



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.

Background information:

Name of school: St Austin's R.C. Primary School

Headteacher: Mrs Patsy Wade

SENCO: Mr Daniel Whittaker

Governor with specific responsibility for special needs (SEND): Mrs Denise Neal

Number of children on roll: 229 including 25 part-time Nursery places.

Section 1: Introduction, objectives and a definition of SEND.

Objectives:

The purpose of this policy is to describe our practices with regards to children with SEND and the principles upon which these are based. The aims of our SEND policy are:

- 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 ensure effective provision for SEND.
- To work within the guidance provided in the SEND Code of Practice 2015.

The role of the Special Educational Needs Co-ordinator.

The SEND Co-ordinator (SENCO), in collaboration with the head teacher and governing body, plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with special educational needs and disabilities. The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordination of the provision made for individual children with special educational needs and disabilities, 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. SEND provision means educational or training provision which is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

The SEND Code of Practice 0-25 (2015) sets out four broad areas of need, which 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.

Disability is defined under the Equality Act 2010 as “a physical or mental impairment which has a long-term and substantial effect on their ability to carry out normal day-to-day activities.” This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as cystic fibrosis, diabetes and epilepsy.

Children must not be regarded as having a learning difficulty solely because the language, or form of language of their home, is different for the language in which they will be taught.

Section 2: Identification of children with SEND.

A child might be identified as having a special need by classroom observations, Foundation Stage individual profile, P Scales, ELS, internal progress assessments, SATS results, discussions with parents, reading and spelling tests and by liaising

with outside agencies. Additionally, all pupils are tracked through the Optimum program and are identified if they are not achieving age-related expectations. We identify children with regard to the Code of Practice 2015, 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.

Children identified as having a SEND will be discussed at the schools termly multi-agency planning meetings. These meetings enable the SENCO to gather additional advice and support regarding children.

Section 3: What happens after identification?

Provision:

Wave 1 – high quality teaching:

The provision for children with special educational needs will be met by using the graduated response set out in the Code of Practice, which offers a framework for teachers endeavouring to meet the needs of children with special educational needs. All children have a right to a broad, balanced and differentiated curriculum.

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.

Wave 2 – early intervention:

Progress made during wave 1 will be evaluated, and if sufficient progress has not been made, then the graduated approach will continue to be followed with early intervention. Intervention at this stage may involve extra, targeted sessions with the teacher, teaching assistant or Higher-level teaching assistant.

SEN register:

If a child is receiving extra support which is additional to, or different from, that made for their peer group, then they are placed on the SEN register. At this stage, children may be given an individual education plan (IEP), individual behaviour plan (IBP), play plan or similar individualised plan as deemed appropriate, although not all children will require such a plan.

Wave 3 – SEN support:

At this stage children will receive more personalised intervention such as Nessy, Fresh Start, Language Link etc. Additionally, the SENCO may decide to seek additional advice from external agencies. This will only take place with parental consent, but may include referrals to:

- Educational Psychology Service;
- Speech and Language Therapy;
- Specialist teachers;
- Visual Impairment Team;
- Hearing Impairment Team;
- EAL Team;
- Occupational Therapy Service;
- Language and Social Communication Service (LASCS);
- Neurodevelopmental Pathway;
- Child and Adolescent Mental Health Service (CAMHS);
- School Nurse;
- Educational Welfare Team;
- Behaviour Improvement Team.

Allocation of resources

The funding devolved to school is reviewed termly by the Head and SENCO. It 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 (e.g. a diagnosed medical condition) then an application for

enhanced funding may be made to the Provision Agreement Panel (PAP). Copies of IEP's and supporting documentation i.e. Educational Psychologist's report, class teacher's report, test results, outside agencies' reports and consent from the child's parents/carers are made available for the local authorities Provision Agreement Panel (PAP) on the relevant dates supplied. The panel will make a decision whether enhanced support funding (ESS) is necessary or whether the child needs to be considered for a statutory assessment.

Statutory assessment:

For a very small percentage of children, whose needs are significant and complex, and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request may be made for the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. Parents may request an EHCP assessment for their child. We would encourage all parents or carers to discuss this with the school prior to making such a request.

Section 4: Additional Information.

Accessibility

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

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.

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:

B.I.T. (Behaviour Improvement Team);

Children's Disability Service School Age Team;

LASCS;

Neurodevelopmental 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.

