

SEND POLICY

The Paragon School

Policy Owner SENDCo	Applies to The Paragon School	Superseded documents SEND Policy v2
Associated documents Positive Behaviour Policy Safeguarding Policy Educational Visits Policy Admissions Policy Curriculum Policy Equity, Diversity and Inclusion Policy Accessibility Policy and Access Plan Complaints Policy Anti-bullying Policy Paragon Strategic Plan SEND Action Plan	Review frequency Every two year (unless the legislation/regulations update before this time) Implementation date 14 March 2025	Legal Framework KCSIE The Independent Schools Standards DfE National Curriculum in England Framework and Guidance EYFS Framework November 2024 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

This policy is reviewed biennially, or more regularly as required, prior to approval by Trustees, where applicable.

Last reviewed by:	SENDCo (Mrs J Wheatley) and Assistant SENDCo/ Enrichment Teacher (Mrs A Hart)
Date last reviewed:	February 2025
Approved by Trustees:	Approved by Head (Mrs R Allen) and The Paragon Leadership Team and Local Governance Committee
Date last approved:	14 March 2025
Date for next approval:	February 2027

1. Introduction

Prior Park Schools (PPS) is a family of Christian schools based in Bath and Gibraltar. Prior Park College (PPC) and The Paragon School (TP) are incorporated in England as Prior Park Educational Trust Ltd. Prior Park School Gibraltar (PPSG), is incorporated in Gibraltar as Prior Park School Ltd. Both are companies limited by guarantee and registered charities.

The Prior Park Schools mission, underpinned by shared values, is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Prior Park Schools Values:

Curiosity - Generosity - Courage

2. Aims

The Paragon School is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions)
- get the support needed in order to access the school's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities
- ensuring parents are informed when special educational provision is made for their child
- and are kept up to date as to their child's progress and development.

In drawing up this policy, the school has had regard to the following guidance and advice (in so far as they apply to the school):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- EYFS Framework 2024

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

- Supporting Children with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children

This policy should be read in conjunction with the following policies:

Admissions Policy

Curriculum Policy

Equity, Diversity, and Inclusivity Policy

Complaints Policy

Positive Behaviour Policy

Interventions Policy

Accessibility Policy and Access Plan

Anti-Bullying Policy

3. Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age;
- have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The school's support for those children whose first language is not English is set out in the School's EAL Policy.

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

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

Areas of SEND

Prior Park Schools will make provision for pupils with the following 4 areas of need:

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

People Involved

- Pupils
- Parents

- SENDCo
- Learning Support Teams
- Head and Leadership Team
- All Teaching Staff
- All Support Staff
- External specialists

4. Responsibilities

The Board of Trustees is responsible for ensuring the school policy and provision for pupils with SEN and disabilities policy is in place and implemented.

The Head and SENDCo is responsible for overseeing all aspects of the School's SEN provision and keeping the Board of Trustees fully informed of the implementation of the school's policy in practice.

The Deputy Head Academic works in conjunction with the SENDCo and Learning Support Team on the provision provided at The Paragon School.

The SENDCo's responsibilities include:

- determining the strategic development of the SEN and disability policy and provision in the school, together with the Head, Deputy Heads and Board of Trustees
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the school to support their child's SEN and disability
- liaising with the school's SENDCo at Prior Park College, Lead Nurse, external professionals and agencies, as appropriate
- ensuring that the school keeps records of all pupils with SEN up to date and in line with our Data Protection Policies.

