



**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: 210.

## **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, 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:

- Resilience in children and young people;
- Bereavement training;
- Wellbeing in children and adults;
- Trauma informed schools.

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 CATHOLIC PRIMARY SCHOOL**  
**ADMISSION POLICY AND ARRANGEMENTS 2020/2021**

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 2020, 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. This includes children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.
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.



If it is not possible to offer places for all applications within any criteria above then places will be allocated to the children who live nearest to the school. The measurement shall be undertaken by the Local Authority in a straight line using a Geographical Information System (GIS) based on Local Land and Property Gazetteer (LLPG) data and the National Grid co-ordinates for the family home and the school.

Children with a Statement of Special Educational Needs or Education Health Care Plan that names a school will be offered place without using the admission criteria and will count as part of the school's published admission number.

**Notes:**

- a. All applications submitted before the national closing date will be considered equally and included in the Local Authority initial allocation of school places. Applications received after the national closing date will be processed in accordance with the St Helens admissions scheme for schools detailed in the St Helens admissions information booklets.
- 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, child arrangements order or special guardianship order.

A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society. Applications must be supported with appropriate evidence that the child has been adopted from state care.

- c. For a child to be considered as a Catholic evidence of a Catholic Baptism is required. Baptism should take place before the closing date for applications.

A Baptised 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 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 Catholic Church by the Rite of Reception of Baptised Christians into the Full Communion of the Catholic Church. Written evidence of their reception into full communion with the 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 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 Catholics but only after they have been referred to the parish priest who after consulting with the Episcopal Vicar, 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. Home Address is the confirmed address (before allocation procedures begin) where the child and parent, or person with parental responsibility, normally live. The Local Authority will use the address of the parent who is in receipt of Child Benefit for this. If parents are separated and the child spends time at each parent's address, the address which receives child benefit will normally be used, but the Authority reserves the right to request other proofs as fit the individual circumstances. It may be necessary for the Authority to carry out checks to confirm that addresses given are genuine. Parents may, therefore, be asked to produce documentary evidence of their child's home address, e.g. Council Tax or utility bills.
- e. Sibling is defined in these arrangements as full, half or step brothers and sisters, adopted and foster brothers and sisters who are living at the same address and are part of the same family unit. This does not include cousins or other family relationships.
- f. A waiting list for children who have not been offered a place will be kept and will be ranked according to the Admission Criteria. The waiting list does not consider the date the application was received or the length of time a child's name has been on the waiting list. This means that a child's position on the list may change if another applicant is refused a place and their child has higher priority in the admissions criteria. The waiting list will be retained until at least the end of December of the relevant year of the admissions process.
- g. For 'In Year' applications received outside the normal admissions round, if places are available they will be offered to those who apply. If there are places available but more applicants than places then the published oversubscription criteria for the relevant year group will be applied. A waiting list for those who have not been offered a place will be kept until the end of the relevant academic term.
- h. 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.

- i. The Governing Body reserve the right to withdraw the offer of a school place where false evidence is received in relation to the application.
- j. It is the duty of governors to comply with regulations on class size limits at Foundation Stage and Key Stage One. The Governing Body may exceed the regulations for twins and children from multiple births where one of the children is the 30<sup>th</sup> child admitted. This also applies to in-year applicants who are looked after/previously looked after, children of UK service personnel or children who move into the area for whom there is no other school available within a reasonable distance.
- k. If a child is a “summer born child”, parents can request that the date their child is admitted to school is deferred to later in the school year. However, an application must be made for a place for the relevant September intake and the child has to start school before the end of that school year.

Parents of children who are offered a place at the school before they are of compulsory school age can defer their child’s entry until later in the school year or until their child reaches compulsory school age in that school year.

Where entry is deferred, the school will hold the place for that child and not offer it to another child during the remainder of the school year.

Parents cannot defer entry beyond the term after the child’s fifth birthday, nor beyond the academic year for which the original application was accepted.

Parents can also request that their child attends part-time until their child reaches compulsory school age.

Parents of a summer born child, born between April and August, may choose not to send that child to school until the September following their fifth birthday. The expectation would be that parents have decided that their child miss the reception year and would be applying for a year 1 place, depending upon availability.

A request for a full year deferral with a start in Reception would be considered to be an application to admit outside the normal age range (see below).