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 2018. It will be reviewed in 12 months time.

Signed (Chair) _____

Date.....

ST AUSTIN'S CATHOLIC PRIMARY SCHOOL
ADMISSION POLICY AND ARRANGEMENTS 2017/2018

St Austin's is a Catholic Primary School under the trusteeship of the Archdiocese of Liverpool. It is maintained by St Helens Local Authority. 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 2017, 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. All preferences listed on the Local Authority Preference Form will be considered on an equal basis with the following set of OVERSUBSCRIPTION CRITERIA forming a priority order where there are more applications for admissions than the school has places available.

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 parish of St Austin's
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 application is a member of their faith group.
8. Other children.

Notes

- a) All applications will be considered at the same time and after the closing date for admissions which is 15 January, 2017.
- b) A Looked After Child is a child who is (a) in the care of a Local Authority, or (b) being provided with accommodation by a Local Authority in the exercise of their Social Services functions (under section 22(1) of the Children Act 1989. A previously Looked After Child is one who immediately moved on from that status after becoming subject to an adoption, residence or special guardianship order.

- c) For a child to be considered as a Roman Catholic evidence of a Roman Catholic Baptism is required.

A Baptised Roman Catholic can also be defined as one who has been baptised by the Rites of Baptism of one of the various Churches in communion with the See of Rome (cf Catechism of the Roman Catholic Church 1203). Written evidence of this baptism can be obtained by recourse to the Baptismal Registers of the church in which the baptism took place.

Or

A person who has been baptised in a separate ecclesial community and subsequently received into full communion with the Roman Catholic Church by the Rite of Reception of Baptised Christians into the Full Communion of the Roman Catholic Church. Written evidence of their reception into full communion with the Roman Catholic Church can be obtained by recourse to the Register of Receptions, or in some cases a sub-section of the Baptismal Registers of the Church in which the Rite of Reception took place.

The Governing Body will require written evidence in the form of a Certificate of Reception before applications for school places can be considered for categories of 'Baptised Roman Catholics'. A Certificate of Reception is to include full name, date of birth, date of reception and parent(s) name(s). The certificate must also show that it is copied from the records kept by the place of reception.

Those who have difficulty obtaining written evidence of baptism for a good reason, may still be considered as baptised Roman Catholics but only after they have been referred to the parish priest who after consulting with the Vicar General, will decide how the question of baptism is to be resolved and how written evidence is to be produced in accordance with the law of the Church.

- d) It is the duty of governors to comply with the infant class size legislation which states that any infant class with a single school teacher must not exceed 30. The Governing Body may exceed the limit under limited exceptional circumstances. This includes children whose twin or sibling from a multiple birth is the 30th child to be admitted.
- e) Tie-breaker: If in any category there are more applications than places available, priority will be given on the basis of distance from home to school (with those living nearer to the school having priority). Distance will be measured in a straight line by the Local Authority using a computerised measuring system which uses Local Land and Property Gazetteer (LLPG) data and the National Grid co-ordinates for the family home and the school. In the event of distances being the same for 2 or more applicants where this distance would be last place/s to be allocated, a random lottery will be carried out in a public place. All the names will be entered into a hat and the required number of names will be drawn out.
- f) Where a child lives with parents with shared responsibility, each for part of a week, the child's "permanent place of residence" will be determined as the address of the parent who normally has responsibility for the majority of school days in a week. The address which receives child benefit will normally be used, but the Governing Body reserves the right to request other proofs as fit the individual circumstances.
- g) Sibling is defined in these arrangements as children who live as brother or sister in the same house, including natural brothers or sisters, adopted siblings, stepbrothers or sisters, foster brothers and sisters or the child of a parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

- h) A waiting list for children who have not been offered a place will be kept and will be ranked according to the Oversubscription Criteria. Parents will be informed of their child's position on the waiting list which will not be operated for longer than the end of the Autumn Term.
- i) For 'In Year' applications received outside the normal admissions round if places are available then children will be admitted. If there are places available but more applicants than places then the published oversubscription criteria will be applied. Parents should apply direct to the Admissions Team of St Helens Council for an 'In Year' transfer as they co-ordinate in year transfers on behalf of the Governing Body.
- j) If an application for admission has been turned down by the Governing Body, parents can appeal to an Independent Appeals Panel. Parents must be allowed at least twenty school days from the date of notification that their application was unsuccessful to submit that appeal. Parents must give reasons for appealing in writing and the decision of the Appeals Panel is binding on the Governors.
- k) Parents can request that the date their child, if below compulsory school age, is admitted to school is deferred to later in the school year or until the term when they reach compulsory school age.
- l) The Governing Body reserve the right to withdraw the offer of a school place where false evidence is received in relation to baptism, sibling connections or place of residence.

