

LEARNING SUPPORT AT THE PARAGON SCHOOL

Every child at The Paragon School has access to a wide range of support to enable them to learn. When there are concerns about a child's progress, a barrier to learning or they are not meeting their potential, a child may require help from the Learning Support Department who will also be able to advise upon further investigation via specialist assessments.

Learning Support Team

The Learning Support Department is led by the school Special Educational Needs and Disability Coordinator (SENDCO), who is also a member of the Senior Leadership Team. There are three additional, qualified teachers, who deliver one-to-one lessons.

SENDCO:

Katie Mason kmason@priorparkschools.com

Learning Support Teachers:

Lisajane Caesar lcaesar@priorparkschools.com

Kate Wallis kwallis@priorparkschools.com

Justine Wright jwright@priorparkschools.com

Raising a concern

If you feel that your child is not accessing learning in the way you would expect, please raise this to the class teacher(s) in the first instance. They will be able to let you know how your child is performing within school and will liaise with specialist teachers to get a balanced view. If concerns remain or the child is receiving more than expected support to complete work, the class teacher will raise a concern to the SENDCO.

The SENDCO will then make contact with parents and use a variety of tools (including a review of information, look through work, class/playground observations and further assessments) to then consider the appropriate next steps. It may be that there are additional strategies that could be implemented within the classroom, further assessments from an external specialist would be required or Learning Support lessons would be recommended. The SENDCO would then arrange a meeting with the parents (and usually the class teacher as well) to give feedback. Timeframes for all actions are shown in the table below:

Action	Timeframe
Concern raised to SENDCO from parent	Reply from SENDCO within 2 working days
Meeting to discuss	Within 5 working days
Observations/review of evidence	8 working days
Written feedback	10 working days

Learning Support Lessons

For children who receive Learning Support lessons, these are timetabled at a time to meet the needs of a child. All lessons last 30 minutes and are billed retrospectively. During Learning Support lessons, recommendations set out by specialists will be followed, targets will be worked on and classwork may be used to support learning. At the end of each term, a review meeting is held where progress towards the targets and overall learning is discussed and celebrated. At the end of each academic year, a summary is provided by the Learning Support teacher within the school report.

The charge for lessons for the 2021-2022 academic year is £21 per 30 minute lesson.

Outside agencies

There may be times when advice from an outside agency would be helpful in ensuring that a child is being supported in the best possible way. If a child has a specialist report or has received a diagnosis, it is important that the SENDCO and class teacher are made aware of this.

Any specialist involvement is a private arrangement between parents and the specialist. However, the SENDCO and Learning Support Teachers are experienced in giving you more information about external specialists and will be able to advise you upon which route(s) would be most beneficial and help you to ensure that the most useful information is shared. We welcome external specialists into school regularly to observe or assess a child. When an assessment has taken place, we can facilitate a feedback meeting with the relevant members of staff. When a report has been issued, the SENDCO/Learning Support Teacher will update any paperwork and ensure other members of staff are aware of any recommendations or strategies that have been suggested.

Outside agencies with whom the school regularly work are:

Educational Psychologist
Specialist Assessor
Occupational Therapist
Speech and Language Therapist
Play Therapist
CAMHS
Community Paediatrician

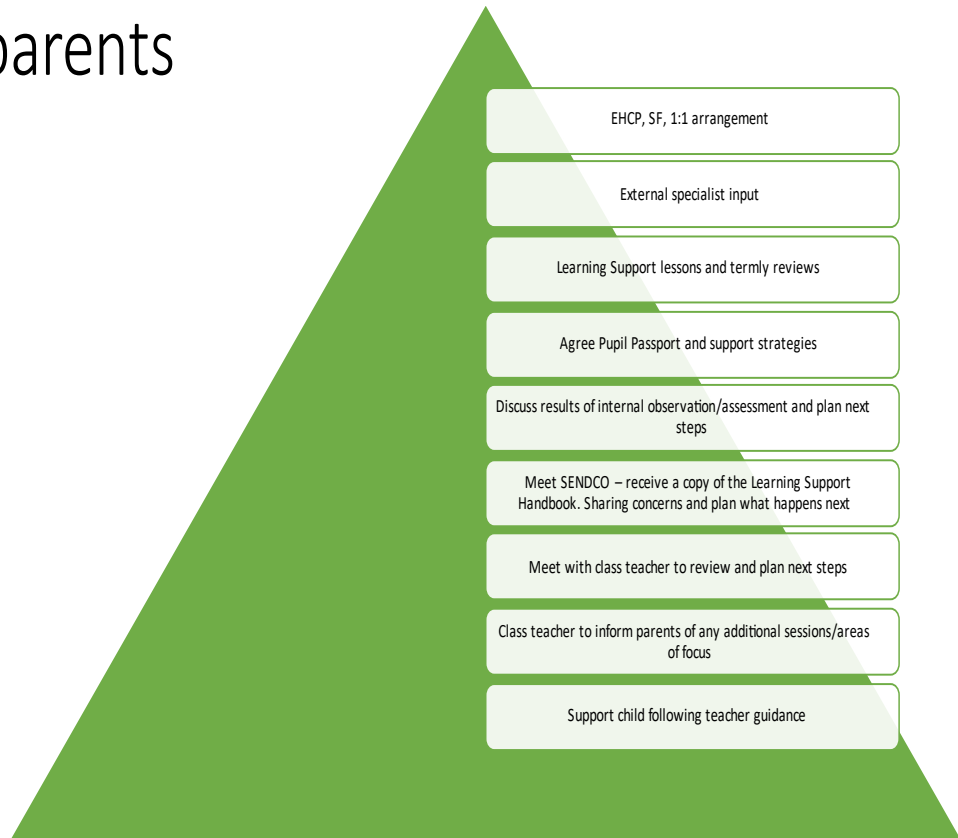
Sharing Information

If Learning Support has been put in place for a child or there has been involvement from an external agency, a Pupil Passport is drawn up. This gives all members of staff an outline of the child's needs and how they should be supported in school. The Pupil Passport is shared with parents so that they can give consent for the information to be shared amongst school staff. The Pupil Passport is reviewed alongside Learning Support targets each term and/or after feedback from an external specialist.

