. Where appropriate this information is communicated to staff and reasonable adjustments are put in place.

Where further support is required, a personalised support plan is created, which outlines the provision available to each student. This is available to parents/carers. In addition, parents/carers will be fully involved in the planning of support for their child and will have the opportunity to discuss their child's progress at regular parent/carer-teacher meetings. There is also the opportunity to contact the school SENDCo via email or in person to discuss your child's needs in more detail.

5. What support will there be for my child's overall wellbeing?

We recognise that for some students, social and emotional factors can be complex, and therefore we seek to ensure that the provision we offer in this regard is highly personalised and is generated through discussion with students and their families. Support is provided by both Form tutor, Head of Year (Known as Student Services) and SEND team (Known as Learning Support). Both teams work together to support your child's needs, therefore when communicating via email, please include Head of Year and SENDCo. Please see the following links to the school website, for further information

Pastoral:

<https://roundwoodpark.co.uk/pastoral-system/>

Preventing bullying for SEND students:

<https://roundwoodpark.co.uk/wp-content/uploads/2026/07/Anti-bullying-Policy-SFC-June-2026.pdf>

Medication:

<https://roundwoodpark.co.uk/wp-content/uploads/2026/01/Supporting-Children-with-Medical-Conditions-in-Schools-Policy-1.pdf>

Personal, Social, Health and Citizenship Education:

<https://roundwoodpark.co.uk/pshce/>

Recognition, Rewards and Consequences page on the school website:

<https://roundwoodpark.co.uk/rewards-consequences/>

6. What training have the staff, supporting children and young people with SEND, had or are having?

At Roundwood Park School, we run a series of in service training days (INSET) throughout the year, as well as regular briefings, staff meetings, subject and pastoral meetings. During this time SEND is prioritised and learning is refreshed, as part of our Continuing Professional Development and to ensure that we are able to meet the needs of all students.

We also have a SENDCo and Learning Support Team who attend external training courses as appropriate. Where relevant, the Learning Support Team works closely with external professionals to implement their advice.

7. What specialist services and expertise are available at or accessed by the school?

When required we can make referrals to necessary external support services including:

- ISL SEND Specialist Advice and Support Service
- LINKS Academy Outreach Team
- Children and Adolescent Mental Health Team
- Services for Young People
- Families First
- Harpenden Plus Partnership
- Delivering Specialist Provision Locally
- Virtual Schools
- Pastoral Hub
- NHS Teams where appropriate
- Social care teams where appropriate

8. How will you help me to support my child's learning?

At Roundwood Park, we pride ourselves on working in a child centred way. Therefore we welcome joint meetings with school, home and the child, to ensure that we are supporting a child holistically. Through child centred meetings, we will be able to work in partnership to share our knowledge of the child, expertise and put together support, inside and outside of school. During these meetings we will agree on the level of support that is required, to meet your child's individual needs.

9. How will my child be included in activities outside the classroom, including school trips?

At Roundwood Park School we are committed to including students with SEND in activities outside of the classroom, including school trips and will make reasonable adjustments to do so.

In the event that a child requires additional support on a school trip, we would hold meetings and/or provide key information with the relevant trip leader and/or SENDCo. In some instances a more in depth Risk Assessment may need to be completed with parents/carers, known as an OV5, to ensure that all aspects of the child's needs have been supported.

10. How accessible is the school environment and what are the arrangements for the admission of disabled students?

Students with SEND will be admitted in line with procedures adopted by Hertfordshire County Council and the school's admissions policy. Students with an Education, Health and Care Plan will be admitted where this is in accordance with the parents/caregivers' preference and where this is compatible with the efficient education of other children. The right to a mainstream place for students with disabilities has been strengthened following the introduction of the Single Equality Scheme in April 2012. Should a place for a student with a disability be requested, s/he cannot be refused a place on the 5 grounds of disability, unless the Governing Board gives specific reasons why it cannot make reasonable adjustments for the student. Currently all the school buildings have been adapted for the use of students with physical impairments. Should the need arise, Governors will make every effort to accommodate a student's particular needs and work with the Local Authority (LA) to improve facilities.

The school makes every effort to provide access to all students. Please see the schools Accessibility Plan for more information:

<https://roundwoodpark.co.uk/wp-content/uploads/2026/01/Accessibilty-Plan.pdf>

11. Who can I contact for further information?

If further information is required regarding SEND at Roundwood Park, please contact the SENDCo:

Mrs Hollie Hall

h.hall@roundwoodpark.co.uk

12. How will the school prepare and support my child to join the school, or transfer to a new school or the next stage of education and life?

Prior to entry to our school, it is usual for families of students with SEND to visit for an informal tour of the school with the school's SENDCo. For students who will be able to access mainstream learning opportunities, information from this meeting is then shared with the prospective class teachers. For those students with a higher level of need, if it is agreed at this point that the school is able to meet the student's needs, a multi-agency meeting is held.

This meeting is an opportunity for families and professionals to share information and for actions to be set to ensure the student is appropriately included. Following this meeting, the school considers the provision necessary and if appropriate takes steps to acquire any resources needed to implement the provision. The school applies a graduated response to ensure that students get the right support at the right time.

Prior to entry to school a range of transition measures are in place. This is personalised to meet the needs of the student but may include visits to the setting, visits by school staff to the student's home or current setting, or a transition pack containing photos.

Students with high support needs may hold, or need an Education, Health and Care Plan. This plan will focus on the outcomes that the student is working towards and will also set out how the school and partner agencies will help the student achieve their outcomes.

Wherever possible we prepare students for transition for their new settings in a manner most appropriate to the individual. For some students this takes the form of additional visits to the school, for others this might involve working through materials which address key aspects of Roundwood Park.

Some students benefit from lengthy transition work whereas others find an extended transition stressful and require a shorter introduction. We work closely with families at this time to ensure consistency of information.

We offer a range of transition visits for new Year 7 students however we encourage the families of students with SEND to arrange a separate visit with the school's SENDCo so that information which specifically relates to your child's requirements can be shared.

13. How are the school's resources allocated and matched to children's special educational needs?

For the vast majority of children in Hertfordshire mainstream schools, including those with SEND, money is allocated to the school to meet their needs through the school budget. The school receives a notional budget allocation for SEND which is spent on support according to student need, taking account of any provision requirements outlined in Education, Health & Care plans. We prioritise support for students who have Education, Health and Care plans in core subjects or in lessons where there may be a health and safety risk.

In addition to employing teaching assistants, we use our resources in a range of ways, for example to provide smaller class teaching for students working significantly below

age-related expectations in English, Maths and Science. Hertfordshire's funding system will be allocated funding for students who have Education, Health & Care Plans according to the banding system set out by the local authority. We have no capacity to change this and it does not take into account the amount of hours of TA support a child has.

14. Where can I find out about the local authority's Local Offer of services and provision for children and young people with SEND?

For more information regarding Hertfordshire's SEND Local Offer, please visit their website below:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>