

**St Austin's R.C. Primary School**

**SEND Policy Document**

## **The School's Mission Statement**

St. Austin's is like a star where the light inside each one of us shines brightly.

As a team we support, value and respect each other.

As a family, we use our talents to be the best that we can be; following the path of Jesus as we:

**Grow In Faith Together.**

### **Objectives**

- To identify and provide for pupils who have special educational needs and additional needs.
- To provide support and advice for all staff working with special educational needs pupils.
- To involve external agencies to support pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice 2014

## **BACKGROUND INFORMATION**

Name of School:	St Austin's R.C. Primary School
Headteacher:	Mrs Patsy Wade
SENCO:	Mrs Jane Ramsey
Governor with specific Responsibility for Special Needs:	Mrs Denise Neal
Number of children on roll:	229 including 25 part-time Nursery places.

## **THE ROLE OF THE SPECIAL NEEDS CO-ORDINATOR**

The SEN Co-ordinator (SENCO), in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN. The SENCO takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEN, working closely with staff, parents and carers, and other agencies. The SENCO also provides related professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.

Key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- to support and advise learning assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- to organise inset training of staff
- liaising with external agencies including the LA's support and Educational Psychological services, health and social services and voluntary bodies.
- reporting to governors

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

The four main broad areas of need are :

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

Children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must 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.

SEND provision means:

a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

b) for children under two, educational provision of any kind.

(See section 312, Education Act 1996)

### ASSESSMENT PROCEDURES TO IDENTIFY A CHILD WITH SEND

A child might be identified as having a special need by classroom observations, Foundation stage individual profile, P Scales, ELS, QCA tests, SATS results, discussions with parents, reading and spelling tests and by liaising with outside agencies. We identify children with regard to the Code of Practice 2002, using a graduated approach. As soon as any child is identified, his/her name is given to the Head Teacher and SENCO.

The identification and support of children with SEND follows a 4 part cycle.

**Assess** – tracking and observation of a child's progress and specific difficulties.

**Plan** – discussion at the termly multi-agency planning meetings. Strategic discussions between Head and SENCO.

**Do** – delivery of specific targeted interventions, referral to outside agencies, restructuring of roles of support staff.

**Review** – analysis of tracking data, meeting with parents, termly multi-agency planning meetings.

### **Statutory Assessment**

Criteria for statutory assessment or other avenues of funding proposed by the panel will be linked to the four areas of need as outlined in the Special Educational Needs Code of Practice 2002. These are:

- Communication and Interaction
- Cognition and Learning
- Behaviour, Emotional and Social Learning
- Sensory and /or Physical Impairment

A statement of special education needs is a legal document which details a child's needs.

The LEA considers whether a statement is necessary and if so makes a statement. The school's statements and register of Special Needs are stored in a secure filing cabinet.

As written in the Code of Practice (Paragraph 8:30) all the advice obtained and taken into consideration during the assessment process must be attached as appendices to the statement.

The advice appended to the statement must include:

- a) Parental evidence
- b) Educational advice
- c) Medical advice

d) Psychological advice

e) Social services advice

f) Any other advice, such as the views of the child, which the LEA or any other body from whom advice is sought consider desirable. In particular, where the child's parent is a serving member of the armed forces, advice for Service Children's Education (SCE).

The aims and objectives of meeting this need will be clearly laid down and arrangements for monitoring progress will be made, setting short term targets and reviewing progress regularly

### **ADMISSION ARRANGEMENTS**

## ADMISSION POLICY AND ARRANGEMENTS 2016/2017

ST AUSTIN'S is a Catholic School under the trusteeship of the Archdiocese of Liverpool. It is maintained by St Helens Council. As a Voluntary Aided School, the Governing Body is the Admissions Authority and is responsible for taking decisions on applications for admissions. The co-ordination of admissions arrangements is undertaken by the Local Authority. For the school's year commencing September 2016, the Governing Body has set its admissions number at 30.