- l. If a parent wishes their child to be educated out of their normal age group (e.g. if the child is gifted and talented or has experienced problems such as ill health or is a summer born child) they must discuss this with the school before applying for a place. The decision rests with the school as admission authority as per para 2.17 of the Admissions Code.





If there is more than one application for an available place reference will be made to the oversubscription criteria.



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

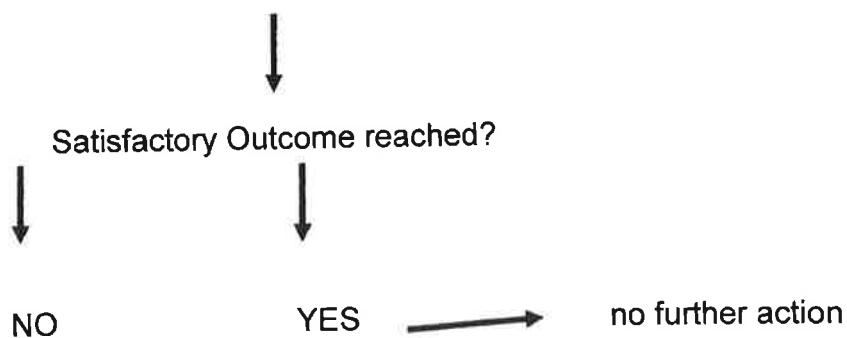
YES

NO

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



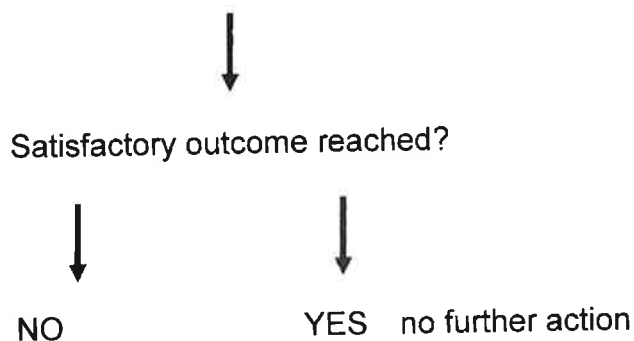
Complaint acknowledged in writing within 5 school days and investigation undertaken. Outcome will be notified within 10 school days or interim reply sent with progress to date and date when full response expected



Move to stage 3

Complainant requests a meeting with the Head Teacher

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

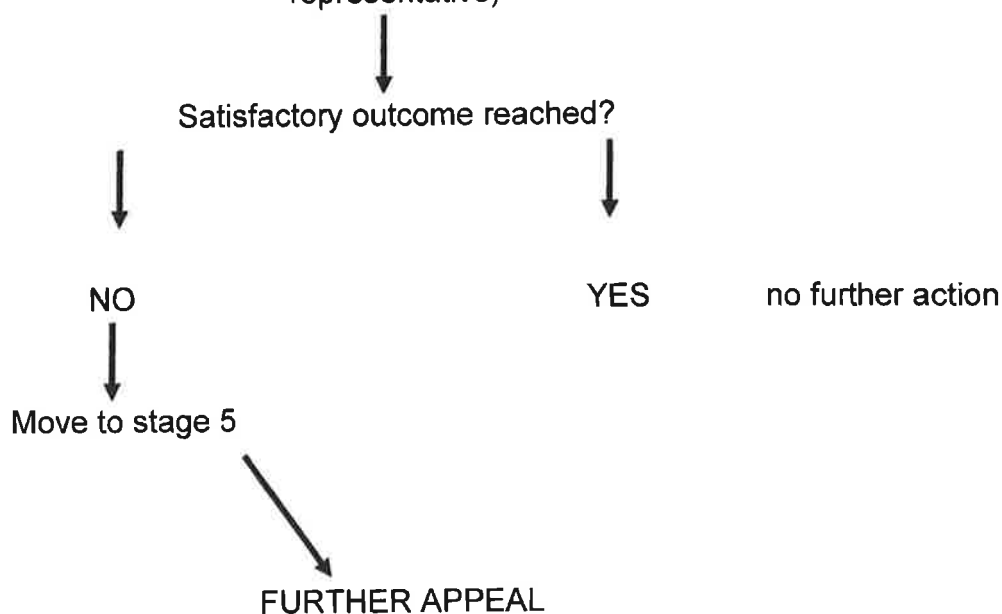


Move to stage 4 Complaint writes to Head Teacher within 10 school days to lodge a formal appeal against the HT's decision, giving reasons for continued dissatisfaction

