

St James' Catholic Primary School



SEND Information Report

Reviewed April 2026

Our School



Our School Vision

At St James' Catholic Primary School, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

March 2026 Information

There are currently 22 children on SEND register with a range of needs – See SEND overview.

7 children have an EHCP

Meet our SENDCo



The SENDCo is Shelley Lee and assistant SENDCo is Lorrin Nelson.

If you would like to contact Miss Lee, please call school on **01695 728989** or email S.lee@st-james-pri.lancs.sch.uk

Alternatively, you can attend a SENDCo Surgery drop-in session (See dojo for dates and times).

Special Educational Needs



At St James' Catholic Primary School, we support children with a variety of differing special educational needs, and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise.

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Physical and Sensory

Identifying and Assessing Need



At St James' Catholic Primary School, we work closely as a team and if staff have concern about a child, they fill in a Cause for Concern form and discuss concerns with parents. A child will then be monitored in school and we begin to follow the Graduated Response approach of 'Asses, Plan, Do and Review'.

After a period of 6-8 weeks, we will decide if a child needs to be placed on the SEND register and invite parents/carers in for a meeting, where we will share the targets, your child is working on and the support they are receiving.

The children will be monitored, then if applicable, PIVATS 5 will be used. This allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.



Our Approach to teaching children with SEND



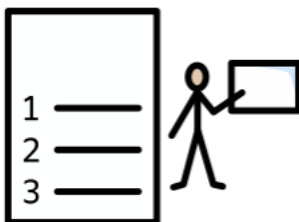
We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions, 1:2:1 or small groups outside the classroom to offer support.

We use the EEF guidance 'Five a day' and embed the key principles into all our lessons.















Curriculum Adaptations






We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when need arises.

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

<p>Parent Consultations</p> 	<p>At St James' Catholic Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.</p> <p>We hold drop in sessions each week where Miss Lee & Mrs Allan our pastoral support are available during SENDCo Surgery and Wellbeing Surgeries. They are also available at parents' evenings to discuss any concerns.</p> <p>For children who have an Education, Health and Care plan (EHCP), we will invite parents/carers in for an annual meeting. This meeting is used to celebrate your child's learning, look at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings. We will then work together to ensure the child's EHCP is up to date and ensure transitions are as smooth as possible.</p> <p>During the year, a parental questionnaire is sent out to gain views on the school and SEND provision.</p>						
<p>Child Consultations</p> 	<p>Children's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.</p> <p>Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.</p> <p>Children are given regular opportunities to:</p> <table border="1" data-bbox="571 1234 1449 1541"> <tr> <td data-bbox="571 1234 842 1429">  </td> <td data-bbox="842 1234 1129 1429">  </td> <td data-bbox="1129 1234 1449 1429">  </td> </tr> <tr> <td data-bbox="571 1429 842 1541"> <p>Self-assess how they are doing</p> </td> <td data-bbox="842 1429 1129 1541"> <p>Attend meetings and help decide the support needed.</p> </td> <td data-bbox="1129 1429 1449 1541"> <p>Feedback and Review progress/interventions.</p> </td> </tr> </table>				<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>
							
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<p>Evaluating Provision</p> 	<p>Review progress in Senior Leadership meetings, discussing next steps.</p> <p>Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.</p> <p>Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.</p> <p>Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.</p>						

	<p>Asking the children if they feel the adjustment or intervention is helpful and making a difference.</p> <p>Monitoring by the class teacher and SENDCo.</p> <p>Regularly using the tracking tool 'Insight' to update targets and measure progress through Individual Learning Plans or Individual Behaviour plans.</p> <p>Holding regular meetings for children who have EHCPs, who receive SEND support and those requiring specialist support.</p> <p>Holding Annual reviews for children with EHCPs.</p>
<p>Staff Training</p> 	<p>At St James', we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support the children.</p> <p>When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with.</p> <p>The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.</p> <p>If a child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Occupational Therapist (OT), Physiotherapists (P) or an inclusion teacher, we will always discuss this and gain consent from parents beforehand.</p> <p>Some of our staff have completed training in the following areas. When staff go on a course, they have the opportunity to give feedback to the rest of the staff during staff meeting sessions. Some of the areas listed below are areas we want to develop in and hope to train our staff in lots of different areas to support the children at St James'.</p>  <p>All staff, including welfare have had training around the Zones of Regulation.</p>

			
Play Therapy	Lego Therapy	Child Development	Bucket time
			
Autism (Level 1)	Makaton	Phonics (catch-up)	Team Teach
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation	Attachment	Reading for those who struggle	Sensory needs

Transition Support



Nursery to Reception


We hold a parent and carer session in the Summer term for our new reception starters, providing parents the opportunity to meet with the class teacher and SENDCo.




