

**Special Educational Needs and
Disabilities (SEND)
Information Report
2026- 2027**





Our Vision

Empowered by God's love, we uphold a culture where everyone is encouraged and supported to reach their full potential.

Our Mission

Rooted in God's love, inspiring all to aim high.

Our Christian Value is LOVE

**Loving God
Loving Others
Loving Ourselves
Loving Learning
Loving Life.**

We are anchored by scripture.

We ask that Christ will live in our hearts through faith, making us rooted and grounded in LOVE.

Ephesians 3:17

School Name:	Great Marsden St John's Primary, a Church of England Academy
Type of School:	● Academy ● Mainstream ● Primary ● Church of England

Policies referenced within this document are available on the school website:

www.stjohnsnelson.co.uk

How does GMSJ know if children need extra help?	
<i>Which types of SEND do you cater for?</i>	Our approach is to be inclusive of all children, therefore we aim to cater for and meet the needs of every child with any type of SEND.
<i>How do you identify children with SEND?</i>	At GMSJ we hold regular Pupil Progress meetings, in which all key stakeholders gather to discuss whole class and individual needs. A standing item on the agenda for these meetings is SEND and a record of discussion is used to monitor individual children's progress, subsequently leading to the identification of SEND in certain cases. Teachers are skilled in recognising children in need of additional support or with SEND. This will lead to a discussion with the school SENDCO and the involvement of other agencies where necessary.

	A pathway document is available to all staff to support in recognising and seeking support for children who need additional support. A variety of diagnostic assessments can be used: ● Standardised Test analysis ● Internal assessment data analysis ● Sensory Checklist ● PIVATS ● EBSA Toolkit ● Formal observation processes A range of other agencies can be contacted: ● Speech and Language Therapist ● Educational Psychologist ● SEND Team ● Specialist Teaching Service ● Specialist Settings ● School Nurse Please refer to our SEND policy for further information.
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How do GMSJ staff support children with SEND?	
<i>How are the governors involved and what are their responsibilities?</i> <i>How do you know how effective your arrangements and provision for children with SEND are?</i>	We have a SEND governor who works collaboratively with the school SENDCO supporting and attending meetings where appropriate. Our school SENDCO is in regular contact with other agencies and the Local Authority SEND Officer. She attends SENDCO Cluster Group meetings organised by the Multi Academy Trust (MAT) and the Diocese (BdE). We encourage all feedback from parents and carers of children with SEND, along with external agencies in order to continuously improve our provision for children with SEND.

How is the curriculum at GMSJ matched to children's needs?	
<i>What are the approaches to differentiation and how do you provide inclusion?</i>	All lessons are adapted to suit individual and group needs to ensure inclusive education for all children. Teachers use a range of daily assessment approaches to ensure all children are fully engaged and accessing the curriculum. Pupil Passports or Individual Education Plans (IEP) are in place for children who require additional support or specific adaptations in order to access the curriculum. These enable children with specific needs to achieve their full potential within an inclusive environment. A range of specific programmes, resources and interventions are used to ensure successful adaptation and to provide inclusion for all. These are highlighted within this document. For a small number of pupils, who are not able to access the national curriculum, a highly bespoke curriculum is provided. This is planned through drawing on advice from all the professionals involved in a child's education and assessment is carried out using the engagement model, supported by highly specialised documents such as PIVATS.

How does GMSJ inform parents and carers of children's progress and how to support their children's learning?	
<i>What opportunities will there be to discuss children's progress with staff?</i> <i>How will a parent or carer know what progress their child should and is making?</i> <i>What opportunities will there be for</i>	We have an open door policy. Parents may speak to staff members at the end of the school day, or make an appointment to discuss more lengthy or private matters. There are termly opportunities for all parents to review their child's progress at Parents Evenings with their child's class teacher, along with additional meetings for parents of children with SEND with the SENDCo three times per year. For some children it may be appropriate to have a home/school diary, which teachers, parents and carers can use to communicate on a daily basis.

