

MAYOR AND CABINET			
Report Title	School Organisation: Proposal to close St Winifred's Infant School & St Winifred's Junior School and open St Winifred's Primary School.		
Key Decision	Yes	Item No.	
Ward	Lee Green		
Contributors	Executive Director for Children and Young People, Executive Director Regeneration & Resources, Head of Law		
Class	Part 1	Date:	September 9 2015

Reasons for Urgency LATE SUBMISSION

The reason for the delay of this item is that key information relating to the consultation was not available in time for the publication date. It is not possible to defer this decision beyond the 9 September Mayor and Cabinet meeting. The Regulations governing the opening and closing of schools prescribe that the decision-maker (usually the LA) must decide proposals within 2 months of the end of the representation period or decision defaults to the School Adjudicator. The Representation period ran from July 1st to July 28th and therefore the decision must be taken prior to the end of September.

1. Summary

- 1.1 This report informs the Mayor of a proposal made by the Archdiocese of Southwark, following discussions by the governing bodies of St Winifred's Infant School and St Winifred's Junior School, to amalgamate the two schools. The report seeks the Mayor's determination of the proposal as the decision maker for these purposes.

2. Purpose

- 2.1 The report requests the Mayor, as decision maker for local school organisation proposals, to agree the proposal.

3. Recommendation

That the Mayor:

- 3.1 agree the proposal that St Winifred's Infant School and St Winifred's Junior School should close on March 31st 2016 and that St Winifred's Primary school should open on April 1st 2016.

4. Policy Context

- 4.1 The proposals within this report are consistent with 'Shaping Our Future: Lewisham's Sustainable Community Strategy' and the Council's corporate priorities. In particular, they relate to the Council's priorities regarding young people's achievement and involvement, including inspiring and supporting young people to achieve their potential, the protection of children and young people and ensuring efficiency, effectiveness and equity in the delivery of excellent services to meet the needs of the community.
- 4.2 In aiming to improve on the provision of facilities for primary education in Lewisham which are appropriate for the 21st century, the implementation of a successful primary places strategy will contribute to the delivery of the corporate priority Young people's achievement and involvement: raising educational attainment and improving facilities for young people through partnership working.
- 4.3 It supports the delivery of Lewisham's Children & Young People's Plan (CYPP), which sets out the Council's vision for improving outcomes for all children and young people, and in so doing reducing the achievement gap between our most disadvantaged pupils and their peers. It also articulates the objective of improving outcomes for children with identified SEN and disabilities by ensuring that their needs are met.
- 4.4 Dependent upon future central government decisions on capital delivery, it is proposed that the borough's Places Programme will continue to be governed by the following criteria as set out in the 2008 PSfC:
- Provide sufficient places at the right time to meet future needs within and between planning localities in the Borough
 - Improve conditions and suitability of schools in order to raise standards
 - Increase the influence of successful and popular schools
 - Maximise the efficient delivery of education in relation to the size of the school, removing half-form entries and promoting continuity of education
 - Enable school extended services for pupils, parents and communities
 - Optimise the Council's capital resources available for investment.

School Organisation Requirements

- 4.5 The guidance for proposers and decision makers in maintained schools was revised in January 2014 with the publication of School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 and (Establishment and Discontinuance of Schools) Regulations 2013. The Regulations came into force on 28 January 2014.
- 4.6 The new School Organisation Regulations have been introduced to support the government's aim of increasing school autonomy and reducing bureaucracy. The guidance on the regulations can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278418/School_Organisation_Guidance_2014.pdf

- 4.7 In respect of amalgamations/mergers the guidance states “The LA or governing body (depending on school category) can publish a proposal to close two (or more) schools and the LA or a proposer other than the LA (e.g. diocese, faith or parent group, Trust) depending on category, can publish a proposal to open a new school or academy.”
- 4.8 The guidance on the Regulations requires governing bodies to follow the statutory process as set out below.

Stage 1	Publication	Statutory proposal published -1 day
Stage 2	Representation (formal consultation)	Must be 4 weeks, as prescribed in regulations
Stage 3	Decision	The decision-maker (usually the LA) must decide proposals within 2 months of the end of the representation period or decision defaults to the School Adjudicator. Any appeal to the adjudicator must be made within 4 weeks of the decision,
Stage 4	Implementation	There is no prescribed timescale, but must be as specified in the published statutory notice, subject to any modifications agreed by the decision-maker

- 4.9 The Local Authority is the Decision maker for proposals to create a new school following the closure of two schools.
- 4.10 This report sets out how those requirements have been met.

5. Background

5.1 Alignment of proposal with wider place planning

The proposal supports the LA’s continuing ambition to maintain and improve the standards of education by increasing the influence of popular and successful schools.

5.2 St Winifred’s Infant School and St Winifred’s Junior School

5.2.1 St Winifred’s Infant School and St Winifred’s Junior School are 1.5 FE schools located in Lee Green and serving practising Catholic families who are resident in the parish of Our Lady of Lourdes, Lee. Children from the Infant school automatically transfer to the Junior School.

5.2.2 St Winifred’s Infant School has been judged by Ofsted to be Outstanding (December 2009), and has had a light-touch inspection regime since then. The school is visited and monitored by Lewisham’s school improvement

service who confirm that the standard has been maintained. The school currently has one bulge class.

- 5.2.3 After Ofsted judgements of “Requires Improvement” at St Winifred’s Junior School in 2011 and 2012, compounded by difficulties in appointing to the substantive post of Headteacher, the governing bodies of the two St Winifred schools agreed to a collaborative partnership with the head of the Infant school becoming the Executive Headteacher across the Infant and Junior schools.
- 5.2.4 Ofsted inspected the Junior School in October 2014 and returned a judgement of “Good”. In their section on Leadership and Management they commented that *“Leaders have created a good school which has improved steadily since the previous inspection. The momentum of improvement is being sustained and driven forward by the new headteacher. Staff, governors and parents share her vision and ambition to provide the best possible learning and experiences for pupils. In a short space of time at the junior school she, along with the governing body, has made important decisions and changes that are already having a very positive impact on the pupils’ achievements.*
- 5.2.5 The Ofsted inspectors also commented that *“The local authority has supported the school very effectively to ensure stability after many changes in its leadership over the past few years. It is currently supporting the headteacher in her leadership of both the infant and junior schools following the establishment of the collaborative partnership. The local authority has great confidence in the leadership. It supports the school’s own evaluation that it is now a good school. The inspectors agree with this view.”*
- 5.2.6 The increased integration across the schools is demonstrated by the fact that Year 2 are now housed on the Junior School site. This has enabled the Infant School to respond to the increased demand for places by offering an additional 15 places since 2012, making it 2FE throughout. There are ongoing discussions about the potential for the amalgamated school to become 2FE throughout, with the school consolidated on the Newstead Road site. The proposal is subject to the disposal of the site of the Infant School with the capital receipt being a contribution to the cost of the enlarged school. This proposal would support the local authority’s policy of eliminating half forms of entry where possible.

6 Consultation

- 6.1 Having received the Ofsted report, and after discussion with the Archdiocese of Southwark, the governing bodies of the two schools agreed to launch a consultation on amalgamation with parents. A leaflet (Appendix One) was circulated in March and a parents meeting was held on May 6th. Ten responses were received to the consultation, nine expressing support and one raising the following issues:

Issue	Response
Concern at the loss of the special environment and the impact on younger children	Concerns about the impact on younger children are addressed within primary schools by careful leadership and effective management; this will enable younger pupils to be supported appropriately as they start their school career, including having the opportunity to mix with, and learn from older pupils in a managed way
Concern that the proposal is about saving money and enhanced profits in the short term	The proposals are driven foremost by the desire to raise standards and to produce positive outcomes for all children who attend the single school. Any financial savings realised by the amalgamation of the schools will be used for the continued provision of Catholic education in accordance with the Diocesan Trust Deed.

6.2. At the same time a leaflet (Appendix Two) was circulated to the community and other stakeholders inviting a response to the proposal. No responses were received to this leaflet.

6.3 The consultation materials make reference to the option currently under discussion to expand the school to 2 forms of entry with both Key Stages accommodated on the Junior School site in Newstead Road. The proposal to amalgamate the two schools is not dependent on this further option.

6.4 The governing bodies have consulted with the Council’s School Improvement team and the Place Manager has attended meetings of the governing body during the development of the proposal.

6.5 On June 2nd 2015, the governing bodies of the two schools held a joint meeting to discuss the results of the consultation as set out above. After a comprehensive discussion of all the issues which was supported by representatives of the Archdiocese of Southwark, the governing bodies separated in order to vote.

6.5.1 The governing body of St Winifred’s Junior School unanimously resolved that

“The governing body of St Winifred’s Catholic Junior School having considered all of the responses made to the public consultation proposing to close the school on 31st March 2016 and that the Archdiocese of Southwark opening St Winifred’s Catholic Primary School on 1st April 2016 agrees to proceed with the proposal as published in the consultation document”

6.5.2 The governing body of St Winifred’s Infant School unanimously resolved that

“The governing body of St Winifred’s Catholic Infant School having considered all of the responses made to the public consultation proposing to close the

school on 31st March 2016 and that the Archdiocese of Southwark opening St Winifred's Catholic Primary School on 1st April 2016 agrees to proceed with the proposal as published in the consultation document."

7. Representation

- 7.1 In line with the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 covering proposals for the discontinuance of schools, the governing bodies published the proposal on the websites of the two schools and in the *Newshopper* which has a wide local circulation. The full list of consultees can be found at Appendix Four.
- 7.2 As required the notification of the proposals contained a statement detailing how copies of the proposals might be obtained and how any person might object to or comment on the proposals and the address of the local authority to which any objections or comments should be sent and the date by which such objections or comments must be sent.
- 7.2.1 The statutory notice states that "the school will initially be situated on the sites presently occupied by St Winifred's Catholic Nursery and Infant School and St Winifred's Catholic Junior School. There are conditional plans for the new school to be wholly situated on the present St Winifred's Catholic Junior School site from an agreed date after 1st September 2016." It also gives notice that the Planned Admission Number of the new school will be 420. This reflects current planning that the school should enlarge from 1.5 FE to 2 FE in response to the demand for pupil places.
- 7.2.2 The proposals for enlargement are still under development and a further report will be brought to the Mayor if a suitable scheme is agreed, requesting permission for its inclusion in the capital programme.
- 7.3 The representation period ran from July 1st to July 28th. No comments or objections were received during this period.

