

# SEND POLICY

## The Paragon School

<b>Policy Owner</b> SENDCo	<b>Applies to</b> The Paragon School	<b>Superseded documents</b> SEND Policy 2020
<b>Associated documents</b> Positive Behaviour Policy Safeguarding Policy Educational Visits Policy Admissions Policy Curriculum Policy Equal Opportunity Policy Accessibility Plan and Access Policy Complaints Policy	<b>Review frequency</b> Every year (unless the legislation/regulations update before this time)  <b>Implementation date</b> 1 October 2021	<b>Legal Framework</b> KCSIE 2021 The Independent Schools Standards DfE National Curriculum in England Framework and Guidance EYFS Framework 2021 Children and Families Act 2014 (and related regulations). Health and Social Care Act 2012 Equality Act 2010 Mental Capacity Act 2005 Children's Act 1989 Working Together to Safeguard Children Data Protection Act 2018 SEND Code of Practice 0-25

## 1. Introduction

Prior Park Schools (PPS) comprises three schools. Two of those schools, Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. The third school, Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

## 2. Links to Mission Statement

All students, regardless of any Special Educational Need/Disability are entitled to full access of the Prior Park Schools Mission Statement:

- to provide Christian education, and specifically Catholic at the College of the highest quality for a boarding and day co-educational community
- to develop as fully as possible the academic and other talents of each boy and girl, to ensure an education of the whole person
- to provide pastoral care of an encouraging, supportive and disciplined nature for each student
- to create an outward-looking ethos which builds links with parents and the local community, and also celebrates the richness of cultures from around the world
- to enable Leavers to be confident, capable, compassionate and independent-minded.

## 3. Legal Framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012
- Equality Act 2010
- Mental Capacity Act 2005
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education 2021
- Working Together to Safeguard Children
- Data Protection Act 2018

## 4. Definition of Special Educational Needs and Disabilities (SEND)

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty or difference in learning than the majority of others of the same age

- Disability or health condition (physical or mental) which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

All staff at The Paragon are aware of medical, health and care needs of their students. Staff follow guidelines of good practice to constantly review and adapt Care Plans for our students.

## Areas of SEND

Prior Park Schools will make provision for students with the following 4 kinds of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and / or physical

## People Involved

- Students
- Parents
- SEND Trustees
- SENCo
- Learning Support Teams
- Headteacher
- All Teaching Staff
- External specialists

## 5. Responsibilities

**Students:** The Paragon has high expectations of all students and encourages students to take more responsibility for their learning as they mature. Through age-appropriate methods, students are involved in identifying areas for support and in agreeing their targets.

The Learning Support Departments monitor the progress of the students, in consultation with other staff, by encouraging them to reflect on their progress and confidence in response to Learning Support.

**Parents/Guardians:** Parents and guardians play a key role in enabling their children to achieve their potential. Parents and guardians are responsible for:

- Informing the School about any specific needs their child may have upon entering the School;
- Informing the SENDCo and allowing information to be shared if any need is investigated during their child's time at school;
- Provide copies of formal assessments or reports written by any specialists or outside agencies;
- Allowing initial assessment to take place within school to establish the possible existence of learning difficulties when advised to do so by the school SENDCo;
- Participating in sympathetic and positive discussion in relation to their child's difficulties, attainment and progress.

**School:**

- To oversee the operation of the School's SEND policy;
- Co-ordinate provision and monitoring SPs (where used) for students with SEND;
- Contribute to the in-service training of staff in relation to SEND;
- Liaise with parents of students with SEND;
- Liaise with outside agencies;
- Maintain a central record of all students with SEND;
- To be vigilant for students who might appear to have a learning difficulty or disability;
- Support students in class who have SEND;
- To differentiate planning according to the needs of the students;
- Liaise with the SENDCo;
- Develop and deliver SPs where applicable.

**6. Admission Arrangements**

We welcome applications for places for all children. Provided that our Learning Support Department can offer students the support that they require to access the curriculum effectively and benefit from a wide range of extra-curricular opportunities, we will make best efforts to accommodate them.

