

SEND At The Paragon

A Guide for Parents



The Paragon
School

The Paragon is a Prior Park Educational Trust school

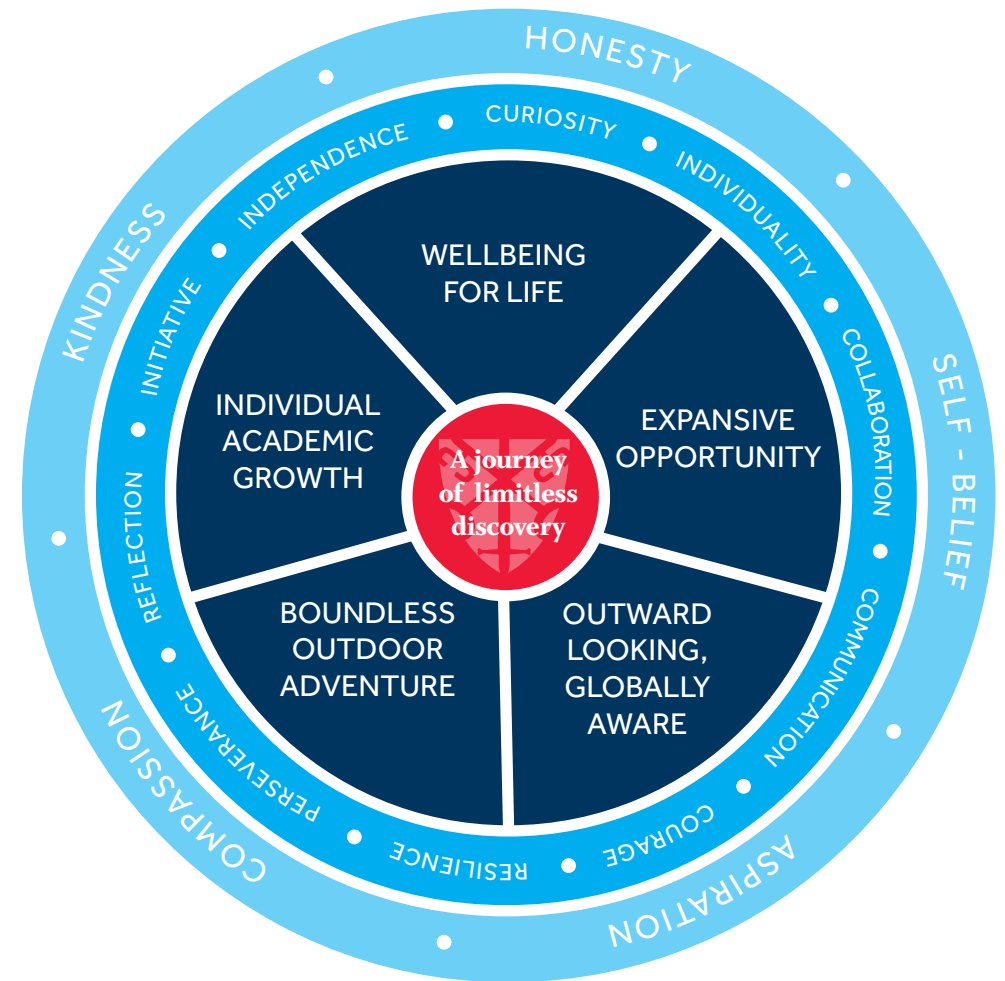
Our Mission:

To steward a thriving family of communities with love for the young people they serve at their heart. Communities which cultivate creativity, foster integrity, and transform lives.

Trust Values:

CURIOSITY - GENEROSITY - COURAGE

STRATEGY MAP



STRATEGIC PLAN

OUR VISION

The Paragon journey is one of limitless discovery. Each child enjoys a fully immersive educational experience, rooted in our school values whilst exploring and developing their attributes as learners. Adventures are wide and varied, centering on the beauty and joy of childhood alongside preparation for the world beyond.

OUR VALUES

Our school values are rooted in the Christian faith, recognising that they are also human values which span everyone in our community of all faiths and those of none. These underpin all of our thoughts, words and actions at The Paragon, and provide the children with a set of core values to act as their guiding light through their time at school and beyond.