8. Factors relevant to a making a decision on school organisation proposals

When making a decision on a school organisation proposal the decision maker must consider the following factors:

8.1 Consideration of consultation and representation period

The decision-maker will need to be satisfied that the appropriate consultation and/or representation period has been carried out and that the proposer has had regard to the responses received. If the proposer has failed to meet the statutory requirements, a proposal may be deemed invalid and therefore should be rejected. The decision-maker must consider all the views submitted, including all support for, objections to and comments on the proposal.

The consultation has been undertaken in accordance with the statutory requirements and the results of the consultation are reported on paragraph 6. Stakeholders have been involved in the development of the proposal. The notice has been published as required. During the representation period no comments or objections were received.

8.2 Education standards and diversity of provision

Decision-makers should consider the quality and diversity of schools in the relevant area and whether the proposal will meet or affect the aspirations of parents, raise local standards and narrow attainment gaps.

The decision maker has received information that the range and on the schools in the relevant area, including the aspirations of parents.

The decision-maker should also take into account the extent to which the proposal is consistent with the government's policy on academies as set out on the department's website.

The proposal does not have a bearing on government policy on academies.

8.3 Demand

In assessing the demand for new school places the decision-maker should consider the evidence presented for any projected increase in pupil population (such as planned housing developments) and any new provision opening in the area (including free schools).

The proposal does not increase the number of school places available in the locality.

The decision-maker should take into account the quality and popularity of the schools in which spare capacity exists and evidence of parents' aspirations for a new school or for places in a school proposed for expansion. The existence of surplus capacity in neighbouring less popular schools should not in itself prevent the addition of new places.

The proposal does not increase the number of school places available in the locality.

Reducing surplus places is not a priority (unless running at very high levels). For parental choice to work effectively there may be some surplus capacity in the system as a whole. Competition from additional schools and places in the system will lead to pressure on existing schools to improve standards.

The proposal does not cover the removal of surplus places.

8.4 School size

Decision-makers should not make blanket assumptions that schools should be of a certain size to be good schools, although the viability and cost-effectiveness of a proposal is an important factor for consideration. The decision-maker should also consider the impact on the local authority's budget of the need to provide additional funding to a small school to compensate for its size.

The proposal does not involve an increase in forms of entry above that of the predecessor schools. The Decision maker has received advice about the financial implications of the proposal.

8.5 Proposed admission arrangements (including post-16 provision)

In assessing demand the decision-maker should consider all expected admission applications, not only those from the area of the LA in which the school is situated.

Before approving a proposal that is likely to affect admissions to the school the decision-maker should confirm that the admission arrangements of the school are compliant with the School Admissions Code. Although the decision-maker cannot modify proposed admission arrangements, the decision-maker should inform the proposer where arrangements seem unsatisfactory and the admission authority should be given the opportunity to revise them.

The proposal does not involve changes to admissions arrangements.

8.6 National Curriculum

All maintained schools must follow the National Curriculum unless they have secured an exemption for groups of pupils or the school community.

The Decision maker has been advised of the outcomes of Ofsted inspections of the predecessor schools, which confirm that they followed the National Curriculum.

8.7 Equal opportunity issues

The decision-maker must have regard to the Public Sector Equality Duty (PSED) of LAs/governing bodies, which requires them to have 'due regard' to the need to:

- eliminate discrimination;
- advance equality of opportunity; and
- foster good relations.

The decision-maker should consider whether there are any sex, race or disability discrimination issues that arise from the changes being proposed, for example that where there is a proposed change to single sex provision in an area, there is equal access to single sex provision for the other sex to meet parental demand. Similarly there should be a commitment to provide access to a range of opportunities which reflect the ethnic and cultural mix of the area, while ensuring that such opportunities are open to all.

There are no changes relating to the closure of the two schools and the opening of a replacement 5-11 Primary School which have Equal Opportunity consequences.

8.8 Community cohesion

Schools have a key part to play in providing opportunities for young people from different backgrounds to learn with, from and about each other; by encouraging, through their teaching, an understanding of, and respect for,

other cultures, faiths and communities. When considering a proposal, the decision-maker must consider its impact on community cohesion. This will need to be considered on a case-by-case basis, taking account of the community served by the school and the views of different sections within the community.

There are opportunities to increase collaboration further in the creation of a 5-11 Primary school which in turn will impact positively on community cohesion. The consultation indicated broad community support for the proposal. .

8.9 Travel and accessibility

Decision-makers should satisfy themselves that accessibility planning has been properly taken into account and the proposed changes should not adversely impact on disadvantaged groups.

The decision-maker should bear in mind that a proposal should not unreasonably extend journey times or increase transport costs, or result in too many children being prevented from travelling sustainably due to unsuitable walking or cycling routes.

A proposal should also be considered on the basis of how it will support and contribute to the LA's duty to promote the use of sustainable travel and transport to school.

The proposal will not change the current sites for Infant and Junior provision which are only half a mile apart.

8.10 Capital

The decision-maker should be satisfied that any land, premises or capital required to implement the proposal will be available and that all relevant local parties (e.g. trustees or religious authority) have given their agreement. A proposal cannot be approved conditionally upon funding being made available.

Where proposers are relying on the department as the source of capital funding, there can be no assumption that the approval of a proposal will trigger the release of capital funds from the department, unless the department has previously confirmed in writing that such resources will be available; nor can any allocation 'in principle' be increased. In such circumstances the proposal should be rejected, or consideration deferred until it is clear that the capital necessary to implement the proposal will be provided.

The Decision maker has been advised that the school will initially be situated on the sites presently occupied by St Winifred's Catholic Nursery and Infant School and St Winifred's Catholic Junior School. The proposal does not require additional capital resource.

8.11 School premises and playing fields

Under the School Premises Regulations all schools are required to provide suitable outdoor space in order to enable physical education to be provided to pupils in accordance with the school curriculum; and for pupils to play outside safely. Guidelines setting out suggested areas for pitches and games courts

are in place although the department has been clear that these are non-statutory.

The proposal does not involve changes to the existing outdoor space available to the two predecessor schools.

9. Decision

- 9.1 The Local Authority is the decision maker for proposals. On the basis of the support for the proposal shown by the school community and the strengthening collaboration between the two schools, supported by the local authority, the Mayor is recommended to agree the proposals that St Winifred's Infant School and St Winifred's Junior School should close on March 31st 2016 and that St Winifred's Primary School should open on April 1st 2016.

10 Financial implications

10.1 Capital Financial Implications

There are no capital financial implications arising from the decision in this report. The continuation of education and the permanent provision of 1.5FE requires no capital expenditure by the Council.

10.2 Revenue Financial Implications

The revenue costs of running the amalgamated school will be funded from the Dedicated Schools Grant with no burden falling on the General Fund resources of the Council. The Infant and Junior Schools both receive a lump sum (£131k) under the national formula funding regulations. A combined school will receive only one lump sum. This will be offset by the reduced overheads of running a single institution.

11 Legal Implications

- 11.1 The Human Rights Act 1998 safeguards the rights of children in the Borough to educational provision, which the Council is empowered to provide in accordance with its duties under domestic legislation.
- 11.2 Section 14 of the Education Act 1996 obliges each local authority to ensure that there are sufficient primary and secondary schools available for its area i.e. the London Borough of Lewisham, although there is no requirement that those places should be exclusively in the borough. The Authority is not itself obliged to provide all the schools required, but to secure that they are available.
- 11.3 In exercising its responsibilities under section 14 of the Education Act 1996 a local authority must do so with a view to securing diversity in the provision of schools and increasing opportunities for parental choice.
- 11.4 Section 11(1A) of the education and Inspections Act 2006 (as amended) enables proposals for the establishment of a new voluntary aided school without the necessity of Secretary of State's consent or complying with the

academy presumption or conducting a school competition under section 7 of the Act.

- 11.5 The proposers have consulted with all relevant stakeholders as required under the Regulations. The results are set out at paragraph 6.
- 11.6 The relevant Guidance advises that the Mayor will need to be satisfied that the appropriate consultation and/or representation period has been carried out and that the proposer has had regard to the responses received. The Mayor must consider all the views submitted, including all support for, objections to and comments on the proposals.
- 11.7 Any decision to the closure of St Winifred's Infants and Junior Schools and the establishment of the proposed new voluntary aided school should be taken in the light of the representations received to the statutory consultation and the DfE Guidance attached at Appendix 6.
- 11.8 The Equality Act 2010 (the Act) introduced a new public sector equality duty (the equality duty or the duty). It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
- 11.9 In summary, the Council must, in the exercise of its functions, have due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
 - advance equality of opportunity between people who share a protected characteristic and those who do not.
 - foster good relations between people who share a protected characteristic and those who do not.
- 11.10 The duty continues to be a "have regard duty", and the weight to be attached to it is a matter for the Mayor, bearing in mind the issues of relevance and proportionality. It is not an absolute requirement to eliminate unlawful discrimination, advance equality of opportunity or foster good relations.
- 11.11 The Equality and Human Rights Commission has recently issued Technical Guidance on the Public Sector Equality Duty and statutory guidance entitled "Equality Act 2010 Services, Public Functions & Associations Statutory Code of Practice". The Council must have regard to the statutory code in so far as it relates to the duty and attention is drawn to Chapter 11 which deals particularly with the equality duty. The Technical Guidance also covers what public authorities should do to meet the duty. This includes steps that are legally required, as well as recommended actions. The guidance does not have statutory force but nonetheless regard should be had to it, as failure to do so without compelling reason would be of evidential value. The statutory code and the technical guidance can be found at:
<http://www.equalityhumanrights.com/legal-and-policy/equality-act/equality-act-codes-of-practice-and-technical-guidance/>

11.12 The Equality and Human Rights Commission (EHRC) has previously issued five guides for public authorities in England giving advice on the equality duty:

1. The essential guide to the public sector equality duty
2. Meeting the equality duty in policy and decision-making
3. Engagement and the equality duty
4. Equality objectives and the equality duty
5. Equality information and the equality duty

11.13 The essential guide provides an overview of the equality duty requirements including the general equality duty, the specific duties and who they apply to. It covers what public authorities should do to meet the duty including steps that are legally required, as well as recommended actions. The other four documents provide more detailed guidance on key areas and advice on good practice. Further information and resources are available at:

<http://www.equalityhumanrights.com/advice-and-guidance/public-sector-equality-duty/guidance-on-the-equality-duty/>

11.14 In deciding whether to agree the recommendations of this report, the Mayor must be satisfied that to do so is a reasonable exercise of his discretion on a consideration of all relevant matters and disregarding irrelevancies and having regard to all Guidance that he is statutorily required to consider.

