SEND Information Report

Approved by:	Roxanne Britton (Trust SENDco)
Date:	March 2026
Last reviewed on:	May 2025
Next review due by:	March 2027

At St. James' CofE Primary School we are committed to welcoming all who wish to attend our school and providing every child with the opportunity to achieve their best, regardless of the barriers they may face. We respect the unique contribution which every individual can make to our school community. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school: every teacher is a teacher of every pupil, including those with special educational needs and disabilities.

Inclusion is central to our school curriculum and we believe that every child should have access to the full school curriculum, regardless of the barriers they may face. Through differentiation across the curriculum, teachers plan mindfully to match and maximise the opportunities we are able to offer each child to reach their full academic, emotional and social potential. To ensure equal opportunities in our school curriculum, we focus on the early identification of learning needs. We have a series of procedures we follow to ensure the early identification of Special Educational Needs or Disabilities and how to support these.

What SEND support can we provide your child?

At St James' we support children who have a wide range of needs and barriers to learning. This includes Autism, Attention Deficit Hypersensitivity Disorder (ADHD), Dyspraxia, Dyslexia, Speech & Language needs, Hearing Impairments, Visual Impairments, and Social & emotional needs etc. Whilst we are not experts in each area, we will always endeavour to support the child in the best possible way and with the best resources available. This will often include liaising with more experienced external professionals. At St. James' we provide SEND support under the four areas of need as stated in the Code of Practice. These include:

Communication and interaction - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate adaptations.

Social, emotional and mental health difficulties - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Sensory and/or physical needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational resources or facilities generally provided.

What support can school offer your child?

The professional development of all our staff is an ongoing process. Members of staff across the school are trained in the following areas:

- ASC and ADHD support
- Speech and Language support (including ELKAN)
- Narrative therapy
- Talk About
- Dyslexia
- Precision Teaching
- Toe by Toe
- Phonics
- RWI phonics
- Visual impairment - RANS VI team (through close connections with external services)
- Hearing impairment - RANS HI team (through close connections with external services)
- Physical development - RANS PD team (through close connections with external services)
- Moving and Handling
- ELSA
- 5 point scales
- Sensory regulation and support
- LEGO Therapy
- Clicker
- WELLCOMM
- First Aid
- Plus 1/ Power of 2
- Gross and fine motor
- SENCO attends SENCO network and forum meetings
- YPMHST training to deliver low intensity interventions based around anxiety and low-mood
- Team teach, including deescalation strategies
- Oracy
- Supporting children with SEMH training
- Connect 2 Communicate

What additional support can Rochdale Local Authority provide my child?

Rochdale Local Authority provides support in school through:

- Educational Psychology Service
- Speech and Language Therapy (SALT)
- Rochdale Additional Needs Service (RANS, now NOTES)
- Sensory support for children with visual, hearing or physical needs
- Educational Support for Looked After Children (ESLAC)
- Family Intervention Worker to support families
- Parent Partnership

What additional support will there be for your child from health care services?

Health assists school in meeting the needs of the children by:

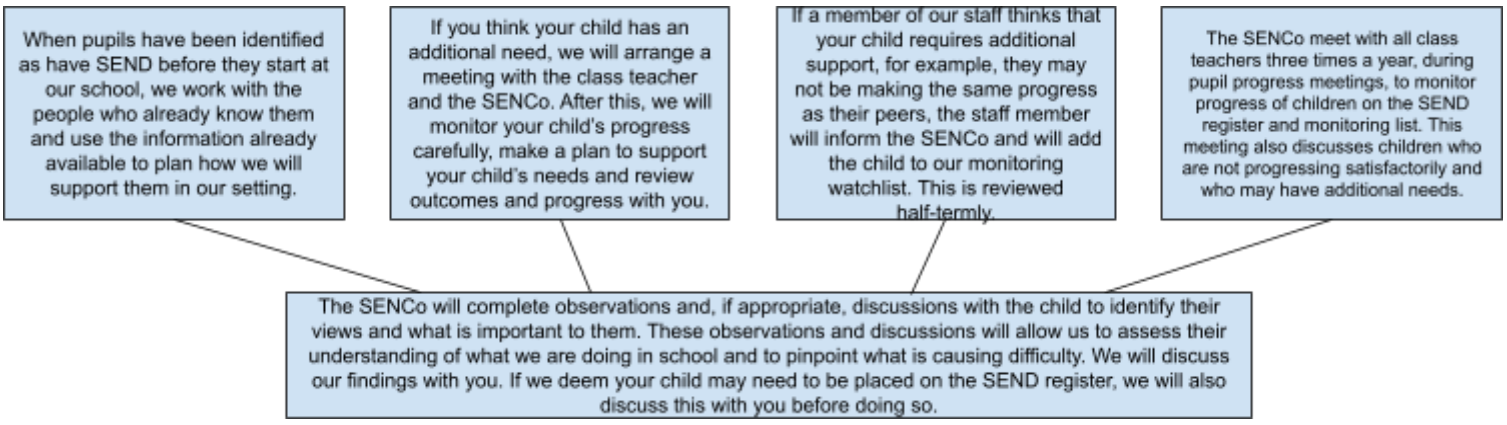
- School Nurse
- Health Visitors
- Community Nursing Team
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- Paediatricians (Community Child Health)
- Dieticians
- Audiology
- Physiotherapists