Our principal role as a Catholic school is to participate in the mission of the Catholic Church by providing a framework which will help children to grow in their understanding of the Good News and in the practice of their faith. The school will help the children develop fully as human beings and prepare them to undertake their responsibilities as Catholic in society. The school asks all parents applying for a place here to respect this ethos and its importance to the school community. This does not affect the rights of parents who are not of the faith of this school to apply for and be considered for a place here.

ADMISSIONS TO THE SCHOOL will be determined by the Governing Body. Parents must complete a Local Authority Preference Form or apply online via the website [www.sthelens.gov.uk/admissions](http://www.sthelens.gov.uk/admissions). If you wish to have your application considered against that school's faith/denomination criteria then you should **ALSO** complete the Supplementary Form which is available from the school. All preferences listed will be considered on an equal basis and, where there are more applications than the number of places available, the following set of OVERSUBSCRIPTION CRITERIA will be applied:

1. Looked After Children and previously Looked After Children.
2. Baptised Catholic children who have a sibling in the school at the time of admission.
3. Baptised Catholic children resident in the parishes of Our Lady's, Portico, St Austin and the former parish of Sacred Heart.
4. Other baptised Catholic children.
5. Other children who have a sibling in the school at the time of admission.
6. Children from other Christian denominations. Proof of Baptism in the form of a Baptismal Certificate or confirmation in writing that the applicant is a member of their Faith community from an appropriate Minister of Religion is required.
7. Children of other faiths. An appropriate Faith Leader would need to confirm in writing that the applicant is a member of their faith group.
8. Other children.

## **ACCESSIBILITY**

The school is based within a new build and has fully accessible entrance facilities and lift access. Liaison takes place between the Paediatric Occupational Health and Physiotherapy Service if required to ensure inclusion of children with specific physical limitations.

## **ALLOCATION OF RESOURCES**

The funding devolved to school is reviewed termly by the Head and is principally used to fund support staff and is distributed in accordance with the recommendations of the termly multi-agency planning meeting.

## **Enhanced Funding**

In circumstances where the barriers to learning experienced by the child are not deprivation linked (eg. a diagnosed medical condition) then an application for Enhance funding may be made to the Provision Agreement Panel of I.E.Ps and supporting documentation ie Educational Psychologist's report, class teacher's report, test results, outside agencies' reports and copies of the child's parents/carers are made available for the LEA's Provision Agreement Panel (P.A..P.) on the relevant dates supplied. The panel will make a decision whether additional funding will be made for Enhanced Funding and whether the child needs to be considered for a statutory assessment.

## **PROVISION**

The provision for the staged approach offers a framework

for children with special educational needs. All children have a right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.

Class teachers will differentiate within the classroom by

1. Differentiating the curriculum to pupil's abilities.
2. Using a variety of teaching styles.
3. Using different types of questioning.
4. Classroom organisation and procedures
5. Assessment of materials and equipment
6. Support arrangements, LSA, external agencies
7. Provision of activities suitable to a range of different learning styles.

### **INCLUSION**

In line with our Mission statement, all pupils are treated in an inclusive and supportive way. Relevant training is provided and external agencies are contacted when necessary. Referrals are processed following the recommendations of multi-agency planning meetings.

### **EVALUATING SUCCESS.**

All pupils are tracked through the Optimum program and are identified if they are not achieving age-related expectations. Any identified pupil is discussed at the termly multi-agency planning meetings.

### **COMPLAINTS PROCEDURE**

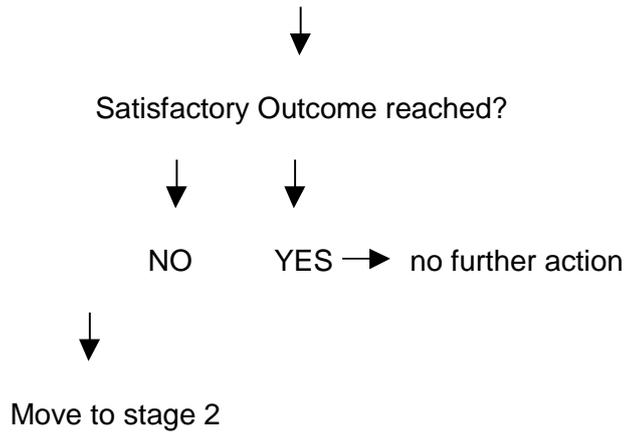
#### **FLOWCHART**

Concern expressed informally to member of staff /  
School Complaints Officer / Head Teacher