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

The Learning Support Departments monitor the progress of the pupils, 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 or concerns their child may have upon entering the School
- Informing the SENDCo and allowing information to be shared if any need is investigated or followed up/reviewed 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/differences 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 outcomes and progress for pupils with SEND
- Contribute to the in-service training of staff in relation to SEND
- Liaise with parents of pupils with SEND
- Liaise with outside agencies
- Maintain a central record of all pupils with SEND
- To be vigilant for pupils who might appear to have a learning difficulty or disability
- Support pupils in class who have SEND
- To ensure teaching is adapted according to the needs of the pupils
- Liaise with the SENDCo
- Develop and deliver Single Support Plans and Pupil Passports where applicable
- Contribute to risk assessments to ensure the safety of all pupils and staff
- Ensure a graduated response is followed to identify, support, and review pupil needs and support

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

5. Admission Arrangements

The Paragon is proud of the help we give to pupils with special needs and disabilities/specific learning difficulties, but the number of pupils who can be given such assistance is necessarily limited. We work to ensure that there is a joined-up approach between pupils, parents, schools and specialists. We are only able to offer a certain number of places for pupils requiring additional support. This number will be dependent upon the needs of the pupil, the provision required and the year group into which the application is being made, as a decision will also take into account the needs of existing pupils. A risk assessment may be carried out as part of the decision-making process to ensure we are appropriately able to ensure the safety of the pupil, staff and existing pupils in meeting individual needs.

We welcome applications for places for all children. An offer will be made provided that our school and Learning Support Department have capacity to offer pupils the provision that they require, to access the curriculum, manage unstructured times and transitions effectively and benefit from a wide range of extra-curricular opportunities.

We welcome pupils 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 and share reports with the schools admission team and the SENDCo before their child attends for a visit day and at the start of an application enquiry. This will ensure that the level of support/staffing required is

available for that visit to take place safely and allow the school to make an accurate assessment of the pupil's needs and the ability of the school to meet ongoing needs.

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

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. If the child has an EHCP and they are seeking a change of placement, then the EHCP should be reviewed and the school consulted by the relevant Local Authority. An offer of a place will be subject to the school being able to provide, and parents agreement for the pupil to receive, additional support as recommended in any reports.

6. Identification and Assessment of Pupil's needs

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

- All pupils undergo formative and summative assessments on a termly basis
- Following analysis of assessment, disparities between scores and underachievement are identified and additional support in class may be appropriate. These take place with the SENDCO, AHA and class teachers in the week following the assessment week. Strategies are identified and progress is tracked.
- Where progress is less than expected, further support outside of the classroom may be needed as part of the school enrichment programme and a Single Support Plan (SSP) agreed that will be reviewed at the end of a term or fixed period of time
- The SENDCo regularly meets relevant members of staff to discuss all pupils who are experiencing difficulties making progress or underachieving to offer advice about adaptive teaching and discuss any additional support that may be needed
- Members of staff can also make referrals for additional SENDCo support when there are concerns about a pupil's progress, following a cycle of support in class
- Pupil's requiring further support, beyond the in-class support and enrichment programme, may need to access 1:1 support by a specialist teacher in our Learning Support Department. This would be agreed with parents and staff at a SSP review meeting
- A member of the Learning Support Department will contact the parents of all pupils 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 or Assistant SENDCo, will create a Pupil Passport which informs all staff of the pupil's strengths, needs and strategies to support and academic levels
- 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- which will also be added to the Pupil Passport. In some cases, a child may need a greater amount of support in-class than can be provided by the teaching and support staff in their year group. We have SEND TAs that can offer additional support in class for a cost
- For further information, please refer to the 'SEND at The Paragon- A guide for parents' handbook.

7. Co-ordinating Support

We aim to provide a graduated response of Assess, Plan, Do, Review to match each pupil's level of need. At each stage a pupil centred approach is followed, and pupils 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 any Support Plans, Pupil Passports and risk assessments are made available to staff and parents.

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

We aim to work collaboratively with any external professionals by accommodating any assessments taking place in school, completing requests for information forms as part of a diagnostic pathway and being available for any feedback, following an assessment. We work regularly with local external therapists and closely with our School Counsellor and ELSA's as required.

