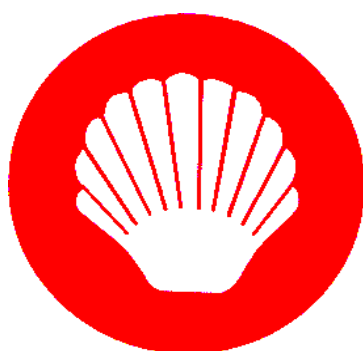


St James CE Primary School



SEND Report

SEN Information Report for St James' C of E Primary School 2025-2026

Part of the St Helens Local Offer for Learners with SEND

Introduction

Welcome to our SEND information report which is part of the St Helens Local Offer for learners with Special Educational Needs and Disability (SEND).

<https://www.sthelens.gov.uk/send> All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published must be updated annually.

At St James' C of E Primary School we believe that every pupil is an individual and unique. Some pupils may have special educational needs, permanent or temporary disabilities at some time during their school life. Many of these pupils will require long or short-term support to reach their potential, so in recognising this, we plan accordingly. Pupils with SEND are engaged as fully as is practical and compatible with their needs, in all activities within our school. Our aim is to provide a wide variety of strategies that will remove the barriers to learning and address pupil's needs, in a supportive and inclusive environment.

Name of SEND Governor – Mrs Audrey McNulty

Name of SENCO – Miss Lauren McDonald

Name of Executive Headteacher – Mrs Jennifer Young

If you have specific questions about the St Helens Local Offer please look at the St Helens Council Website. Alternatively, if you think your child may have SEN please speak to their Class Teacher or contact the SENCO Lauren McDonald through the school office on 01744 678545

Our approach to teaching pupils with SEND

At St James' C of E Primary School, we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school, and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

We live out our Christian Values in all that we do. Our faith underpins our approach in ensuring that we have a commitment to ensure that equality of opportunity is available to all members of the school community. For our school this means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of children in

school including those with SEND by celebrating and valuing the achievements and strengths of all members of the school community.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach please see our teaching and learning policy.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular pupil progress meetings, and staff engage in coaching and supervision.

At St James', all that we teach is underpinned by our seven Journey Drivers. These promises have been specifically designed to be a fully inclusive curriculum based on extensive research into learning pedagogies for how children (regardless of need) learn best. For more information see the Journey Curriculum page on our school website. 'All teachers are teachers of children with Special Educational Needs and Disabilities (SEND). Teaching such children is a whole school responsibility'.

High quality teaching is our first step in responding to pupils who have SEN. This will be adapted to meet the needs of individual pupils.

All pupils follow the National Curriculum except where disapplication is clearly indicated and this decision is fully supported by the LA. All SEND pupils including those with EHCPs spend the majority of their time in mainstream classes, following the same curriculum as their peers, adapted where necessary. Pupils who need it, are withdrawn for short periods for individual programmes based on their ISPs and other recommendations such as speech and language therapy or physiotherapy. Care is taken not to disadvantage pupils by this withdrawal.

What are Special Educational Needs and/or Disabilities (SEND)?

SEND Code of Practice (2014) states:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”**

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At St James' Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not making progress, we will

intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Our SEN profile for 2024-2025 shows that we have 17% of children identified as having SEN, 21% of these receive enhanced funding and 66% of those in receipt of funding have an Educational Health and Care Plan.

Categories of SEND

The code of practice identifies four broad areas of Special Educational Needs.

1. Communication and Interaction

Communication and Interaction includes those children who require speech and language support along with those who have social/communication difficulties such as Autism Spectrum Disorder. The school works closely with and makes effective use of guidance from Speech and Language Therapists and the Language, Autism and social Communication Service (LASCS), to put into place effective strategies to enable students to succeed within their classrooms. We provide 1:1 support to deliver intervention recommended by Speech and Language Therapists. We support pupils with targeted intervention, provide resources and deliver bespoke curriculums where needed.

2. Cognition and Learning

At St James, children with cognition and learning difficulties are supported through high quality teaching and effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia (specific difficulties with reading or spelling), dyscalculia (specific difficulties with Maths) or dyspraxia (specific difficulties with coordination). We also support children with moderate learning difficulties. Examples of the way we support children include breaking down activities into smaller, achievable chunks; providing appropriate resources including the use of technology and through providing adult support. We also run a number of interventions including support for students with specific difficulties with reading and spelling, reading and additional numeracy sessions.

3. Social, Mental and Emotional Health

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. We support these children through Emotional Support Sessions and social skills groups. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service), Barnardos or the Developmental Paediatrician if necessary. We also access support from the St Helens Mental Health Support Team, where appropriate, and other external agencies.

4. Sensory and/or Physical Needs

Where required, the school works closely with outside agencies to provide support for children in our school who have sensory or physical difficulties. Examples of these are vision and hearing impairment support services, physiotherapy and occupational therapy services. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities

accessible to students. We hold regular meetings with these agencies and the parents to review the equipment and approaches that are in place.

