St James' CE Primary School Blackburn

SEND INFORMATION REPORT – SEPTEMBER 2026

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, ODD, 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 and YARC EAL assessment 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 Stitcher

4. How do we know what progress your child is making and how will we keep you informed?
At St James', we regularly evaluate the effectiveness of our SEND provision to ensure that support meets pupils' individual needs and enables them to make progress. We use the Assess, Plan, Do, Review cycle to monitor the impact of interventions and additional support. This includes: Reviewing individual targets: Pupils' Individual Education Plan (IEP) targets are reviewed regularly to assess progress, celebrate achievements and identify next steps. Targets are updated in response to pupils' changing needs and progress. Monitoring intervention impact: Staff assess pupils' progress before, during and after interventions, using observations, assessment information, work samples and evidence of skills being applied in the classroom. This helps us determine whether interventions are effective and whether they should continue, be adapted or be replaced. Tracking academic and wider progress: We monitor progress in learning, communication, social interaction, emotional regulation, independence and engagement, where these are relevant to pupils' individual needs. Gathering pupil and parent views: We listen to pupils and their families to understand how well support is working and whether further adjustments are needed. Reviewing provision with staff and professionals: The SENCo works with class teachers, teaching assistants and external professionals to review the effectiveness of strategies, interventions and reasonable adjustments. Using evidence to inform next steps: Where progress is limited, we consider whether teaching approaches, targets, resources or interventions need to change and whether additional specialist advice or support is required. The SENCo and school leaders use assessment information, intervention reviews, pupil progress discussions and SEND provision monitoring to evaluate the overall effectiveness of our provision. Findings inform future planning, staff training and resource allocation to ensure that pupils with SEND receive appropriate, effective support and achieve the best possible outcomes. For pupils with an Education, Health and Care Plan (EHCP), progress towards outcomes and the effectiveness of the provision

specified in their plan are also reviewed through the annual review process, involving parents, the pupil where appropriate, school staff and relevant professionals.

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 helping every child achieve their potential. We are a fully inclusive school, ensuring pupils with Special Educational Needs and Disabilities (SEND) access learning, participate in school life and make progress from their individual starting points.

Staff undertake training and professional development to support pupils with a range of needs, including specific learning difficulties (e.g. dyslexia), autism spectrum disorder (ASD), speech, language and communication needs (SLCN), social, emotional and mental health (SEMH) needs, and sensory and physical needs.

Adaptive teaching and classroom support

Teachers plan appropriately pitched lessons, adapting tasks, resources and support to meet individual needs while maintaining high expectations. Approaches include whole-class teaching, mixed- and similar-ability groupings, small supported groups, individual support where appropriate, breaking learning into manageable steps, modelling, regular checks for understanding, additional processing time, repetition and practice. Practical resources such as Numicon, counters and number lines support mathematical understanding, while writing frames, sentence starters, word banks, worked examples and alternative recording methods help pupils access learning.

Visual supports, communication and interaction

We use clearly displayed visual timetables, Now and Next boards, visual instructions, task boards, checklists, timers and worked examples to support understanding, attention, transitions and independence. Communication strategies include clear, concise instructions, additional processing time, pre-teaching and revisiting vocabulary, visual symbols, gestures, objects of reference, Makaton, Widgit symbols and communication boards, where appropriate. Social stories, role-play, adult modelling and structured conversations support language development and social understanding. We also implement strategies recommended by speech and language therapists and other professionals.

Sensory support and emotional regulation

According to individual needs, we provide calm or quieter working spaces, reduce unnecessary visual and auditory distractions, consider seating arrangements and offer movement breaks, sensory resources and practical activities. Predictable routines, clear

expectations, positive reinforcement and check-ins with familiar adults help pupils manage emotions, attention and transitions.

Scaffolding and independence

Staff model tasks step by step and use the *I do, We do, You do* approach to develop independence. Guided practice, targeted questioning, sentence stems, writing frames, vocabulary mats and regular checks for understanding help pupils succeed. Prompts and scaffolds are gradually reduced as confidence and skills develop.

Targeted interventions and additional support

Alongside high-quality classroom teaching, pupils may receive individual or small-group interventions based on assessed needs. These may include:

- Phonics and literacy: additional phonics and reading practice, structured spelling programmes, precision teaching and writing interventions.
- Communication and language: vocabulary work, language groups, structured interaction and specialist-recommended speech and language programmes.
- Mathematics: targeted number work, times-table practice, practical activities and booster sessions.
- Fine motor skills and handwriting: activities to develop finger strength, coordination, pencil control and letter formation, including Write Dance where appropriate.
- Social, emotional and mental health: ELSA support, emotional literacy activities, friendship groups and strategies for recognising and managing feelings.
- Communication and learning access: personalised visual resources, communication systems and structured teaching approaches to provide predictability and support.

Interventions are selected and monitored to assess their impact. The class teacher remains responsible for each pupil's learning and progress, including when support is delivered by teaching assistants or other professionals.

Curriculum access and equal opportunities

We adapt the curriculum, resources and learning environment where appropriate, making reasonable adjustments to reduce barriers and enable pupils with SEND to participate in lessons, educational visits, clubs, worship, PE and wider school life. Pupils with high levels of ability or particular talents also receive appropriate challenge and opportunities to develop their knowledge, skills and potential.

