

Brindle St James' Church of England Primary School



Policy for the Inclusion of Pupils with Special Educational Needs and Disabilities

September 2025

Policy for Special Educational Needs and Disabilities (SEND)

At Brindle St James' our core Christian values and ethos define all we do. Our vision underpin our curriculum intent and purpose.

School Vision:

A school family rooted in God's love

*Ephesians 3:17: and that Christ may dwell in your hearts through faith,
as you are being rooted and grounded in love.*

School Curriculum Intent:

We aim to grow and nurture our children with these 5 values:

- **Generosity** – To share their gifts and faith to make a difference upon the school, community and beyond.
- **Independence** – To develop resilience, confidence and wellbeing skills to deal with life's challenges
- **Gratitude** – To appreciate the objects, experiences and people they have around them
- **Friendship** – To work together offering peer support and have respect for individuals and all communities
- **Love** – To have a passion to become the people God wants us to be - academically, personally and spiritually.

School Curriculum Implementation:

Each child joins us with their own, special background at different stages of their educational journey. On entry to school, we observe to see how each child excels and where they may need to grow. As educators, our aim is to support each child reach their full potential through high quality teaching, additional support when needed and development of close links with parents as we recognise and value that learning continues beyond school.

Mental wellbeing and children's safeguarding at Brindle St James' are seen as the corner stones of our school, as without these in place, children are inhibited from flourishing. A key focus at Brindle St James' is to support children's mental wellbeing so that they are ready to engage with their lessons and to give them the skills and resilience to deal with a rapidly changing world. The safety of children is of our highest concern and staff are trained to identify children who may be in difficulty and how to get help.

Our curriculum is underpinned and enriched by child-led enquiry. Children's varying experience along with their prior learning is used as a firm foundation upon which knowledge is built. Wow moments create a buzz around school which inspires a curiosity and positive attitude towards learning and growth.

Introduction

- Ms Corney is the school's SENCo;
- email: Gemma@brindle-st-james.lancs.sch.uk. Tel: 01254 852379
- Mr R Ironfield is the SEND Governor

This policy explains how Brindle St James' CE Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010)

Definition of Special Educational Needs and Disabilities

The SEND Code of Practice, 2014, describes the 4 broad categories of need:

- Communication and interaction e.g. Autistic Spectrum Disorder, autism, Speech & Language
- Cognition and learning e.g. dyslexia, dyscalculia
- Social, emotional and mental health difficulties e.g. Social skills, anxiety disorders, ADHD, behaviour
- Sensory and/or physical needs e.g. Hearing impairment, Visual impairment

Please note that some pupils may fall into more than one category. Medical conditions require a medical diagnosis from appropriate health professionals.

These four broad areas give an overview of the range of needs that should be planned for. Some children have needs which encompass all of these four areas. It is recognised that children's needs may change over time. The purpose of identification is to work out what action school needs to take, not to fit a pupil into a category.

At Brindle St James', we identify the needs of the whole child and not solely their special educational needs.

There are also other factors which may impact on progress and attainment such as:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium (Ever 6, FSM, looked after/ service child) Grant

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator (SENCo).

The school's Local Offer provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. The Local Offer is available on the school's website.

Aims

- Our school community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We aim to maintain a Christian ethos that encourages curiosity and life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures.
- We are committed to meeting the special educational needs of pupils and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We aim to raise the aspirations of and expectations for all pupils with additional of special educational needs.
- This policy aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

Objectives

In order to achieve these aims, we will:

- Use our best endeavours to make sure that a child with SEND gets the support they need;
- Ensure that students with SEND engage in activities alongside those students who do not have SEND;
- Identify pupils with SEND as early as possible and to make appropriate intervention through using quality first teaching.
- Identify pupils of all ability who are underachieving, act upon this and support pupils to make optimum progress.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work within the SEND Policy;
- Provide support and advice for all staff working with special educational needs pupils;
- Develop partnerships with parents / carers in the education of their child and involve parents /carers and pupils in the review process;
- Produce an annual SEND Information Report.

Identifying Special Educational Needs

The SEND Code of Practice 2014 says that a child has special educational needs or disabilities (SEND) where "...their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's Policy on Teaching and Learning;

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessments of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENCo liaises closely with the assessment co-ordinator to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENCo. If further action is deemed necessary, the parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy.