How do we identify children with special educational learning needs?

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term

outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

Below is the procedure we follow in school to identify children with additional learning needs. This forms the first part of our graduated approach to supporting children with additional needs. After identification, we begin the Assess-Plan-Do-Review cycle to support the child.



How is the decision made about how much support your child will receive?

The class teacher is responsible for determining the level of support and allocating time for your child to meet their targets. This is overseen by the SENCo. After the additional support (SEND support) has been monitored and all parties involved feel that higher levels of support or funding may be beneficial, then an Education, Health and Care Plan (EHC Plan) will be initiated with the child, parents and all other professionals involved.

Following an application for an EHCP, the Local Authority Service conducts a statutory assessment or Education, Health and Care assessment of your child's individual needs, with the information submitted to them from the professionals currently supporting your child. The 'Panel of Professionals' will assess whether your child's needs are complex enough to indicate a statutory assessment. If the panel deems that your child does not meet the criteria, then the school will continue to provide the level of (SEND) support to aid your child.

If successful and a statutory assessment takes place, then reports will be written from all the professionals involved, including parents, and a decision is made as to whether your child meets the criteria for being issued with an EHCP. Following this, an Education Health Care plan will be written outlining the long and short term goals for your child, the amount of funding the school will receive from the LA, and also strategies that must be put in place in the educational setting. The EHCP is a legal document and all agencies are held accountable to meeting the needs of your child. Your child's EHC Plan will be reviewed annually with the family and all professionals involved to discuss the progress made, set new targets and review the support in place.

How does additional funding work?

Schools receive funding for all SEND pupils and provide what pupils need from this (including equipment). The local authority may contribute to very expensive items. If a pupil's Educational Health Care Plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan. We monitor and review our provision which allows us to monitor spending, track interventions/provision

and review their effectiveness.

How do we involve the child pupil and their parents/carers in identifying and supporting their additional needs?

At St James', we are child and family centered so we endeavour to work in partnership with both parents and the children to identify needs, plan and deliver support for all children at our school. As discussed above, when we assess SEND, it is essential that a holistic approach is used to capture the needs and behaviours of the child in a range of different environments. At the initial stage, a meeting is arranged with the class teacher, SENCo and parents to discuss the behaviours inside and outside of school. Where appropriate, we will develop a learning plan with pupils and parents/carers to identify where support is needed.

• Throughout the year there are 2 parents' meetings and there is an end of year annual report to parents.
• Children with EHC plans will at least have one annual review.
• Individual pupil targets for SEND children are reviewed and planned together with parents every term.
• Parents may be invited into school to discuss their child's progress at any time.
• Children in Year 6 will have a transition package to aid movement to their new school. All children with SEND, or vulnerable children, are involved alongside parents in planning the transition package.
• Parents are invited to liaise with outside agencies e. g Educational Psychologists, Speech and Language Therapists etc.

How do we assess pupil progress towards the outcomes we have for targeted pupils? How do we review this progress so that pupils make good progress?