Enhancing SEND provision: 2026–2027

Our priority for 2026–2027 is to improve progress for pupils receiving SEN Support through effective adaptive teaching, appropriate individual targets, targeted interventions and regular evaluation of provision.

The SENCo works with teachers, teaching assistants, parents and carers, and external professionals to identify effective strategies and monitor progress through assessment information, observations, intervention reviews and progress towards individual targets. Where progress is limited, we review and adapt teaching approaches, resources, targets and interventions, seeking specialist advice where necessary.

Our aim is for every pupil with SEND to receive appropriate support, develop confidence and independence, participate fully in school life and make meaningful progress from their individual starting point.

6. How are decisions made about the type and how much support my child will receive?
St James' 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 or parents' right to request an assessment.

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. How are children involved in decisions about their support?
At St James', we believe that every child should have a voice and be listened to. We encourage children to share their views, feelings, interests and aspirations in ways that are appropriate to their age, stage of development and communication needs. Children are involved in setting and reviewing individual targets wherever possible. Staff use a range of approaches to help children express their views, including informal conversations, observations, visual resources, choice boards, pictures, symbols and other communication systems where appropriate. For children who find it difficult to communicate verbally, staff use their preferred methods of communication to understand their needs, preferences and experiences. Teachers and the SENCO take account of children's views when planning support, identifying what helps them to learn, recognising their strengths and discussing any difficulties or barriers they experience. Children's progress towards individual targets is reviewed regularly, and they are supported to recognise their achievements and contribute to identifying their next steps. Where appropriate, children are encouraged to contribute to review meetings and discussions about their provision, including Education, Health and Care Plan (EHCP) reviews. We aim to ensure that children feel valued, understood and involved in decisions about their learning, wellbeing and development, working in partnership with parents and carers to help every child flourish.

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

At St James' CE Primary School, we recognise that some children may require advice or support from specialist services to help meet their special educational needs and disabilities (SEND). We work in partnership with parents and carers, and liaise with external professionals where appropriate, to develop a shared understanding of each child's needs and identify strategies to support their learning, communication, development and wellbeing.

Depending on a child's individual needs, we may seek advice from or work with a range of services, including:

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

Access to these services depends on the individual needs of the child, the concerns identified, the referral criteria and procedures of the relevant service, and service availability. Some services may be accessed through a referral from school, while others may require a referral or request from a parent, GP or another professional. We will discuss concerns with parents and carers and, where appropriate, work together to identify the most suitable next steps.

Where specialist advice is received, school staff work to implement relevant recommendations and incorporate appropriate strategies into classroom practice and individual support plans. We review the impact of these strategies as part of our graduated approach to SEND support.

We value the expertise of external professionals and recognise the importance of working collaboratively with families to ensure that children receive appropriate support to help them make progress, develop independence and participate fully in school life.

10. How are the staff in school supported to work with children with special educational needs and what training do they have?
All staff undertake ongoing Continuing Professional Development (CPD) to develop the knowledge, skills and strategies needed to meet the diverse needs of our pupils and support them effectively in everyday teaching. Training is provided through a range of sources, including local authority specialist teachers, in-house staff expertise and external trainers. This includes training from the DLD (Developmental Language Disorder) team, who support staff to deliver targeted speech and language programmes such as Ted Talks and Talk Tastic, helping pupils to develop their communication, language and interaction skills. Staff also receive relevant medical training to support pupils with individual healthcare plans, including training relating to epilepsy, diabetes, asthma and the safe use of EpiPens for pupils with anaphylaxis. Training needs are reviewed regularly to ensure that staff are equipped to respond to pupils' changing needs and provide appropriate, inclusive support.

11. 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.

12. 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'.

13. 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.

Disability Access Arrangements:

At St James' CE Primary School, we are committed to providing an inclusive environment where all pupils can access school life, participate fully in learning and achieve their potential. We do not discriminate against pupils with disabilities and make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared with their peers.

Admission arrangements for disabled pupils

Pupils with disabilities are considered for admission in line with the school's published admissions arrangements and the relevant admissions legislation. We work with parents and carers, the Local Authority and relevant professionals to identify individual needs and plan appropriate support, adjustments and access arrangements. Where a child has an Education, Health and Care Plan (EHCP), the statutory admissions process applies.

Preventing less favourable treatment:

We take steps to prevent disabled pupils from experiencing less favourable treatment by:

Making reasonable adjustments to the curriculum, teaching approaches, resources and learning environment.

Providing appropriate support, specialist equipment and auxiliary aids where required.

Ensuring pupils can participate, as fully as possible, in lessons, trips, clubs, worship, PE and other school activities.

Considering accessibility needs when planning educational visits, school events and activities.

Working in partnership with pupils, parents and carers, staff and external professionals to identify and remove barriers to participation.

Promoting equality, respect and inclusion through our curriculum, school values and behaviour expectations.

Reviewing individual needs and arrangements regularly to ensure that support remains appropriate and effective.

Accessibility Plan:

Our Accessibility Plan sets out how St James' CE Primary School plans to improve access to education, the physical environment and information for disabled pupils over time. It is reviewed and updated in line with statutory requirements.

Please see our School Accessibility Plan on the school website.

For further information about admissions, accessibility or support for a child with a disability, please contact the school office or SENCo.

14. 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.

15. 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