Despite appropriate, good quality teaching, intervention and differentiated learning experiences, taking into account the child's age and stage of development triggers for identification of a Special Educational Need could be:

- Little or no progress made when teaching approaches / learning styles are particularly targeted to improve the child's identified area of need;
- Working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in English and mathematics skills resulting in poor attainment in some curriculum areas;
- Communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- Social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school;
- Sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, following additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such Educational Psychologists; Specialist Teachers or the local authority's SEND team or similar.

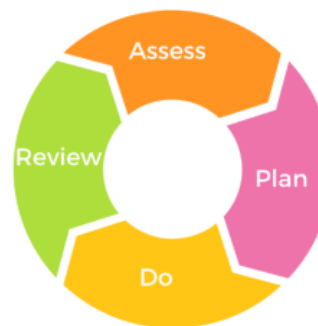
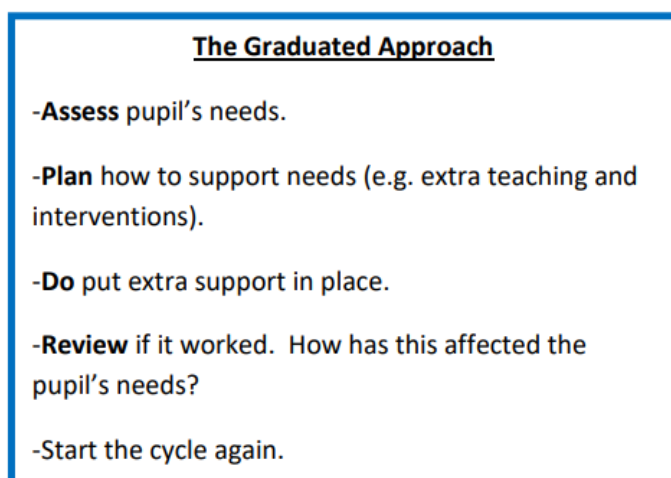
Additionally, some children may receive support from NHS colleagues e.g. Speech Therapy, Occupational Therapy, Physiotherapy and Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

The Graduated Approach: Assess - Plan - Do - Review

Everyone at Brindle St James' is committed to providing the conditions and opportunities to enable any child with SEND to be included fully in all aspects of school life wherever possible. This includes developing close partnerships with parent(s)/carer(s) of children with SEND, whose contributions and support are invaluable.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Our SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the Graduated Approach.



What we do if we feel a child may have SEN

The first response to concerns about progress is high quality teaching targeted at their areas of need.

If progress continues to be less than expected, the class teacher works with the SENCo to discuss whether the pupil has SEN. This includes looking at all the information gathered within school about the pupil's progress, alongside national data and expectations of progress. High quality and accurate formative assessment is collected.

An early discussion with parents and the pupil will take place so they can be involved in planning what support to put in place.

The class teacher and SENCo will plan how to support the pupil's needs.

Extra teaching or interventions designed to secure better progress will be implemented at an early stage ('do' stage of cycle). Support from outside agencies may be appropriate. A review date will be set.

After additional support is put in place, the class teacher and SENCo will review the pupil's progress and response to such support. This will help identify particular needs and inform staff about whether the pupil

has SEN. Where it is decided that a pupil does have SEN, the pupil's parents are informed and the decision is recorded on the school's SEN register.

If a child is identified as having SEND, an Individual Education Plan (IEP) will be drawn up to address very specific objectives. This IEP identifies arrangements for support that are additional to and different from the usual curriculum and is drawn up with the involvement of school staff, the pupil and the pupil's parent(s)/carer(s). The IEP is reviewed at least termly. This document shows what the child has achieved, what support helped to make this possible, targets for the next cycle and what provision will be put in place to meet these targets.

