

Roundwood SEND Information report 2025 - 2026

Welcome to the SEND (Special Educational Needs and Disabilities) Information Report for Roundwood School and Community Centre. As an alternative provision school in Brent, our main goal is to give young people who have struggled in traditional classrooms a safe, caring space to rebuild their confidence and get back on track with their learning. We know that every child is different, and we are committed to looking past labels to support your child's emotional well-being and unique learning needs. This guide is here to explain—clearly and simply—how we work alongside you to ensure your child gets the tailored, everyday support they need to feel happy, valued, and successful.

1. What types of SEN are provided for at your school?

Social, Emotional & Mental Health ADHD, Anxiety, Depression, Attachment Disorder

Cognition & Learning Dyslexia, Dyspraxia, MLD, SLD

Communication and Interaction

2. Name of + email of your school's SENCO

Nagla Salama nsalama5@beckmeadtrust.org

3. Describe the specific arrangements in place for the admissions of pupils with disabilities.

A thorough and detailed holistic assessment before starting to establish needs and what interventions are needed to support the child. These may include a straight or

phased start, classroom and keyworker/mentor. Access to SALT and counsellor is discussed and assessed the child is baselined within the first to second week of starting school. If the child has professionals working with them and the family they would also be invited in to take part in the admissions process. Safeguarding files would be reviewed if there are any and followed up as required.

4. How does the school monitor, assess, and review the progress of pupils with SEND? Please outline your 'Assess, Plan, Do, Review' cycle and how parents/carers and pupils are involved in each stage.

The students are baselined on entry, through teacher assessments, bespoke lesson planning, feedback from therapeutic assessments such as SALT, counselling and mentoring. From feedback specific interventions are put in place to support the child's needs and development including the SEMH needs. The data is shared into a tracker that teachers can access, including reading ages, that are able to support with information that helps raise attainment and set SMART targets.

5. How does the school support pupils with SEND during transitions (entry, mid-phase, and exit), and how are 'Preparation for Adulthood' outcomes used to reflect their long-term ambitions?"

The students are allocated different mentors and keyworkers throughout their learning journey, to ensure a smooth transition whatever the stage of the child is. On entry to the school the child is supported through a holistic assessment where his/her voice is echoed into the school values and their individual needs. The child is also empowered to be independent and take responsibility for their learning. When children leave mid-way during a term, the school adopts a keyworker to support the child through thorough preparation (which may be social stories or conversations) and transitions

smoothly to their next setting. Keyworkers visit and support the child in their new setting if needed. Keyworkers can also complete drop-in sessions to ensure stability for the child. Home visits may be required as a supporting tool. However, for children who are entering the Post 16 phase a careers team would be already supporting the child through a personal statement, CV and college applications as well as careers workshops that have a huge and successful impact on the child's mental preparation into their new setting.

6. What your school contributes to the local offer.

As an alternative provision school in Brent, our main goal is to give young people who have struggled in traditional classrooms a safe, caring space to rebuild their confidence and get back on track with their learning. We welcome visits to our school.

Brent SEND local offer:

<https://www.brent.gov.uk/children-young-people-and-families/send-local-offer#:~:text=The%20Local%20Offer%20for%20Children%20with%20Special,my%20child.%20What%20is%20the%20Local%20Offer>

Local community charities linked to the school:

<https://sportattheheart.org/>

<https://www.goalsfootball.co.uk/>

7. What wider support is available for students and their families, and how does the school work with external agencies to secure this?

Brent Family Front Door 020 8937 4300 family.frontdoor@brent.gov.uk

Brent SEND Information, Advice and Support Service 020 8937 3434
sendias@brent.gov.uk Brent

Parent Carer Forum 0114 213 4912 or admin@brentpcf.org

Brent Children and Families Information Service (CFIS) 0208 937 3010 cfis@brent.gov.uk

Students are sign posted to after school activities that include the half terms and holidays.

SATH (Community Center), Willesden Sports Center, Wembley Boxing, CAMHS.

8. Please add links to support services mentioned in your answer to the previous question.

BRENT FAMILY FRONT DOOR, CAMHS services, NSPCC, Food Banks (Harlesden including SABrent Family Front Door 020 8937 4300 family.frontdoor@brent.gov.uk

Brent SEND Information, Advice and Support Service 020 8937 3434
sendias@brent.gov.uk BrentTH - Phoenix group)

9. How does the school adapt the curriculum and the learning environment for pupils with SEN, and what additional support is available? *

Roundwood adapts the curriculum and environment through tailored teacher planning, routine assessments, and flexible learning approaches. Lessons feature

reduced, simplified content delivered by engaging thematic topics and personalised pathways, ensuring all children can access learning.

The environment utilises adaptive resources, visual timetables, and kinaesthetic activities, alongside enrichment that bridges core curriculum with essential life skills.