<i>regular contact about things that have happened at school?</i>	All parents receive a full school report each year. If parents require a separate copy (for example with divorced parents) this can be arranged via the school office.
<i>How will a parent or carer know about planning?</i>	When children are involved with external agencies, parents and carers will be invited into school to meet with professionals to understand the nature of the work taking place.
<i>Do you offer any parent/carers training or learning events?</i>	We operate with Team Around the Family meetings (TAF) where necessary. All curriculum planning can be accessed via the school website: https://stjohnsnelson.co.uk/classes/ Parent and carer training and learning events, for example behaviour workshops, are offered regularly at differing times in order to accommodate parents and carers work/home commitments. These are delivered in partnership with Lancashire Adult Learning or through referrals via the Family Support Worker.

What support is there for children's overall wellbeing at GMSJ?	
<i>What pastoral, medical, social and emotional support is available for children?</i>	We use a range of approaches to support pastoral, social and emotional needs, some of which are as follows: ● Personal, Social, Health and Education Lessons ● Religious Education Teaching and Worship Services ● Social Skills Sessions ● ELSA ● EHWPB Team ● Strategies recommended through staff training and CPD ● Counselling ● Classroom worry boxes ● Daily check-ins ● Assertive Mentoring
<i>What measures do you have in place to prevent bullying?</i>	
<i>What support is there for behaviour, avoiding exclusions and increasing attendance?</i>	A number of staff in school have Paediatric First Aid training and other training for more specific needs is provided when necessary. For example, care for pupils with diabetes, allergies or epilepsy. We make all reasonable adjustments, in accordance with a child's Healthcare Plan from their GP/Specialist Nurse, to support children and work closely with parents and carers to ensure their child is fully included in every aspect of school life.
<i>How are children able to contribute their views?</i>	



	Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Please refer to our Anti-Bullying Policy for further information and procedures used to prevent bullying. We try to incorporate positive behaviour management strategies in all aspects of school life. Examples of these are as follows: ● Star and Sunshine Behaviour Management System ● Reward Stickers ● Celebration Worship ● Dojos ● Golden Tickets ● Attendance Fiver ● ACE Time For instances where the above is no longer appropriate, the following short term strategies may be adopted: ● Rainbow and Thundercloud Behaviour Management System ● Lunchtime Intervention ● Social Skills Sessions ● Positive Behaviour Support Plans Please refer to our Safeguarding and Behaviour Policies for further information. Pupil voice is extremely important to us. The following strategies enable children to contribute their views: ● School Council ● Gardeners and Seedlings ● Circle Time ● Worry Box ● Prayer and Reflection Areas ● Pupil Voice Questionnaires ● Growth Mindset Lessons ● P.S.H.E Lessons ● Class Services
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What specialism services, experience, training and support are available or accessed by GMSJ?	
<i>Are there any staff that have undertaken any SEND specific training?</i> <i>What experience do staff have, is there any other training staff have attended?</i> <i>What support do staff provide?</i>	Currently, we have staff trained in the following areas: ● SENDCO National Award ● ELSA ● First Aid ● EpiPen Training ● Diabetes Training ● Makaton Level One ● Growth Mindset ● Nurture ● ACES ● Speech and Language We are also able to contact external agencies for further support in specific areas if required. Staff at GMSJ have experience of working with a range of SEND. CPD training is undertaken regularly with a range of specialists. This might be as part of a staff meeting or on an individual basis to develop specific skills. Our school SENDCO has completed the SENDCO National Award.

How are children included in activities outside the classroom including school trips?	
<i>Will children be able to access all of the activities and how will you assist them to do so?</i>	We ensure inclusion for all children in activities outside the classroom in the following ways: ● Risk assessments via Evolve ● Ratios ● Pre-visits by the class teacher ● 1:1 support where necessary ● Additional resources to support ● Additional transport if required ● Social stories in preparation if required

How accessible is GMSJ's environment?	
<i>Is the building wheelchair accessible?</i>	Yes
<i>Are there disabled changing and toilet facilities?</i>	Yes, there is an accessible toilet. There are changing facilities suitable for younger children.
<i>How do you communicate with children or parent and carers whose first language is not English?</i>	• Class Dojo is used to send messages which can be automatically translated by parent/carers • Written and verbal communication can be translated into different languages • Key messages within newsletters and other correspondence is often translated into different languages • EAL support and resources can be accessed via our EAL Lead • Multi sensory resources can be created using widget • Google translate can be used within meetings
<i>How will equipment and facilities to support children with SEND be secured?</i>	• LCC Library Service • LCC SEND Team • EAL Multi Lingual Centre • Specialist Settings • Speech and Language Therapy • Specific External Agencies, e.g. Visual Impairment
<i>What provision will be available for children to access quiet time/space?</i>	• Prayer and reflection areas • Religious Education garden • Time out areas in each class for children with specific needs • Increased adult ratios to provide support for children with specific needs