We welcome students with physical disabilities provided that the site meets their needs once any reasonable adjustments have been made. However, we advise parents of children with special educational needs or physical disabilities to discuss their child's requirements with the registrar and the SENDCo before he / she attends a visit day so that we can make an accurate assessment of his / her needs.

For further information, please refer to the School Information Report. Parents should provide a copy of any reports from specialists involved in their child's care (e.g. Educational Psychologist, Occupational Therapist, Speech and Language Therapist, etc.) and also disclose any additional support that their child has received in any previous school or setting.

The Paragon is proud of the help we give to students with special needs and disabilities/specific learning difficulties, but the number of children who can be given such assistance is necessarily limited.

The Paragon conforms to SEND regulations, therefore full disclosure of needs that are already known (or are under investigation), are required from parents during the admissions process, so that the school can appropriately cater for the children who join our community.

We work to ensure that there is a joined-up approach between students, parents, schools and specialists. As The Paragon has limited resources, we are only able to offer a certain number of places for children requiring additional support. This number will be dependent upon the needs of the child and the year group into which the application is being made.

Children will be admitted who are able to meet the demands of the curriculum with the level of support agreed upon admission.

Children who are in receipt of a Statutory Assessment (EHC plan) will be assessed on a case-by-case basis.

A level of mild/moderate dyslexia can usually be supported by the school resources. The Head and SENCo will make a decision based on a report from an Educational Psychologist, school report and additional assessments as required.

## **7. Identification and Assessment of Student's needs**

Whilst some students join the school with a diagnosis of SEN or disability already in place, the school has a number of procedures, which can act as trigger points at which a student may be identified as having a possible SEND and referred for formal assessment if needed.

- All students undergo computerised assessments from GL Assessment, from Year 1 (Welcome assessment is in place for EYFS);
- Following analysis, disparities between scores and underachievement in tests can trigger individual diagnostic testing;
- The SENDCo regularly meets relevant members of staff to discuss students who are underachieving and may need additional support to help them reach their potential;
- Members of staff make referrals when there are concerns about a student's progress;
- A member of the Learning Support Department will contact the parents of all students who are referred to them and will keep parents informed of the results of any assessments that have been conducted and advise them of any additional support that has been put in place or will be required;
- The SENDCo may recommend that parents arrange for a formal assessment by an Educational Psychologist, medical practitioner or other specialist, if it is felt that there are indications of a specific learning difficulty or SEND. It is the responsibility of the parents to arrange and finance such assessments, however the SENDCo will offer advice regarding the need for this and how parents can proceed in arranging for an assessment;
- Following any formal assessment, the parents should provide a copy of the report to the Learning Support Department. A member of the Learning Support Department will then invite parents for a meeting to discuss the findings of the report and the next steps available to support their child acting on any recommendations

## **8. Co-ordinating Support**

We aim to provide a graduated response to match each student's level of need. At each stage, students are encouraged, age appropriately, to take an active role in managing their learning and to set themselves high personal standards relative to their skills. Parents are involved in decision-making and are kept fully informed of the recommendations, actions and interventions at all stages, by email, telephone consultations and meetings. A copy of the support plan made available to staff and parents.

Parents have the overall responsibility for taking decisions about the management of their child's Learning Support. They should endeavour to ensure that the School is given copies of all reports received.

## **9. Records of SEND**

All students with identified SEND are listed on the SEND Register. The Register details any student who has received support within the Learning Support Department during the current or the previous academic year. The SEND Register is updated regularly and is electronically available to all members of the teaching staff.

Summaries of students' SEND, recommendations for their support and any access arrangements, as well as brief records of support are recorded on the school's electronic database.

In addition, the Learning Support Department maintains records in secure online facilities or secure filing cabinets, containing detailed records of assessments, support, meetings with parents and consultations for each student on the SEND register, as well as for all students who have received Learning Support.

## **10. Evaluating the Success of Provision**

The Paragon makes the best endeavour to evaluate the success of provision, including:

- Consultation with subject teachers regarding the outcomes and recommendations of Learning Support;
- Consultation with, and involvement of, parents and students.