How we identify Special Educational Needs

Class teachers and support staff, along with parents, work closely together to assess the progress of pupils within their class. Should a teacher, learning support assistant or parent have a concern that a child may have special educational needs they will speak with the SENCo (Miss McDonald) A period of observation may follow, with the child being added to 'Tier 1' of our SEND register. During this time, specific, time limited interventions or new strategies may be introduced to try and encourage progress. Staff often use our 'Quality First Teaching Toolkit' to identify the most appropriate intervention for each child. This is called the 'Assess, Plan, Do, Review' process. Following this period and one cycle of 'Assess, Plan, Do, Review,' if the concerns remain, further investigations may be required and external advice sought. At this stage a pupil may be added to 'Tier 2' of our SEND register and may receive an Individual Support Plan (ISP) which includes detailed targets and strategies to support them.

Assessing SEN

The SENCO may support with further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for the child's learning on a daily basis and for planning. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. We have access to services universally provided by St Helens Council, which are described on the Local Offer website.

St James' Primary School has a working partnership with:

- Educational Psychology
- Speech and Language Therapy
- Language, Autism Social Communication Service (LASCS)
- Behaviour Improvement Team (BIT)
- School Health
- Occupational Therapy
- Physiotherapy

We also employ Learning Support Assistants who deliver interventions in the provision map as co-ordinated by our SENCO.

What we do to Support Learners with SEND at St James' Primary School to access the Curriculum.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at St James' Primary School are proud of our teachers and their development.

At St James' C of E Primary School we use a 'Quality First Teaching' model to ensure that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points. As part of this model, subject leaders have worked alongside our SENCo and our Academy Trust to analyse any potential barriers to learning across all subjects, which a child may present with, and all staff have been given training to be able to effectively implement reasonable adjustments and clear differentiation to ensure all children have the opportunity to thrive in all lessons whilst at our school.

Our teachers will use various strategies to adapt access to the curriculum and remove barriers to learning, this might include using:

- Visual timetables, schedules and prompts
- Adapted/ supported tasks
- Use of coloured paper or reading rulers
- Use of equipment such as writing slopes and pencil grips
- Use of equipment such as workstations, cushions, ear defenders to aid concentration
- I-pads, lap-tops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. Support is planned and reviewed termly at pupil progress meetings. Support provided across the school is collated on the school's provision map which describes the interventions, and actions that we undertake at St James' C of E school to support learners with SEN. We modify the provision map termly and it changes every year, as our learners and their needs change.

At St James' C of E Primary School, SEND provision across the school is collated on a provision map which is shared with our colleagues in our Academy Trust so we can learn from each other, and demonstrate what we offer for learners with SEN.

An Individual Support Plan (ISP) may also be used to record support which is additional to, or different from, the differentiated curriculum provided for all children and will focus upon individual support and targets that match the child's identified needs.

It will include information about:

- The identified needs of the child
- The teaching strategies to be used
- The additional provision to be put into place
- Specific targets set for the child
- Outcomes (recorded when ISP is reviewed)

ISPs will be discussed with the child and parents at termly meetings with the class teacher. Any advice and recommendations from outside agencies will be used to inform provision, target setting and strategies used.

Social, emotional and mental health and development of pupils with SEN

At St James, we recognise that 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 behaviour or showing signs of anxiousness.

The pastoral team in school will work with the child, parent/carers, class teachers and LSA's to identify what support is needed. This includes support through social skills groups and nurture groups as well as working with individual children who need specific support.

Where appropriate, referrals can be made to the St Helens Mental Health Support Team, CAMHS, Barnardo's, Listening Ear for more specialist support.

Looked After Children

For children with SEND who are looked after by the local authority, the SENCO will liaise with the responsible local authority and the child's social worker, and attend Personal Education Plan (PEP) review meetings to ensure the child's needs are understood and appropriate support is provided.

Consulting and involving pupils and parents

At St James' C of E Primary School we recognise that parents/carers have a vital role to play in supporting their children's education. We aim to involve parents in all aspects of a pupil's development and record any concerns they might have. We also recognise that pupils can also offer valuable insights into their needs and the support they need so views of the pupil are also sought and pupils are involved in review meetings wherever appropriate.

We aim to involve parents in every stage of our planning and provision. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Funding for SEN

St James Primary School receives funding directly to the school to help support the needs of learners with SEND. The SEND budget is used to secure equipment and

other resources as well as targeted interventions and other additional adult support as required to meet a child's needs.

The school can also apply for additional funding from the Local Authority which is distributed as 'top up' funding for learners who require support that exceeds that available to the school.

Staff Training

Staff at St James' C.E. Primary School undertake training in all areas of SEND. Some of these areas include:

- Autistic Spectrum Disorder
- ADHD
- Quality First Teaching
- Trauma Informed practice
- Sensory needs
- Speech and Language support

The SENCO attends the St Helens SEND Briefings in November, March and June, along with half termly LDST meetings and training in order to share best practice. She has achieved The National SENCo Award and completed training on Mental Health and trauma and attachment.

