



St James the Less RC Primary School
SEN Information Report
2025/2026

Name of the Special Educational Needs/Disabilities Coordinator:
Mrs Antonia Farrell

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Mrs Farrell successfully completed the SENCO award in July 2024.

The kinds of SEND we provided for.

St. James the Less is a mainstream Catholic primary school. We are a caring school and have an open-door policy to enable us to work in partnership with our families to build a bright future for all our children. Everyone is seen as special and everyone is included.

We welcome and provide for all children, including those with Special Educational Needs or Disabilities (SEND). A child or young person has special educational needs (SEND) if he or she has learning difficulties or disabilities which include:

- **Communication and Interaction:** this may mean they experience difficulties when communicating, being understood by others, understanding what others are saying and/ or understanding rules of social communication.
- **Cognition and Learning:** difficulties may present in acquiring reading, writing and number skills even when extra resources and appropriate scaffolds are used.
- **Social, Emotional or Mental Health:** difficulties may include making friends, relating to adults or displaying inappropriate behaviour in school.
- **Sensory or Physical Needs:** such as hearing impairment, visual impairment or any physical difficulties which might affect their learning.
- **Medical or Health Conditions:** which may slow down a child's progress and/or involves treatment that affects his or her education.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At St James the Less, the early identification of SEND is of paramount importance. However, we are aware that children may experience a difficulty with learning at any point in their primary school journey. The identification process is fully detailed in the school's SEND policy which is available on the school website. Children are identified as having special educational needs through the following ways:

- A child performs below age expected levels.
- Concerns are raised by teachers, for example if behaviour or self-esteem is affecting their progress.
- Consultations between class teachers, the senior leadership team and the SENDCO (Special Educational Needs and Disabilities Co-ordinator) where progress data is discussed.

If parents have concerns about their child's progress, an initial discussion with the class teacher is the first course of action. Further discussions may be arranged with the SENDCO thereafter.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in – their child's/young people's education?

At St James the Less, we believe that a child's education is most effective when it is built on a strong partnership between parents, teachers, and the child. We are committed to maintaining open and regular communication with families throughout the school year. There are two formal Parents' Evenings annually, where parents and carers are invited to discuss their child's progress with the class teacher. In addition, a detailed written report is sent home during the Summer term. If concerns about a pupil's progress or development arise during ongoing monitoring, the class teacher will consult with parents to discuss the identified needs. Where appropriate, an Individualised Education Plan (IEP) will be developed in collaboration with the SENDCO to address specific areas of concern. These plans include targeted support strategies and are reviewed each term. Individual targets are shared with pupils and their families at the start of each term. Progress towards these targets is reviewed by the class teacher and shared with parents before the end of term. If necessary, new targets will be set for the following term in consultation with both the parent and the pupil, where appropriate. Should further concerns arise or if additional needs become more complex, the school may seek the involvement of external agencies to provide specialist advice or support. In all such cases, parental consent will always be obtained prior to making a referral.

Pupils with an Education, Health and Care Plan (EHCP) have a Personal Provision Plan (PPP), which outlines the support in place to meet their individual needs. This plan is reviewed and updated at least once each term, with input from staff, parents, and the pupil to ensure a consistent and effective approach to support and progress.

What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about - and involving them in - their education?

We value and celebrate each child's views on all aspects of school life. Pupil voice is a vital component in the creation of Individualised Education Plans (IEPs) and Education, Health and Care Plans (EHCPs). Wherever possible, pupils are actively involved in discussions about their education. If a pupil is of an appropriate age or developmental stage, they will have conversations with their class teacher or the SENDCO to share their likes, dislikes, strengths, challenges to learning, and future aspirations. This insight helps ensure that the support and provision outlined in their plan is meaningful, personalised, and aligned to their individual needs. In cases where a pupil is too young or has significant communication difficulties that prevent them from directly contributing, the SENDCO works closely with parents, carers, and class teachers to gather a comprehensive understanding of the child. This collaborative approach helps to inform the development of the most appropriate and supportive provision for the pupil.

How will the curriculum be matched to my child/young person's needs?

At St James the Less, we are committed to providing an inclusive, stimulating, and supportive learning environment that meets the needs of all pupils. Our provision is designed to engage a wide range of learning styles and abilities.