KINDNESS

COMPASSION

HONESTY

SELF-BELIEF

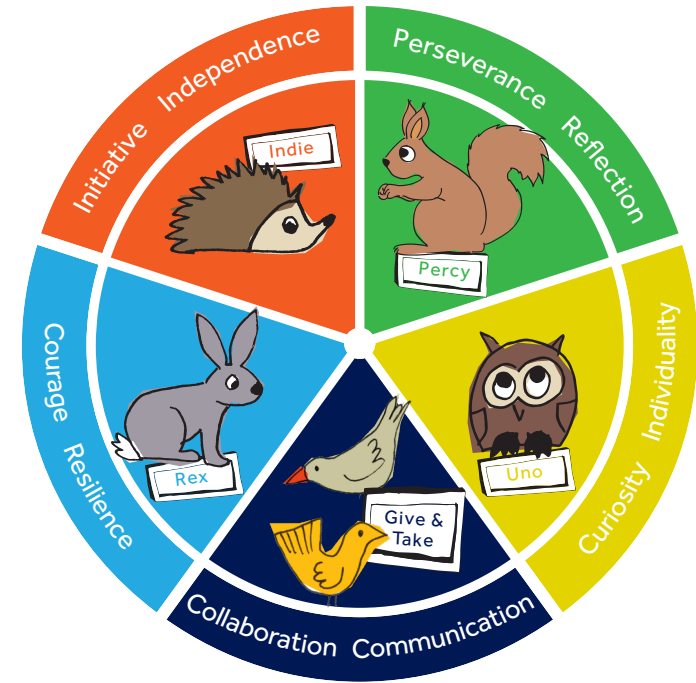
ASPIRATION

OUR ATTRIBUTES

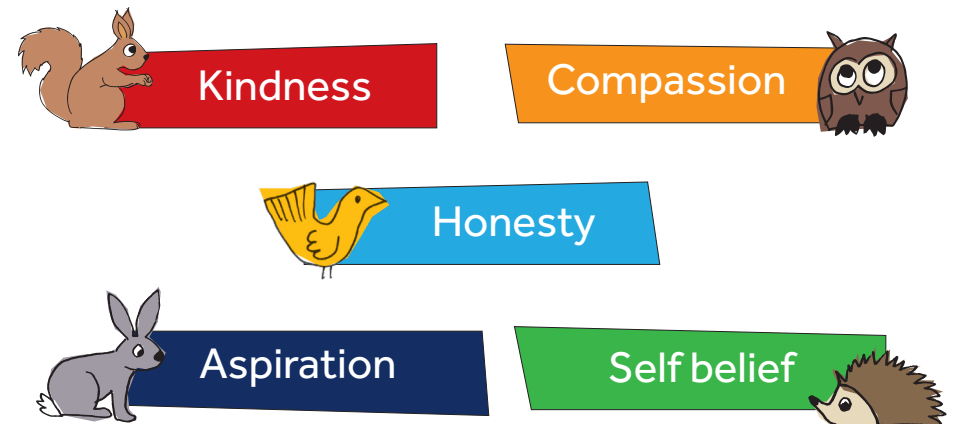
In all of their endeavours, the children are celebrated as they develop their attributes as learners. They blossom and grow as individuals who feel they have something to offer wherever they may be. Our approach goes well beyond simply seeking academic success. Instead, this comes as a by-product of each child focusing on their own growth as a learner.

INITIATIVE • INDEPENDENCE • PERSEVERANCE • REFLECTION • CURIOSITY
INDIVIDUALITY • COLLABORATION • COMMUNICATION • COURAGE • RESILIENCE

THE PARAGON WHEEL - Our Learner Attributes



THE PARAGON WAY - Our School Values



SEND AT THE PARAGON

As a school we comply with the SEND code of practice which states:

All children and young people are entitled to an education that enables them to make progress so that they:

Achieve their best and become confident individuals living fulfilling lives to make a successful transition into adulthood, whether into employment, further or higher education or training
(SEND Code of Practice, 2015, 6.1).

Schools MUST

- Use their best endeavours to make sure that a child with SEN gets the support they need- this means doing everything they can to meet children and young people's SEN
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Designate a teacher to be responsible for coordinating SEN provision- the SEN co-ordinator or SENCo
- Inform parents when they are making special educational provision for a child
- Publish an SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve accessibility over time (SCOP 6.2)

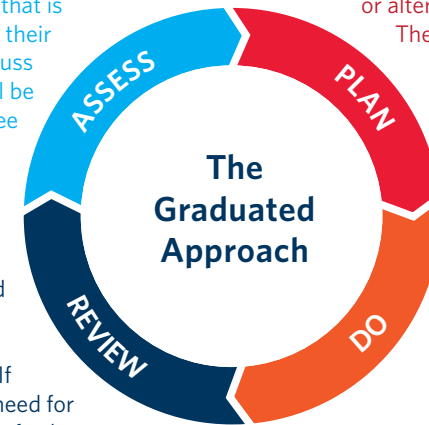
Identifying SEND

At The Paragon, termly assessments and pupil progress meetings are held with the class teacher, assessment lead and SENDCo to quickly identify those children who may benefit from additional or different support. Children who are identified as needing support that is additional to or different from the support given to most of the other children of the same age will be considered to have special educational needs.

