



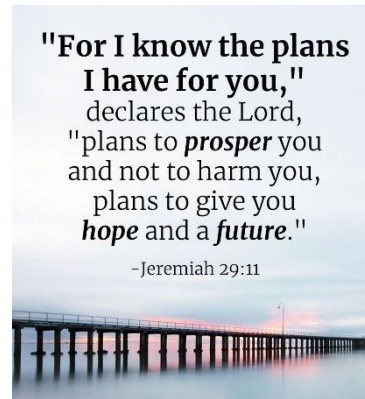
## SEN Information Report



St. James' Church of England Primary School, Darwen

July 2025

### 'Building One Faith, One Family, Our Future'



**1. What kinds of special educational needs do we make provision for at St James' CE Primary School?**

The inclusive, Christian nature of our school means that we seek to provide the best opportunities for learning whatever the child's background, ability or family circumstances. We aim to provide a learning environment that is flexible enough to meet the needs of all members of our school community. We welcome children with any form of SEND across the 4 areas of need as laid out in the SEND code of practice 2015: communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs. We do not have a designated specialist or special need unit attached to the school. All provision and identification is discussed through the terms of our SEND policy as found on the school website

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|  | <a href="https://www.stjameslowerdarwen.co.uk/our-vision-and-values/">https://www.stjameslowerdarwen.co.uk/our-vision-and-values/</a>   |
| <p><b>2. How do we identify individual special educational learning needs?</b></p> | <p>Pupils are identified as having SEND, and their needs assessed, through:</p> <ul style="list-style-type: none"> <li>• Information passed on from Nursery or previous school;</li> <li>• Concerns raised by parents/carers;</li> <li>• Discussions with teaching staff and observations;</li> <li>• Baseline testing, termly progress data, KS1 results, end of year results;</li> <li>• Interventions undertaken and their impact;</li> <li>• Concerns raised by the pupil themselves;</li> <li>• Liaison with feeder schools on transfer;</li> <li>• Special educational assessments carried out by staff at St James', members of BwD SEND Support Service (SEND SS) or the Educational Psychologist (EP).</li> </ul> <p>When pupils have identified SEND before they start, we work with parents and the professionals involved to identify their needs and what we can do. If we identify a need, we are able to carry out assessments and we can share the outcomes of these with parents. Referrals can then be made if appropriate. The school has a special needs and disability policy that sets out how the school will assess and meet the needs of pupils with SEND. Our safeguarding and admissions policy also takes careful and particular account of pupils with SEND.</p> |
| <p><b>3. Contact details of the SENDCo &amp; Senior Leadership Team</b></p>        | <p>We have an open door policy at St James' and we welcome you in to discuss your child at any time.</p> <p>If you have concerns then please contact:</p> <ul style="list-style-type: none"> <li>• Your child's teacher</li> </ul>  |

- The SENDCo (Mrs Smith) [Katie.smith@stjameslowerdarwen.blackburn.sch.uk](mailto:Katie.smith@stjameslowerdarwen.blackburn.sch.uk)
- The Headteacher (Mrs Tindall) [Melissa.tindall@stjameslowerdarwen.blackburn.sch.uk](mailto:Melissa.tindall@stjameslowerdarwen.blackburn.sch.uk)
- Designated Safeguarding Lead & Wellbeing Lead (Mrs Jacques) [Lesley.jacques@stjameslowerdarwen.blackburn.sch.uk](mailto:Lesley.jacques@stjameslowerdarwen.blackburn.sch.uk)
- Website: <https://www.stjameslowerdarwen.co.uk/our-vision-and-values/>
- SEN Governor: contact through school office on: [office@stjameslowerdarwen.blackburn.sch.uk](mailto:office@stjameslowerdarwen.blackburn.sch.uk)

Contact can also be made via the main school telephone number 01254 698656

**4. Arrangements for consulting parents of children with SEN and involving them in their child's education.**

- In person
- By appointment
- Scheduled review meetings
- Letter
- Home school Liaison
- Telephone
- Text
- Email
- Parent View
- Parents Evenings
- Family Well-Being coordinator
- SEN parents evening
- School open door policy
- Home school communication books