12 Crime and Disorder Implications

12.1 There are no crime and disorder implications.

13 Equalities Implications

13.1 This report supports the delivery of the Council's equalities objectives by ensuring that all children whose parents /carers require a place in a Lewisham school will be able to access one.

14 Environmental Implications

14.1 There are no environmental implications arising from this report.

15 Risk assessment

15.1 Should the proposal to enlarge the school not proceed the governing body of the new school will need to re-consult on the Planned Admission Number.

16 Conclusion

16.1 The borough's Primary Capital Programme is governed by the following criteria:

- Provide sufficient places at the right time to meet future needs within and between planning localities in the Borough
- Improve conditions and suitability of schools in order to raise standards
- Increase the influence of successful and popular schools
- Maximise the efficient delivery of education in relation to the size of the school, removing half-form entries and promoting continuity of education
- Enable school extended services for pupils, parents and communities

16.2 This proposal will support the criteria to *increase the influence of successful and popular schools* and, subject to the successful conclusion of discussions about the disposal of the site in Effingham Road, will *maximise the efficient delivery of education in relation to the size of the school, removing half-form entries and promoting continuity of education*.

16.3 The Mayor is therefore recommended to agree the proposal of the governing bodies of St Winifred Infant School and St Winifred Junior School that the two schools should close on March 31st 2016 to be replaced by St Winifred Primary School from April 1st 2016.

Background Documents

Guidance on school organisation changes

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278418/School_Organisation_Guidance_2014.pdf

Summary of demand for school places:

Children and Young People Select Committee January 2014

<http://councilmeetings.lewisham.gov.uk/documents/s26896/06PrimaryAndSecondarySchoolPlacesPlanning29012014.pdf>

*If there are any queries arising from this report, please contact
Chris Threlfall, Head of Education Infrastructure, ext 49971*

Appendix One	Consultation leaflet to parents/carers
Appendix Two	Consultation leaflet to other stakeholders
Appendix Three	Statutory Notice
Appendix Four	List of consultees
Appendix Five	Full proposal
Appendix Six	Statutory guidance

APPENDIX ONE – CONSULTATION LEAFLET TO PARENTS/CARERS



ST WINIFRED'S CATHOLIC NURSERY, INFANT AND JUNIOR COLLABORATIVE PARTNERSHIP



St Winifred's Year 2 & Junior Site:
Years Site:
Newstead Road
Lee
London
SE12 0SJ
Tel: 0208 857 8792

St Winifred's Early
103 Effingham Road
Lee
London
SE12 8NS
Tel: 0208 852 0187

Email: admin@st-winifreds-jun.lewisham.sch.uk
admin@stwinifredsinfant.lewisham.sch.uk

Email:

CONSULTATION

What is being proposed?

The governing bodies of St Winifred's Catholic Nursery and Infant School and St Winifred's Catholic Junior School, are proposing to discontinue having two separate schools and have one Catholic Primary School for pupils ages 3 – 11.

Why is this being proposed?

Having one school for pupils aged 3 to 11 will mean parents will only have to apply for a place in Reception year and not again at the end of Year 2. Pupils who start in the school in Reception will continue in the same school until the end of Year 6. Having one school will mean that all pupils will benefit from the expertise of more staff and the availability of more resources so ensuring they continue to achieve very high standards. The distinctive characters of both schools will continue to be a strength in the new school.

How will this be done?

On 31st March 2016 both schools will close and on 1st April 2016 the new school will open.

Where will the school be?

Initially the new school will continue on the Effingham Road and Newstead Road sites. There is a building programme supported by Lewisham Council and the Archdiocese of Southwark to provide new state of the art buildings on the Newstead Road site for all pupils scheduled to open in the 2016/17 school year.

Will the new school have a new name?

No. The school will continue to be St Winifred's but will be Primary rather than separate Nursery and Infants and Juniors.

Will it be a Catholic school?

Yes. The designated character of the new school will be Roman Catholic and the admission arrangements will still give priority to baptised Catholic children.

Will parents have to re-apply for places?

No. Pupils already in the school will continue as they are. Once the new school starts there will be only one admission process at Reception. Parents of children in the Nursery will still have to make an application for admission to Reception.

Will there be new staff?

The members of staff of the schools will continue to work in the new school.

Will there be new Governors?

There will only be one Governing Body and many of the existing Governors will be appointed to serve on the new Governing Body.

Will there be more pupils?

Yes. At the moment both schools have an admission number of 45 pupils in each year group. In the past three years the Infant school has taken 60 pupils per year at the request of Lewisham Council and the Archdiocese of Southwark to meet the demand for more school places in the area. This is one of the reasons for the new school, as the support for the new building programme from Lewisham Council and the Archdiocese of Southwark will ensure there is sufficient room and resources to provide for a first class curriculum for 60 children in each year group.

What happens next?

We want to know what you think. Please let us know if you support these proposals or if you wish to object or express any concerns. These must reach us by **29th May** either by email to Claire.cottington@educationcommission.org.uk or in writing to St Winifred's Schools' Proposal, c/o Education Commission, St Edwards House, St Paul's Wood Hill, Orpington BR5 2SR. In reply please indicate who you are e.g. Parent, Resident, Member of Staff etc.

**There will be an Open Drop-In Meeting at St Winifred's Junior School,
Newstead Road, London SE12 0SJ on 6th May 2015 from 6.30 pm – 8.00 pm.**

APPENDIX TWO – CONSULATION LEAFLET TO OTHER STAKEHOLDERS



ST WINIFRED'S CATHOLIC NURSERY, INFANT AND JUNIOR



COLLABORATIVE PARTNERSHIP

St Winifred's Year 2 & Junior Site:
Newstead Road
Lee
London
SE12 0SJ
Tel: 0208 857 8792

St Winifred's Early Years Site:
103 Effingham Road
Lee
London
SE12 8NS
Tel: 0208 852 0187

Email: admin@st-winifreds-jun.lewisham.sch.uk

Email: admin@stwinifredsinfant.lewisham.sch.uk

Consultation on the proposal to discontinue (close) St Winifred's Nursery and Infant School, Effingham Road, London, SE12 8NS and St Winifred's Catholic Junior School, Newstead Road, London, SE12 0SJ and establishing a new Catholic Voluntary Aided Primary School for pupils aged 3 to 11.

To whom it may concern

A Consultation Document has been sent out giving more detail on the proposal set out above.

There will be an opportunity for anyone to reply to the consultation process stating their support, objection or expressing other views.

The process is

- The public consultation period will run until Friday 29th May 2015
- The Governing Bodies of both schools will consider all responses made to the consultation.
- Having considered the responses the Governing Bodies will decide if they wish to proceed with the proposal.
- If the decision is to proceed the Governing Bodies of the two schools will publish a Public Statutory Notice in a local newspaper and through other media including the schools' websites, proposing to close the two schools. This will be a 'Related Proposal' in that the closure of the two schools is dependent on a new Catholic Voluntary Aided Primary School for pupils aged 3-11 years being established and opening immediately upon the closure of the two existing schools.
- The Establishment of the new Catholic Voluntary Aided School will be proposed by the Trustees of the Roman Catholic Archdiocese of Southwark. The new school would be in the trusteeship of the Roman Catholic Archdiocese of Southwark.

- The new school will be Voluntary Aided and be designated as having a Roman Catholic religious character.
- Once the Public Statutory Notice is published there will be a four week period for anyone to make representation to the Local Authority, Lewisham Council.
- The Local Authority considers any representation and publishes it's decision within two months. Where permitted appeals must be made within four weeks of the decision.
- If the Local Authority decision is to allow the proposals to go ahead then they must be implemented according to the Public Statutory Notice subject to any modifications made by the decision maker.

This explanatory note forms part of the public consultation documentation and should be read in conjunction with the Consultation Document.

If you require another copy of the Consultation Document please contact either school office.

10th April 2015

APPENDIX THREE – STATUTORY NOTICE

Notice to Close St Winifred’s Catholic Infant and Nursery School and St Winifred’s Catholic Junior School and establish a new primary voluntary aided Catholic school.

Part 1

Notice is given that in accordance with Section 15(2) of the Education and Inspections Act 2006 and The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 that:

- The Governing Body of St Winifred’s Catholic Infant and Nursery School intends to discontinue St Winifred’s Catholic Infant and Nursery School, 103 Effingham Road, London SE12 8NS on 31st March 2016.
- The Governing Body of St Winifred’s Catholic Junior School intends to discontinue St Winifred’s Catholic Junior School, Newstead Road, London, SE12 0SJ on 31st March 2016.

It is proposed all pupils attending both schools at the date of closure will continue their education uninterrupted in the new voluntary aided Catholic school that is proposed to be established on 1st April 2016 to replace the separate Infant and junior schools.

