



St. James' Blackburn
CE Primary School

Vision Statement

Guided by our Christian Values, we endeavour to inspire, cherish and serve our school community. We strive to be exceptional in all we do. We will nurture a love of all God's children. We seek to build respect for all faiths and beliefs.

'Serve one another in love' (Galatians 5.13)

Mission Statement

Together we value, inspire and develop each other within a happy, safe community based on Christian values and respect for other faiths.

'Show respect to everyone'

(Deuter 10:17)

LOVE

'Serve one another in love'

(Galatians 5.13)

RESPECT

'Show respect to everyone'

(Peter 12.17)

COURAGE

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.'

Special Educational Needs and Disabilities Policy (SEND)

Date Agreed by Governors: February 2025

Governor Review Date: February 2026

School Vision

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School Mission Statement

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School Values

The school has nine school values, underpinned by 3 core Christian Values of:

Courage

'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.' (Joshua 1.9)

Love

'Serve one another in love' (Galatians 5.13)

Respect

'Show respect to everyone' (Peter 1 2.17)

School Arrangements

This policy aims to provide a framework to assist all staff to make suitable provision for the Special Educational Needs and Disabilities of children at St James' Primary School. The SEND policy is in place to ensure that children who are identified as having Special Educational Needs are fully supported within the Code of Practice.

We value all pupils equally and strive to ensure that all children develop their talents and skills, and make progress throughout their time in our school. Children with special educational needs may be particularly vulnerable in regard to safeguarding.

It is vital that children receive the right help and support at the right time to address unmet needs and identify risks to prevent issues from escalating.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who have Special Educational Needs and Disabilities.

The well-being of every child is central to the ethos of St James'. The school adopts a proactive approach to dealing with any concerns that children may face. This enables St James' to provide a happy, safe and caring environment.

The School Pastoral Leader, provides help and support to both parents, carers and children. The School Pastoral Leader can be contacted via the school office.

Other ways we offer support include:

- Emotional Literacy Support Assistant-supporting groups of pupils in the development of self-esteem and motivation.
- Teaching Assistants supporting the development of targeted oracy, reading, writing and maths both within and outside the classroom.
- Provision of homework to support home learning.
- Provision of quality enrichment.
- Assisting parents in providing medical care for their children. Please refer to 'Medicines and supporting pupils in school with medical conditions policy'.

Pupils with special needs and disabilities should have full access to the curriculum and life of the school. These aims are in accordance with the legal requirements of the Code of Practice and SEN & Disability Act 2014, on the identification and assessment of SEND. This policy links with the Equality Policy on how it manages pupils with disabilities.

Definition of Special Education Needs

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Policy Objectives

St James' Primary School believes that all children have the right to access a broad, balanced curriculum within a fully inclusive school environment:

Our policy will aim to inform:

How children with Special Educational Needs and Disabilities will be identified.

- How the needs of identified pupils will be met.
- How the school will liaise with outside agencies.
- How the school values and seeks parental contribution towards meeting the needs of identified children.
- How the school will link SEND into all aspects of the life of the school in policies, practice and development.
- How individual progress will be monitored and recorded.

Aims of SEND Provision at St James' Primary School

- To have regard for the Code of Practice in fulfilling Statutory Requirements for meeting the needs of children with Special Educational Needs.
- To ensure that all staff are aware of the SEND Policy and the Code of Practice and are aware of their responsibilities in the provision for SEND pupils.
- To inform and involve parents throughout the process of identification and provision to meet pupil's needs, ensuring close liaison from the earliest stages.
- To offer support to parents during what might be a difficult time for the family.
- To assess as accurately as possible the nature of the pupil's needs and to provide the necessary support/learning programmes to meet the pupil's needs.
- To facilitate the integration of pupils with SEND within the school as a whole.
- To positively utilise the strengths of pupils whilst identifying and addressing their particular needs.
- To ensure that all teaching staff (and where appropriate) support staff, are aware of any specific educational, medical and social needs of identified pupils within a confidential framework.
- To ensure that children are involved in the target setting process and evaluation of progress.
- To involve pupils in the target settings of their Individual Education Plan (IEP)
- To involve outside agencies when necessary, to assist with assessment and provision.
- To appropriately fund (within budgetary constraints) SEND provision in order to provide adequate staffing and resources to meet the needs of pupils with Special Educational Needs and Disabilities.

Persons Responsible

All staff recognise and share the responsibility for the identification, assessment and provision for children with SEND. Provision for these needs will be co-ordinated by the SEND Co-ordinator (SENCo).

The SEND team includes named TAs who support individual children with Education and Health Care Plans (EHCPs) and Statements/IPRAs. Their line manager is the SENCo. who is always available to liaise with them, support them and provide CPD opportunities whenever possible. However, all members of the school staff have shared responsibility for the inclusion of pupils with SEN and disabilities.

The governing body has an identified nominated SEND governor. The nominated governor fulfils the role by supporting, meeting and challenging the SENCo as appropriate.

Identification, assessment and provision

The 'Code of Practice on the Identification and Assessment of Special Educational Needs and Disabilities' is fully implemented at St James' Primary School. Initial identification of SEND is monitored by the class teacher and the child may be given differentiated work if necessary.