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

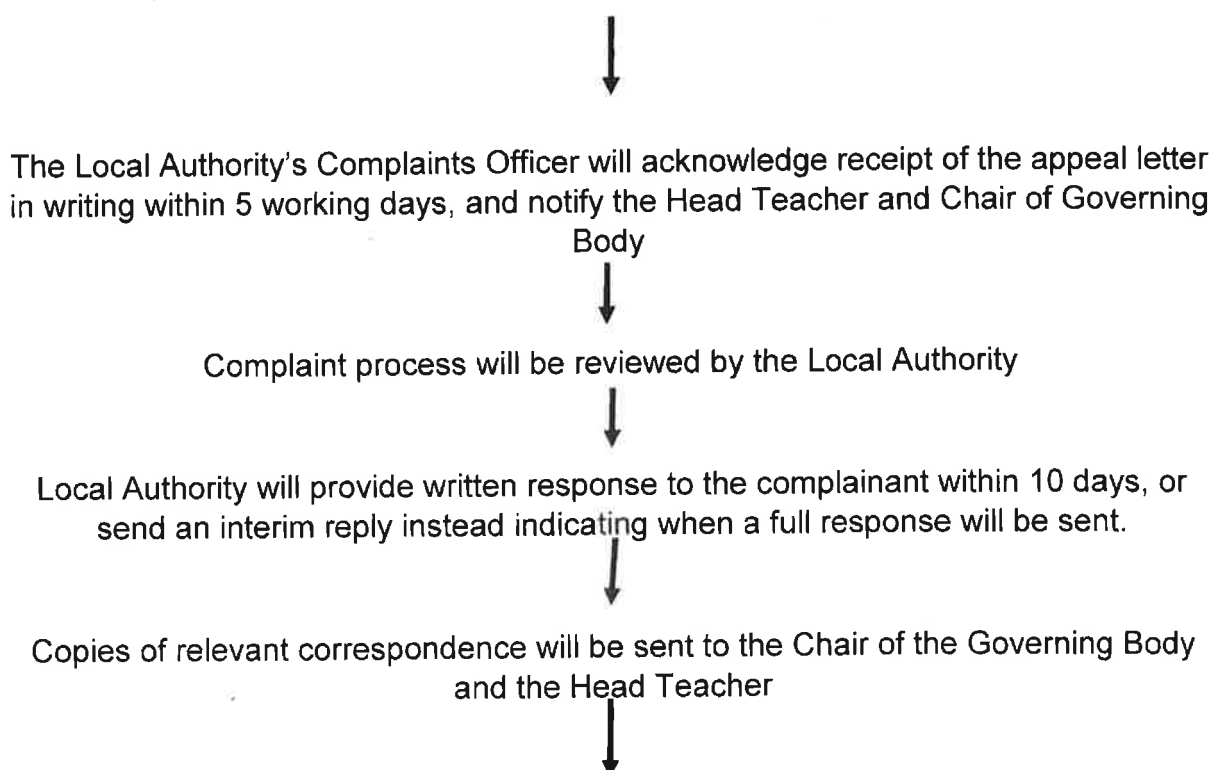


GB Complaints Committee conducts oral hearing within 15 school days which the complainant and Head Teacher will be able to attend (accompanied by a friend or representative)



### **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







Governing Body will consider the contents of the Local Authority's response and determine what action (if any) should be taken by the school.



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 NOVEMBER 2020. It will be reviewed in 12 months time.

Signed (Chair) \_\_\_\_\_  
Date.....

## Addendum

In light of the ongoing Covid 19 pandemic certain adjustments have been made.

### Mental health and wellbeing:

- Wellbeing phone calls / Microsoft Teams meetings will continue to take place for children self-isolating.
- A greater focus has been placed on developing resilience and promoting mental health. Each class will offer increased PSHE sessions (see PSHE policy) with an initial focus on developing mental health and wellbeing.
- School has procured counselling sessions for vulnerable children.

### External support

- External support services will continue to be allowed to enter the school building provided they wear appropriated PPE.

### Reviews

- As much as possible, reviews such as EHCP, IEP's or funding reviews will take place virtually. However, allowances will be made for those who cannot access virtual reviews.

### Ongoing review

- All staff have accessed training which will enable them to spot signs of emotional distress. Staff have been reminded to closely monitor children for any signs so that early intervention can take place.