



St. James' Church of England Primary School

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

Special Educational Needs and Disabilities (SEND) Policy

Reviewed by K.Smith – Autumn 2025
Approved by Governors – Autumn 2025

Review Date– Autumn 2026 (Resources Committee)

Foundation, Vision and Intent

St James' Lower Darwen

Church of England Primary School



"Building One Faith, One Family, Our Future."

"We offer a holistic curriculum that champions our community and is aspirational."

PERSONAL DEVELOPMENT

through

ENRICHMENT

THE NATIONAL CURRICULUM

SKATS

FORGIVENESS

COMPASSION

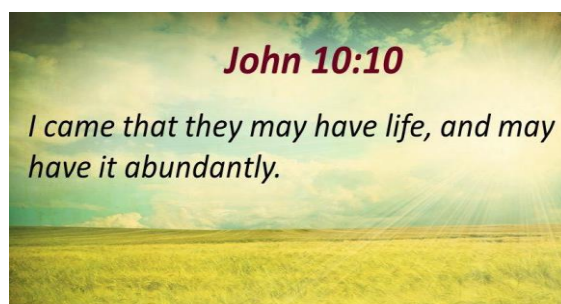
LOVE

TRUTH

JUSTICE

Jeremiah 29:11

John 10:10



We want our children to know that **God has a plan for them** that means **they live their best life possible.**

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the **spiritual development** offered to our families through Worship, RE and our links with Church, work towards making this happen.

Introduction

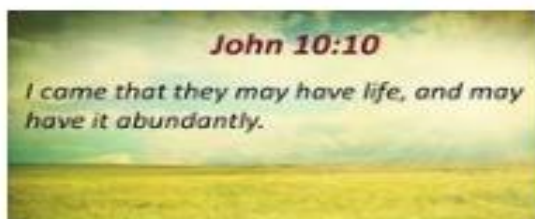
This document is a statement of the aims, principles and strategies adopted by St. James' Church of England Primary School, Lower Darwen in relation to Special Educational Needs and Disabilities (SEND). It should be read in conjunction with other school policies and official Government documents including the Special Educational Needs Code of Practice (2015), Keeping Children Safe in Education document (2024), Working Together to Safeguard Children (2023), Teachers Standards (2012), Safeguarding Children and Child Protection Policy (2020), The National Curriculum in England: Key Stage 1 and 2 (2016), The Early Years Foundation Stage Statutory Framework, Positive Behaviour Policy, Anti-bullying Policy, the PSHE Policy, the Online Safety Policy and the Attendance policy.

Underpinning this work

Our Core Values

- **Love** each other, like Jesus loves us.
- **Forgive** each other, like God forgives us.
- Treat each other **fairly**.
- Tell the **truth**.
- Show **compassion** to those who need us.

Foundation Scriptures



Aims

- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers.
- To ensure that all pupils have access to a broad and balanced curriculum and take as full a part as possible in all school activities to prepare them for their next stage of education and adulthood.
- To reflect the SEND Code of Practice (2015) in stating that 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. (p86, para 6.33). Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.
- To fully adopt the graduated response approach to ensure that all pupils with special educational needs and/or disabilities are identified early, and are assessed and catered for with the highest possible expectations for all.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- To clearly identify the roles and responsibilities of school staff and the SEN Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.

Definition of Special Educational Needs and Disabilities

The 2015 Code of Practice says that: A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Taken from 2015 SEN Code of Practice: 0 to 25 Years– Introduction xiii and xiv.

Around 13.1% (November 2025) of children at St. James' are at SEN support with 5.5% having EHC Plans (Education, Health and Care Plans). This is just below the national average for SEN Support (In Primary, 14.2% have SEN support, nationally, January 2025) and just above the national average for EHCPs (5.3% of pupils have an EHC plan in Primary, nationally, January 2025). This means that all teachers expect to have children with SEND in their classes.

Identification

The purpose of identification is to work out what action the school needs to take in order for the young person to reach their own potential. The school identifies the needs of pupils by considering the needs of the whole child; not just their special educational needs. The ability to identify SEN and adapt teaching in response to the diverse needs of pupils is a core requirement of the teachers' standards (2012). Teachers are guided and supported in this by the SENCo and information is shared appropriately and frequently. Although the SENCo has overall responsibility for supporting the identification of pupils with SEN in the school, it is recognised that all members of staff have a role to play in this process. This is part of the collective responsibility and collaborative approach of the school as early identification of pupils with SEN is a crucial factor in overcoming barriers to learning.