These proposals are related to the proposal in Part 2 of this notice

Part 2

Notice is given that in accordance with Section 11 (A) the Education and Inspections Act 2006, as amended by the Education Act 2011 and The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 that:

- The Trustees of the Roman Catholic Diocese of Southwark, 59 Westminster Bridge Road, London SE1 7JE, intend to establish a new voluntary aided primary school.

It is proposed the new voluntary aided school will open on 1 April 2016 following the discontinuance of St Winifred’s Catholic Nursery and Infant School and St Winifred’s Catholic Junior School on 31 March 2016.

The proposer intends to apply to the Secretary of State for the new school to be designated as having a Roman Catholic religious character.

The school will initially be situated on the sites presently occupied by St Winifred’s Catholic Nursery and Infant School and St Winifred’s Catholic Junior School. There are conditional plans for the new school to be wholly situated on the present St Winifred’s Catholic Junior School site from an agreed date after 1st September 2016.

It is proposed the new school will continue the commitment to high standards of achievement and inclusion in all areas, as presently found in the two existing schools. It will work in partnership with the Local Authority, The Diocese and other educational providers to ensure all pupils, irrespective of ability, will benefit from a broad and balanced curriculum, tailored to individual needs, and a range of extra-curricular opportunities to support pupils to develop their individual talents and skills.

The new school will cater for girls and boys from age 3 to age 11 and will provide places for 420 pupils when it reaches its capacity in 2019/20. In addition to this number 20 fulltime equivalent places will be provided for nursery pupils.

The admission number for pupils entering Year R will be 60 when the new school opens.

The Governing Body of the new school will be the Admission Authority. As is the policy for the two existing schools, it is proposed priority in admission for pupils to the new school will be given to children baptised or received into the Roman Catholic Church. In the event of

oversubscription the following order will apply: looked after and former looked after Catholic children; Catholic children residing in the Catholic parish of Our Lady of Lourdes, Lee, London SE12; Catholic children residing elsewhere; all other looked after and former looked after children; children baptised in Eastern Orthodox Churches; children from other member Churches of Churches Together in England; children with no faith affiliation.

The new school will base its transport of pupils to school plan on the Sustainable Travel: Active, Responsible, Safe (STARS) criteria. St Winifred's Catholic Infant and Nursery School has achieved STARS Gold Mark and St Winifred's Catholic Junior Schools has achieved the Silver Mark.

This Proposal is related to the proposals in Part 1 of this notice.

This notice is an extract of the complete proposal. Copies of the complete proposal can be obtained at www.stwinifredsinfant.lewisham.sch.uk and www.stwinifreds juniors.co.uk A hard copy can be obtained by writing to the School Secretary, St Winifred's Catholic Junior School, Newstead Road, London SE12 0SJ

Within 28 days the date of the publication of this notice, any person make object to or comment on the proposals by sending them to Ms Margaret Brightman, Place Planning Manager, Lewisham Education, Laurence House, 1 Catford Road, London, SE6 4RU.

Date of Publication; 1st July 2015.

APPENDIX FOUR – LIST OF CONSULTEES

Establishments and individuals consulted on the proposal to close St Winifred Infant school and St Winifred Junior School and establish St Winifred Primary School.

The Diocese of Southwark (Church of England) Director of Education,

The Trustees of the Archdiocese of Southwark

The Area Bishop

The Area Dean

Heidi Alexander MP

Director of Children's Services, Lewisham, Bromley, Croydon, Greenwich, Southwark

The Parish of Lady of Lourdes, Lee

The Headteachers and Chairs of Governors to all other local schools

The Headteachers and Chairs of Governors of all Catholic schools in Lewisham and the secondary Catholic schools in the Local Authorities listed above

APPENDIX FIVE – FULL PROPOSAL

Statutory Proposals for the closure of St Winifred’s Catholic Infant and Nursery School and St Winifred’s Catholic Junior School and the establishment of a new 3-11 voluntary aided Catholic Primary School

The Complete Proposal

Having carried out a public consultation from 10 April 2015 to 29 May 2015 a Statutory Notice was published on 1 July 2015 by the respective Governing Bodies of St Winifred’s Catholic Infant and Nursery School, 103 Effingham Road, London SE12 8NS and St Winifred’s Catholic Junior School Newstead Road, London SE12 0SJ proposing to discontinue both schools with effect from 31st March 2016 together with a related proposal by the Trustees of the of the Roman Catholic Diocese of Southwark, 59 Westminster Bridge Road, London SE1 7JE, to establish a new voluntary aided Catholic primary school for pupils aged 3-11 with effect from 1st April 2016.

Notice to Close St Winifred’s Catholic Infant and Nursery School and St Winifred’s Catholic Junior School and establish a new voluntary aided Catholic primary school.

Part 1

Notice is given that in accordance with Section 15(2)(a) of the Education and Inspections Act 2006 and The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 that:

- The Governing Body of St Winifred’s Catholic Infant and Nursery School intends to discontinue St Winifred’s Catholic Infant and Nursery School, 103 Effingham Road, London SE12 8NS on 31st March 2016.
- The Governing Body of St Winifred’s Catholic Junior School intends to discontinue St Winifred’s Catholic Junior School, Newstead Road, London, SE12 0SJ on 31st March 2016.

It is proposed all pupils attending both schools at the date of closure will continue their education uninterrupted in the new voluntary aided Catholic primary school that is proposed to be established on 1st April 2016 to replace the separate Infant and Junior schools.

These proposals are related to the proposal in Part 2 of this notice

**Signed by: Ms Claire Hoff, Chair of Governors,
St Winifred’s Catholic Infant and Nursery School.**

**Signed by: Dr Tony Lawrence, Chair of Governors,
St Winifred’s Catholic Junior School.**

Part 2

Notice is given that in accordance with Section 11 (1A) the Education and Inspections Act 2006, as amended by the Education Act 2011, and The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 that:

- The Trustees of the Roman Catholic Diocese of Southwark, 59 Westminster Bridge Road, London SE1 7JE, intend to establish a new voluntary aided Catholic primary school.

It is proposed the new voluntary aided Catholic primary school will open on 1 April 2016 following the discontinuance of St Winifred's Catholic Nursery and Infant School and St Winifred's Catholic Junior School on 31 March 2016.

The proposer intends to apply to the Secretary of State for the new school to be designated as having a Roman Catholic religious character.

The school will initially be situated on the sites presently occupied by St Winifred's Catholic Nursery and Infant School and St Winifred's Catholic Junior School. There are conditional plans for the new school to be wholly situated on the present St Winifred's Catholic Junior School site from an agreed date after 1st September 2016.

The proposed new school will continue with the same policy for admissions as the existing schools by first serving the local Catholic faith community and then welcoming those of other or no faiths if there are places available in accordance with the proposed admissions criteria as explained further on in this notice.

It is proposed the new school will continue the commitment to high standards of achievement and inclusion in all areas, as presently found in the two existing schools. It will work in partnership with the Local Authority, the Diocese and other educational providers to ensure all pupils, irrespective of ability or need, will benefit from a broad and balanced curriculum, tailored to individual needs, and a range of extra-curricular opportunities to support pupils to develop their individual talents and skills.

The new school will cater for girls and boys of all abilities from age 3 to age 11 and will provide places for 420 pupils when it reaches its capacity in 2019/20. In addition to this number 20 full time equivalent places will be provided for nursery pupils.

The admission number for pupils entering Year R will be 60 when the proposed new school opens.

The Governing Body of the proposed new school will be the Admission Authority. As is the policy for the two existing schools, it is proposed priority in admission for pupils to the new school will be given to children baptised or received into the Roman Catholic Church. In the event of oversubscription the following order will apply: looked after and former looked after Catholic children; Catholic children residing in the Catholic parish of Our Lady of Lourdes, Lee, London SE12; Catholic children residing elsewhere; all other looked after and former looked after children; children baptised in Eastern Orthodox Churches; children from other member Churches of Churches Together in England; children of other faiths; children with no faith affiliation.

The new school will base its Transport of Pupils to School Plan on the Sustainable Travel: Active, Responsible, Safe (STARS) criteria. St Winifred's Catholic Infant and Nursery School has achieved STARS Gold Mark and St Winifred's Catholic Junior Schools has achieved the Silver Mark.

This Proposal is related to the proposals in Part 1 of this notice.

**Signed by Dr Anne Bamford,
Director of Education, Catholic Diocese of Southwark.**

This notice is an extract of the complete proposal. Copies of the complete proposal can be obtained at www.stwinifredsinfant.lewisham.sch.uk and www.stwinifredsjuniors.co.uk. A hard copy can be obtained by writing to the School Secretary, St Winifred's Catholic Junior School, Newstead Road, London SE12 0SJ or admin@st-winifreds-jun.lewisham.sch.uk

Within 28 days from the date of the publication of this notice, any person may object to or comment on the proposals by sending them to Mrs Margaret Brightman, Places Manager, Children and Young People, 3rd Floor, Laurence House, 1 Catford Road, London, SE6 4RU or Margaret.brightman@lewisham.gov.uk

Date of Publication: 1st July 2015.

This document is the "Full Proposal" to accompany the Public Notice published on 1st July 2015 by the Governing Body of St Winifred's Catholic Infant and Nursery School and the Governing Body of St Winifred's Catholic Junior School.

Contact Details

St Winifred's Catholic Infant and Nursery School,
103 Effingham Road,
London SE12 8NS

St Winifred's Catholic Junior School,
Newstead Road,
London SE12 0SJ

The Trustees of the Roman Catholic Diocese of Southwark,
59 Westminster Bridge Road,
London SE1 7JE

Implementation

It is proposed that the closure of the two existing schools takes place with effect from 31st March 2016.

It is proposed that the opening of the proposed new voluntary aided Catholic primary school takes place with effect from 1st April 2016.