In evaluating the success of provision, the Learning Support Department benchmarks student progress against:

- Previously agreed (with the student) Learning Support;
- GL Assessment tracking data and ongoing classroom assessments;
- Exam results before and after Learning Support interventions.

Given that teaching is a matter for the whole School, it is not always possible to measure students' progress in Learning Support in quantifiable terms. However, the above provides a non-exhaustive list of the ways in which the Department evaluates its success.

## **11. Training**

Prior Park Schools are committed to providing individual and group training as required to all staff and to keep staff informed of any changes in legislation or procedures to facilitate good practice.

Members of the Learning Support Department provide training for teachers as follows:

- Advising teachers on the specific difficulties of students, their profiles of strengths and areas to develop and teaching strategies to support them in the classroom;
- Providing meetings for new teachers;
- Providing whole School INSET;
- Providing individual training as needed.

In addition, members of the Learning Support Department attend specialist courses as appropriate to ensure their practice remains up to date and is informed by the most recent developments in the field of SEND. These include but are not limited to:

- Attending the annual ISC SEND Conference;
- Attending other courses as relevant;
- Attending regional SENDCO meetings to share and exchange good practice in independent schools.

## **12. Transitional Arrangements**

Our aim is for students leaving The Paragon to move on to any secondary school of their choice.

Any additional provision that has been put in place to support a student will be shared with the next setting and reports shared with the permission of parents/guardians.

When a student moves on from The Paragon School to Prior Park College, all documentation is shared to enable the student to have a smooth transition. When appropriate, staff from the LDP team at Prior Park College meet and work with students before they transfer up following 11+ assessments.

The SENDCo will also pass on any other documentation, with permission from parents/guardians when requested to do so by other educational establishments.

### **13. Other Agencies**

The SENDCo can offer advice to parents seeking assessment or specialist support outside school as needed. As independent schools, we do not have access to the services in the 'local offer' although staff will support parents/guardians if additional support is required.

Parents/Guardians are required to share any reports obtained (for example from an Educational Psychologist, Occupational Therapist, Speech and Language Therapist or other medical professional) with the SENDCo. This is in order for the school to meet the needs of the child. The SENDCo will share the results and recommendations of such reports with other members of staff as appropriate.

### **14. Complaints Procedures**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.
- If the issue cannot be resolved within ten working days, the parent can submit a formal complaint using the School's Complaint Procedure.
- Any issues that remain unresolved at this stage will be managed according to the School's Complaints Policy. This is available on the school website.

**APPENDIX 1**
**Practical Implementation of SEND Policy**

Topic	The Paragon School
<b>Types of Special Educational Needs that are provided for</b>	<p>We provide for children of mixed ability who are able to achieve their potential in the mainstream classroom. Children with mild to moderate Specific Learning Difficulties and ASD are supported through the Learning Programme.</p> <p>As a Grade 1 listed site there are limitations to the alterations which can be made to the buildings. The site is on many levels, making accessibility difficult in many areas, especially for wheelchair users.</p>
<b>Principles for identifying children with SEND and assessing their needs</b>	<p>Children are identified as having SEND through internal and external assessment, observations and meetings with the parents and class teacher. Any other information from previous schools or other schools may also be used to provide evidence of a need. 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 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. 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>SENDCO: Mrs Katie Mason</p>
<b>Arrangements for consulting parents of children with SEND and involving them in their child's education</b>	<p>Parents are welcome to meet with the Learning Support Department whenever the need arises. Regular contact is made through emails and telephone calls when required. Parents are invited to attend Parent Consultation evenings to discuss their child's progress and to contribute to the student's Support Plan.</p> <p>Parents are encouraged to contact the Learning Support Department if concerns are raised regarding their child's general well-being.</p>