Where a child is identified by the school, their parent or a professional as having Special Educational Needs or Disability (SEND) then a graduated approach to meeting their needs will be deployed following a graduated response of Assess, Plan, do and Review.

Formative and summative assessments allow staff to identify when a child may need additional support that is different or additional to their peers. A meeting to discuss needs and strategies will be held with parents to agree the need for further support.

Progress towards targets reviewed with class teacher, parent and child. Where targets are achieved the need for a support plan will cease. If there continues to be a need for additional support then a further support plan will be agreed with greater support from the school SENDCo.

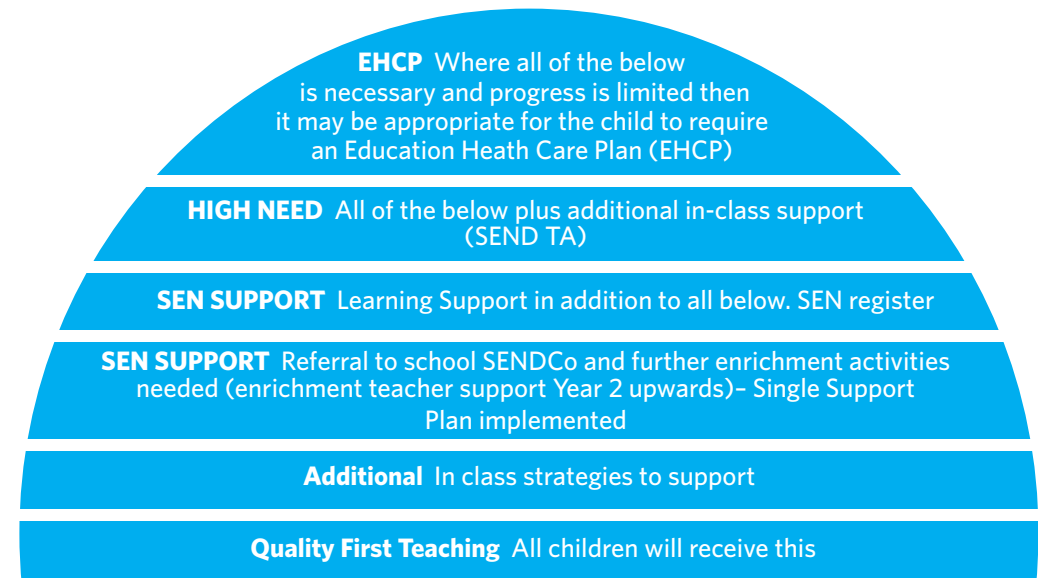


Targets will be agreed with the child to support their learning and additional or alternative strategies planned. These may in class, in a small group or 1 to 1 and will be recorded in a Single Support Plan.

Additional or alternative strategies deployed, and their impact measured across an agreed time frame.

Levels of support

The extent to which children need support will vary according to need. All children with SEND will receive support individualised to their needs. If needs increase then the following levels of support are available.



Enrichment Activities

At The Paragon we have a host of activities delivered by class staff or our enrichment teacher/SENDCo Assistant. These activities support development of a range of skills both physical and academic. Activities are delivered- 1 to 1 or in a group- outside of the classroom. Children receiving enrichment activities outside of the classroom may have a Single Support Plan with clear targets that are reviewed after a term of support.

Learning Support

We have a team of specialist teachers available to support children on a 1 to 1 basis in our learning support department. Children who access Learning Support (LS) will also be closely monitored by the SENDCo and SENDCo Assistant who may also attend review meetings where appropriate. A termly package of LS includes a classroom observation, liaison and support to the class teacher to develop class and LS targets, creation of a Pupil Passport (which outlines strengths needs and strategies to support) and bespoke 1 to 1 lessons (usually 2 x 30 minutes in the school day in the weeks where observations and meetings are not scheduled).

SEND TAs

We have an experienced team of staff that provide additional support within the classroom where children may need support above the level of adult support ordinarily available in the year group. This is charged by the hour and can be allocated for specific subjects or general support across the day as needed. The level of support necessary is agreed and reviewed with parents on a termly basis.

EHCPs

We are able to accommodate a limited number of children with an EHCP. This will depend on the level of need and the needs of other children in the year group. Where children within the school need a high level of support, such as enrichment activities, Learning Support and a SEND TA, and where their progress remains limited with a significant learning delay identified and supported by external professionals- then the school or parents will apply for an assessment for an EHCP when it is deemed appropriate to do so.

Please also see our SEND Policy and Accessibility Policy for further details.



The Paragon
School

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