

DARWEN ST JAMES'



SEN INFORMATION REPORT

SENDCO: Mrs Melissa Matthews

SEND Governor: Peter Ashworth

Headteacher: Miss Laura Peckson

Mission – Nurturing ambition through a living faith.

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

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

Darwen St James' CE Primary Academy is a Church of England Primary Academy, working in partnership with the Cidari Trust. We have 150 children on roll, aged from 2-11 years. We are an inclusive school, with a warm and caring ethos, that welcomes and celebrates diversity. We are a hardworking and committed staff team, who nurture ALL children within our care, enabling them to achieve their best in all areas of their personal development and in school life. We are very proud of our school and of all our learners. We try our best to live out our mission statement each day.

We are hopeful that the questions and answers below will give you some information about our approach to special needs education in school. You are always very welcome to visit us to find out more.

The types of SEND provided for at our school:

In the SEND code of practice, the areas of special educational needs are as follows:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and/or physical needs

How do we identify children with SEND and how do we address their needs?

We know our children may need extra help if:

- Concerns are raised by the child, their parent/carer, their teacher, school staff
- Limited progress is being made
- There is a change in their behaviour, schoolwork or progress
- Concerns have been raised by other professionals, such as a doctor, or by a previous school

We have a number of ways to help us identify if a child needs extra support.

These include:

- Information from your child's preschool or previous school
- Information from parents/carers, given in school or during a home visit.
- Visits to nurseries / pre-school, to observe your child and speak to their key worker.
- Information from other services who have worked with you and your child, such as a Speech & Language Therapist, or a Consultant
- Observations from your child's class teacher
- Observations and assessments carried out by our Special Educational needs and Disabilities Coordinator, (SENDCO), Mrs Melissa Matthews.
- Special diagnostic tests carried out by the SENDCO and other staff such as Reading Tests, Vocabulary Tests, Maths assessments, WellComm assessments, physical assessments and assessments which can show visual-perception difficulties. These assessments can help to pinpoint exactly what the difficulties are so that we can address them in school or seek help and advice from an outside specialist.

We encourage parents to share information with us and to tell us any concerns they may have as early as possible. Please talk to your child's teacher, or to our SENDCO.

The information will be used to make sure that we meet any additional needs your child may have. Once your child is in school, we will monitor their progress and development, in termly pupil progress meetings, where we discuss the progress of all children. If we have any concerns, we may ask other professionals to give us advice and support. We will always talk to you first and share information with you.

How do we consult pupils and their parents/carers, and involve you in the education of your child?

One of our school priorities is to talk to you about your child and to keep you informed as to how well they are doing at school.

- We have an open door policy and encourage you to come to see us.
- We have weekly celebration assemblies, held on Fridays at 9am.
- Please talk to your child's teacher at the end of the day.
- We have termly parents' evening, when you can make an appointment to talk to your child's teacher.
- We send a termly report home at the end of each term, and will invite you into school to talk about the report with your child's teacher.
- If your child has an Education Health and Care Plan (EHCP) we will hold a review meeting once a year.
- You can ask for a meeting with our SENCo and/or class teacher, to talk about your child's needs in more detail.
- All children with Special Educational Needs have their own learning targets on a Learning Plan which will be sent home.

Monitoring progress is a key part of all teaching and learning at school. Parents, children and staff are all involved in this process, as are our school governors. We collect progress data for all our children, which is monitored by staff, Headteacher and Governors.

Our open door policy means that you are always welcome and talk to us. We also hold weekly celebration assemblies, on a Friday morning.

How do we assess and review pupil progress toward outcomes?

Pupils are continually assessed by their class teachers who keep a close eye on their progress. Older children take tests for teachers to analyse and pinpoint where their gaps are. In addition, children are individually discussed at termly pupil progress with senior members of staff so that we can ensure they are supported in the best way possible. This information is shared with parents at parents evenings and during other meetings which may be arranged in school.

How do we support pupils with transition between phases of education?

We take transition very seriously as we understand how vital it is that your child is prepared as well as possible for any upcoming change. These are some of the things we do to help with this process:

- Special meetings, known as Welcome Meetings, take place during the summer term for all the children who are coming into Reception in September.
- Nursery Staff hold regular Welcome Meetings for children & their parents, who are new to nursery.
- We work closely with all settings, to ensure a smooth transfer. This may include holding multi-agency meetings.

- Previous schools will be contacted, in order to share information.
- Transition to a new class is facilitated during sessions in the Summer Term, with your child's new teacher, support staff and in their new classroom.
- Transition sessions for our Year 6 pupils are held during the Summer Term.

Who can I speak to at school if I think my child may have Special Educational Needs?

Please come and speak to staff in school if you have any concerns. Initially, you can talk to your child's teacher, as they see your child each day. You can also speak to our SENDCO, Melissa Matthews. You can also speak to Miss Peckson, our Headteacher. The Governors are responsible for making sure that all children have equal opportunities to learn and make good progress. Our SEND Governor is Peter Ashworth, who can be contacted via the school office.

How will school support my child?

In school, we will always support our children in becoming independent learners. There are a number of ways we use to give extra help to enable this to happen.

You can find out how we support your child by:

- talking to your child's teacher
- reading the letters we send home about the extra help your child receives
- reading and completing your child's home-school diary, if he/she has one
- coming to Parents' Evening and Parents' Workshops
- reading our school SEND policies, which are available from school
- Making an appointment with our SENDCO.

How do you adapt the curriculum and learning environment for pupils with SEN and what support do we offer?

We are committed to helping each child achieve their best and to giving all our children every opportunity to achieve. We offer an interesting, hands-on, creative curriculum, which is adapted by the class teacher, to support the needs of all learners.

- We work with all parents/carers to make sure that all children have the highest possible attendance – we strive for 100%, so that we can maximise learning opportunities.
- We send home activities for parents/carers to share with their children.
- Children with Special Educational Needs will be given a Learning Plan, which has individual termly targets designed to help your child make small steps of progress in key areas.
- We are a fully inclusive school, and we take reasonable action to make sure that all children can access all learning opportunities.
- We have experienced Learning Support Assistants and Special Support assistants who help our children to become independent learners by adapting work so that it is achievable. Our staff provide nurturing support to those children who need it too.
- We have a nurture room which provides a quiet environment for children who might need to regulate. We also have lovely outdoor spaces which give our learners the opportunity to explore and engage in learning outside.

How are decisions made about the support my child may receive?

School has a budget for SEND, which is allocated each year. This money is used to provide additional support or resources, as identified in your child's individual education plan. Additional support is made available when reviews and assessments identify that your child is not making the progress we and you would expect.

Support may include help from a teaching assistant, specialist help from other professionals, such as educational psychologists, use of additional resources, such as software on the ipads, laptops or other alternative recording devices.

If, after discussion with yourself, our SENCo, other staff in school, other professionals, it is agreed that we cannot meet your child's needs through existing resources, we will meet to discuss making an application to the Local Authority for an Education, Health and Care Plan to be put in place. You can find out more about this by asking us in school or by looking on the local offer website.