<b>Arrangements for consulting children with SEND and involving them in their education</b>	<p>Students in the Learning Support Department have Support Plans and Student Passports which indicate strengths and weaknesses and preferred approaches to teaching in the classroom. Students contribute to these plans which are available for subject staff on the Staff Hub. The Support Plans are working documents and will change when and if the need arises. These plans are discussed at termly review meetings.</p>
<b>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</b>	<p>Students have a termly review meeting, to which their parents are invited. During these meetings, the targets set at the start of the term are reviewed and new targets are set, where applicable. Any recommendations from external specialists are taken into account as well as current levels of attainment (as awarded by the class teacher).</p>
<b>Arrangements for supporting children in the moving between phases of education and preparing for adulthood</b>	<p>At each transition point, a thorough handover between teachers is undertaken. Members of the Learning Support Department meet with class teachers every year, in September to inform them of the needs of their new students. When a child moves school, or at the end of Year 6, the SENCO passes on all documentation, in line with GDPR. When a new child joins the school, they spend time with the SENCO (from Y2) who will follow up any additional needs with parents and the child's previous school.</p>
<b>Approach to teaching children with SEND</b>	<p>We endeavour to ensure that every child reaches their potential given their specific learning need. Teachers aim to differentiate their lessons and activities to suit the individual children in their class. Schemes of work identify resources, activities and teaching strategies to help students with specific learning needs to access the curriculum.</p> <p>Within the Learning Support Department the students receive specialist teaching to support their core needs as well as strategies to access their curriculum.</p> <p>The Paragon has a dedicated teaching area for students with SEND creating a supportive and nurturing environment.</p>
<b>How adaptations are made to the curriculum and the learning environment of children and young people with SEND</b>	<p>Teachers are asked to plan inclusively and discuss any concerns relating to a specific child with the SENCO or Learning Support Teacher who works with that child. Adaptions will be put in place to ensure that any opportunity is also available to a child with SEND. At times, this will require a specific meeting with parents to ensure that they are confident with the plans in place. In some cases, a specific risk assessment may be required for individual children and/or particular parts of the school site or activity being undertaken.</p>

<p><b>The expertise and training of staff to support children with SEND, including how specialist expertise will be secured</b></p>	<p>Teachers provide quality first teaching which is differentiated to suit the needs of the children in their lessons and guidance is provide by the specialist teachers in the Learning Support Department. Currently the Learning Support Department consists of the SENDCO and three part time specialist teachers who regularly update their expertise through attending training provided by professional organisations.</p>
<p><b>Evaluating the effectiveness of the provision made for children with SEND</b></p>	<p>Within the Learning Support Department, students' progress is monitored, evaluated and recorded dependent on their individual learning programme. As an ongoing process, the Department supports SEND students throughout their education. Informal measures of qualitative information received from parents, students and staff contribute towards evaluating the effective provision of SEND.</p>
<p><b>How children with SEND are enabled to engage in activities with children in the school who do not have SEND</b></p>	<p>Students are expected, with suitable adjustments where necessary, to participate in all activities within the school. Advice may be given to teachers if a student has a specific difficulty which may require some form of adaptation in the activity they are undertaking. There is an inclusive 'can-do' ethos which encourages all students to participate in activities irrespective of their SEND.</p>
<p><b>Support for improving social and emotional development, including extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying</b></p>	<p>Class teachers liaise with the Learning Support department to support the social and emotional needs of children with SEND. Strategies are discussed and agreed and implemented with the involvement of the child.</p> <p>The Paragon has a pastoral support programme for all year groups.</p> <p>Student Support Plans will indicate if a student is especially vulnerable due to their Specific Learning Difficulty. The SEND Provision Map also outlines students' specific difficulties and some guidance on how to support them.</p> <p>If and when necessary, a student may be referred to the school counsellor, in consultation with the Assistant Head, Pastoral.</p> <p>The Paragon has an active anti-bullying policy. The designated person in charge of Child Protection will also be notified of any concerns.</p> <p>For further information, see the school's Counter-Bullying Policy.</p>
<p><b>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector</b></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>



<b>organisations in meeting children's SEND and supporting their families</b>	The Learning Support Department can advise parents as to which service may be helpful and will assist in setting up an initial meeting on their behalf.
<b>Arrangements for handling complaints from parents of children with SEND about the provision made at school</b>	If a parent is ever dissatisfied, they are encouraged to speak to the Learning Support Department, in the first instance. If parents are still not satisfied, they should then take their complaint to the Deputy Head and lastly the Headteacher. The school has a comprehensive complaints procedure.