

SEND INFORMATION REPORT – SEPTEMBER 2024

1. What kinds of special educational needs do we make provision for in our school?

St James' is committed to an inclusive education for all children and aims to provide a learning environment which is flexible enough to meet the needs of all members of the school community. It is the schools' belief that every child should be supported to achieve success, and have full access to a broad, balanced, high quality, education. The Special Education Needs in school range from communication and interaction, cognition and learning, social, mental and emotional health and sensory or physical requirements. There is special education provision for children with ASD, ADHD, Oppositional Defiance Disorder, physical needs, Speech and language needs, emotional needs, visual impairment and children without diagnosis who need support beyond what happens in the classroom. The support for these needs ranges from differentiated curriculum and timetable, ELSA support groups, personal support, intervention groups or individual support, resources to match children's needs and the use of strategies provided by professionals from outside agencies.

2. How does our school know if your child needs extra help?

Children may need extra help for a variety of reasons. At St James' we have a number of methods to help identify if a child needs extra help. These include:

- Information from a child's nursery or previous school.
- Information obtained from Parents/Carers.
- Nursery visits or meetings with class teachers and Nursery staff.
- Information from outside agencies.
- Concerns raised by a child's class teacher
- Limited progress being made
- A change in a child's behaviour.

There are a number of tests used in school in order to identify specific needs, these include Dyslexia Screening Test, Ravens, Sandwell, baseline, YARC EAL assessment and STAR Reading among others.

3. Who can you speak to at our school if you think your child may have special educational needs?

Concerns are always taken seriously. If you have any concerns about your child, you can discuss these in the first instance with the class teacher. Should you feel the need to discuss these concerns further then please contact:

- SENCO - Jamie Cameron
- SENCO EYFS – Rayhanah Limbada
- School Pastoral Leader - Shagufta Rehman
- Deputy Headteacher - Vicky Moore
- Headteacher – Mr Douglas Sticher

4. How do we know what progress your child is making and how will we keep you informed?

Monitoring progress is an important part of teaching and leadership at St James'. Progress data for all children is collated by the whole school and monitored by staff, the Headteacher and the Governors.

Working with parents is extremely important and we further support a child's learning by:

- Holding Parents Evenings on a termly basis.
- Giving termly reports detailing a child's progress and targets.
- Class teachers' holding informal discussions.
- Taking part in celebration worships which are held weekly.
- Setting targets set to support a child's individual needs which are regularly updated.

5. How will the school support each child and how will the teaching be adapted to meet their needs?

At St James' we are committed to giving all children every opportunity to achieve. Staff have received training which enables us to be able to adapt to a range of SEND: Specific Learning Difficulties (including dyslexia) (SpLD); autistic spectrum disorder (ASD); speech, language and communication needs (SLCN); and social emotional and mental health difficulties and sensory and physical development difficulties.

Lessons are pitched appropriately so that all children can learn and progress well. Teachers consider the needs of individual children and plan different tasks and materials appropriately. We use a number of approaches to teaching - small supported groups, 1:1 support where needed, mixed ability groupings, similar ability groups, small group intervention (Phonics, reading, intervention programs, write dance and booster classes, etc.) St James' is a fully inclusive school that takes every action to ensure that each child can access all learning opportunities.

Enhancing SEND provision 2024/25:

- To improve the rate of progress for children with SEND Support.

The school ensures that gifted and talented children receive equal opportunities to develop their learning.

Where appropriate, adaptations are made to the curriculum and learning environment, to enable all children including those with SEND to access the whole curriculum.

6. How are decisions made about the type and how much support my child will receive?

St James' School has a budget for SEND which is allocated each financial year. This money is used to provide additional support or resources. Additional provision can at times be made available if reviews and assessments identify that a child is not making the progress expected. Each child is assessed individually according to the SEND code of practice 2014 and the LA guidance. Additional assessments from outside agencies will inform the type of support and/or resources needed.