Pupils benefit from access to a variety of indoor and outdoor learning spaces. Outdoor learning and activities are accessible to all pupils, and are used to enrich the curriculum and support pupils' wellbeing and engagement. Teaching and learning are delivered in a variety of ways to ensure that all children can access the curriculum and make good progress. Quality First Teaching (QFT) is the foundation of our classroom practice and is delivered by the class teacher. For all pupils, including those with SEND, this means:

- High expectations for all learners.
- Teaching that builds on what each child already knows, understands, and can do.
- Use of varied teaching styles to support different learning needs.
- Targeted strategies to support individual pupils, which may be advised by the SENDCO.

- Regular assessment of progress, with concerns discussed with parents and additional support provided where needed.

Educational Psychology work closely with school to make sure provision is specific to a child's needs when those needs are identified as more complex. Staff at St James the Less receive regular training tailored to the current SEND needs of our pupils. These training sessions focus on practical strategies and resources that help meet individual children's needs within the classroom setting. Additionally, teachers and support staff have ongoing access to the SENDCO for guidance and advice when planning lessons or interventions, ensuring that all learners receive the most effective and appropriate provision.

We are committed to working collaboratively with families, professionals, and pupils to ensure that every child with SEND receives the right support to thrive—academically, socially, and emotionally.

How accessible is the school environment?

St. James the Less RC School has an open-door policy and actively welcomes all stakeholders in the local community, including families, friends and external support agencies. We strive to meet the needs of all individuals in our care and endeavour to provide and create an inclusive setting accessible to all. We are currently able to offer the following in terms of access:

- Disabled car parking on the staff car park.
- Wheelchair access to the main entrance.
- Hand rails to the ramp connecting KS2 to the rest of the school.
- Disabled toilet facilities – main entrance.
- The school SENDCO (Antonia Farrell) is available to liaise with all families, including those with additional needs to give guidance, support and reassurance regarding school procedures, policies and practises and to refer to outside agencies as the need arises.
- Visual timetables are used to support children with communication needs. Resources and displays are clearly labelled to allow equality of access to all.
- A qualified Teacher of the Deaf visits the school on a termly basis to support children with hearing impairments.
- Individual work stations may be provided to enable children with attention and concentration difficulties to engage in their learning effectively.

Any further resources that may support a child's needs are provided after discussion between parents and teacher.

How are the school resources allocated and matched to children/young people's special educational needs and disabilities?

How is the decision made about the type and quantity of support my child/young person receives?

St James the Less is committed to ensuring that all pupils with special educational needs and/or disabilities (SEND) have their needs effectively met with the resources available. Provision is planned and delivered in line with the school's SEND budget. For pupils with an Education, Health and Care Plan (EHCP), their provision is prioritised when making decisions around staffing and support to ensure that statutory requirements and individual needs are fully met. The SENDCO reports termly to the Governing Body on the progress and provision of pupils with SEND. These reports maintain confidentiality and do not refer to individual pupils. There is a designated SEND Governor, who meets regularly with the SENDCO to monitor the effectiveness of SEND provision and to ensure that the needs of pupils are being met. The SEND Governor also reports to the full Governing Body to keep them informed. Governors work with the SENDCO to agree priorities for the SEND budget, with the overall aim of ensuring that all children receive the appropriate support required to make good progress in their learning and development.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

At St James the Less, we value strong partnerships with parents and carers as essential to supporting children's learning and development—particularly for those with special educational needs and/or disabilities (SEND). Parents are invited to attend formal Parents' Evenings in the Autumn and Spring terms to discuss their child's progress with the class teacher. In addition, weekly homework expectations are shared via ClassDojo, and children have access to a range of school-subscribed online learning platforms to support their learning at home. If a pupil is experiencing specific difficulties, the class teacher or SENDCO is available to offer tailored advice and practical strategies to support learning at home. For ongoing communication, a home-school communication book can be provided to support regular updates between staff and families. Some pupils on the SEND register will have an Individual Education Plan (IEP), which includes personalised targets. These are reviewed and shared with parents once per term, and a copy is provided for use at home to ensure consistency of support. For children with more complex needs who have an Education, Health and Care Plan (EHCP), a formal Annual Review is held each year to evaluate progress, update outcomes, and ensure that support remains appropriate. Parents are fully involved in this process. Any recommendations or reports from external professionals—such as Speech and Language Therapists or Educational Psychologists—will be shared with parents to enable consistent strategies to be implemented both at home and in school. If a concern arises, the class teacher or SENDCO will arrange to speak

with parents privately and sensitively, offering appropriate support and next steps to help address the child's needs.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