The SENCo will establish whether there are any further causes for concern, or if the pupil is accessing the curriculum at an expected level.

Special Educational Needs and Disability Support

St James' Primary School encourages and values contributions from parents regarding the needs of their children. We believe that parents play a vital role in the identification of the special needs of their children as they know their children's needs the best and school values the input and support from parents and carers.

At St James' we provide opportunities for parents and carers to share information about their child in the following ways:

- During Induction meetings prior to children starting school.
- Medical conditions are hi-lighted on the school admission form, are discussed at induction meetings (and School Nurse involvement initiated if required) and are checked annually by class teachers.
- Informal discussions with class teacher and/or SENCo.
- Liaison with nurseries, enables early identification of children with special educational needs on entry to school.
- On entry to school, children in the Reception class have a baseline assessment and an on-going Foundation Stage Profile is completed at the end of the year, which may identify children with SEND.

The school recognises that initial concern about pupils' special needs may come from a variety of sources:

- Parents
- Teaching Staff
- In school support staff
- Health service Professional
- Social Care Professional

If there are concerns expressed by the teachers, the SENCo will analyse any existing assessment data e.g. base line, Ravens, BPVS, Derbyshire, EALIP, SATs, Dyslexia screening etc. with any further outside agency information to make the best educational provision for the child.

All school staff will be informed by the class teachers and SENCo of the particular needs of any children they are working with, and made aware of any set targets, necessary resources and special provision required.

The SENCo will ensure that the child's parents are consulted at every stage of the process.

At St James' Primary School, each class teacher has a Well-being file, with all the relevant information on the pupils in their class, who have SEND. This is regularly up-dated by the SENCo and class teacher.

If, as a result of discussion and assessment, some pupils may require outside agencies to be involved (e.g. Educational Psychologist, ISS, Complex Needs Service, Speech and Language therapy or other outside agency), the child will continue to receive SEND support. Parents will be invited to SEND support reviews.

If the Headteacher considers the need for a statutory assessment, evidence of support given in school (e.g. EHCPs, assessments, test results, meetings held, provision map etc.), reports from the Educational Psychologist, ISS, the Complex Needs Service and any other outside agencies involved with the child, will be sent to the LA for consideration. The final decision is made following a meeting of a panel made up of teachers, Heads, SENCos, support services personnel, an Educational Psychologist and SEND officers. Parents/ Guardians of pupils with EHCPs will be invited to attend 'All about Me' meetings to review progress and provision.

Education and Health Care Plans.

The LA issues an EHCP (Education and Health Care Plan) which lasts for that Key Stage before re-consideration. Education and Health Care Plans entitle the child to the appropriate school place and resources to meet their needs. The LA, school staff, Governors and parents share the responsibility for ensuring the EHCP is implemented.

If a child is issued with an EHCP the Headteacher will be required to hold an annual review, in school, involving the child's parents, teachers and other agencies involved.

Admission Arrangements.

The starting point is that children with Special Educational Needs and Disabilities, those with EHCP's and those without, will receive mainstream education. At St James' Primary School we strive to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEND, in accordance with the Schools Admissions Policy.

Integration and Evaluation

All pupils with special educational needs and disabilities are fully integrated into the life of the school. They have full access to all the age-related activities regardless of ability. This will be achieved by staff training, differentiation strategies, in-class support and intervention groups.

The success of the development of the special needs provision will be monitored by the Governors, the Headteacher and the SENCo. This will be judged against the attainment and progress of the pupils with SEND.

PARTNERSHIP WITHIN and BEYOND the SCHOOL

In-Service Training

The SENCo will keep up to date with current thinking by – reading relevant papers, attending local meetings, attending SENCo cluster meetings, and coordinating relevant in-set days.

The SENCo will ensure that Staff are kept informed of developments in special needs and disabilities, both informally and formally, through contributions to staff meetings and in-set days.

Outside Agencies

At St James' Primary School, we form close working relationships with a range of services that support pupils with special educational needs and disabilities. The 'Complex Needs Service' and 'Inclusion Support Service' has a team of experts to advise schools on how best to assist our pupils e.g. those with speech and language difficulties, those with social, emotional and behavioural difficulties, and pupils with physical disabilities (including visually and hearing impaired). The Educational Psychologist is sometimes involved with pupils with SEND support (this may involve observation, testing, giving advice to parents and teachers, sometimes working with the child, and writing a report.) There is also liaison with speech therapy, pediatricians, school nurse and other relevant agencies.

Allocation of Resources

In addition to the core school budget, there is additional funding to support pupils with SEND and EHC plans in mainstream schools. At St James' Primary School we hold all personal budgets and provide provision for SEND pupils. The LA policy is to develop designated provision in mainstream schools, which will have additional funding for the specific provision based at the school. This policy is based on the DFCS document 'The Distribution of Resources to Support Inclusion'.

