

# DARWEN ST JAMES' CE PRIMARY ACADEMY



## OUR SPECIAL EDUCATIONAL NEEDS & DISABILITY REPORT 2021-2022

**Mission Statement: Nurturing ambition through a living faith**

**Vision Statement: 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.**

**'Let us not love with words or speech alone but with actions and truth.'**

## **TEACHING & LEARNING:**

Our team of highly skilled and creative professionals deliver an innovative and exciting curriculum, which engages our children, enabling them to be motivated, independent, enthusiastic learners, who have high expectations of themselves, and are empowered to achieve their dreams and aspirations.

## **Our School Aims:**

**At Darwen St James' children are central to all that we do, their education, well-being and development of the whole person.**

We aim .....

1. To deliver high quality education in which a range of creative and stimulating experiences and activities are provided so that each child has the opportunity to develop to their full potential.
2. To promote an experience and understanding of Christian principles as a basis for developing the personal qualities relevant to a positive contribution to community life (both in and out of school).
3. To nurture our children to develop emotionally and socially in order to help them enjoy and manage their lives to be effective learners and respectful, tolerant and responsible citizens.

4. To create a high quality learning and working environment, promoting ownership by children and staff and developing senses of responsibility and pride.
5. To create a high performing team of staff and governors with the necessary knowledge, skills and understanding in order to meet the demands of education in the 21<sup>st</sup> century.

## OUR SEND INFORMATION REPORT 2021-2022

SENCo: Miss Tracy Lawson SEND Governor: Mrs Janaina Roberts Headteacher: Miss Laura Peckson

Darwen St James' CE Primary Academy is a Church of England Primary Academy, working in partnership with the Cidari Trust. We have 200 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 hard working 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 in school. We want all our children to be happy during their time with us, developing an excitement in learning, natural curiosity and confidence in themselves.

In December 2011, Ofsted Inspectors said that we are a good school, with many outstanding features:

'St James' is a good school. It provides a warm, stimulating and friendly setting, where enjoyment is seen as an important element in all its work. The quality of care, guidance and support pupils receive, often on an individual basis from teachers and teaching assistants, is outstanding and underpins the ethos of the school. This is supported by extremely effective partnerships with parents and carers, outside agencies and institutions. Pupils respond very positively, with consistently good behaviour. Parents and carers pay tribute to what the school does for the children through comments such as, 'Every day my child comes back from school beaming.'

As a church school, we also had a Church Inspection (SIAMS), in December 2011, which stated that we are an outstanding church school:

“The school is a beacon of Christian care and love..... The school’s Christian values make a significant impact on the children’s personal development. The sense of love and care for one another is tangible. The atmosphere in school is joyful, calm and secure.

Work with special needs children is exceptional, with excellent co-operative work by support staff and outside agencies. These children flourish, and one parent of a Year 1 girl commented, “The help and care she gets is amazing – she’s coming on really well.”

### **1. The kinds of SEND that are provided for by our school.**

- Darwen St James’ CE Primary Academy provides for pupils with special educational needs and disability (SEND) in a mainstream setting.
- We do not have a designated specialist needs unit attached to school.

### **2. Policies for identifying children and young people with SEND and assessing their needs.**

- Our school has a special needs and disability policy, which sets out how our school will assess and meet the individual needs of pupils with special educational needs and disability.
- Other policies, including the Anti-Bullying Policy, Teaching and Learning Policy, Admissions Policy, which take careful account of pupils with SEND.

### **3. The name and contact details of the Special Educational Needs Co-Ordinator, SENCO.**

- Our SENCo is Miss Tracy Lawson.
- She can be contacted via the school office, or by telephoning 01254 703260.

### **4. Arrangements for consulting parents of children with SEND and involving them in their child's education.**

- We will openly encourage you to be involved in your child's education, working with you to meet their specific needs.
- We will talk to you each step of the way in identifying your child's special needs and you will be invited to meetings, with school and with other professionals, as appropriate.
- Before admission to Darwen St James', as a parent of a child with special educational needs and/or disability, we will invite you to school, to meet with us, to talk about how best we can meet your child's needs.