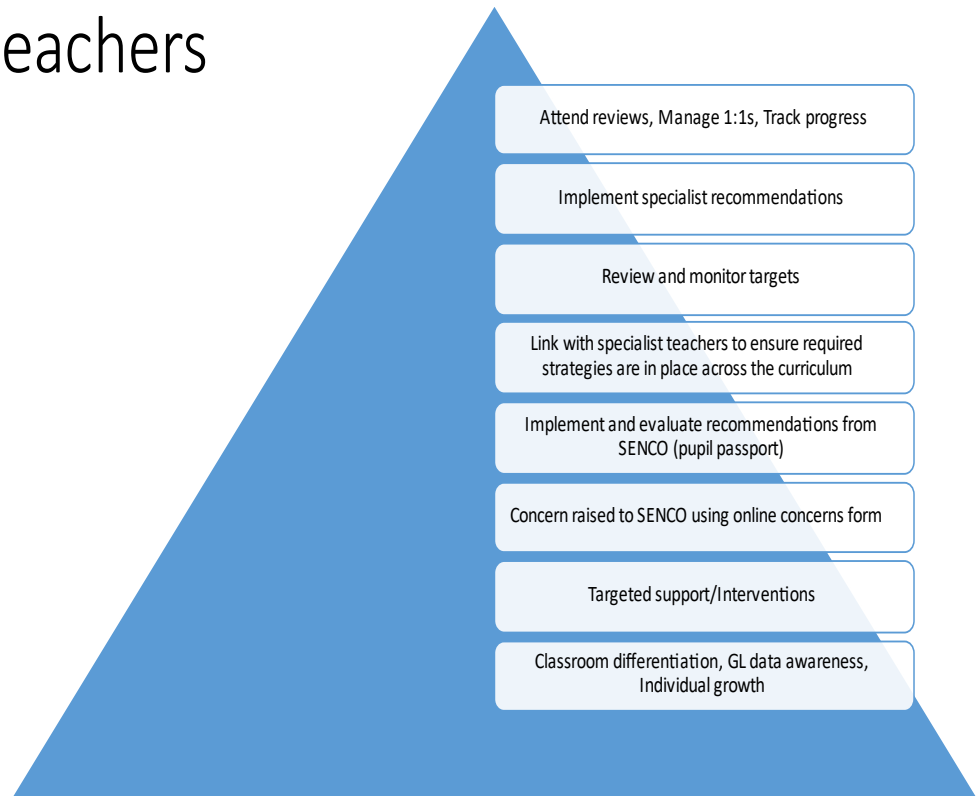
Roles

When ensuring the correct support is in place for a child, everyone has a part to play. Some children will need more or less from certain people at different times. While the journey is not always linear, the triangles below show how support can be given. When more support is required, the options higher up the triangle can be used/implemented.

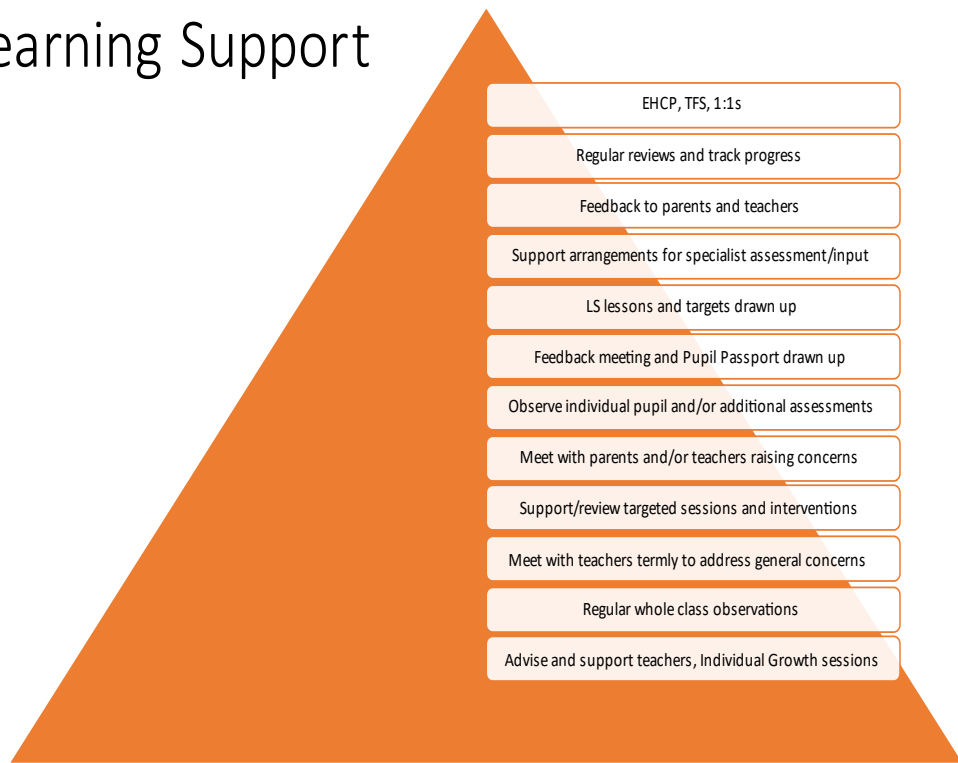
Role of parents



Role of teachers



Role of Learning Support



Role of Pupil