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|  | <p>School works hard to ensure excellent links with parents. The class teacher and SENDCo are always available to discuss progress, concerns and answer any questions. Where a pupil is assessed as having SEN, the parent is contacted by the school and they are encouraged to be involved in working in partnership with the school to meet their child's needs. Parents meet with class teachers to share IEP's and IEP reviews take place each term where they can discuss their child's progress. If the parents of a child with SEND wish to have their child admitted to the school, the Headteacher will meet with the SENDCo and discuss the child's needs with the parents. The Headteacher will then inform them of the type and quality of the provision which the school can provide to meet those needs, before the child is admitted.</p> |
| <p><b>5. Arrangements for consulting young people with SEND and involving them in their education.</b></p> | <ul style="list-style-type: none"> <li>• Pupil Voice group(s): Oracy group, SOLs, Courageous advocates, Worship Warriors, Sports and Extra-curricular, Wellbeing.</li> <li>• One page profiles (EHCP);</li> <li>• SEN on a Page;</li> <li>• IEPs (Individual Education Plans);</li> <li>• SEN/Annual Review meeting paperwork/attendance;</li> <li>• Personal Interviews;</li> <li>• Inclusion Co-ordinator discussions;</li> <li>• Pupil Tracking Meetings.</li> <li>•</li> </ul> <p>The parents of pupils with special needs and the pupils themselves are fully involved in the decisions being made about their education. IEPs are shared with the child so that they are</p>  |

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|  | <p>aware of their targets and next steps. Where outside agencies are involved, the school will ensure that the parents are kept well informed and involved at every appropriate stage.</p>  |
| <p><b>6. Arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of this assessment and review.</b></p> | <p>These arrangements include :</p> <ul style="list-style-type: none"> <li>• Graduated approach (<b>Assess Plan Do Review cycle</b>);</li> <li>• Data tracking for pupil progress (including PIVATs if appropriate);</li> <li>• Individualised Education Plans (IEPs);</li> <li>• SEND review meetings and ECHP reviews;</li> <li>• Observations and follow up strategies by outside agencies/SENDCo;</li> <li>• Parents' meetings;</li> <li>• Behaviour/rewards charts;</li> <li>• Weekly meetings with class teacher;</li> <li>• Daily home/school books (emails or phone calls);</li> <li>• Professional quantifiable assessment.</li> </ul>   |
| <p><b>7. Arrangements for supporting children and young people in moving between phases of education.</b></p>  | <p>Our reception class teacher/teaching assistant(s), alongside the SENDCo, contact the child's nursery setting prior to the children joining at the beginning of the reception year. Staff also make home visits to meet with the parent/carer and child. Usually, a new intake information meeting is held in the summer term prior to their child's admission where parents/carers have the opportunity to speak with the head teacher, SENDCo and the school's Inclusion and Wellbeing Coordinator about any concerns they may have. Where this is not possible, the school will produce an information video for new parents with all the relevant information and contact details that would normally have been shared at this meeting. One half-day transition visit is generally available for all new intake children to</p> |

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|  | <p>come and experience the school setting. Additional transition can be arranged if required after consultation with parents/carers and other professionals.</p> <p>All children join in reception in September with staggered starts over the first week consisting of one full day before they start full time. All children who join our school (other than at the start of Reception) are given a peer mentor who will support them and help them settle into their new class.</p> <p>For some children, who may need some extra support, we make a transition book to support their move from one class to the next. The book contains photos of the new class; new class teacher; new classmates etc. so that the child can look at the book over the summer break. This will be sent/emailed home prior to the summer holidays. We do this using Widgeit.</p> <p>SEND on a Page profiles are handed over during transition meetings between teachers.</p> <p>In Year 6, teachers prepare children for the transition to secondary school and secondary school staff visit the school to talk about all children's needs. Some children benefit from extra support in their transition to secondary school. These children will be supported by a teaching and learning assistant or the SENDCo. This may involve additional visits to the secondary school. When/if funding/provision is available, SEND children will be targeted for attendance at summer school in liaison with the receiving secondary school.</p> |
| <p><b>8. The approach to teaching children and young people with SEND.</b></p> | <p>Provision for SEN pupils includes :</p> <ul style="list-style-type: none"> <li>• Quality first teaching, with appropriate adaptations in place;</li> <li>• Extra adult support in all classrooms, including 1:1 sessions;</li> <li>• Personalised provision through time-limited programmes;</li> </ul>  |