At St. James Lower Darwen Primary School, we use a number of indicators to identify pupils' special educational needs such as:

- Information passed on from Nursery or previous school;
- Concerns raised by parents/carers;
- Discussions with teaching staff and observations;
- Baseline testing, termly progress data, KS1 results, end of year results;
- Interventions undertaken and their impact;
- Concerns raised by the pupil themselves;
- Liaison with feeder schools on transfer
- Special educational assessments carried out by staff at St James', members of BwD SEND support (SENDSS) or the Educational Psychologist (EP)

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 diagnostic tests and we can share the outcomes of these with parents. Referrals can then be made if appropriate. Our safeguarding and admissions policy also takes careful and particular account of pupils with SEND.

What is not SEN but may impact on progress and attainment may include:

- disability
- attendance and punctuality;

- health and welfare;
- children/young people in receipt of Pupil Premium Grant or Pupil Premium Plus;
- LAC (Looked After Child);
- EAL (English as an Additional Language).

The Graduated Approach (to be read alongside Appendix 1 – BwD Graduated Response for Mainstream Schools for Meeting SEN needs/Graduated Response for Early Years, Appendix 2 – BwD Role and Responsibilities of Mainstream Schools and Appendix 3 High Quality Inclusive Teaching Framework)

Quality First Teaching

- a) Any pupils who are falling significantly outside of the age-related expectation (ARE) attainment range for their year group will be monitored and/or those who are struggling socially or emotionally with any aspect of classroom/school life.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored and assessed by staff in order to gauge their learning, understanding, language levels, social interactions, emotional needs and other possible difficulties that may have been/ could be highlighted.
- c) The child's class teacher(s) will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class or carry out any specialised assessments to help understand the child's strengths and difficulties.
- e) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- f) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are actively encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN register. Parents are given this information. This is known as the 'monitoring list' and is used as an aid to further progression and for future reference.
- i) Termly pupil progress meetings (used to monitor and assess the progress being made by the children in the class) are opportunities to formally discuss any concerns that the teacher/support staff may have about a child. The frequency of these meetings is dependent on the individual child's needs and progress being made. However, discussions may take place at any time should the need arise.

Special Educational Needs Support (SEN Support – K Code)

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four part process: • **Assess** • **Plan** • **Do** • **Review**.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most

effective in supporting the pupil to achieve good progress and academic outcomes and/or the most appropriate emotional or social support so they are ready and able to learn in the classroom.

Assess: This involves clearly analysing the pupil's needs using the class teacher's observations, assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information, observations and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Plan: Planning will involve consultation between the pupil, teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought to reinforce or contribute to this progress at home where necessary. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will form the basis of the pupil's IEP (Individual Education Plan).

Do: The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching and expectations. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review: Reviews will be undertaken in line with agreed dates (usually termly but can be as and when the need arises). The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development and making any necessary amendments going forward.

Education, Health and Care Plan (EHCP – E code)

An Education, Health and Care (EHC) plan is for children and young people aged up to 25 who need more support than is available through SEN support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

If a child has lifelong or significant/exceptional difficulties they may undergo a Statutory Assessment Process (referred to as an Educational, Health and Care plan (EHCP) request) which is usually made by the school but can be requested by a parent (or directly by the Local Authority for children under 5). This will

occur where the complexity or exceptionality of the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review meeting and will be part of the ongoing plan-do-review cycle for that child. The application for an Education, Health and Care Plans will combine information from a variety of sources including: parents, teachers, SENCo, Educational Psychologist, other Education Professionals, Social Care and Health Professionals. Information will be gathered and submitted to the EHCP panel relating to the current provision provided, cost of that provision, advice that has been sought and action points that have been taken from this, and the outcomes/reviews of targets set. The EHCP panel, made up of representatives from education, health and social care, will decide whether or not the child is eligible for an EHC Plan based on three criteria.