Reason for closure and for establishing a new school

Historically, the two existing schools have worked together and in recent years have collaborated closely. In effect the existing schools are working as one school already and the proposal to close both schools and establish a new school will benefit the existing school. The new school in effect replaces the two existing schools. The benefits for the new school and the wider community are:

- Continuity of the child’s experience of education as the proposed new school will provide an uninterrupted education for pupils. Transition between schools is often a stressful time for children, when there is a risk that attainment can fall and progress slows for some pupils. Moving from Year 2 to Year 3 in a through primary school can help remove this risk.
- Continuity of the curriculum. The school can engage in long term curriculum planning across seven years, ensuring coherence and progression. Subject leaders in through primary schools have opportunities for a wider understanding of the developmental stages in their subject, being better able to support colleagues in Key Stage1 (KS1) or KS2 in making provision for pupils of all abilities including the more able and pupils with learning challenges.
- Continuity of assessment. In through primaries, teachers can more easily engage in joint moderated assessment across key stages so ensuring there is a robust tracking system for individual pupil attainment and progress from Reception to Year 6.
- Coherence of assessment means more accurate assessment and better pupil tracking, leading to better planning of appropriate work for children through a more individualised learning program allowing each pupil to access the curriculum and extracurricular activities to help them to reach their full potential.
- Greater flexibility in the use of staff skills and those of colleagues benefitting from their wider experience which in turn benefits pupils learning. Teachers can move between KS1 and KS2, helping develop their own professional skills with the school benefiting from their wider experience.
- Continuity of school ethos, policy and practice. The leadership, management and governance of a through primary can ensure that children experience consistency of values, social codes of behaviour, pastoral care, day to day routines and quality of relationships within the ethos of a Catholic school where the development and welfare of the whole child is central.
- Continuity in the school’s knowledge of the child/family context including any special circumstances and need, so strengthening a personalisation of educational provision.
- Continuity in the experience of parents. Parents are better able to understand school policies and practices, and see the “bigger picture”. Parents will now only have to relate to one school in the knowledge that they will only have to apply for admission in Reception.
- Economies, more efficient use of resources and benefits of scale – greater sharing of resources across the larger through school.
- Proposed plans that new buildings will be provided on the present St Winifred’s Junior School site with sufficient accommodation for a 3-11 Primary School.

The proposed new school will replace the existing provision.

Category

The proposers want to establish a new Voluntary Aided Catholic school so that the status of the two existing schools continues.

Ethos and Religious Character

The proposers will apply to the Secretary of State for the proposed new school to be designated as having a Roman Catholic religious character which the two existing schools already have.

The increase in demand for places in Reception at St Winifred’s Infant and Nursery School demonstrates that there is a need for places in Catholic schools in the area.

As in all Roman Catholic schools in the Diocese of Southwark in accordance with its published admission arrangements the proposed new school will be for pupils of all abilities in which a personalised curriculum approach will support all pupils to reach the highest standards possible within a Christian environment that nurtures high academic standards, high expectations of good behaviour supported by a first class pastoral care system where the welfare of the child is central.

Pupils Numbers and Admissions

The two existing schools have been working in partnership with Lewisham Council in providing extra places to help meet the acute demand for more primary places in the area. The present Planned Admission Number (PAN) for each of the existing schools is 45 and it is proposed that the PAN for the new school will be 60 at Reception and the new school will reach capacity in 2019/20.

All pupils in the two existing schools will without exception continue their education uninterrupted in the proposed new school. There will be no loss of school places but there will be an increase by 15 per school year.

At present St Winifred's Catholic Infant and Nursery School caters for 20 Full Time Equivalent (FTE) Nursery pupils and has the following number of pupils in each of the other classes within the school:

- Reception – 60 pupils
- Year 1 – 60 pupils
- Year 2 – 46 pupils
- Year 3 – 45 pupils
- Year 4 – 39 pupils
- Year 5 – 43 pupils
- Year 6 – 45 pupils

When the proposed new school reaches capacity in 2019/20 the Full Time Equivalent (FTE) capacity will be 420 pupils plus 20 FTE Nursery places.

The Governing Body of the proposed new school will be the lawful admission authority and has a duty to ensure that the admission arrangements conform to the Schools Admissions Code published by the Department for Education (DfE), a copy of which can be found at:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/389388/School Admissions Code 2014 - 19 Dec.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/389388/School_Admissions_Code_2014_-_19_Dec.pdf)

The Governing Body must have regard to guidance on admissions to Catholic schools in the Diocese of Southwark a copy of which can be obtained from:

<http://www.educationcommission.org.uk/SiteFiles/64.pdf>

The admission arrangements will be based on the existing St Winifred's Infant and Nursery School and a copy of the schools admission procedure is attached as Appendix 1

Displaced Pupils

No pupil currently in either of the two existing schools will be displaced by this proposal as all will continue their education uninterrupted in the proposed new school.

Early Years Provision

The Early Years Foundation Stage (EYFS) setting provides a caring and stimulating environment which has been specially planned according to The Early Foundation Stage Curriculum with the needs of preschool children in mind. The children learn through purposeful play and a range of first-hand experiences in a learning environment where they can feel secure and confident. Social contact with other children is fostered and encouraged as well as the child's personal growth towards independence and self-reliance.

This provision is currently judged to be Outstanding by OfSTED.

The proposed new school will continue this area of excellence using the expertise that exists currently in the school and will work in partnership with other childcare services to ensure that pupil's needs are catered for on an individual basis.

The Early Years provision is presently at capacity.

Presently in St Winifred's Catholic Infant and Nursery School there are two Reception classes and each class has 30 children organised by age. Each class has a class teacher and a Teaching Assistant. There is an additional Teaching Assistant who supports children in both classes.

Maintained Nursery School

There are no planned changes to the existing Nursery provision.

Presently the Nursery class offers places to 40 children on a part time (four half days and 1 full day) basis and is staffed by a teacher and a nursery nurse.

Children are extremely well prepared both academically and in terms of their learning behaviours for the next stage of their education. A highly stimulating environment and an excellent educational programme provides rich, varied and imaginative experiences that meet the needs of all children exceedingly well.

This provision is currently judged to be Outstanding by OfSTED.

The proposed new school will continue this area of excellence using the expertise that exists currently in the school to ensure that pupil's needs are catered for on an individual basis.

Impact on the community

The public consultation, which included a public meeting, showed overwhelming support for these proposals.

A further public meeting was held outside of the formal consultation regarding plans for new buildings on the present St Winifred's Junior School site. Neighbours were invited to this meeting and comments received at the meeting were welcomed and noted as part of the consultative process.

The proposals are beneficial to the local community as the proposals will increase the number of school places available in line with the Local Authorities duty to provide school places for all children particularly in this area where there will be acute demand.

The plan to have the proposed new school on one site at a time after September 2016 will be beneficial to the local community as it will reduce significantly the number of parent journeys to and from school. It must be stated at this stage that the proposed plans for the new buildings are at consultation stage and the proposals set out in this document are not reliant on the building plans being confirmed.

Special Educational Needs (SEN) Provision

The philosophy of the existing schools is founded on a belief that all children, whatever their ability, should have the best possible access to a broad and balanced education. Many children during their school life will encounter some difficulty in learning and these needs are addressed through effective teaching, planning, close monitoring and assessment.

The existing schools define a child with SEND as one who has significantly greater need for help than their peers in a particular aspect of the curriculum, or in their general learning. The existing schools believe parents have an important role to play and they strive to involve them as much as is possible in their child's education.

The SEN provision in the proposed new school will be based on the excellence achieved in this area in the existing schools.

Details of the Local Offer made by the existing schools can be found at Appendix 2

Details of the SEND Policy of the existing schools can be found at Appendix 3

Balance of Denominational Provision

There will be no reduction in the number of denominational places available and there will be an increase to cater for parental choice in the area.

Curriculum

The existing schools are committed to ensuring a high quality of education through a broad and balanced curriculum, in order to enable all pupils to achieve their full potential. Aiming to provide a safe, happy and stimulating environment for all our pupils so that learning can take place in a relaxed and secure atmosphere.

The existing schools are Rights Respecting Schools and therefore teach the children about their right to be educated, to be healthy, to be heard, and their right to childhood in relation to the UN convention on the rights of the child (CRC).

By recognising that ensuring a high quality of education at the existing schools is the responsibility of the whole school community: teachers, headteacher, governors, and support staff and parents, the existing schools are committed to fully involving all of these members of our community.

A wide range of structures is in place in the existing schools to ensure that both teaching and learning are effective (policies and schemes etc.). These structures are documented and issued to each member of the school community as appropriate, and are regularly reviewed.

The existing schools recognise the importance of the teaching of literacy and numeracy in order to ensure full access to all other areas of learning. Children of all abilities receive high levels of support. The schools devote a significant percentage of teaching time to these areas which reflects the very strong commitment to ensuring that all children leave, having attained high levels of achievement in basic skills. The existing schools have a separate statement which outlines the principles and practise in these areas.

The existing schools have agreed on the common aims and principles which form the basis of all teaching and learning in our school.

We aim to enable all children to:

- become independent learners
- have access to the whole curriculum:
 - aesthetic and creative
 - moral and spiritual
 - linguistic and literary
 - mathematical
 - scientific
 - technological
 - social
- be aware of their rights and the rights of others according to the UN Convention on the rights of the child (CRC)
- develop self-awareness, self-esteem and confidence
- develop their potential, their gifts and abilities, and their interests
- develop the ability to persevere
- develop curiosity and an enquiring and questioning attitude
- develop the ability to identify and solve problems
- develop the ability to work and play collaboratively
- develop relationships
- take pride in themselves and their work
- recognise and celebrate diversity
- develop understanding, empathy and tolerance
- develop understanding of how their actions and decisions affect themselves and others

We aim to achieve this:

- through our Mission as a Catholic school
- through the whole curriculum
- effective planning, record keeping and assessment
- target setting, monitoring and evaluating
- in a happy, safe, secure, stimulating environment
- with the support and involvement of the whole community

Relevant experience of Proposers

There are 171 Catholic schools and colleges in the Roman Catholic Diocese of Southwark. Of these 153 are within the Trusteeship of the Diocese which also has oversight of the 17 Catholic schools that are within the Trusteeship of other Catholic Religious Trustees.