- Personalised provision through adapted resources, interventions and timetables;
- Creative, stimulating topics accessible to all children;
- Children's input on the learning that takes place;
- A supportive playtime environment with adult led activities;
- Specialist equipment is provided to help the children in their learning e.g. writing slopes, computer programmes, fidget toys or easy-to-use scissors

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37). We are a fully inclusive school and we take reasonable action to ensure that each child can access all learning opportunities. Each child who is identified with a special educational need has an individual educational plan (IEP) which is updated regularly. These IEPs outline a child's targets, areas for development and progress made. Adaptation takes many forms including offering different levels of support, varying the task set, use of equipment and providing alternative ways of recording. Classes have extra adult support and they work on both an individual and group basis to reinforce learning to ensure understanding and engagement

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| <p><b>9. How adaptations are made to the curriculum and the learning environment of children and young people with SEN.</b></p>              | <p>Each subject has a list of how it is adapted for SEND children:<br/> <a href="https://stjamesdarwin.secure-primariesite.net/send-in-the-curriculum/">https://stjamesdarwin.secure-primariesite.net/send-in-the-curriculum/</a></p> <p>The curriculum /learning environment may be adapted by :</p> <ul style="list-style-type: none"> <li>• Groupings that target specific levels of progress;</li> <li>• Adapted resources and teaching styles;</li> <li>• Appropriate choices of texts and topic to suit the learner;</li> <li>• Access arrangements for tests and or examinations e.g. the use of scribes, prompters, modified papers and readers;</li> <li>• Additional adult support;</li> <li>• Adjustments to timetables;</li> <li>• Lunchtime Provision;</li> <li>• Life and social skills work;</li> <li>• Outdoor learning opportunities linked to subject areas;</li> <li>• Individualised visual support systems.</li> </ul> |
| <p><b>10. The expertise and training of staff to support children and young people with SEND, including use of specialist expertise.</b></p> | <p>All staff have Safeguarding, PREVENT training, GDPR &amp; Cpoms training.</p> <p>One or more members of staff hold the: National SENDCo Award , Coaching Diploma, First Aid training, Fine and Gross Motor Skills program, Makaton Signing, Attachment and Loss, Widgit, Clicker 7, Social Stories (Behaviour/ASD resources), Boxall profile training, Epipen Use, Epilepsy awareness training, CSE/CCE training, Designated Safeguarding Lead, Introduction to counselling, Introduction to Cognitive Behaviour Therapy training, ELKLAN Level 3, Emotions Coaching.</p>  |

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|   | <p>We have ELSA (Emotional Literacy Support Assistant) trained staff. We also assess and deliver WELLCOMM (a speech &amp; language toolkit) sessions for children who require additional support. The SENDCo is also given opportunities to attend training and network meetings, this information is then shared with all relevant staff.</p> <p>Specialist expertise engaged from external services –<br/> Speech and Language therapists, Early Years’ team, Paediatrician/school nurse team, SEND Support Services, Educational Psychology support, Social and mental health services.</p>   |
| <p><b>11. Evaluating the effectiveness of the provision made for children and young people with SEND.</b></p> | <p>The school regularly monitors, evaluates and reviews the provision made for pupils with SEND: data is regularly reviewed by the Senior Leadership Team, shared with the Governors and this is then captured in the school’s self-evaluation (SEF).</p> <p>Individual targets (children who are on an IEP) are evaluated termly (October/February and Jun) in discussion with class teacher, parents and outside services which are then shared with all parties.</p> <p>Annual review meetings will be held for those children with have an EHCP (Education Health Care Plan).</p> <p>The SEN Information Report is posted on the school’s website.</p> <p>Individual children may also have daily home/school books (or e-mails/telephone conversations or contact through Class DOJO); behaviour and reward charts in class and /or</p> |