8. Records of SEND

All pupils with identified SEND are listed on the SEND Register, within iSAMS. The Register details any pupil who has an EHCP, a diagnosis and those who have received support within the Learning Support Department during the current or the previous academic year. A record of pupils receiving support from our enrichment programme who have a Single Support Plan (SSP) is also kept. The SEND Register is updated regularly and is electronically available to all members of the teaching staff.

Summaries of pupils' SEND, recommendations for their support and any access arrangements are recorded on Pupil Passports which are available on the pupil record on the school's electronic database in addition to current SSPs

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 pupil on the SEND register, as well as for all pupils who have received Learning Support.

9. 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 pupils.

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

- Previously agreed (with the pupil) Learning Support
- Assessment tracking data and ongoing classroom assessments
- Assessment results before and after Learning Support interventions
- Teaching observations of pupil engagement and level of emotional wellbeing

Given that teaching is a matter for the whole School, it is not always possible to measure pupils' 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.

10. 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 in association with external agencies provide training for teachers as follows:

- Advising teachers on the specific difficulties of pupils, 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
- Parent networks, signposting, coffee morning events and information evenings

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
- Attending BANES SENCO Hub events

11. Transitional Arrangements

Our aim is for pupils 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 pupil will be shared with the next setting and reports shared with the permission of parents/guardians. This may include provision for enhanced transition support between TP and the secondary school.

When a pupil moves on from The Paragon School to secondary school, all documentation is shared to enable the pupil to have a smooth transition. When appropriate, staff from the LDP team at their new secondary school meet and work with pupils 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.

12. 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 funded access to the services in the 'local offer' although staff will support parents/guardians if additional support is required, and parents would be charged for this.

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.

13. 1:1 Support for named pupils

When there is an EHCP, EAL needs or an agreement between school and parents, a SEND TA may be appointed to meet a specific child's needs in class. All SEND TAs will be appointed through the usual recruitment procedures and will be given a 1:1 Risk Assessment as part of their induction. If the specific child requires it, a bespoke Risk Assessment will be drawn up and shared with parents and the SEND TA. SEND TAs will be supported by the SENDCO, teachers and the LS department staff as appropriate. There may be occasions where the SEND TA will require specialised training in order to meet the specific needs of the pupils which will be discussed between the TA, SENDCO and parents on an individual basis.

The nature of a 1:1 position requires an employee to work in close proximity with a child, sometimes in an unsupervised capacity. 1:1 staff must abide by the Safeguarding Policy, Staff Code of Conduct and the specific risk assessment when completing their role. They will be subject to the required clearance checks. If the use of restraint is required, they must immediately inform the DSL and SENDCo and follow the Positive Handling (incl restraint) Policy.

Whilst this is deemed a 1:1 position, in line with best practice, the pupil will be required to be equally supported by the class teacher and other supporting staff in the year group. A pupil requiring full-time SEND TA support, may be best supported by several SEND TAs across the week. Staffing and level of provision will be reviewed regularly to best meet the needs of an individual child in consultation with the SENDCo, teaching staff and parents.

