



Nurturing **Ambition
Through a Living Faith**

Mission

Nurturing ambition through living faith.

Vision

Our Academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

Our inclusive academy warmly welcomes all learners and we aspire to ensure all children have access to a broad and balanced curriculum which caters for their diverse needs.

All our class teachers continue to receive extensive training on how best to cater for SEND learners in our academy. Our staff are passionate about ensuring SEND children are nurtured and supported emotionally so that they can achieve their very best. We endeavour to work closely with parents so they are informed about what adaptations are in place for their child and how they can support them at home.

We are committed to making sure all our pupils have the chance to thrive and endeavour to support them to meet their full potential across all areas of academy life.

Bible

'Let us not love with words or speech alone but with actions and truth.' — 1 John 3:18

Introduction

Darwen St James' CE Primary Academy is an inclusive 2–11 Church of England Primary Academy in partnership with the Cidari Trust, supporting 150 children on roll.

1. What types of Special Educational Needs and Disabilities (SEND) are provided for? We support pupils across all four broad areas of need identified in the SEND Code of Practice:

- **Communication and Interaction:** e.g., Speech, Language and Communication Needs (SLCN), Autism Spectrum Condition (ASC).
- **Cognition and Learning:** e.g., Moderate Learning Difficulties (MLD), Specific Learning Difficulties (SpLD) such as Dyslexia, Dyscalculia, and Dyspraxia.

- **Social, Emotional and Mental Health (SEMH):** e.g., Attention Deficit Hyperactivity Disorder (ADHD), anxiety, attachment difficulties, and trauma.
- **Sensory and/or Physical Needs:** e.g., Visual Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), and physical disabilities.

2. How do we identify pupils with SEND and assess their needs? We assess all children upon entry in Nursery or Reception and monitor development continuously. Identification methods include:

- Early baseline checks and observations from class teachers and the SENDCO.
- Diagnostic assessment tools: Reading tests, Vocabulary assessments, Maths diagnostics, WellComm language screening, physical assessments, and visual-perception screening.
- Information sharing with parents/carers, former settings, and external specialists.
- Termly Pupil Progress Meetings with the Headteacher and Senior Leadership Team.
- A formal **Cause for Concern** form submitted by class teachers to the SENDCO if high-quality adaptations do not yield expected progress.

3. How do we support pupils with SEND (The Graduated Approach)? We follow the 4-part **Graduated Approach: Assess, Plan, Do, Review**:

- **Assess:** Detailed analysis of pupil needs by teacher and SENDCO, taking parent and pupil views into account.
- **Plan:** Specific adaptations, target outcomes, and interventions are logged on our management system (Edukey) into an individual **Learning Plan** shared with families.
- **Do:** High-quality classroom teaching adapted by the class teacher, supported by Learning Support Assistants (LSAs) and targeted 1-to-1 or small group interventions.
- **Review:** Impact evaluates termly against targets, adapting support as needed.

4. Safeguarding and Pastoral Support for SEND Pupils We recognize that pupils with SEND may face unique vulnerabilities. In accordance with *Keeping Children Safe in Education (KCSIE)* and local multi-agency guidance:

- We implement tailored adjustments to address risks around child-on-child abuse, prejudice-based harm, and online safety risks (including AI-generated content and online exploitation).
- Pastoral support is provided via our **Nurture Room**, outdoor sensory spaces, and targeted emotional regulation support.

5. How do we consult and involve parents and pupils? Partnership with families is central to our ethos:

- **Parents:** Regular review meetings, termly reports, Parents' Evenings, home-school diaries (where applicable), EHCP annual reviews, and an open-door policy.
- **Pupils:** Children actively express their views, identify strengths/difficulties, and co-create their learning targets on their Learning Plans.

6. Adaptations, Facilities, and Funding Allocation

- **Environment & Technology:** Inclusive adaptations include auxiliary technology (iPads, laptops, alternative recording devices), accessible sensory spaces, and specialist equipment.
- **SEND Budget:** Delegated notional SEND funds pay for resources, interventions, and staff support.
- **EHC Plans:** If progress remains limited despite high-level internal support, we collaborate with families to apply to Blackburn with Darwen Local Authority for an Education, Health and Care (EHC) needs assessment.

7. Multi-Agency Collaboration & Transition Support

- **External Specialists:** We work with Speech & Language Therapy, Educational Psychology, Occupational Therapy/Physiotherapy, CAMHS, Advisory Teachers, and local Family Help teams.
- **Transitions:** Structured transition visits, summer Welcome Meetings for Reception/Nursery, multi-agency planning, and secure, prompt transfer of SEND and special category safeguarding records during setting changes.

8. Key Contacts & Raising Concerns

- **SENDCO:** Mrs Melissa Matthews (dsjsend@cidari.co.uk / ClassDojo)
- **SEND Link Governor:** Peter Ashworth (peter.ashworth@cidari.co.uk)
- **Headteacher:** Miss Laura Peckson (laura.peckson@cidari.co.uk)
- **Complaints:** Concerns should be raised informally with the class teacher or SENDCO first. Unresolved matters escalate to the Headteacher under the Academy Complaints Policy.