The reception teacher and SENDCo will also visit any private nurseries where children will be attending St James'.


End of Year transition

When children move up a year, we have transition meetings with the new class teacher to discuss any needs or adaptations needed.

We hold a 'Moving up day' session in the second half of the summer term in preparation for their September start where children will spend the day in their new classroom with their new teacher.

	<p>Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.</p> <p>Class teachers and Teaching Assistants meet with each other to discuss Individual Learning Plans and to hand over the abilities of each child.</p> <p>Secondary Transition</p> <p>We liaise very closely with our partner schools to ensure that the transition from primary school to secondary is as smooth as possible, this includes extra days in the new setting, meeting staff, and working with the SENDCo to ensure support will be in place for the child.</p> <p>Mid-Year new starters</p> <p>When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place. We may also have a telephone conversation with the previous school to gain some more knowledge of the child.</p>
<p>Outside Agencies</p> 	<p>We work with the following agencies to provide support for children with SEND:</p> <p>Lancashire SEND team for:</p> <ul style="list-style-type: none"> - Early Years Inclusion Team - Educational Psychologist - IEST - Inclusion and Engagemnt Support Team - SENDIAS <p>Child and Family Wellbeing Services at The Zone</p> <p>ADHD Northwest</p> <p>Speech and Language Therapy</p> <p>Elm Tree Outreach Support</p> <p>Kingsbury Special School Outreach Support</p> <p>STRIVE SEND</p> <p>NHS School Nurse, Physiotherapy and Occupational Therapy</p> <p>Compass Bloom</p>

	<p>We will always ask for parental consent before we arrange for any outside agencies to come in and work with your child. Once feedback has been received, we will invite parents/carers in for a meeting and share advice and strategies.</p>
<p>Clubs and Trips</p> 	<p>All our extra curricular activities and school visits are available for all our children, including our before and after school clubs.</p> <p>All children are encouraged to go on our trips such as residential and overnight stays at school.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles and responsibility in school e.g. Pupil Parliament.</p> <p>No child is ever excluded from taking part in these activities because of their SEND needs or disability.</p>
<p>Complaint Procedure</p> 	<p>Parents and carers first point of contact is the child's class teacher.</p> <p>If parents and carers are not satisfied that their concern has been addressed, then they may make an appointment to speak to the SENDCo, pastoral lead or head teacher.</p> <p>If parents are not happy with the response, then they may contact the governors through the school office.</p> <p>Mr Kiloran – Chair of Governors</p> <p>Mrs Fletcher – SEND Governor</p>
<p>Lancashire Local Offer</p> 	<p>The Lancashire Local Authority Local Offer can be found at https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/</p> <p>Autism and Parent Support Advisor – info@sensational-life.com</p> <p>Senior Family Support Worker – Hayley.flynn@lancashire.gov.uk 01695 651327</p> <p>School Nurse – Jane Taylor - jane.taylor57@nhs.net</p> <p>Mental Health Support – 020 8519 2122</p> <p>SEND Information and Support – information.lineteam@lancashire.gov.uk</p>

	0300 123 6706
<p>Feedback</p> 	<p>‘Leaders ensure that pupils with SEND have their additional needs identified and assessed early. Teachers use appropriate strategies to adapt their delivery of the curriculum for these pupils so that they can access the same learning as their classmates.’ – OFSTED 2023</p> <p>‘It’s so comforting to know that you care as much as we do for our children’. – Parent</p> <p>‘I can’t thank your school enough for how welcome you make parents and children feel.’ - Parent</p>