



SEND INFORMATION PACK

Topic	At The Paragon
Types of Special Educational Need that are provided for	<p>As a selective school, we provide for children of mixed ability who are able to achieve their potential within mainstream classes. At times, class teachers may access specialist support from the Learning Support Department who are also able to offer a limited number of one to one sessions.</p> <p>As a Grade II Listed site which has many steps and different levels, it would only be in the child's best interests to attend if they are able to move around the site independently.</p>
Principles for identifying children with SEN and assessing their needs	<p>Children are identified as having SEN through internal and external assessment, observations and meetings with the parents and class teacher. Any other information from pre-schools or other schools may also be used to provide evidence of a need.</p> <p>Parents are always welcome to make an appointment with their child's class teacher in the first instance to raise concerns. They may also decide to speak to the Learning Support Department.</p> <p>If class teachers think that more support is needed, they will discuss their concerns with the child's parents and also consult with the Learning Support Department.</p> <p>The Learning Support Department works in collaboration with parents and class teachers to identify the specific needs of a child. They may recommend that further assessments may be needed and other specialists such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists or CAMHS may become involved.</p> <p>Head of Learning Support: Katie Samwell</p>

<p>Arrangements for consulting parents of children with SEN and involving them in their child's education</p>	<p>All children who receive Learning Support have a designated specialist teacher who will regularly and informally meet with the parents as often as required. In addition to Parents' Evenings and Reports, learning support teachers invite parents to attend IEP meetings and reviews every term. Whenever external specialists have been involved, a meeting is arranged to discuss the findings and consider next steps.</p> <p>Parents are always welcome to arrange a meeting with the Learning Support Department at any time, even if their child does not currently receive specialist lessons.</p>
<p>Arrangements for consulting children with SEN and involving them in their education</p>	<p>Children with SEN all have an individual education plans in which they identify things that they are good at and things that they would like to improve. The IEP is written with the children and they are also given the opportunity to take the IEP home to share with their parents before it becomes a working document.</p>
<p>Arrangements for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review</p>	<p>All IEPs are reviewed at least termly. At this meeting, the targets are reviewed and new ones are set if necessary. This is done in consultation with the child, their parents, class teachers, learning support and any other specialists involved. The IEPs also include ideas for how the child can work towards their targets within their class and at home. Parents and teachers feed into this process by following the suggestions and letting the Learning Support Department know how well the child is progressing. In addition, all children in the school are regularly assessed according to our assessment policy.</p>
<p>Arrangements for supporting children in the moving between phases of education and preparing for adulthood</p>	<p>All children with SEN keep their IEPs and are supported during times of transition. Each child is treated as an individual in order to meet their needs. One page pupil profiles may be produced to support a child by giving a new teacher additional information. Photo books, and additional visit days can also be arranged when needed.</p>

<p>Approach to teaching children with SEN</p>	<p>We aim to ensure that every child reaches their potential. As children spend most of the time in their class, they are sometimes taught strategies to support this way of learning. Class teachers are always able to differentiate their lessons and activities to suit the individual children in their class. There is limited availability of one to one lessons with specialist teachers, and these can be provided by withdrawing children from their class.</p>
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN</p>	<p>All of our classes follow one curriculum. While this is adapted and differentiated, if the child is unable to access the same curriculum as their peers, it would not be in their best interests to be at The Paragon.</p>
<p>The expertise and training of staff to support children with SEN, including how specialist expertise will be secured</p>	<p>All class teachers are qualified and experienced in teaching children of wide ranging abilities. They provide quality first teaching which is differentiated to suit the needs of the children in their class. Whole staff training is organised to update staff's knowledge and skills to support children with SEN. The Learning Support Department consists of two specialist teachers who provide additional support. When further specialist expertise is required, parents are able to pay for this and the Learning Support Department is able to advise if needed.</p>
<p>Evaluating the effectiveness of the provision made for children with SEN</p>	<p>A range of assessment tools are used in line with our assessment policy. Children's attainment is assessed termly and results are made available to the Learning Support Department who, along with the class teachers, will track and monitor progress. IEP and behavioural evaluations are done through meetings and observations.</p>
<p>How children with SEN are enabled to engage in activities with children in the school who do not have SEN</p>	<p>All children are expected to join in with all activities. Class teachers, assistants and learning support teachers can make reasonable adjustments by providing suitable resources and differentiating work according to the child's need. This enables children to spend the majority of their time in the class with their peers.</p>

<p>Support for improving social and emotional development, including extra pastoral support arrangements for listening to the views of children with SEN and measures to prevent bullying</p>	<p>In the first instance, the class teacher will support children who may have a social and emotional need or where bullying may be an issue.</p> <p>The Pre-Prep department has a specific member of staff to oversee all pastoral care. In the Prep Department, there is a head of girl's pastoral care and a head of boy's pastoral care. For further information, see the school's Counter-Bullying Policy.</p>
<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's SEN and supporting their families</p>	<p>As an independent school, a limited number of these organisations are available to us free of charge. In every case, parents are consulted and permission is sort before proceeding with a referral.</p> <p>The Learning Support Department can advise parents as to which service may be helpful and often sets up an initial meeting on their behalf.</p>
<p>Arrangements for handling complaints from parents of children with SEN about the provision made at school</p>	<p>If a parent is ever dissatisfied, they are encouraged to speak to the Learning Support Department, in the first instance.</p> <p>If parents are still not satisfied they should then take their complaint to the Director of Studies and lastly the Headmaster. The school has a comprehensive complaints procedure.</p>

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