- We use Individual Education Plans (IEPs) to document the needs alongside the termly learning objectives, provision and assessments of each child on the SEND register. Every IEP is reviewed, as part of our graduated approach, every term with parents and teachers.
- Individual targets, as documented on IEPs, and the provision to accomplish them are tracked by the SENCo at a termly SEND pupil progress meeting with every teacher.
- We have regular involvement with Educational Psychology.
- For children with an Education, Health and Care Plan (EHCP), an additional yearly review will take place with parents, the teacher and SENCo to assess the provision and progress of the child.
- We have Parents' Evenings twice a year where the progress of each child is reviewed with the class teacher and parents.
- Children who have been identified as having additional needs will have more regular meetings with parents to discuss the progress they are making and the support they are receiving. Sometimes, we may feel that it is appropriate to invite other professionals to these meetings too.
- Pupil progress meetings are held regularly in each key stage team where the progress of all children is discussed with the key stage leader.

How will the school prepare and support your child when transferring to a new school?

If your child is transferring to secondary school, both the SENCo and the Year 6 teacher are fully involved in ensuring the transition period runs smoothly. The SENCo contacts the secondary school SENCo, Transition Lead teacher and liaises with Year 7 Head of Year and Learning Mentors to arrange a meeting prior to the transition to share information about your child, this will be both educational and pastoral information. Secondary schools are encouraged to send a representative to come into school to meet and talk to their potential new pupils. At St. James', we can also offer additional visits for small groups of children to visit their prospective new school with a member of staff from St. James'.

This is very beneficial for children with SEND, as it enables them to ask important questions, become familiar with the school setting and meet members of staff which will help to relieve their anxieties. We encourage parents to also visit the new school setting to assess if it meets the needs of their child. If your child is moving to another educational setting, we will pass on all of your child's records to the new school and inform them of additional information which will aid with their transition.

What is St James' approach to supporting children with SEND?

At St. James' CofE Primary School, we are committed to welcoming all who wish to attend our school and providing every child with the opportunity to achieve their best, regardless of the barriers they may face. Inclusion is central to our school curriculum and we believe that every child should have access to the full school curriculum, regardless of the barriers they face.

How is the curriculum adapted to meet the needs of children with SEND?

All staff at St James' are trained and committed to adapting the delivery of the curriculum to make it accessible or more challenging so that every child is able to learn at their level. All our staff are trained in a variety of approaches which means they are able to adapt teaching methods to a range of SEND including; specific learning difficulties, Autistic Spectrum Condition, speech, language and communication needs, and behavioural, social and emotional difficulties. Staff regularly participate in training from a range of specialist agencies to help further develop our knowledge and skills in a range of areas. Below are a range of methods we use to individually adapt to learning barriers and scaffold learning to support independence:

- Personalised visual timetables for children
- Now and Next activities
- Practical materials to support learning
- Practical activities which focus on developing fine motor skills
- Additional sessions focusing on gross motor skills and regulating sensory needs
- Quiet workstations in classrooms
- Use of coloured overlays
- Use of specialist technology and equipment, where appropriate. *E.g. Clicker to support writing.*
- Classroom sensory kit to support pupils who have physical or sensory needs
- We have a number of before and after school activities and pupils of which children with SEND are included in; we can provide extra provision to support their equal access and pre-teaching of skills.
- We have regular educational visits and a residential for Year 6. Children with SEND are always included in these. We provide extra staff to support their full involvement.
- All school trips are inclusive and accessible to all children in our school.

How are adaptations made to the learning environment to support children with SEND?

St. James' is a single level site with easy access to all the classrooms and the school hall, although classroom space is limited.

- We have one disabled toilet with a wall-mounted changing bed and hoist. All equipment is serviced every year.
- To externally gain access to all of the classrooms there are two flights of stairs, a ramp is located nearby based on the site near the portakabin at St. James'.
- The edges of all external steps have been outlined with yellow paint to support the vision of users.
- The site is safe and secure at all times and classrooms provide children with a light and airy space to learn.
- All classrooms have a 'quiet area' to support learning and those with individual sensory needs.
- Every classroom has a sensory kit to support the children to access the different types of areas in our school.
- Children have access to water throughout the school day.
- All classrooms in KS1 have a toilet block within the room to support the needs of the learners. KS2 have an easily accessible toilet block central to the key stage to share.

- We use visual timetables to structure the school day for all learners.
- All trays and resources are clearly labelled with words and pictures to support accessibility and independence.
- Breakfast club, after-school clubs and extra-curricular activities are adapted by the leading member of staff to enable all the children to participate.

