



**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

## **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.
- To ensure provision meets the legal requirements set out in the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014 and the Special Educational Needs and Disability (SEND) Code of Practice.

## **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:

- Bereavement
- developing resilience in children and young people
- recognising and supporting dyslexic pupils
- recognising and supporting pupils with dyscalculia
- understanding sensory behaviour
- trauma and attachment theory
- speech, language and communication needs
- developing working memory
- 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 Information, Advice and Support Service (IASS), formerly known as the St Helens Parent Partnership, is a partnership between parents/carers, the voluntary sector and the Local Education Authority. St Helens IASS provides impartial and confidential information, advice and support to children and young people with special educational needs and disabilities (SEND) and their parents. The service covers all aspects of Education, Social Care and Health related to SEND. A child/young person does not need a formal diagnosis to access support from the service; they can help if you feel there is a Special Educational Need.

St Helens IASS offers information, advice and support both before and after a child or young person has begun the process for an Education, Health Care (EHC) Plan and to people that receive support without a Statement or EHC Plan.

### 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 October 2021. 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. These adjustments will be monitored in line with the changing situation and adjusted accordingly:

## Mental health and wellbeing:

- 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 and those children identified as in need of emotional support.

## External support

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

## Reviews / meetings

- As much as possible, reviews such as EHCP, IEP's or funding reviews will take place on an appointment basis. However, allowances will be made for those who would prefer for reviews to be held virtually.
- We usually have an "open door" policy, however this cannot currently take place due to the current restrictions. Instead, appointments will need to be made in advance via a telephone call to the school office. Alternatively, a note/letter can be sent to school with your child.

## 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.

## **ADMISSION ARRANGEMENTS**

### **ST AUSTIN'S CATHOLIC PRIMARY SCHOOL ADMISSION POLICY AND ARRANGEMENTS 2021/2022**

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 2021, 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.

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



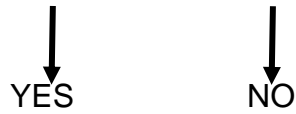
YES

→ 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

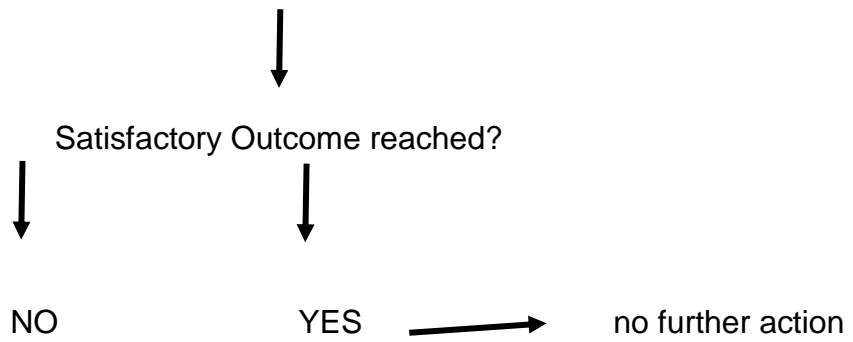


Head Teacher will determine whether complaint falls within the scope of the general complaints procedure



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

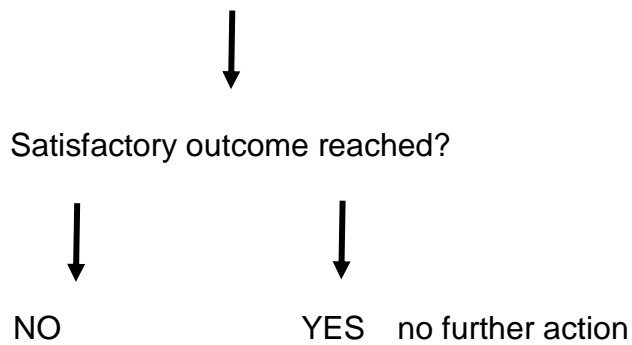
Complaint acknowledged in writing within 5 school days and investigation undertaken. Outcome will be notified within 10 school days or interim reply sent with progress to date and date when full response expected



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)



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 the school and provide relevant evidence



The Local Authority's Complaints Officer will acknowledge receipt of the appeal letter in writing within 5 working days, and notify the Head Teacher and Chair of Governing Body



Complaint process will be reviewed by the Local Authority



Local Authority will provide written response to the complainant within 10 days, or send an interim reply instead indicating when a full response will be sent.



Copies of relevant correspondence will be sent to the Chair of the Governing Body and the Head Teacher



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