The composition of Catholic schools in the Diocese is:

- 6 Infant Schools
- 6 Junior Schools
- 120 Primary Schools
- 32 Secondary Schools
- 3 All through Primary and Secondary Schools
- 4 Sixth Form Colleges

Of these:

- 27 Primary Schools are Academies
- 13 Secondary Schools are Academies

The Roman Catholic Diocese of Southwark is a DfE approved Sponsor and was the first in England to establish Catholic Academies, namely:

St Paul's Academy,
51 Finchale Road,
Abbey Wood,
London SE2 9PX

St Matthew Academy,
St Joseph's Vale,
Blackheath,
London SE3 0XX

Standards

The Education Commission, which is the Diocesan agency overseeing Catholic schools, supports schools in a variety of ways including improving standards. The Education Commission is committed to drive up standards across all schools and has recently published how this will be done through its Excellence Strategy, a copy of which can be accessed at:

<http://www.educationcommission.org.uk/Resource/Display?searchtype=3&subtype=1>

Approximately 90% of schools in the Diocese are currently Outstanding or Good according to their last S5 inspection report

Effects on Standards

The proposed new school will continue to strive to reach excellence in all standards as achieved presently in the existing schools. The key aims for the existing schools for 2015/2016 are:

Achievement and Enjoyment

EYFS

- 2014 outcomes for GLD are exceeded (80%)
- Increase the proportion of pupils meeting the ELGs for mathematics

KS1 & 2

- Key entitlement is to ensure children progress at expected levels throughout Key Stage 2 and secure expected achievement in English and mathematics by the end of KS2
- The majority of children in Year 1 – 6 are working at age-related expectations as set out in the new curriculum
- Children who are secure at age-related expectations are appropriately challenged within their year group curriculum
- Children working well below (or well above) age-related expectations to make expected progress (negotiated pupil by pupil based on knowledge of the child and prior attainment)
- Achievement in R.E. is in line with performance in the core subjects

Quality of Teaching and Learning (including Behaviour)

- To ensure 100% teaching over time is at least good by July 2015 and increase the percentage of outstanding, particularly in reading and writing
- Review and amend current pupil target-setting and tracking systems, which identify cohorts and target groups for early intervention, in readiness for new assessment procedures in summer 2016
- Ensure CPD and Performance Management systems are directly linked to individual, key stage and team targets for improved outcomes

Developing leadership and high quality CPD

- Ensure school self-evaluation systems are robust and accurately inform school development planning
- Ensure consistency of senior and middle leaders' skills in data analysis, use of data to inform development plans, and monitoring and evaluation of impact
- Ensure a structure of clear accountability for pupil attainment and progress

Strategy for the future

- Clear project management ensures the successful transition to the new school and includes:
 - Realistic timelines for moving to one through primary school that are clearly defined and shared with all stakeholders
 - Roles and responsibilities for all activities within the project, ensuring that school leaders are not distracted from their core duties
 - Systems that ensure the new school is financially ready to open and all statutory, personnel and any other duties are fully met
 - Provision for any recruitment or restructures so that these are completed well in advance
 - Regular communication with all stakeholders across both schools to ensure that the community understands and supports the process

Location and Costs

The proposed new school will continue on the present sites occupied by St Winifred's Catholic Infant and Nursery School and St Winifred's Catholic Junior School.

There is a proposed building plan for the St Winifred's Junior site which will allow the new school to operate on one site. There will be a tremendous benefit if this is achieved but the realisation of the building plan is not dependent on these proposals.

If successful this plan will be implemented at a date after 1 September 2016.

The proposed new school will continue to serve the local area presently served by the existing schools.

Both the existing Infant and Nursery School and Junior School sites are in the ownership of the Trustees of the Roman Catholic Diocese of Southwark on freehold.

As the plan for the new buildings is at an early stage and is not related to the proposal for the discontinuance of the two existing schools it is not possible to give a cost for construction at this stage. The consultation process for this building plan meets all statutory requirements and if the decision is to go ahead then planning permission will be sought under present regulations.

Travel

The proposed new school will continue with the existing schools commitment to Sustainable Travel Active Reliable Safe (STARS) Travel Plan using criteria to ensure that both parents

and pupils are involved in safe journeys to and from school. The aim of the STARS Travel Plan is to reduce the number of motor vehicle journeys to and from school and encourage walking and cycling to and from school. This will form the basis of the proposed new schools Travel Plan.

Voluntary Aided Schools

The proposed new school will be located on sites wholly within the ownership of the Trustees of the Roman Catholic Diocese of Southwark.

Confirmation is hereby given that the Governing Body of the proposed new school will be able and willing to carry out their obligations under Schedule 3 of The School Standards and Framework Act 1998

Any person wishing to object or comment on the proposals may do so within 28 days of the date of publication of these statutory proposals by writing to:

Mrs Margaret Brightman,
Places Manager,
Children and Young People,
3rd Floor, Laurence House,
1 Catford Road, London, SE6 4RU

or by emailing:

Margaret.brightman@lewisham.gov.uk

Date of Publication: 1st July 2015.



ADMISSIONS POLICY 2016-17
FOR
ST WINIFRED'S CATHOLIC INFANT
SCHOOL
LEE

For admissions in September 2016

ST WINIFRED'S CATHOLIC INFANT SCHOOL

ADMISSIONS POLICY

St Winifred's Catholic Infant School is a Voluntary Aided school in the Archdiocese of Southwark. It was founded by the Catholic Church to provide education for children of Catholic families. The school is conducted by its Governing Body as part of the Catholic Church in accordance with its trust deed and instrument of government, and seeks at all times to be a witness to Jesus Christ.

The Governing Body has sole responsibility for admissions to this school and intends to admit 60 pupils to the Reception Class in the school year, which begins in September 2016.

The school participates in the Co-ordinated Admission Scheme for primary schools, operated by Lewisham LA.

Oversubscription Criteria

When a vacancy arises, a place will be allocated to an applicant on the waiting list. **Where there are more applicants on the waiting list for places than the number of places available, places will be offered according to the following order of priority:**

1. Looked after baptised Catholic children or looked after children in the care of Catholic families and previously looked after baptised Catholic children who have been adopted or who have become the subject of a residence or guardianship order. See note (i)
2. Baptised Catholic children who have a brother or sister at either St. Winifred's Catholic Infant School or St. Winifred's Catholic Junior school at the intended date of admission. See note (ii)
3. Baptised Catholic children from practising Catholic families who are resident in the parish of Our Lady of Lourdes, Lee
4. Other Baptised Catholic children from practising Catholic families
5. Other Baptised Catholic children
6. Children enrolled in the catechumenate. Evidence of enrolment in the catechumenate will be required.
7. Non-Catholic children who have a brother or sister at either St. Winifred's Catholic Infant School or St. Winifred's Catholic Junior school at the intended date of admission. See note (ii)
8. Other looked after children and other previously looked after children who have been adopted or who have become the subject of a residence or guardianship order (see note i).
9. Children who are members of Eastern Orthodox churches
10. Children of families who are members of other Christian denominations that are part of Churches Together in England. Evidence of Baptism (or dedication) provided by a priest or minister of a designated place of worship will be required
11. Children of other faiths

12. Other applicants

Tie Break

Where the offer of places to all the applicants in any one of the sub categories listed above will lead to oversubscription, the places will be allocated up to the admission number will be offered according to the following criteria:

1. Evidence of an exceptional social, medical, pastoral or other need of the child, supported by a statement from a relevant professional body which sets out the reasons why this school is the most suitable for the child in question and the difficulties that would be caused if the child had to attend another school
2. Frequency of Mass attendance, with those who attend more often being ranked higher (see note v)
3. Those living nearest to the school (see note vi)
4. Where the last remaining place is to be allocated and two or more children are deemed to live at the same distance from the school the place will be decided by the drawing of lots

Notes (these notes form part of the Admission criteria)

- (i) 'a looked after child' or a child who was previously looked after but immediately after being looked after, became subject to an adoption, child arrangements, or special guardianship order. A looked after 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 (see definition in Section 22(1) of the Children Act 1989).
- (ii) 'brother or sister' means children who live as brother and sister, including natural brothers and sisters, adopted siblings, step-brothers or sisters and foster brothers or sisters
- (iii) 'families' are defined as being the child's natural or adoptive parents or officially designated carers
- (iv) 'Catholic' In the context of school admissions Catholic children are defined as children who are baptised or received into the Catholic Church, children baptised or received into the Eastern Churches in union with Rome and children of members of the Ordinariate. This will normally be evidenced by a certificate of baptism in a Catholic Church or evidence of reception into the Catholic Church. Evidence of Baptism will be required and an original baptism certificate (or a copy certified as a correct copy) should accompany the Supplementary Form. Any offer of a place may be withdrawn if evidence of baptism is shown to be false.
- (v) 'practising Catholic families' means those who worship at Mass and whose application is supported by a Catholic priest. This practice must be verified by a reference from a priest and the child's Baptismal certificate. Applicants will be ranked according to how often they attend Mass with those who attend more often being ranked higher. If a family practices at more than one church it may be beneficial to their application to get verification from ALL the churches attended on a regular basis.

- (vi) 'resident in the parish means living and having a permanent address within the parish boundary (see attached map and notes). For the purposes of this policy, parish boundaries are as shown on the attached map. All distances will be measured to a central nodal point in the school premises, using digitised mapping software of the area, from a nodal point in the applicant's permanent home address.
- (vii) proof of address will require the production of current council tax or utility bills. If a false address has been given and an offer made on the basis of that information, the offer of a place may be withdrawn.
- (viii) 'Eastern Orthodox Church' is usually evidenced by a certificate of baptism or reception from the authorities of that church.
- (ix) for non-Catholic faiths, evidence of baptism (or dedication) and of religious commitment provided by a priest, minister or religious leader where the family regularly worships will be required.