Training is booked to meet the needs of the school community. We consult with external providers to ensure that our staff are fully equipped to support children to achieve their potential.

How do we Find Out if this Support is Effective?

Monitoring progress is an integral part of teaching and leadership within St James.

All children's progress is assessed informally both by themselves and staff as part of everyday practice to inform next steps. As a school we also have half termly assessment weeks where more formal assessment takes place. Where a child is working significantly below their peers, there are alternative assessment tools which teachers can use to monitor progress. Where specific interventions are implemented, a suitable assessment tool will be used before starting and at the end of the planned programme to monitor effectiveness and inform planning of future support. The SENCO collates the impact data of interventions, to ensure that being used interventions are effective.

Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

Other Opportunities for Learning

All learners, where possible, have the same opportunity to access extra-curricular activities. At St James' Primary School we offer a range of additional clubs and activities.

We are committed to making reasonable adjustments to ensure participation for all, so please contact our after-school co-ordinator to discuss specific requirements.

The Equality Act 2010 definition of disability is:

"A person has a disability if:

- (a) the person has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on person's ability to carry out normal day-to-day activities."

Chapter 6, Section 1, Equality Act 2010

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Children and young people may therefore be covered by both SEN and disability legislation.

Preparing for the next step

At St James we are committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEN.

The transition process between key stages is carried out in line with the new Code of Practice. Within school, the transitions that we manage are as follows:

- From Nursery to Foundation Stage
- Foundation Stage to Key Stage 1
- Key Stage 1 to Key Stage 2
- Key Stage 2 to Key Stage 3

We will use information provided by previous settings and parents to understand and plan for the needs of children transitioning to St James. Transition days are provided for all children entering foundation stage at St James but where a child needs additional/ different transition arrangements, the SENCO and/or School Pastoral Support Officer will liaise with parents, foundation stage staff and the headteacher to agree an appropriate plan.

When a child leaves St James we will share information with the school or other setting the pupil is moving to so that appropriate support can be arranged.

For children with Enhanced Funding or EHCP, the focus of the review in Year 5 will be to give clear recommendations as to the type of provision the child will require at the secondary school stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents.

In Year 6, the SENCO of the receiving school will be invited to attend any appropriate meeting to allow the receiving school to plan appropriate to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Admission Arrangements

St James' Church of England Primary School is part of the Liverpool Diocesan Schools Trust (LDST)

Admission arrangements are determined by the Local Governing Body of the school in consultation with the Diocesan Board of Education, the Local Authority and other admission authorities in the relevant area.

The Admission Number for the 2025 reception year intake at St James' Church of England Primary School is 30.

Making an Application

Applications for reception should be made on the applicant's home local authority common application form. Copies of St Helens Primary Education Information for Parents Booklet and application forms will be available at all St Helens primary schools and the Admissions Section of the Local Authority. The admission of pupils with disabilities is the same as those applied to pupils without disabilities. The school complies fully with the Equality Act 2010 and the School Admissions Code 2022 in relation to the arrangements for the admission of disabled pupils.

Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

St Helens residents may also apply online via
https://emsi.sthelens.gov.uk/CitizenPortal_LIVE/en

Applications must be submitted by 15th January 2026.

All applications will be considered at the same time and after the closing date.

Decision letters/emails will be sent to parents 16th April 2026

Late Applications

Applications submitted after the closing date will only be considered alongside those who applied on time when they are received before the allocation procedures begin. However, as this date cannot be predicted, parents have no guarantee that any application received after the closing date will be included.

The admission arrangements for St James' Primary School are in accordance with the School Admissions Code, the School Appeals Code, other laws relating to admissions, and relevant human rights and equalities legislation. It follows, therefore, that they do not discriminate against or disadvantage disabled children or those with special educational needs.

Complaints Procedure

Young people have a right to be treated with dignity and respect, and to be valued for who they are and what they bring to our school. In line with the Code of Practice, parents have a right to complain if they are not happy about the service that their children receive from the LA and its schools. Through the complaints process we will:

- Investigate the complaint carefully
- Recognise when a mistake has been made
- Take action to prevent the problem happening again
- Review and explain what has gone wrong

At St James' Primary School, we ask parents to follow the procedure. A summary of the procedure is as follows:

- Step 1: Talk to the class teacher and SENCO (appointments might be necessary)
- Step 2: Meet the Head teacher (sometimes complaints might go straight to the Head Teacher)
- Step 3: Go to the Governors (meetings are arranged by the School Office)

Further appeal can be made to the LDST Operations Team

If a complaint is made regarding SEN statutory assessments, we encourage parents to meet with the SENCO and then put their complaint in writing to St Helens Education Department.

Useful links

<https://www.sthelens.gov.uk/send>

<https://www.sthelens.gov.uk/send/st-helens-iass-information-advice-and-support-service/>

<https://www.gov.uk/children-with-special-educational-needs>