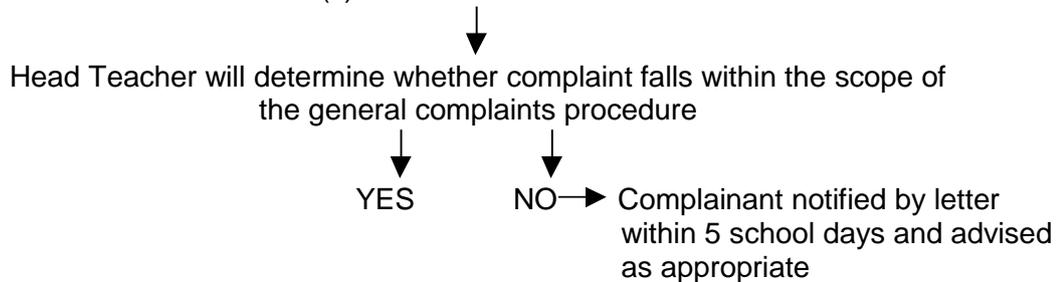


Verbal or written response within 5 school days - if concern cannot be addressed  
immediately pending further enquiries complainant must be

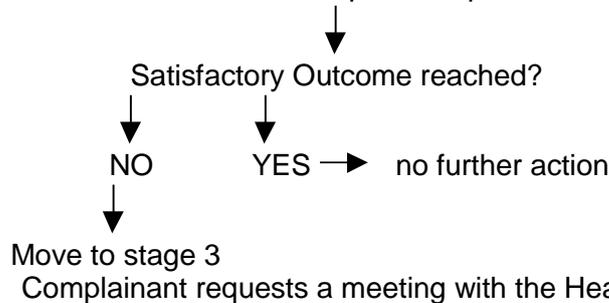
informed when they can expect a response



Complainant writes to the Head Teacher and makes a formal complaint, providing relevant evidence, indicating the steps taken (if any) to resolve the matter informally and the reason(s) for continued dissatisfaction



Complaint acknowledged in writing *within 5 school days* and investigation undertaken. Outcome will be notified within 10 school days or interim reply sent with progress to date and date when full response expected



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Head Teacher meets with complainant within 10 school days to review the complaint i.e. how it had been investigated and the basis on which the decision was made

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Satisfactory outcome reached?

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graph TD
    A[ ] --> B{Satisfactory outcome reached?}
    B --> C[ ]
    B --> D[ ]
  
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*NO*      *YES* → *no further action*

Move to stage 4

Complainant writes to Head Teacher within 10 school days to lodge a formal appeal against the HT's decision, giving reasons for continued dissatisfaction



Head Teacher acknowledges appeal in writing within 5 working days. Appeal letter forwarded to Chair of Governing Body within 5 school days



GB Complaints Committee conducts oral hearing within 15 school days which the complainant and Head Teacher will be able to attend (accompanied by a friend or representative)



Satisfactory outcome reached?