What are the expertise of staff who will support children with SEND? How is this training provided?

The professional development of all our staff is an ongoing process. We regularly complete an audit of staff CPD and ensure we are meeting the specific needs of all children. The SENCO organises training on a needs basis in liaison with members of staff across the school. Members of staff in school are trained in the following areas:

- ASC and ADHD support
- Speech and Language support (including ELKAN)
- Narrative therapy
- Talk About
- Dyslexia
- Precision Teaching
- Toe by Toe
- Phonics
- RWI phonics
- Visual impairment - RANS VI team (through close connections with external services)
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- Supporting children with SEMH training
- Connect 2 Communicate

- We have continual support from specialist teachers (through Rochdale Additional Needs Service – RANS, NOTES) who support staff in helping individual children with a variety of needs, for example, Social and Communication Needs, Autistic Spectrum Condition, Visual Impairment, physical development and disabilities.
- We work closely with Speech and Language Therapy services to deliver programmes of care for your child. Sometimes specialist therapists come into school to work with staff to train them in delivering individual programmes.
- If we require extra support, we can refer your child to the Educational Psychologist who helps us to provide the best support for your child. The Educational Psychologist will also carry out additional assessments to see what your child can and cannot do.
- If your child needs it, we can access support from physiotherapy and occupational therapy to support specific needs.
- We also work closely with the team at CAMHS should we feel that they will be able to offer advice and guidance.
- We work with a range of healthcare professionals such as the community nursing team and the community paediatric team.

How do we support your child's emotional and social development?

At St. James' we recognise that your child's social and emotional skills need to be developed and nurtured to allow all children to feel confident in all areas of school life. Class teachers and teaching assistants will work closely with you to address needs including communication needs, anxieties and behaviour.

- Our pastoral lead works closely with children requiring additional emotional support, *e.g. following bereavements.*
- We have well-being lunchtime groups which offer a quiet space for children at lunchtimes.

- Our pastoral lead is trained as an Emotional Literacy Support Assistant. They can deliver interventions targeted to learners that need emotional support.
- Our school is involved in regularly attending our Trust wellbeing summit meetings, where groups of children represent our school in discussions and activities relating to wellbeing and supporting children's mental health.
- Most staff are trained in how to use 5 point scales, which allow children to control their feelings and emotions.
- Most support staff are trained to deliver Lego Therapy and Talk About groups which discuss and model social communication.
- Our RE and PSHE curriculum focuses on the well-being of all children and addresses issues which are important to your child.
- We have Youth Mental health first aiders in school who are available to support children's emotional needs, when needed.

How will the school prepare and support your child when joining St. James'?

If your child has already been identified as having a SEND, St James' will liaise with parents and professionals who are currently supporting the child. We welcome parents and children to look around St. James' at any time to see the provision that we offer and to decide whether we can meet the needs of your child. If your child is anxious, we can offer transitional visits and are happy to visit your child in their home setting and at their current school. We can provide a transition video and booklet for your child so they can become familiar with their new school setting and the members of staff that will be supporting them.

How does the school involve outside agencies and bodies to meet the needs of children with SEND and their families?

- We have regular contact with Educational Psychologists, Advisory/Specialist Teachers (RANS, now NOTES) , Speech and Language Therapists, Occupational Therapists, CAMHS, Homestart, Children's integrated services (NHS services).
- Where children and families may require multi-agency support, they will be brought together through the Early Help Assessment (EHA). A team of professionals will be formed around the child/families' needs to agree actions to support them in school and at home.

Who do I contact if I have any issues or concerns?

We encourage you to meet with your child's class teacher if you have any concerns regarding your child's learning and educational needs. We advise that you do not wait until a Parents' Evening as we would like to be proactive in addressing SEND needs. If you perceive the issue to be unresolved, then you can book an appointment with the Head Teacher or SENCo depending on the nature of the concern. If you feel that your matter has not been addressed then you can follow the procedures outlined in our complaints policy, which is on our school website on the parent's webpage.

SENCo: Emily Montague, Email: office@stjameswardle.co.uk, Phone number: 01706378268

Headteacher: Jade Lord, Email: office@stjameswardle.co.uk, Phone number: 01706378268