Inclusion

St James' Primary School strives to be an inclusive school and pupils identified as having special educational needs and disabilities are given equal opportunity to participate in all aspects of school life. St James' Primary School supports an inclusive approach through:

- Involvement in extra-curricular activities e.g. sports, school outings, and after school clubs.
- Policy on 'Respect for all' and anti-bullying strategies.
- Social integration at lunch and break times.
- There are arrangements to support and include non-teaching staff in school life, including regular meetings with the Head, and workshops and training sessions.
- Strategies to ensure parents are engaged with SEND procedures.
- Systems for early identification of barriers to learning and participation.
- High expectations and suitable targets for all children.

- Having equal opportunities and access to the school and its facilities.
- Allocation of support staff to enable children to be taught in smaller groups.
- Lessons are pitched appropriately so all children can learn and progress well. Teachers take into account the needs of individual children and plan different tasks and materials appropriately.
- Children work in a variety of groupings, such as small supported groups, one to one, mixed ability and similar ability groups.
- St James' is a fully inclusive school that takes every action to ensure that each child can access all learning opportunities.
- The school ensures that gifted and talented children receive equal opportunities to develop their learning.

Evaluating Success

The success of the school's SEND policy and provision is evaluated through:

Monitoring of classroom practice by the SENCo and subject co-ordinators to ensure that curriculum provision has been planned and delivered to enable SEND children to enjoy success and progress.

- Evaluation of lessons and plans and identifying next steps for SEND children.
- Involvement of pupils in setting and evaluating individual targets.
- Analysing individual, group and class progress and value added for SEND pupils.
- Tracking pupil's progress.
- Regular termly meetings with class teachers and/or support staff to evaluate IEP'S to discuss the effectiveness of intervention and support.
- Parental involvement in evaluating success and how effective they feel the provision has been is sought at parents evening, annual review meetings and other meetings arranged between the parents and SENCo.
- Termly reports.
- Analysis of pupil tracking data and test results.
- Use of 'All about me meetings' to monitor school and individual performance.
- Monitoring by SEND Governor.

Partnership with Parents

At St James' Primary School we value the key role that parents have in the education of their children and believe that parents should be as fully involved in their child's education as possible. They are the first and continuing educators of their children.

When a child is identified as having Special Educational Needs we aim to:

- Alert parents as early as possible if there is a cause for concern.
- Listen and respond appropriately if they themselves express concern.
- Consult parents about their child's strengths and weaknesses.
- Inform parents of the name and source of any school based or external support.
- Involve parents in giving extra help at home in any way with which they feel comfortable and confident.
- Involve parents in Annual Review meetings.

Parents are informed about the Blackburn with Darwen Parent Partnership Service, which aims to:

- Provide parents with independent and impartial information on all aspects of SEND policy and procedures.
- Offer support to parents during the educational assessment process.
- Provide training for parents on all aspects of the SEND assessment process.
- Link parents with trained volunteers.
- Improve communication between parents and voluntary groups and organisations.
- Encourage and support schools in further developing their links with parents.

Other Groups of Vulnerable Learners

At St James' Primary School we recognise not all vulnerable learners have Special Educational Needs and Disabilities. We support different groups such as EAL and gifted & talented learners in the same way.

Throughout our school we have a range of bilingual employees who support many of the children's home language's as well as translate when required. The school recognises the value of having bilingual employees.

St James' Primary School believes it is critical to recognise the existence of all round exceptional ability but we also acknowledge the number of students who are gifted or talented in specific areas. We aim to provide flexible provision, within an inclusive framework which sets out to provide appropriate teaching and learning opportunities for all pupils.

Complaint's Procedures

St James' Primary School values the contribution that is made by parents and encourages their involvement in the pupils' education. Parents can find out about their child's progress at 'All about me' meetings, parents' evenings, or by asking to see the class teacher or SEND Co-ordinator.

If parents do have any concerns about the progress or special needs of their child they should first discuss this with the class teacher. More serious concerns should be brought to the attention of the SENCo. Any concerns about the provision we make at St James' Primary School should be discussed with the Headteacher or Chair of Governors.

Parents may wish to consult the Parent Partnership Service, which can provide an independent parent supporter.

If, after following these procedures, there remains a dispute; parents may wish to contact the LA who can offer an independent Disagreement Resolution Service. Agreements reached at disagreement resolution meetings are not legally binding and do not replace the SEND Tribunal.

The Voice of the Child

At St James' Primary School we encourage children to participate in their learning. Pupils with Special Educational Needs and Disability Support and those with an EHCP/IPRA/Statement are involved with setting targets and strategies for their individual plans, and then with the review of the individual plan.

We will aim to encourage the child to participate in their learning through:

- Individual target setting.
- Evaluating targets.
- Discussion with support staff and class teachers.
- Pupil's views sought for the Annual Review.
- Attendance at the Annual Review.

Transfer Arrangements

The importance of liaison between schools as pupils move from one school to another is especially important for pupils with SEN and disabilities. We endeavour to make the transition to High School, or any other school, as smooth as possible. The SENCo from the High School is invited to attend the annual review of EHC plan pupils, and those with Special Educational Needs and Disability Support, in Year 6. Extra visits for pupils with SEND can be arranged and our SEND Co liaises closely with teachers at the relevant High schools.