One of the key responsibilities of the SENDCO at St James the Less is to support class teachers in identifying and addressing concerns regarding pupils with special educational needs and/or disabilities (SEND). The SENDCO works closely with staff to ensure that the needs of all learners are met effectively within the classroom. The school is committed to providing ongoing training and professional development to ensure all staff have the knowledge and skills needed to support pupils with SEND. This includes:

- Whole-school training on specific areas such as Autism Spectrum Disorder (ASD), speech and language needs, and behaviour management
- Regular updates on current SEND strategies and inclusive teaching approaches
- Guidance on the use of classroom resources and adaptations to support individual needs

The SENDCO regularly attends local SENCO Cluster Group meetings to stay informed about current legislation, guidance, and best practice. These insights are shared with staff through staff meetings, led by the SENDCO, to ensure a consistent and up-to-date approach across the school. To further support the needs of individual pupils, the school works in partnership with external professionals, including:

- Specialist teachers
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- The School Nursing Team

These professionals provide targeted advice, strategies, and assessments to help the school meet a wide range of needs. In addition, the school supports pupils experiencing mental health difficulties in collaboration with the School Nursing Team and other external agencies. Where necessary, referrals are made to appropriate services to ensure that children's emotional and mental health needs are addressed in a timely and effective manner.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

At St James the Less, we recognise that transitions—whether starting school, moving between year groups, or transferring to a new setting—can be a significant time for all children, particularly those with special educational needs and/or disabilities (SEND). We are committed to ensuring that every transition is as smooth and supportive as possible. Before joining our school, children are invited to attend a taster session to help them become familiar with the school environment and begin to build relationships with staff and peers. For pupils starting in Reception, a staggered start is offered during the first week of term to support a calm and positive transition into full-time education.

During the summer term, all children take part in a Transition Day, during which they spend time in their new classroom and meet their next teacher. As part of our transition process, teachers meet to carry out a detailed handover, where they discuss the needs, strengths, and progress of each child to ensure continuity of support. When children are preparing to move on to secondary school, we work closely with receiving schools to plan effective transition arrangements. This may include:

- Additional visits to the new school for pupils who require extra support
- Liaison between SENDCOs to share key information about needs, provision, and successful strategies
- Transfer of all relevant documentation to ensure the child's support continues seamlessly

For pupils with an Education, Health and Care Plan (EHCP), a Transition Review is held as part of the annual review process. Staff from the receiving secondary school are invited to attend to support planning and preparation.

If a pupil with additional needs is applying to a selective school (e.g. BRGS), the SENDCO can contact the school directly to discuss and arrange appropriate access arrangements for entrance exams, ensuring all pupils have a fair opportunity to demonstrate their potential.

How will my child/young person be included in activities outside the classroom, including school trips?

We are committed to ensuring that all pupils, including those with special educational needs and/or disabilities (SEND), have equal access to the full range of school life, including extra-curricular activities and educational visits. A wide variety of lunchtime and after-school clubs are offered throughout the year. Pupils with additional needs are actively encouraged to take part, and support can be provided where necessary—at no additional cost to families—to ensure that every child can participate safely and confidently. Staff running these activities are fully informed of any individual needs, and reasonable adjustments—such as additional staffing or specialist equipment—can be arranged to support accessibility wherever possible. When planning educational visits, trips, or residentials, we

consider accessibility from the outset. If a child requires additional support to take part, a meeting will be arranged with parents or carers to discuss how their needs can be met. Reasonable adaptations will be made to ensure that all pupils can fully engage in the experience alongside their peers.

What support will there be for my child/young person's overall well-being?

We acknowledge that some children may have additional emotional and social needs, which may present as behavioural challenges, anxiety, or withdrawal during their primary school journey. While all pupils engage with a structured PSHE (Personal, Social, Health and Economic Education) curriculum to support their development, additional provisions are available for those requiring further support:

- In-Class Support: Individual Behaviour Plans tailored to the child's needs.
- Lunchtime Support: Designated Welfare Staff provide targeted support where appropriate. Year 6 pupils are also trained to support both key stage pupils in play skills and are excellent buddies to the children in Reception.
- Social Skills Groups: Delivered by trained teaching assistants to develop interpersonal skills.
- Trusted Adult System: Each child may choose a staff member they feel comfortable approaching for help or advice.
- Children's Counsellor: Available in school when deemed beneficial by both parents/carers and school staff.
- External Referrals: The SENCO can refer pupils to the Early Help and Prevention Team for Emotional Health and Wellbeing support.
- Specialist Services: With parental consent, the SENCO can make referrals to external agencies, including East Lancashire Child and Adolescent Services (ELCAS) and the Educational Psychologist.