### **5. Arrangements for consulting young people with SEND and involving them in their education.**

- Both parents and the pupil themselves, will be fully involved in decisions being made about their education.
- School staff will do their very best to keep parents informed and up to date, where outside agencies are involved in the provision for their child.

### **6. Arrangements for assessing and reviewing children and young people's progress towards outcomes including the opportunities available to work with parents and young people as part of this assessment and review.**

- Our school continuously assesses and celebrates the progress and achievements of all pupils, including those with special educational needs and disability, in line with our assessment policy and strategy.
- Parents receive termly reports about the attainment and progress of their children – and there are opportunities to discuss progress and attainment with class teachers, each term.

### **7. Arrangements for supporting children and young people in moving between phases of education.**

- Our school ensures a smooth transition between all key stages, liaising with our nursery staff and local pre-school providers, as appropriate, to make certain that all our children are well supported.

### **8. The approach to teaching children and young people with SEND.**

- Our teaching and learning policy sets out the strategies we use to ensure that the individual needs of all pupils, including those with special educational needs and disability, are met appropriately and effectively.

### **9. How adaptations are made to the curriculum and the learning environment of children and young people with SEND.**

- All pupils are given equal access to the school curriculum.
- Teaching and learning is differentiated to take account of the individual needs of all our pupils.
- Where we need to modify the learning environment or specialist teaching and learning equipment or materials are needed by pupils with special educational needs and disability, we will do our best, within our budget, to meet those needs.

### **10. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.**

- In-service training in SEND is provided for all staff.
- Our SENCo regularly attends specialist training and cascade the information to staff in school.
- Where appropriate, we will liaise with specialist agencies.

#### **11. Evaluating the effectiveness of the provision made for children and young people with SEND.**

- Our school self-evaluation strategy is used to monitor the effectiveness of the provision we make for pupils with SEND.
- Our school leaders hold half termly meetings with class teachers, at which the SENCo is present, to review each child and their progress. After these meetings, our SENCo produces an action plan, detailing actions going forward and any changes to be made. These changes will be shared with you, via conversation, through your child's learning plan, and at review meetings. We will be very grateful to receive your feedback on actions we put in place to support your child.

#### **12. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.**

- Our school ensures that all pupils with special educational needs and disabilities are enabled to participate and engage appropriately in the activities available to all pupils.

#### **13. The support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.**

- Darwen St James' is a very happy and nurturing learning environment, where all pupils are given pastoral care and support, to ensure that they thrive and succeed, achieving their best in all that they do.

- All staff provide pastoral support, with our wellbeing team led by Ms Kathy Earp available during school hours, to support all children and their families.
- All children are listened to and we aim to have a zero-tolerance of anti-bullying behaviours, as in our policy.

**14. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families.**

- Where appropriate, we will work together with outside agencies to meet our pupils' special educational needs and disability.
- Parents are fully consulted and involved in such meetings.

**15. Arrangements for handling complaints from parents of children with SEND about the provision made at the school.**

- Our school complaints policy states that all complaints should, in the first instance, be directed to our Headteacher, Miss Peckson and to our Chair of Local Governing Committee, (LGC) Laurence Upton, who can be contacted via the school office.

**16. The arrangements for admission of disabled persons as pupils at the school;**

- Our admissions policy sets out the arrangements for the admission of all pupils, including those with SEND.

**17. The steps taken to prevent disabled pupils from being treated less favourably than other pupils;**

- Our equality policy sets out our school's commitment to treating all pupils equally.

**18. The facilities provided to assist access to the school by disabled pupils;**



- As a school, we have modified our building to allow appropriate access for pupils and others with disabilities. In recent years, the main school entrance has been adapted to include a sloping ramp. Our KS1 classes can be entered via a ramp outside the current Year 1 classroom. Upper KS2 classes can be entered via the playground or through the hall. Lower KS2 classrooms can be entered from the external corridor. Other modifications will be made in the future, as need arises.
- Changing and toilet facilities for those with disabilities are available in the main entrance area, by the school office.

### **19. The plan prepared by the governing body under paragraph 3 of Schedule 10 of the Equality Act 2010 ( Accessibility Plan)**

- The LGC has an Accessibility Plan.

Chair of Local Governing Committee - Name- Laurence Upton Date September 2021 SEND Governor - Name- Janaina Roberts Date September 2021