**NO**

Move to stage 5



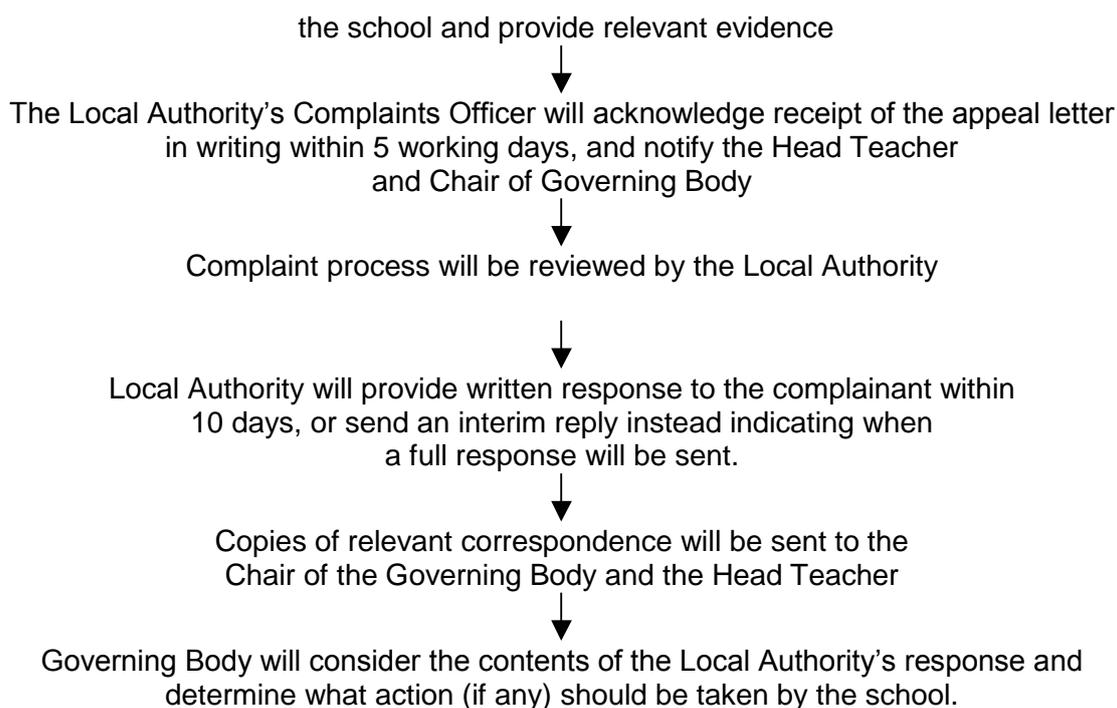
**YES** → *no further action*

## FURTHER APPEAL

### **Local Authority**



Complainant can refer matter to the Local Authority in writing within 10 days of receiving a letter from the school confirming the decision of the GB Complaints Committee. The complainant must specify reasons for their dissatisfaction with the process undertaken by



## **TRAINING**

Training needs are identified as actions from the termly multi-agency planning meetings.

Recent training examples

- Emotional well-being
- ASD twilight sessions
- De-escalation strategies (BIT Team)

## **LINKS TO SUPPORT SERVICES**

External Intervention Support Staff

B.I.T. ( Behaviour and Inclusion Team)

Children's Disability Service School Age Team – LASCs, ASD Pathway.

L.S.S. (Language Support Service)

Bridge Centre

EAL -children are referred to the specialist EAL LSA service for a short term, focused, acquisition of language program.

CAMHS

Educational Psychologist

LASCS

### **WORKING IN PARTNERSHIP WITH PARENTS**

We encourage parents to become actively involved in discussion and decision-making concerning their child's special needs. In the light of our shared concern we strive to develop each child's abilities to the full. The school has an "open-door" policy to address parents' concerns. Parents will be kept fully informed as to their child's progress. Parents are invited to review meetings to discuss their child's progress and attainments.

#### **Parent partnership**

St Helens Parent Partnership is a partnership between parents/carers, the voluntary sector and the Local Education Authority. Parent Partnership supports and empowers parents/carers by listening to their problems, offering information and introducing them to well training Befrienders. The role of the befriender is to support parents/carers whose children have special educational needs. They support by accompanying parents to view schools, taking notes at meetings, explaining documents and listening to problems concerning education. There is a Parents' Forum, run by parents of children with special educational needs, which take place every term, where parents/carers can get together, speak to professionals, raised issues, listen to guest speakers, make contacts and collect information.

### **LINKS WITH OTHER SCHOOLS**

St. Austin's is a member of the Teaching Schools Alliance and as such participates in and disseminates training packages.

St. Austin's is a member of the Write Club 7 network which enables the member schools to share good practice.

St. Austin's is a feeder school for De la Salle and works closely with staff on the transition of Y6 to Y7.

This policy was updated in

MARCH 2016

It will be reviewed in 12 months time.

Signed (Chair) \_\_\_\_\_

Date.....