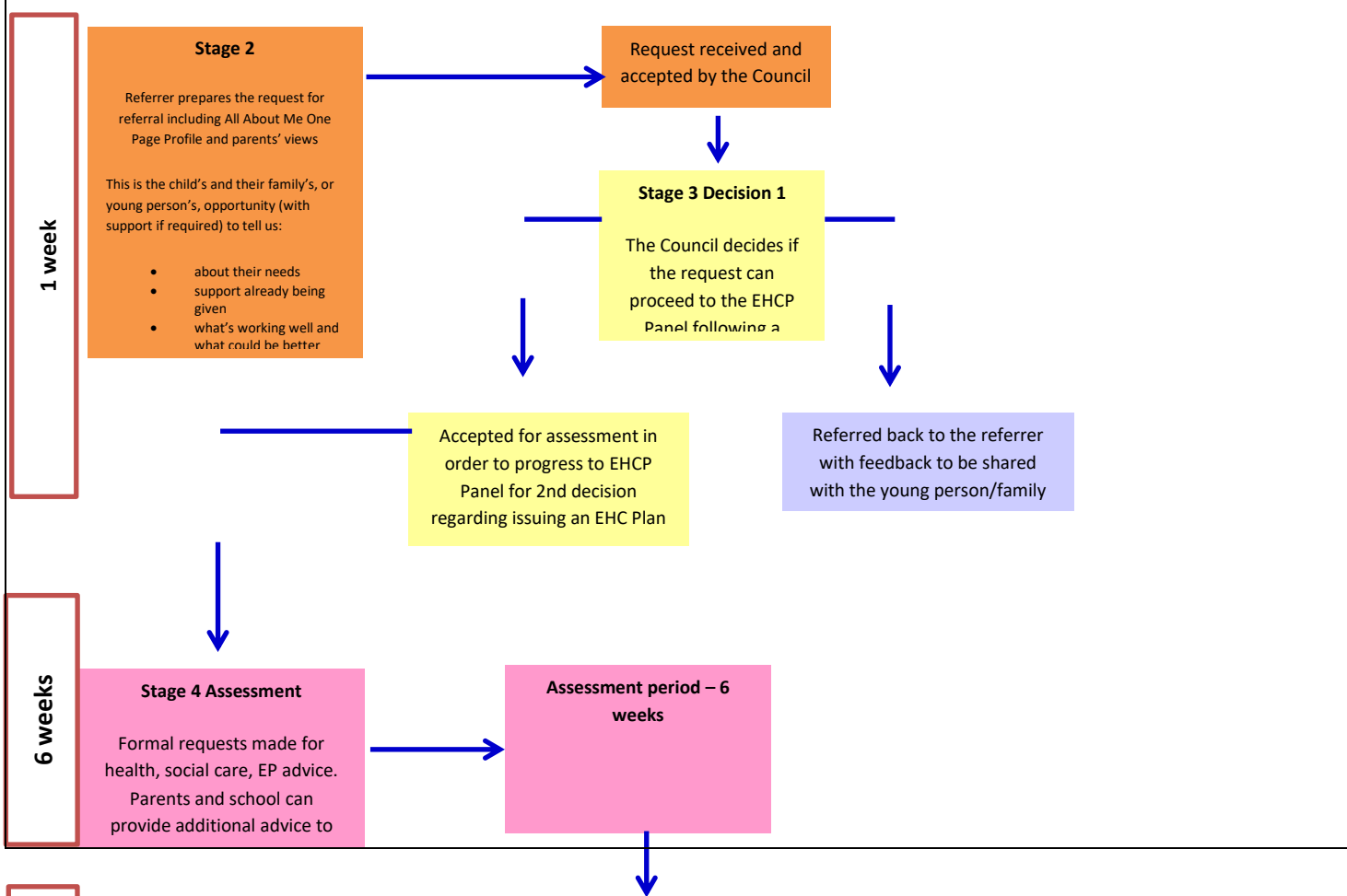
The Criteria

1. Has the young person had access to all relevant resources available, including Elements 1 & 2 from their educational setting, universal & targeted health services and social care input?
2. Has the referrer co-ordinated the involvement of the young person, their parents/carers and all relevant professionals in seeking to meet the needs of the young person?
3. Is there evidence to indicate that the special educational needs of the young person are **exceptional** relative to others of the same age within the LA?