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|  | <p>weekly discussion with the class teacher in order for parents to be kept fully informed of their child's needs and progress.</p>  |
| <p><b>12. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.</b></p> | <p>The school ensures that pupils with SEND are able to participate and engage appropriately in the activities available to all pupils. The school ensures that every child with SEND has access to quality first teaching. All activities are planned and adapted as required.</p> <ul style="list-style-type: none"> <li>• Outside activities and school trips are available to all.</li> <li>• Risk assessments are carried out and procedures are put in place to enable all children to participate.</li> <li>• Higher staff to pupil ratios if required.</li> <li>• If needed, after discussions with parents, provision may be made for breakfast club and after school activities including PTA events which happen on school grounds.</li> </ul> <p>The Accessibility Policy which is accessible on the school website</p> <p><a href="https://www.stjameslowerdarwen.co.uk/policies/">https://www.stjameslowerdarwen.co.uk/policies/</a></p> |
| <p><b>13. Support for improving emotional and social development</b></p>   | <p>St James' school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties, including three trained ELSAs who are available throughout the school day. Staff and children are trained in e-safety and this training is available to parents. All children are taught about bullying, friendship and staying safe (including e-safety) through PSHE. The school has a team of designated safeguarding leads to deal with issues regarding safeguarding and child protection. We</p>   |

also have a wellbeing pupil voice group and peer mentors. Reception children are paired with a 'buddy' in Year 5 to help them to make relationships and feel welcome immediately.

Pupils are well supported by :

- Comprehensive safeguarding training;
- An anti-bullying policy with specific reference to SEND;
- Our inclusion and wellbeing co-ordinator with up-date training in Designated Safeguarding Lead, Coaching Diploma, Introduction to counselling and Introduction to Cognitive Behaviour Therapy training;
- Targeted support/coaching for individual pupils;
- Pupil Voice co-ordinators/ambassadors allowing all children to have their say;
- Outreach support and advice from specialists;
- Access to specialist/alternative provision if required;
- Boxall profile training;
- Timetable variations;
- Playtime/lunchtime support;
- Individualised reward systems.

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| <p><b>14. How the school involves other agencies, including health and social care, local authority support services and voluntary sector organisations in meeting children and young people’s SEND and supporting their families.</b></p> | <p>This is in line with the governing bodies statutory and mandatory duties.</p> <p>Where appropriate, the school involves outside agencies in meeting pupils’ additional needs, including SEND. Parents are consulted, consent is explicitly sought and we seek to ensure that parents remain involved throughout the process.</p>  |
| <p><b>15. Arrangements for handling complaints from parents of children with SEND about the provision made at the school</b></p>   | <p>This is in line with the schools existing complaints policy and procedures. The school complaints policy sets out the full detail of the processes in place. In summary, all complaints should first be discussed with the class teacher, then the SENDCo before being directed to the headteacher. If concerns cannot be resolved then complaints should be made in writing to the SEND governor. Please refer to the schools complaints policy for more information.</p> <p><a href="https://www.stjameslowerdarwen.co.uk/policies/">https://www.stjameslowerdarwen.co.uk/policies/</a></p> |
| <p><b>16. The arrangements for admission of disabled persons as pupils at the school.</b></p>  | <p>The school admissions policy sets out the arrangements for the admission of all pupils including those with SEND.</p> <p><a href="https://www.stjameslowerdarwen.co.uk/policies/">https://www.stjameslowerdarwen.co.uk/policies/</a></p>  |

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| <p><b>17. The steps taken to prevent disabled pupils from being treated less favourably than other pupils.</b></p>   | <p>At our school, all children are treated equally. We are committed to doing this and the school adheres to our anti-bullying policy, SEND policy and behaviour policy.</p>   |
| <p><b>18. Information about how equipment and facilities to support children and young people with special educational needs will be secured.</b></p>                                    | <ul style="list-style-type: none"> <li>• Support Services</li> <li>• Charities</li> <li>• Volunteers</li> <li>• Other professional services such as SEND, Occupational therapy and SALT.</li> </ul>  |
| <p><b>19. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</b></p> | <p><b>Blackburn with Darwen Local Offer</b><br/> <a href="http://www.bwd-localoffer.org.uk/">http://www.bwd-localoffer.org.uk/</a></p> <p><b>Blackburn with Darwen SENDIASS</b><br/> <a href="http://cyp.iassnetwork.org.uk/service/blackburn-with-darwen-sendiass/">http://cyp.iassnetwork.org.uk/service/blackburn-with-darwen-sendiass/</a></p> |
| <p><b>20. Information on where the local authority's local offer is published. Promoting the Local Offer at school with parents and by parents</b></p>                                   | <p><b>Blackburn with Darwen Local Offer</b><br/> <a href="http://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page">http://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page</a></p> <p>Specific events/information distributed to SEND parents when applicable</p>  |