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
Types of Special Educational Needs that are provided for	<p>We provide for pupils of mixed ability who are able to achieve their potential in the mainstream classroom. Pupils with mild to moderate Specific Learning Difficulties and other Neuro Diverse pupils (Autistic Spectrum Condition, ADHD, executive functioning difficulties), medical, sensory and physical needs 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, however, reasonable adjustments can be made in most circumstances. Please also see our Accessibility Policy.</p>
Principles for identifying children with SEND and assessing their needs	<p>Children are identified as having SEND through internal and external assessment, observations and meetings with the parents, class teacher and SENDCo. 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, paediatrician or CAMHS may become involved.</p>
Arrangements for consulting parents of children with SEND and involving them in their child's education	<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 with the SENDCo and review meetings with LS teachers and class teachers ensure they can contribute to the pupil'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 and a further meeting may be needed with the Deputy Head of Pastoral and SENDCo.</p>
<p>Arrangements for consulting children with SEND and involving them in their education</p>	<p>Pupils in the Learning Support Department have Support Plans and Pupil Passports which indicate strengths and weaknesses and preferred approaches to teaching in the classroom. Pupils contribute to these plans which are available for subject staff on the Staff Portal. The Support Plans are working documents and will change when and if the need arises. These plans are discussed at termly review meetings.</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>Pupils 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>
<p>Arrangements for supporting children in the moving between phases of education and preparing for adulthood</p>	<p>At each transition point, a thorough handover between teachers is undertaken. Members of the Learning Support Department meet with class teachers at the end of every year, to inform them of the needs of their new pupils and share their supporting documents. When a child moves school, or at the end of Year 6, the SENDCo passes on all documentation, in line with GDPR. When a new child joins the school, with known needs, the SENDCo will create a Pupil Passport to support staff with agreed strategies and arrange any training that may be needed.</p>
<p>Approach to teaching children with SEND</p>	<p>We endeavour to ensure that every child reaches their potential given their specific learning need. Teachers aim to adapt their lessons and activities to suit the individual children in their class. Schemes of work identify resources, activities and teaching strategies to help pupils with specific learning needs to access the curriculum. Within the Learning Support Department, the pupils receive specialist teaching to support their core needs as well as strategies to access their curriculum. The Paragon has a dedicated teaching area for pupils with SEND creating a supportive and nurturing environment.</p>
<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEND</p>	<p>Teachers are asked to plan inclusively and discuss any concerns relating to a specific child with the SENDCo 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</p>

	for individual pupils and/or particular parts of the school site or activity being undertaken. Adaptive resources are available as required.
The expertise and training of staff to support children with SEND, including how specialist expertise will be secured	Teachers provide quality first teaching which is adapted to suit the needs of the pupils in their lessons and guidance is provided by the specialist teachers in the Learning Support Department. Currently the Learning Support Department consists of the SENDCO, Assistant SENDCO (Enrichment Teacher) and four part time specialist teachers who regularly update their expertise through attending training provided by professional organisations.
Evaluating the effectiveness of the provision made for children with SEND	Within the Learning Support Department, pupils' progress is monitored, evaluated and recorded dependent on their individual learning programme. As an ongoing process, the Department supports pupils with SEND throughout their education. Informal measures of qualitative information received from parents, pupils and staff contribute towards evaluating the effective provision of support for pupils with SEND.
How children with SEND are enabled to engage in activities with children in the school who do not have SEND	Pupils are expected, with suitable adjustments where necessary, to participate in all activities within the school. Advice may be given to teachers if a pupil has a specific difficulty which may require some form of adaptation in the activity they are undertaking or alternative provision. There is an inclusive 'can-do' ethos which encourages all pupils to participate in activities irrespective of their SEND where appropriate. We will always try to include pupils unless parents would prefer that alternative provision is made.
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	Class teachers liaise with the Learning Support department to support the social and emotional needs of pupils with SEND. Strategies are discussed and agreed and implemented with the involvement of the pupil. The Paragon has a Pastoral Support Programme for all year groups. Pastoral Support Plans will indicate if a pupil is especially vulnerable due to SEND. Some pupils may benefit from support from our ELSA trained staff or attend the Wellbeing Club. If and when necessary, a pupil may be referred to the school counsellor, in consultation with the Deputy Head/Pastoral Lead. The Paragon has an active anti-bullying policy. The designated person in charge of Child Protection will also be notified of any concerns. For further information, see the school's Counter-Bullying Policy.

<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 SEND and supporting their families</p>	<p>As an Independent School, a limited number of these organisations are available to us free of charge. Health, social care and the voluntary sector are available but there may be a waiting list. Specialist advice/referrals in the independent sector are made following close consultation between the parent, external agency and SENDCo. In every case, parents are consulted, and permission is sought before proceeding with a referral. 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.</p>
<p>Arrangements for handling complaints from parents of children with SEND 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. 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.</p>