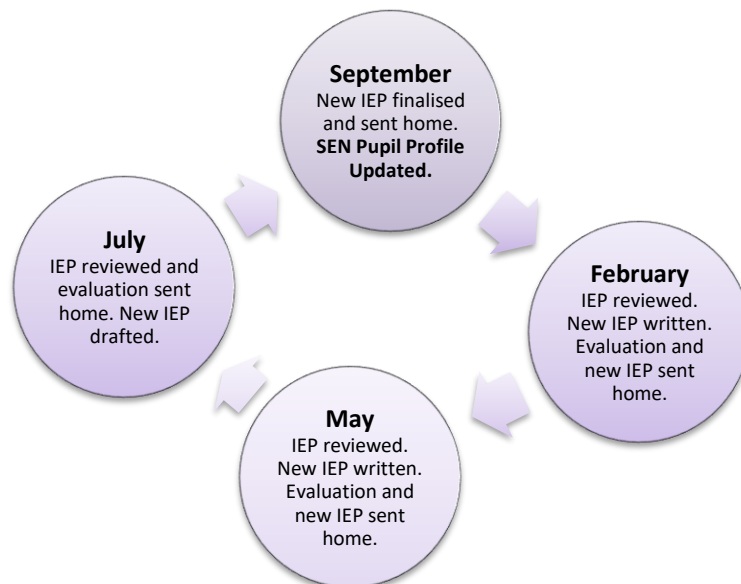
The class teacher and SENCo review the current IEP cycle, discussing achievements, success of previous support, current attainment, progress and assessments, social and emotional needs, attendance, advice from outside agencies and the wishes of the parents and child. Evidence of progress against the targets and success criteria (assessments and other progress indicators) is provided by the child, the parents/carers and the class teacher. The effectiveness of interventions and teaching strategies in enabling the child to make progress against their targets will be reviewed using evidence of progress made.

Following this review of assessments, the teacher, child and parents/carers will agree a new plan of action, involving personalised target setting and success criteria to measure progress. This plan must also make clear the contribution to be made by the child, the parents/carers and the school.

It is the responsibility of the class teacher to ensure that the child is given the opportunities access resources and/or ensure the child receives the necessary support in school.

Where a child continues to make slow progress, despite receiving high quality, targeted support, it may be necessary to conduct further assessments to investigate the root causes of the learning difficulties, so that these barriers to learning may be removed. New targets are set and support is planned in. This information is shared and used to inform termly pupil progress meetings.

Where a greater level of support may be needed, school funding may be used and outside professionals / support agencies may be involved. On occasions, it may be necessary to consider, in consultation with a pupil's parent(s)/care(s), requesting an assessment for an EHC (Educational Health Care plan).



The SEN register is reviewed, audited, and updated each term by the SENCo to ensure that pupils are only included when necessary. If barriers to learning have been successfully addressed and the child is making accelerated progress, it may be appropriate to remove them from the register. This decision will be based on a range of evidence, including both formative and summative assessments. In some cases, continued support may still be required to maintain progress, even if the child is no longer formally identified as having SEND.

Where the removal of support would be detrimental to the child's continued progress, they may remain on the SEND register despite improving their rate of progress.

All pupils will continue to be closely monitored through ongoing assessments and regular pupil progress meetings. Should concerns about a child's progress arise in the future, they may be re-added to the SEND register, ensuring that appropriate support is in place to meet their needs.

Provision

The provision which the school makes is fully detailed in the school's Local Offer which is available from the school office or on the website.

Provision for any pupil with an existing Health and Care Plan (EHCP) will be in accordance with their EHCP. Parents/Carers of pupils with EHCPs can find more information about this at: www.lancashire.gov.uk/SEND

Any additional provision for all children is carefully recorded by class teachers in partnership with the SENCo. Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the SENCo to ensure that the effectiveness and efficiency of provision is maximised.

Schools will often be able to meet the needs of children through SEN support. But sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available to schools to provide SEN support. In these circumstances, school may consider asking Lancashire local authority for an Education, Health and Care (EHC) needs assessment for your child. This assessment could lead to your child getting an EHC plan.

Some children and young people will have needs that clearly require an EHC needs assessment and plan; once the local authority is aware of them it should start this process without delay. An EHC plan brings your child's education, health and social care needs into a single, legal document.

If children fail to make progress, in spite of high quality, targeted support, it may be appropriate to apply for the child to be assessed for an EHC Plan. Parents and carers should note that this process may take up to 70 days.

There are many reasons to apply for an EHC Plan, including:

- The child is 'Looked After' and therefore additionally vulnerable
- The child has a disability which is lifelong and means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

While schools may advise that a child's needs can be met without an EHC Plan, parents have the legal right to apply independently if they feel additional support is required. For example, in cases where the school does not initiate a request, a parent may still submit one directly to the Local Authority.

Full details of Lancashire Council arrangements for referrals and arrangements for decisions on EHC Plan applications please see <http://www.lancashire.gov.uk/localoffer/families/ehcp>

Supporting children and families

At Brindle St James', we value, listen to and act upon the views and contributions of parents and pupils. We recognise that pupils and parents have the right to be involved in decision making.