Crucially, this academic framework works hand-in-hand with internal mentoring, counselling, and specialised therapy. By blending clinical and emotional support with interactive, tailored teaching, the school ensures both the academic and SEMH needs of each child are comprehensively addressed.

10. Detail the expertise and training of staff regarding SEND.

Safeguarding training/refreshers , KCSIE, Trauma informed Practice, ACEs, SEND code of Practice, First Aid, Mental Health First Aid, PRICE (De-escalation strategies), Quality teaching and Learning, Child on Child abuse, Autism best practise, SEMH - functions of behaviour, SaLT interventions / support.

11. How does the school evaluate the effectiveness of its SEND provision, and how is the impact of support shared with parents and pupils?

The school evaluates the effectiveness of its SEND provision by placing support at the heart of its teaching and learning framework. Evaluation is primarily conducted through teacher planning, consistent reviews, and detailed assessments, which help the school monitor and enhance both academic attainment and SEMH (Social, Emotional, and Mental Health) wellbeing.

These effective tools allow for a data-driven approach to improving outcomes for students. Additionally, the school ensures transparency and collaboration by sharing the impact of this support with parents, key workers (external and internal) and pupils, keeping them informed and engaged in the developmental progress and the effectiveness of the provisions that are in place.

12. What facilities and specialised equipment does the school provide to ensure pupils with disabilities can fully access the building, the curriculum, and school life?

A lift is in place, ground floor access, disabled toilets on each level of the building.

Clear visual prompts are evident throughout the building to support communication and interaction needs.

Access to sensory toys/ resources to support students with sensory needs.

13. How does the school secure additional specialist expertise when a pupil's needs require it?

Robust Multi-Agency Assessment: Because pupils at Roundwood already present complex SEMH needs, internal staff continuously assess for changes in risk, emotional escalation, or clinical indicators.

Targeted Specialist Referrals: Depending on the specific outcome of the assessment, the school swiftly activates external clinical, statutory, and community networks:

Clinical + Mental Health Support: Direct escalations are made to CAMHS (Child and Adolescent Mental Health Services) or by coordinated GP referrals for medical or psychiatric intervention.

Early Intervention + Mentoring: They engage localised support hubs like the AIR Network to deliver dedicated, flexible trauma-informed mentoring and behavioral stability.

Safeguarding + Crisis Escalation: For urgent welfare concerns or high-risk youth justice matters, staff initiate immediate crisis referrals to MASH (Multi-Agency Safeguarding Hub) and partner directly with the Police.

This ensures that a pupil's educational plan is wrapped in the necessary legal, clinical, and safety frameworks the moment their needs escalate.

14. What specific steps does the school take to ensure that pupils with named disabilities are treated fairly and have the same opportunities as their peers?

Guided by the inclusive ethos and values, Roundwood School ensures pupils with named disabilities face zero discrimination and enjoy equal opportunities through strict adherence to the Equalities Act.

The key steps include:

Enforcing the Inclusion Policy: Actively removing barriers to learning through tailored, differentiated curricula.

Reasonable Adjustments: Modifying environments, timetables, and teaching delivery to accommodate specific physical, sensory, or learning disabilities.

Equitable Access: Ensuring all pupils participate fully in extracurriculars, trips, and community hub activities alongside their peers.

This robust framework guarantees that every student receives the targeted equity required to thrive.

15. Add a link to your school's accessibility plan.

See link on the Trust website:

<https://www.beckmeadtrust.org/policies>

16. What are the arrangements for handling complaints from parents/carers of pupils with SEND about the support provided by the school?

Roundwood School aims to resolve concerns swiftly, ensuring the vulnerability and needs of our pupils are protected at every stage. If you have a concern regarding your child's SEND support, please follow this step-by-step process.

Most worries can be resolved quickly by talking to the staff who know your child best.

1. Contact your child's Class Teacher or the school SENCO to discuss the issue.

This allows staff to immediately review the support in place, clarify any misunderstandings, and make quick adjustments if needed.

If the teacher or SENCO cannot resolve the issue, or if you feel your informal concern was not adequately addressed, the matter is stepped up.

2. Request a meeting or submit your concern to a member of the Senior Leadership Team (SLT). SLT will look into the matter objectively and work with you to find a practical solution.

3. If the parent remains unhappy after the informal stages, they can initiate a formal process.

Follow the formal steps outlined in the school's official Complaints Policy.

The complete policy document can be easily accessed and downloaded from the school website. This policy provides clear guidance, timelines, and procedures to help you formally register your concerns or upsets.

Roundwood takes great pride in supporting parents. If you need assistance navigating this process or require wider guidance, school staff will gladly signpost you to the right external agencies for independent advice and support.