These measures aim to ensure that all children receive the appropriate support to thrive both emotionally and socially. Our school adopts a positive approach to behaviour management, underpinned by a clear and consistently applied Behaviour Policy. As an inclusive setting, we prioritise the full participation of all pupils in classroom learning, as well as social integration during break and lunchtimes. Parents and carers hold primary responsibility for informing the school of their child's medical conditions. Pupil information sheets are distributed annually to update medical needs and emergency contact details. Medical and allergy information is securely documented and made accessible in each classroom to ensure all staff, including new or temporary members, are fully informed. Visiting coaches and teachers are also provided with this information at the start of each session to ensure pupil safety during lessons. We encourage parents and carers to administer medication at home, where possible. However, prescribed medication may be administered in school following the completion of a parental consent form, which must include clear instructions. In line with Lancashire County Council policy, non-prescribed medication will not be administered.

All medication is stored in accordance with product guidelines and administered by a responsible adult. Emergency medication, such as asthma inhalers and epipens, is kept readily accessible to the child and not locked away. Any required training for staff in administering medication is provided by qualified external professionals. Recent training has included anaphylaxis, asthma and epilepsy training delivered by the school nursing team. For pupils with significant medical needs or allergies, a Care Plan is developed collaboratively by parents, school staff, and healthcare professionals. All staff have received First Aid training, and there is always at least one qualified first aider on site. In the event of a medical emergency, an ambulance will be called immediately and parents will be informed without delay.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

Pupil progress is continuously monitored by class teachers and formally reviewed each term through tracking meetings involving the class teacher, the Senior Leadership Team, and the SENCO. Progress is informed by verbal and written feedback from teachers, pupils, and parents. At the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6), all pupils are assessed using Standard Assessment Tests (SATs), as required by the government. In Year 1, all children will complete the Phonics Screening Check to assess their phonics knowledge. Similarly, Year 4 pupils will participate in the Multiplication Tables Check to assess their knowledge of multiplication facts up to 12 x 12. Any pupil who does not meet expected benchmarks in assessments is supported at the earliest opportunity. Regular book scrutinies, learning walks and lesson observations are conducted to ensure high-quality teaching and that all pupils' needs are being effectively met. All pupils are encouraged to reflect on their learning and support. Their feedback helps ensure they remain engaged, appropriately challenged, and confident in working towards their targets.

All additional interventions are carefully monitored for effectiveness and impact, with outcomes reported termly to the SENDCO. Pupils with IEPs have termly reviews of their personalised targets. If a target is not met, the reasons are explored and adjustments are made, such as breaking down the target into smaller steps or adopting a different strategy. The aim of the IEP is to accelerate progress and close any gaps in attainment. Pupils with an EHCP have their progress formally reviewed at an Annual Review meeting, which includes all professionals involved in their support.

A structured, termly cycle of pupil progress meetings is held in collaboration with class teachers, Key Stage Leaders, and the SENDCO. If a pupil with SEND is not making expected progress despite targeted support and regular reviews of their Individual Education Plan (IEP) or Personal Provision Plan (PPP), the SENDCO, in consultation with parents/carers and the pupil, may seek additional advice and support from external specialists.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

The school works in close partnership with a range of external agencies within Lancashire's SEND services, including:

- Educational Psychology Services
- Speech and Language Therapy (NHS)
- Occupational Therapy (NHS)
- Paediatric Neurodevelopmental Teams
- CAMHS/ ELCAS
- GPs and the School Nursing Team

When necessary, the school may also engage private specialists to provide further support, as agreed by the Headteacher and SENDCO. We also work closely with the Children and Family Wellbeing Service (CFWS) to provide Early Help for families requiring additional support. The SENDCO can initiate an Early Help Assessment (EHA), with ongoing support monitored through the Team Around the Family (TAF) process. These partnerships aim to ensure that all pupils with SEND receive the appropriate provision to reduce barriers to learning and support their overall wellbeing.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

The first point of contact is your child's class teacher to share your concerns. Thereafter, a meeting with the SENDCO may be arranged. If your concerns are ongoing then a meeting with the Headteacher may follow. The formal complaints procedure is detailed in full on the school website.

Where can I find the contact details of support services for the parents of children/young people with SEND?

School are able to signpost parents to other external organisations that can provide additional support. The first point of contact for this would be the SENDCO or the Head teacher.

Where can I find information on where the local authority's local offer is published?

Our Local Offer is found on the school website.

Further information and the services provided by the Local Authority can be found using the link below:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needsanddisabilities/about-lancashires-local-offer/>