We work in partnership with parents in various ways:

- Termly meetings (parents' evening appointments in the autumn and spring with an option to request a further meeting in the summer following the annual report)
- Annual report on their child's progress in the summer term
- Discussion with the SENCO following advice and reports from outside agencies
- Ask for parents to complete questionnaires as part of evaluation of SEND
- Provide an 'open-door' approach so that parents feel confident to share their thoughts and concerns
- Regular telephone, email contact, where appropriate
- Provide the SENCo's email address as another means of communication
- We work in partnership with pupils in various ways:
 - Involve pupils to review their IEPs
 - Involve pupils in annual reviews (if they have an EHCP)
 - Explain targets to pupils (providing pictures if needed)
 - Regular informal chats with pupils about how they feel lessons, interventions and school in general is for them
 - One-page profiles
 - Access arrangements for examinations and other assessments (EG. larger text for visually impaired children or additional time for children with learning difficulties).

- Transition- we ensure that there are transition meetings from year group to year group and place particular emphasis on cross-Key Stage transition. We also support families and children during high school transition by sharing information and arranging additional visit days where necessary.

Supporting pupils with medical conditions

At Brindle St James School, we recognise that pupils with medical conditions must be properly supported to ensure they have full access to education, including participation in school trips and physical education.

Some children with medical conditions may also be considered disabled under the **Equality Act 2010**, and in such cases, the school will meet its legal duties to make reasonable adjustments and promote inclusion.

In certain instances, children with medical conditions may also have **special educational needs (SEN)**. Where this is the case, and the child has an **Education, Health and Care (EHC) plan**, the school will follow the statutory guidance outlined in the **SEND Code of Practice (2014)**. This ensures that health, social care, and educational needs are considered together in a coordinated way.

Where a child has a medical condition, relevant information may need to be shared with staff and professionals involved in their care and education (e.g. supply teachers), to ensure their safety and wellbeing.

If a child's medical condition does not impact their learning but requires specific care or adjustments, they may be listed on the **SEND register** for monitoring purposes. This will include details of their condition and guidance for staff to ensure the child remains happy, safe, and comfortable in school. However, such pupils will not require an **Individual Education Plan (IEP)** unless their condition begins to affect their educational progress.

Under the **Equality Act 2010**, early years providers, schools, colleges, and local authorities have a legal duty to:

- **Avoid direct or indirect discrimination, harassment, or victimisation** of disabled children and young people.
- **Make reasonable adjustments**, including the provision of auxiliary aids and services (e.g. tactile signage, induction loops), to ensure disabled pupils are not disadvantaged compared to their peers.

This duty is **anticipatory**, meaning schools must plan and consider what disabled pupils might need in the future, rather than waiting until adjustments are requested. This proactive approach helps ensure that all children and young people can access education fully and equally.

Children Looked After

Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Personal Education Plan (PEP) written for them, in liaison with the Social Services.

Monitoring and Evaluation of SEND Provision

The SENCo provides an annual report to governors detailing the efficient and effective use of resources for pupils identified with SEND, alongside termly updates on their progress.

The monitoring and evaluation of pupil progress is outlined in the Graduated Approach section above. This includes regular reviews of support strategies and outcomes.

For pupils with Special Educational Needs or an Education, Health and Care (EHC) Plan, annual reviews are conducted in line with statutory requirements, with six-monthly reviews for children under the age of five, as set out in the SEND Code of Practice (2014).

In collaboration with the assessment lead, the SENCo collects and analyses tracking data for all pupils on the SEND register. This data is triangulated with evidence from SEND learning walks, professional dialogue, and discussions with pupils and parents to evaluate the effectiveness of provision and inform future planning.

The SENCo meets regularly with the SEND Governor to review and evaluate the impact of SEND provision across the school.

An annual SEND action plan is produced by the SENCo and progress against this plan is reviewed and updated on a termly basis.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teaching staff and teaching assistants will be provided with general or specific training on meeting the needs of SEND within their classroom. The SENCo is aware of relevant courses within the local area relating to SEND. All staff to have access to this information and the SENCo advises as necessary;

Whole school training on SEND is arranged, as appropriate and teaching assistants are invited. This may be delivered by the SENCo or by specialist services working with particular pupils.

There is an expectation that staff who receive training will disseminate their knowledge to others to benefit all working in SEND;

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils;

The school's SENCo regularly attends the Local Authority's SENCo Cluster meetings in order to keep up to date with local and national updates in SEND;

SEND Funding

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The Headteacher and governing body establish a clear picture of the resources that are available to the school.

They consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium

‘Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.’ SEND Code of Practice 2014.

Personal Budgets

Parents/carers are entitled to request a Personal Budget if your child has an EHC plan or has been assessed as needing a plan.

A Personal Budget is an amount of money your local authority has identified to meet some of the needs in your child’s EHC plan, if you want to be involved in choosing and arranging a part of the provision to meet your child’s needs. Parents/carers (or a representative) will need to agree this with your local authority Lancashire. A Personal Budget can only be used for agreed provision in the EHC plan.

Roles and Responsibilities

The Role of Class Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teachers respond to children’s needs by:

- providing quality first teaching that ensures the progress of all children, in line with the Teachers’ Standards.
- providing starting points for the development of an appropriate curriculum;
- providing support for children who need help with communication, language and literacy;
- planning to develop children’s understanding through the use of all their senses and of varied experiences;
- planning for children’s full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- involving parents in implementing a joint learning approach at home.

The role of the SEND Co-ordinator

In our school, the SENCo:

- acts as an advocate for children with SEND and their families.
- manages the day-to-day operation of the school's special educational needs policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- contributes to the professional development of all staff;
- oversees the records of all children with special educational needs;
- acts as the link with parents of children with special educational needs;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- in conjunction with the Headteacher, manages a range of resources, to enable appropriate provision to be made for children with special educational needs.

The Role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities. It does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult with Lancashire local authority and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

The governing body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child. It has identified **Ross Ironfield** to have specific oversight of the school's provision for pupils with special educational needs.

The 'responsible person' in this school is the head teacher. The Headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement. The named Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

The Role of Parents / Carers

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement

is central to this. Parents have much to contribute to our support for children with special educational needs. Parents/carers are required to engage in the Individual Education Plan and support their child to progress towards the targets set. The named governor takes a particular interest in special needs and is always willing to talk to parents/carers.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. During this meeting, we review progress and set new targets for the next term.

The Role of Children with SEND

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. All staff at Brindle St James', recognise the importance of children developing social as well as educational skills. Children have much to contribute to guiding the provision that they receive for their special educational needs.

Children are required to engage in the review-plan-do cycle (at an appropriate level for their age and development) and provide evidence of their progress towards the targets set in the Individual Education Plan. Children are involved at an appropriate level in setting own targets. They are encouraged to make judgements about their own performance against their personal targets. We recognise success here as we do in any other aspect of school life.

Storing and Managing Information

All SEND documents are stored securely in the Headteacher's office. The sharing of information regarding SEND is subject to the procedures as set out in the Confidentiality Policy. Parental consent will be sought, where necessary, to share information with external agencies and/or professionals.

As the Individual Education Plans contain details of pupils' historical achievement, it is important that these documents are treated as confidential documents. It is the responsibility of parents/carers to ensure that their copies of these documents are kept safely.

Reviewing the SEND Policy

This policy is updated by the SENCo on an annual basis and is reviewed by the head teacher and **Full Governing Body**.

This is then shared with staff so that they are aware of any changes to our policy

Accessibility

To ensure access for pupils or parents/carers with disabilities, the school has an accessibility plan and any building work undertaken is carried out ensure access is appropriate. This is available on the school

website. Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the school's Local Offer

Complaints

If you have an area of concern regarding your child, or any aspect of school life, we find it is better for all concerned for you to let us know, as soon as possible. It is much easier for us to sort out a recent problem than something that happened some time ago.

We promise to:

- Deal with your area of concern honestly and politely
- Look into the issue thoroughly, fairly and as quickly as possible.
- Keep you up-to-date with what we are doing.
- Apologise if we have made a mistake.
- Tell you what we are going to do to put things right.

Further information can be located in our Complaints Procedure in the School Information section of our website.

Anti-Bullying

Brindle St James' does not tolerate any form of bullying.

Information can be located in our Anti-bullying Policy in the School Information section of our website.

Appendix

List of personnel involved in SEND issues

NAME	POSITION
Mrs T. Austin	Headteacher
Ms G.Corney	SENCo
Mr R. Ironfield	SEND Governor
Mrs K. Whyte	Chair of Governors
Mrs J Chase	Assessment Co-ordinator
Mrs T. Austin	Managing Medical Needs Responsibility
Mrs T. Austin / Ms G.Corney	Designated Teacher with Specific Safeguarding Responsibility
Mrs J Chase	Managing PPG funding Responsibility
Mrs T Austin	CLA funding responsibility