8. Other children.

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



Satisfactory Outcome reached?



NO



Move to stage 2



YES

no further action

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



Head Teacher will determine whether complaint falls within the scope of the general complaints procedure



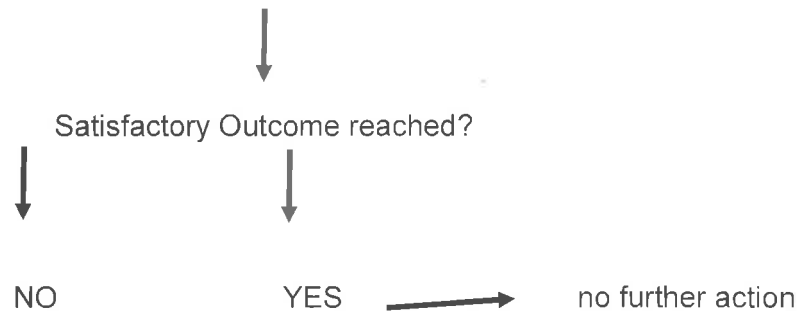
YES



NO

Complainant notified by letter within 5 school days and advised as appropriate

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



Move to stage 3

Complainant requests a meeting with the Head Teacher

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graph TD; A[Complainant requests a meeting with the Head Teacher] --> B[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]; B --> C{Satisfactory outcome reached?}; C -- NO --> D[Move to stage 4]; C -- YES --> E[no further action];
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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

Satisfactory outcome reached?

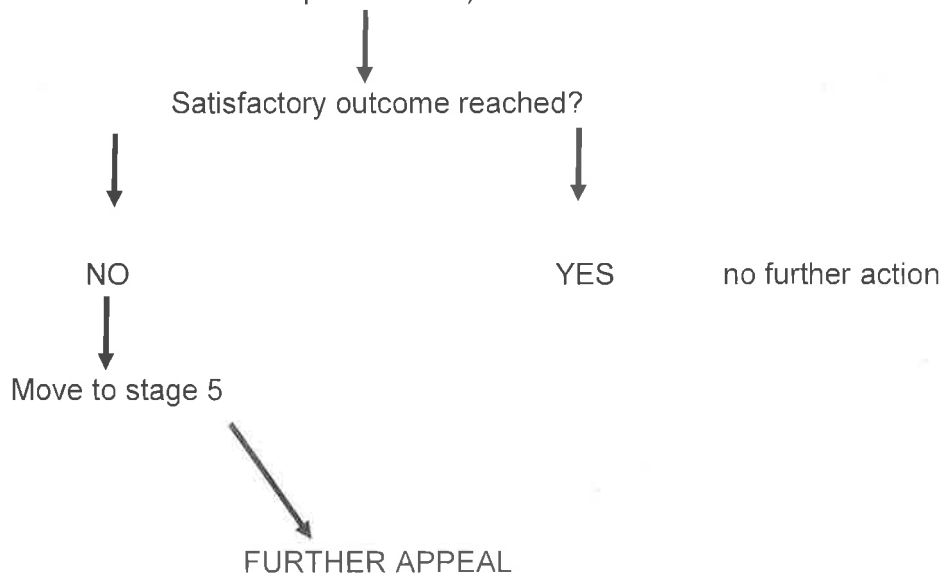
NO YES no further action

Move to stage 4 Complaint writes to Head Teacher within 10 school days to lodge a formal appeal against the HT's decision, giving reasons for continued dissatisfaction

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graph TD; A[Complaint writes to Head Teacher within 10 school days to lodge a formal appeal against the HT's decision, giving reasons for continued dissatisfaction] --> B[Head Teacher acknowledges appeal in writing within 5 working days. Appeal letter forwarded to Chair of Governing Body within 5 school days];
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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)



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 the school and provide relevant evidence