Regular review meetings are held with appropriate staff members to discuss a child's progress and additional needs.

If through discussions with parents, the SENCO and staff in school, it is agreed that our school cannot meet your child's needs through existing resources, an application may be made to the local authority for an Education, Health and Care Plan.

7. How will school help you to support your child's learning?

St James' actively invites parents to support their child's learning. The class teacher may suggest ways how you can support your child alongside homework activities. Parents are encouraged to take part in the school community. This may include assemblies, workshops, sharing skills and school visits.

8. What specialist services and expertise are available or accessible through school?

Specialist services may be accessed to support children's learning. We work closely with and have access to several services/organisations including:

- Educational Psychology Service
- Language and Learning Support
- Speech and Language Therapy
- School Nurse Team
- Autistic Spectrum Disorder Services
- Early Years Services
- Occupational Therapy
- Child and Adolescent Mental Health Service
- Children's Services

9. How are the staff in school supported to work with children with special educational needs and what training do they have?

All staff undertake Continual Professional Development (CPD) to ensure that they have the skills required to support children and equipping them with a variety of strategies and approaches to use in their everyday teaching.

Training is ongoing and is often sourced from a range of local authority specialist teachers as well as in-house training and independent trainers.

Medical training to support children with medical care plans such as epilepsy, diabetes, asthma and the use of Epi-Pens (Anaphylactic) is regularly undertaken.

10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

At St James' we aim to ensure that activities outside the classroom are available to all.

A risk assessment is carried out for each trip and a suitable number of adults are made available to accompany the children, with 1:1 support if necessary.

Parents/Carers may be invited to accompany their child on school trips if this ensures access.

After school clubs are available to all pupils. Vulnerable pupils are sometimes given priority and adjustments are made to support their participation.

Learning Support Staff are employed to help and work with children if they need any support at lunchtime.

11. How will our school support your child's overall wellbeing?

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, Mrs Rehman, provides help and support to both parents, carers and children. Mrs Rehman 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/carers in providing medical care for their children. Please refer to 'Medicines and supporting pupils in school with medical conditions policy'.

12. How accessible is our school both indoors and outdoors for children with special educational needs?

At St James' we aim to ensure the school is fully accessible to all children and visitors. Current SEND pupils have full access to the curriculum and all areas of school.

All children on the SEND register are encouraged to choose and participate in extra-curricular activities (in or out of school hours). School practices and procedures are completed with an awareness of current SEND pupils. Particular consideration is given to teaching and learning, behaviour and anti-bullying policies, risk assessment procedures, time-tabling and the administration of medicines.

St James' has dedicated disabled parking bays and ramps to access the school. A disabled toilet is located in the KS2 and EYC buildings.

13. How will our school prepare and support your child when joining our school and when transferring to a new school?
(Regulation 12)

At St James' we aim to make transition of any kind as easy and smooth as possible.

Induction takes place during the summer term for all children who are joining the reception class in September.

Close liaison between the SENCO, teachers in Early years, Key Stage 3 and dual placement settings takes place, with transfer of all SEND information to the new setting, and previous schools contacted for information sharing.

Transition to new classes is facilitated by sessions during the summer term with new class teachers and environments.

Transition sessions for Year 6 children to High School during the summer term or earlier if required.

New schools are invited to attend any reviews prior to transition.

Children joining school are monitored to ensure a smooth transition.

14. Who can you contact for further information? (Regulations 9 and 13)

All concerns are sensitively addressed and parent's views listened to.

If you have any concerns or questions relating to the school provision, please contact the class teacher, SENCO, School Pastoral Leader, Assistant Headteachers, Deputy Headteacher or Headteacher.

Our Governing Body has a designated SEND Governor responsible for reviewing practice and supporting the SENCO.

If you are unhappy with the support your child is receiving, please refer to the 'Complaints Policy'.

Blackburn with Darwen's local offer sets out a range of support and services available to you and your child. This can be accessed at www.bwd-localoffer.org.uk