All three criteria must be met for submissions from settings, parents, young people and other agencies. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. Further information about EHC Plans can be found via the Blackburn with Darwen SEN Local Offer: <https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/advice.page?id=vJiotcM8jY>
See flow chart for BwD EHCP Referral, Assessment and Planning process.

Education, Health & Care Referral, Assessment & Planning Process Overview

Stage 1 – SEN Support – The Graduated response following the Assess, Plan, Do, Review process



Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

EHCP Annual Reviews: The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Annual reviews are carried out in accordance with the COP. At St. James, we use this time to bring together all the professionals involved, to consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the EHCP. The child's view is taken into account prior to the meeting and/or with their attendance at the meeting if it is felt they would understand the purpose of it. An annual review meeting might recommend amendments to the EHCP if: significant new evidence has emerged which is not recorded on the original EHCP; significant needs recorded on in the EHCP are no longer present; the funding provision needs to be amended to meet the child's changing needs; new targets need to be set as it is a transition between key stages (e.g. KS1 to KS2 or KS2 to KS3) or the child is changing schools (either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting, as agreed by all parties). For pupils in Year 5 (Summer term) the annual review is used as a means of declaring the secondary phase provision required. Secondary SENCos are invited to these meetings. During the annual review we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report. This is submitted, within two weeks of the meeting, to the Statutory Assessment team at BwD for review.

Supporting Pupils and Families

Blackburn with Darwen's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Blackburn with Darwen's Local Offer is available from the following website: <https://www.bwd-localoffer.org.uk/>.

SEN Information Report (Appendix 4)

The school's SEN Information Report, available on the school website and updated annually, outlines the school's statutory requirements including how school identifies SEN, how pupils and parents will be supported, how communication is made with all parties involved, the transition, examination and access arrangements made for pupils and links to further support.

Admissions

At St. James Lower Darwen Primary School all children have an equal right to inclusion. Please refer to the current Admissions policy for detailed information about the admissions criteria for our school.

Applications are made through <https://www.blackburn.gov.uk/index.php/schools-and-education/school-admissions>

GDPR Compliance

All records containing sensitive information relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. Staff also use CPOMS to securely share information with those who need to be aware of its content. When a child leaves St. James', either through the end of KS2 or an in-year transition, any SEN CPOMS records and relevant paper-based documents are securely transferred to the new school and archived within our own system. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter. The school's policy on Data protection is available to view on the school website.

Complaints Policy and Procedure

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 school's complaints policy for more information.

<https://www.stjameslowerdarwen.co.uk/policies/>

Bullying

All St. James' staff are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn and progress to their full potential, in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. We recognise that children with SEN can be more vulnerable to all types of bullying, abuse, neglect and exploitation including CCE and CSE. Support is provided to all children with SEND to reduce this vulnerability including the offer of pastoral support. (KCSIE 2024). If bullying does occur, we would want all pupils to feel confident to seek support from an adult and know that incidents will be dealt with promptly and effectively. We would expect that anyone who knows that bullying is happening will feel safe and confident to tell an adult. The Anti-Bullying policy is available on the school website.

Accessibility

Duties have been placed on schools since September 2002 in relation to pupils with disability. In order to cover this legislation, St. James' continues to:

- not discriminate against disabled pupils;
- take responsibility for taking reasonable steps to include pupils with a disability;
- make increased accessibility for disabled pupils in line with the local authorities' strategic planning. Staff are aware of the distinction between the definition of a pupil with SEN and a disability. The definition of a disabled pupil under the Disability Discrimination Act is 'a pupil who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'. For further details, see Accessibility Plan, available on the school website.

- <https://www.stjameslowerdarwen.co.uk/accessibility-plan-2021/>

Appendices

Appendix 1 – BwD Graduated Response – Mainstream & BwD Graduated Response in Early Years

Appendix 2 – BwD Roles and Responsibilities of Mainstream Schools 2017

Appendix 3 – BwD High Quality Inclusive Teaching Framework

Appendix 4 - SEN Information Report 2023 <https://stjamesdarwen.secure-primariesite.net/send-information-report/>