PLEASE NOTE, CURRENTLY THERE IS AN AUTOMATIC RIGHT OF TRANSFER TO ST WINIFRED'S JUNIOR SCHOOL, LEE, FOR YEAR 2 CHILDREN FROM ST WINIFRED'S INFANT SCHOOL.

THERE IS NO AUTOMATIC RIGHT OF TRANSFER FOR CHILDREN WHO MAY CURRENTLY HAVE A PLACE IN ST. WINIFRED'S NURSERY.

Application Procedure and Timetable

The closing date for applications is 15th January 2016. Applications should be completed online at www.eadmissions.co.uk

Full details of the Coordinated Admission Scheme together will be available from the school or from Lewisham's website at www.lewisham.gov.uk

Admission of children below compulsory school age

The governors will provide for the admission of all children in the September following their fourth birthday. Parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that school year; parents may also request that their child attends part-time until the child reaches compulsory school age.

Admission of children above normal age group applications

In very exceptional circumstances the governors of the school will consider a request for admission out of cohort for an older child, including those born in the summer term. The application may be supported by the child's nursery/primary Headteacher and/or an educational psychologist/specialist confirming that the child has learning delay or difficulty or their social maturity is well below that of his or her peers. In coming to a decision the governors will consider the grounds presented by the parent to support their request as well as the views of the Headteacher and any evidence s/he provides. Parents must consider the implications of a deferred transfer as primary/secondary schools are not required to continue to keep the child out of year group and may decide to later educate the child in the correct year. If the school does agree to consider the request, the application will then follow the usual oversubscription criteria.

Please note, a completed supplementary form is required to enable the Governors to apply their admission criteria. The supplementary form is not mandatory, however, if one is not received, the application will be considered under Criteria 10, page 2 the 'other applicants' category'. Supplementary forms, available from the school and LA, should be returned to St Winifred's Infant School by 15 January 2016.

Waiting List

Parents of children who have not been offered a place at the school may ask for their child's name to be placed on a waiting list. The waiting list, which will be maintained for 12 months will be operated using the same admissions criteria listed above. Placing a child's name on the waiting list does not guarantee that a place will become available. This does not prevent parents from exercising their right to appeal against the decision not to offer a place. It is possible that when a child is directed under the local authority's fair access protocol they will take precedence over those children already on the list.

Appeals

Parents whose applications for places are unsuccessful may appeal to an Independent Appeal Panel set up in accordance with section 85(3) of the School Standards and Framework Act 1998. Appeals must be made in writing and must set out the reasons on which the appeal is made. Appeals should be made to the Admissions Appeals Clerk at the school address. Parents/Carers have the right to make oral representations to the Appeal Panel.

Infant classes are restricted by the legislation to 30 children. Parents should be aware that an appeal against refusal of a place in an infant class may only succeed if it can be demonstrated that:-

- a) the admission of additional children would not breach the infant class size limit; or
- b) the admission arrangements did not comply with admissions law or had not been correctly and impartially applied and the child would have been offered a place if the arrangements had complied or had been correctly and impartially applied;
- c) or the panel decides that the decision to refuse admission was not one which a reasonable admission authority would have made in the circumstances of the case.

Appeals must be made within 20 school days of the date of refusal of a place.

In-year (casual) admissions

Applications for a place at the school in-year must be made using Lewisham's common application form. The school's supplementary form should also be completed to enable the governors to rank the application in the event of there being more than one application for a place. The governors will use the same criteria to rank the application as that listed above.

The offer of a place at the school will be made by the LA on behalf of the governors. In the event of the governors deciding that a place cannot be offered parents will be offered the opportunity of placing their child's name on the waiting list. This does not prevent parents from exercising their right to appeal against the decision not to offer a place.

Pupils with a statement of Special Educational Needs or Education, Health and Care (EHC) Plan

The admissions of pupils with a Statement of Special Educational Needs or with an EHC Plan are dealt with by a completely separate procedure. The procedure is integral to the making and maintaining of statements and EHC plans by the pupil's home local authority. Details of this separate procedure are set out in the SEND code of practice. Pupils with a statement or EHC plan naming the school will be admitted without reference to the above criteria.

Fair Access Protocol

The school participates in the local authority's Fair Access Protocol to allocate places to vulnerable and other children in accordance with the School Admission Code 2014. Admitting pupils under the protocol may require the school to admit above the planned admission number for the relevant year group.

Late Applications

The closing date for applications in the normal admissions round is 15 January 2016. As far as is reasonably practicable, applications will be accepted up to 18 February 2016 provided the applicant can prove that they have just moved into the area.

False information – please note that if an offer of a place is made on the basis of information that is shown to be false, including information provided on any Supplementary form, then the offer of a place may be withdrawn.

Other late applications, received after 15 January 2016, will be considered after the places are allocated in April 2016.

St Winifred's Catholic Infant School
Effingham Road
Lee,
London SE12 8NS Tel 020 8852 0187

Website: www.stwinifredsinfant.lewisham.sch.uk
Email: admin@stwinifredsinfant.lewisham.sch.uk

St. Winifred's Catholic Nursery, Infant and Junior

Collaborative Partnership

Local Offer

Special Educational Needs and Disability (SEND)

St Winifred's School is an inclusive school and may offer the following range of provision to support children with SEND.

Intervention

Social Skills programmes/support including strategies to enhance self-esteem:

- Mentor support focusing on social and emotional development and promoting positive peer interaction delivered 1:1, including Drawing and Talking therapy.
- Outreach support provided by New Woodlands School targeting those pupils who have emotional/behavioural needs that affect their learning.
- Support and strategies suggested by the school's allocated Educational Psychologist to children and their parents/carers as appropriate.
- Intervention from the Children's Society targeted family support service for children and their families both in school and in the home.
- Intervention from the child and adolescent mental health service (CAMHS) for children and their parents/carers on referral, delivered at CAMHS or in school as appropriate.

Access to a supportive environment – IT facilities / equipment / resources (inc. preparation):

- Consistent use of visual support both in and out of class to support understanding and facilitate access to the school environment and learning.
- Pre-teaching of new concepts and vocabulary to enhance learning in language groups overseen by the school speech and language therapist.
- Use of interactive whiteboards.
- Regular access to computers using specific SEND programmes.
- Provision of individually tailored visual support package (Communicate in print) for specific children including individual timetables and behavioural cue cards.
- Provision of resources to enhance independent learning including easy-grip scissors and rulers, writing slopes, privacy boards and work stations, coloured overlays, use of dyslexia friendly coloured paper and font.

Strategies/programmes to support speech and language:

- Assessment by and intervention from the school speech and language therapist. St Winifred's School has bought into enhanced speech and language support and has their own therapist working in school.
- Provision of small group speaking and listening skills delivered by Teaching Assistants specifically trained by the Speech and Language Therapist.
- Delivery of Lego Therapy and individual SALT programmes by the school speech and language therapist and trained Teaching Assistants.

Mentoring Activities:

- Use of resources to promote positive peer interaction such as 'Friendship terrace'
- Circle of friends
- Use of talk partners during whole class and group sessions.
- School Council
- Buddy systems for support during playtimes and lunchtimes.
- 'Drawing and Talking therapy' delivered by trained staff.

Access to strategies/programmes to support occupational therapy/physiotherapy needs:

- Assessment by and intervention from an occupational therapist (OT), on referral.
- Implementation of individual OT support and intervention programmes when recommended.
- Provision of specific resources and equipment eg. Pencil grips, pens, easy grip scissors and rulers, non-fidget cushion and writing slopes.

Strategies to reduce anxiety and promote emotional well-being (including communication with parents):

- Meeting and greeting of parents/carers at the end of each day by Head teacher and other staff.
- Open door policy by Head teacher for all parents/carers throughout the day and by class teachers through appointment.
- Coffee mornings for parents/carers giving a chance to meet up and have a chat.
- Family Support Workers for children referred to the targeted family support service.
- Drop in sessions for parents provided by the school speech and language therapist.
- Educational Psychologists work closely with referred children and their parents/carers and provide support in the form of school based assessments and meetings
- Liaison between Inclusion Managers and school nurse when concerns regarding individual families/children are shared following which the school nurse makes contact with parents/carers to discuss any issues.
- Collaboration and communication with all external professionals involved with children, as appropriate.
- Designated teachers with responsibility for child protection.
- All staff trained in child protection at regular intervals.

Strategies to support / develop literacy including reading:

- Small group reading support in class through guided reading and individual reading support out of class for targeted readers.
- Small group literacy support in class from class teacher or LSA.

- Additional individual and small group literacy support, delivered weekly by additional teacher or Inclusion Managers.
- Use of Dyslexia Portfolio to assess for SpLD, and subsequent implementation of support programme if required.

Strategies to support / modify behaviour:

- For children whose behaviour difficulties are persistent and constitute a barrier to learning, parents will be invited to collaborate with the class teacher to agree a programme of support; home/school books may be set up for daily/weekly communication and behaviour overseen by Inclusion Managers as appropriate.
- When response to the above provision is inadequate a referral will be made to: - New Woodlands outreach, Educational Psychologist, CAMHS, Targeted Family Support from the Children's Society or Drumbeat outreach-for pupils on the Autistic spectrum.

Strategies to support / develop numeracy:

- Targeted small group support in class.
- Withdrawal of small groups or individual children for additional numeracy support.
- Use of support programmes and materials e.g. Rapid Maths, One Plus One, Numicon, Cuisenaire rods etc.
- Advancement of more able pupils through opportunities such as inter-school Maths Challenge.

Provision to facilitate / support access to the curriculum

- Small group support in class from class teacher / LSA.
- 1:1 support for children with allocated funds from a statement or EHC Plan.
- Provision of specialist equipment or modified resources.
- Extensive use of visual support.
- Implementation of strategies and programmes as recommended by specialists involved with individual children.