How will GMSJ prepare and support children joining the setting, transferring to a new setting or the next stage of education and life?	
<i>What preparation will there be for children before joining your setting?</i>	• Planning for all transitions takes place well in advance to identify a plan of action • Transition afternoon takes place for each class prior to beginning a new school year – opportunity to meet teacher and see new environment
<i>How will children be prepared to move onto the next stage?</i>	• Additional transition activities and meetings are arranged for children with SEND and their parents/carers where needed • Additional transition or staggered transitions are considered where necessary in conjunction with parent/carers • Gardeners and Seedlings buddy system for new children entering school

	• Social stories and/or photobooks • Lancashire toolkit for EBSA For further information, please refer to our Transition Policy.
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Provide examples of resources that GMSJ may allocate to match children's needs.	
<i>Literacy</i>	• Pen/pencil grips • Writing slopes • Different coloured paper according to need • Sizes of lined paper • Different size texts according to need • Visual materials • Concrete materials • Range of reading books including phonically decodable or HI/LO • Reading Partners programme • Toe by Toe intervention • Precision teaching intervention • NELI • Talk Boost SALT intervention • Write from the Start motor skills intervention • Literacy 5 Minute Box • Vocabulary pre-teach intervention • Widget • Colourful Semantics
<i>Maths</i>	• Visual prompts – number lines, tracks, etc • Kinaesthetic apparatus – cubes, counters, etc • Different coloured paper according to need • Different size squared paper according to need • Plus 1 intervention • Maths 5 Minute Box • Dyscalculia Solution Intervention • Mastering Number intervention
<i>Other</i>	• Sensory toys • Timers • Wobble cushions • Social stories • Social skills games • Stop, think, do intervention • iPad • Laptops • PIVATS/Cherry Gardens assessments



How is the decision made about what type and how much support children will receive?	
<i>Describe the decision making process. Who will make the decision and on what basis?</i> <i>How do you involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families?</i> <i>How do you measure whether the support has had a positive outcome?</i>	The Headteacher and SENDCO work collaboratively, alongside other professionals involved with individual children, to ensure appropriate support is in place. Support given is based on individual needs and additional funding (for example, children with an Education, Health and Care Plan). Resources will be allocated to ensure inclusion across all areas, leading to children achieving their full potential. All recommendations and advice from professional reports are put into place accordingly. Support is measured in the following ways: • Specific intervention and provision is outlined on Pupil Passports and reviewed on a termly basis. • Specific, Measurable, Achievable, Relevant, Timely (SMART) targets are created for children with SEND and reviewed on a termly basis for pupils with an Individual Education Plan (IEP) • Assess, Plan, Do, Review cycle • Pupil Progress meetings • Provision mapping

How are parents and carers involved in GMSJ?	
<i>What approaches are in place to involve parents/carers in decision making and day-to-day school life?</i>	• 'Friends of GMSJ' Committee • Parent volunteers • Workshops for parents/carers • Parent/carer questionnaires • Feedback regularly requested • Special events regularly take place for parents/carers to attend for example, Class Worship or Special Services • SEND parent/carer meetings with SENDCO three times per year

Who can parents and carers contact for further information?	
Who would a parent or carer contact to discuss SEND related concerns about their child?	Class teacher ↓ SENDCO ↓ Headteacher <i>If concerns cannot be resolved in the first instance, it would be necessary to refer to and follow the school complaints procedure. This is available to view on the school website.</i>
Who would a parent contact to discuss their child joining your school?	Our school office will be able to answer initial questions and show you around the school. They will also be able to organise a meeting for you with Miss Jefferies, the SENDCO or Mrs Underwood, the Headteacher.
Who is the SEND Co-ordinator (SENDCO) and how can they be contacted?	Miss K Jefferies Great Marsden St John's Primary, a Church of England Academy Trent Road Nelson Lancashire BB9 ONX 01282 615055 gmsjoffice@cidari.co.uk

For further information please access the Lancashire County Council Local Offer:
<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities.aspx>