Strategies / support to develop independent learning:

- Provision of individual and/ or class visual timetables.
- Provision of timers and checklists where appropriate.
- Pre-teaching of new concepts and vocabulary to children with speech, language and communication difficulties.

Support / supervision at unstructured times of the day including personal care:

- Play leaders initiating and supporting activities during lunch breaks.
- Buddy systems/ Peer mentors for new children and playtimes
- Individual lunchtime support where specified in a statement or EHCP.

Planning and assessment:

- Class provision maps.
- Differentiated learning activities.
- CAF referrals to external agencies /social care as required.
- Co-ordinated planning between teachers and LSAs for children with statements/EHCP.
- Referrals for assessment to external agencies as required.
- Underlying ability assessments and the Dyslexia Portfolio undertaken by the Inclusion Managers as required.

Liaison / communication with professionals and parents, attendance at meetings and preparation of reports:

- Identification of needs requiring referral to an external agency.
- TAC/TAF meetings convened where a child's family's needs are assessed as significant.
- Regular communication and information sharing with external agencies.
- Regular progress meetings with parents.
- Sharing of professional reports with parents.
- Implementation by school staff of recommendations made by external professionals to support children and/or their families.
- Inclusion Managers attend multi-disciplinary assessments as required.

Access to medical Interventions:

- Meetings with school nurse and parents of children with medical issues to establish child's needs in school and, where appropriate, draw up care plans.
- Referrals for paediatric assessment if developmental check is required.
- Staff trained in the use of epi-pens. Details and children's photos in staff room, registers, school kitchen and with medication.
- Liaison with medical professionals providing ongoing treatment to children in school.
- Individual protocols for children with significant medical needs.
- Staff trained in first-aid.

St Winifred's Catholic Nursery, Infant & Junior

Collaborative Partnership

Special Educational Needs and Disability (SEND) Policy

Rationale

At St. Winifred's we believe that all children, whatever their ability, should have the best possible access to a broad and balanced education. Many children during their school life will encounter some difficulty in learning and we hope to address those needs through effective teaching, planning, close monitoring and assessment. Every teacher is a teacher of every child, or young person, including those with SEND. We would define a child with SEND as one who has significantly greater need for help than their peers in a particular aspect of the curriculum, or in their general learning. We believe parents have an important role and they should be involved as much as is possible in their child's education.

Purposes

- To identify and monitor a child's needs at the earliest possible stage.
- To inform all teaching personnel of the procedures for identifying SEND.
- To encourage parents to be involved with their children's education from the earliest stage and provide them with information about the intervention/s their child is receiving.
- To ensure there is equal access to the curriculum and equal opportunities for all children with SEND.
- To promote a positive image for children with SEND whilst catering for all of their needs.
- To keep Parents and Governors informed.

Broad Guidelines

Our policy is in line with the Department for Education current Code of Practice.

We ensure access for all children to a broad and balanced curriculum and aim to be fully inclusive.

We identify and assess problems as early as possible in order to remove barriers to learning and raise expectations and achievement of pupils with SEND.

We carry out whole school assessments in order to identify needs and set targets.

Progress is reviewed regularly in consultation with all parties concerned. We keep clear and thorough records. Our Inclusion Managers oversee work with individuals and small groups of identified children, in order to teach, review and assess. The Inclusion Managers work in partnership with parents, outside agencies, the local authority and other schools as appropriate.

The Inclusion Managers attends SENCO forums to receive up to date information regarding all aspects of SEND.

SEND matters are raised at every Governors' Curriculum Committee meeting.

We set aside money from the budget each year for SEND resources.

The named Inclusion Managers

Mrs. Jane Beagles - Early Years and Key Stage 1

Mrs. Maureen Buck - Key Stage 2

Identifying children with SEND

A child has special educational needs if he/she has:-

- medical difficulties, e.g. physical disabilities/ impaired hearing/vision
- significantly greater difficulty in learning than other children of his/her age (in relation to NC expectations)
- Speech, language and communication difficulties
- A diagnosed disability eg ASD, ADHD, Dyslexia
- behavioural/ emotional difficulties

Teachers or parents may express concern about the following:-

- language difficulties - speaking/writing/reading)
- lack of concentration
- lack of motivation; underachieving problems
- lack of co-ordination - P.E./handwriting/use of implements
- an able child unable to reach his/her full potential
- speed of handwriting and speed of processing

Procedure

Whole school assessments are carried out each term in Reading, Writing and Numeracy in order to identify learning needs and ensure appropriate support is given. Base Line tests are also taken into account.

The Inclusion Managers are trained to carry out a range of assessments eg The Dyslexia Portfolio and the British Picture Vocabulary Scale for early identification of difficulties and implementation of a support programme if required.

Systematic records are kept at every stage by the teacher and Inclusion Manager.

The triggers for intervention could be the teacher's or parent/carers' concern, underpinned by evidence about a child, who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment.
- presents with persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little progress despite the provision of specialist equipment.

Pupil Progress Meetings

1. Class Teachers together with the Senior Management Team look at the tracking and decide the appropriate intervention to meet individual children's needs. Parents are informed and provided with their child's individual provision map.
2. Classroom intervention - child receives support in a small group or 1:1 outside classroom with the Inclusion Manager or a Teaching assistant.
3. After review a decision is made as to whether the child:-
 - Needs to continue with the current intervention
 - No longer requires a special intervention programme.
 - Has complex difficulties and specialist outside agency involvement is sought

School Support

When a child is identified as needing support the class teacher provides interventions which are additional to and different from those provided as part of the usual differentiated curriculum.

If further support is needed:-

1. Inclusion manager may seek advice from outside agencies, e.g. Education Psychologist, Speech Therapist, Occupational Therapist, Advisory teachers for children with Autistic Spectrum Condition (as part of SLA with Drumbeat ASD School) or Specific Learning Difficulties team, School nurse, Doctor, Social Services, Targeted Family Support, Children's Society etc.

Records are kept of any information and advice received from these sources. Links with outside agencies can involve sharing of expertise through courses, inset and the setting up of specific SEN groups with support from professionals from these services.

When advice from an outside agency is required:

2. The Inclusion Manager and parent complete the CAF (Common Assessment Framework) form. A visit and/or further assessments may follow.
3. Provision is adapted to meet the child's needs.
4. Progress is monitored.

5. A review date is set for information to be updated and shared.
6. A decision is made as to whether the child:-
 - continues at School Support
 - progresses to more intensive support
 - would benefit from a Team Around the Child/ Family meeting
 - No longer requires intensive support

If more intensive support is needed:

- parents are then asked to agree to the initiation of a full assessment
- the school must decide whether to ask the LEA to proceed with statutory assessment for an Educational Health Care Plan (EHCP).
- the school completes an assesment form which details history of advice and support.
- This information is sent to the Lewisham Panel who decide whether the child should go forward for full assessment
- LEA decides whether to proceed with Statutory Assessment and the completion of an Education Health Care Plan.

Record Keeping

Ongoing class records include:-

- the class teacher's records, which can form the basis for further work
- a SEND folder maintained by the class teacher.
- case studies
- the children's work written comments on
- reading records
- work samples
- records kept by Teaching Assistants working 1:1 with children.
- a termly sample taken of a Maths, English and Science tasks

Each teacher to keep a SEND file in class, containing:-

- I.E.P's where appropriate
- Class provision maps
- instructions/plans for classroom assistants ' work with SEN children
- teacher's comments
- Reports from outside agencies
- any relevant medical information

Records kept by the INCLUSION MANAGER include:-

- Special Needs and Disability Register
- copies of completed CAF's
- minutes from TAC/TAF meetings
- reports from outside agencies
- individual Educational Plans
- individual provision map
- Case Studies
- assessments

Parent/School Partnership

We develop a working partnership between parents and the school, in which parents are encouraged to be open and confident, as they have a unique knowledge and information to impart. Therefore the school aims to:-

- inform parents of any concerns as soon as possible
- encourage parents with concerns to approach the Headteacher, Class Teacher or Inclusion Manager as soon as possible
- consider the wishes, feelings and knowledge of parents at all stages
- contribute to the parents own understanding of how best to help their child
- support parents who may feel inadequate in dealing with a difficulty concerning their child
- encourage reinforcement of any structured approach at home
- encourage the use of local community services where necessary, e.g. Family therapy, Speech Therapy, Targeted Family Support including the Children's Society etc
- provide information on the support available for children with SEND within the context of the school and the LEA, and wider where appropriate

Resources

The school receives funds from the local authority which are delegated specifically for pupils with special educational needs and disabilities. The governors are responsible for ensuring that these funds are used for pupils with special educational need and disabilities, whether or not they are the subject of a Statement of Special Educational Needs/EHCP. Where a pupil has a EHCP money specifically for the use of that pupil may be allocated by the authority in which the pupil lives.

Pupils with SEND may require additional resourcing from the main school budget to meet their needs. Money allocated to SEND may be used to:-

- provide additional Teaching Assistant support
- Purchase of special equipment including IT resources
- provide extra numeracy and literacy support (classroom assistants and teachers) for targeted groups

S.E.N. In Service Training

The school's Management Plan contains provision for the professional development of all staff in the area of S.E.N.D. The regular review of this policy will inform the school Management plan and the plan for S.E.N.D focused INSET will sustain this professional development.

Admission Arrangements

Children are admitted according to the school's criteria. The school operates its equal opportunities policy with regard to pupils with special needs. These pupils are positively welcomed.

Success Criteria:

The school monitors its effectiveness and successes in the following ways:

- the regular review of pupils with Special Needs and disabilities
- the monitoring of progress within the School for all pupils.
- the success of pupils at the end of each Key Stage
- the level of participation of pupils with S.E.N.D in School activities
- feedback from parents and pupils themselves

Complaints:

This policy will be reviewed annually in the light of changing circumstances within and beyond the school.

Policy Reviewed February 2015



School Organisation

Maintained Schools

Annex B: Guidance for Decision-makers

January 2014