SEN ANNUAL REPORT 2026

Special Educational Needs Annual Report 2026

This report should be read in consultation with the St James Information report, SEND and Inclusion policy and Accessibility plan
This report reflects how the school has used SEND funding to meet pupils' needs.

Context

St James' caters for pupils aged 3-11 years
In 2025-2026 there were 167 pupils on roll.
21.0% (35 pupils) were on the SEND register and 3.5% of the total number of pupils (6 pupils) had Education Health and Care Plans (EHCP). 40% (14 pupils) of SEND pupils were PP/FSM.
Nationally, 20.8% of school age pupils are identified as having SEND (June 2026 school census), 6.0% were identified as having EHCPs.
There continues to be a trend increase since 2016.

Primary needs of pupils in school:

	Communication and Interaction	Cognition and Learning	Social, emotional and mental health difficulties.	Sensory and/or physical Needs.
Early Years SEND Support	3			
SEND Support	8	12	6	1
EHCP	1	1	3	
Total	12	13	9	1
%	34.3%	37.1%	25.7%	2.9%

Exclusions:
No permanent exclusions.

Impact of intervention

All pupils identified as requiring additional support and placed on the SEND register are offered a termly review with the SENDCo and, where appropriate, the class teacher. These meetings provide an opportunity to review progress, discuss ongoing needs, and agree targeted strategies and interventions to support the pupil's development. Agreed provision is recorded within the pupil's personalised plan and reviewed regularly.
As part of the school's commitment to inclusive practice, support is primarily delivered through high-quality first teaching and appropriate in-class adaptations. A range of whole-school approaches are embedded to reduce barriers to learning and promote access to the curriculum for pupils with communication and interaction needs, including autism, and cognition and learning needs, including dyslexia. These strategies enable pupils to participate fully in school life and make progress alongside their peers.

Staff training and expertise

The deployment of staff is reviewed on a regular basis to ensure that support and expertise are aligned with the identified needs of pupils across each year group. This strategic allocation of resources enables targeted interventions and effective classroom support to be delivered, maximising progress, promoting independence, and ensuring positive outcomes for pupils with SEND.

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- The SENDCO is undertaking the NPQSENCO course for new SENCOs. The programme focuses on:
  - Developing an inclusive school culture.
  - Identification and assessment of SEND.
  - SEND legislation and the statutory framework.
  - Working effectively with families, staff and external agencies.
  - Leading and evaluating SEND provision across a school.

- The SENDCO has been supported by the BCCET Primary SEND Co-ordinator and Director of SEND, benefiting from strategic guidance, professional challenge and collaborative working to further strengthen inclusive practice and SEND provision across the school.
- Regular attendance at Local Authority and BCCET SEND network meetings, alongside ongoing professional development opportunities, ensures that SEND knowledge and practice remain current. Updates are shared with governors through regular reporting, supporting the effective monitoring of SEND provision and the strategic development of SEND across the school.
- All staff have received training in Prevent Duty Training, Emotional Regulation and Keeping Children Safe in Education (including Bullying, Trauma, FGM 2023, Physical abuse, Sexual abuse, Neglect, Emotional abuse and Medical Conditions Awareness training (asthma, anaphylaxis and epilepsy).
- The Inclusion Team has offered a range of online bite-size Spotlight Training opportunities for staff, covering topics such as supporting pupils with SEND during seasonal events, understanding anxiety, creating safe spaces, de-escalation strategies, and the effective use of Now and Next boards to promote engagement and independence.
- Support and working collaboratively with the BCCET Primary SEND Co-ordinator has enabled the successful submission of STEP and Early Years Funding applications, securing additional resources to meet the needs of pupils with SEND across the school.
- The SENCO and EYFS team by working collaboratively have developed stronger partnerships with Pre-School and Portage services to support vulnerable children's transition into Nursery and Reception, ensuring needs are identified early and appropriate provision is in place from the outset.
- EYFS and Year 1 staff worked alongside colleagues from Early Years Solution Panel, Pre Sch and Ashleigh Child Development Centre, increasing knowledge and skills.

- Staff across Key Stages 1 and 2 have worked collaboratively with a range of professionals, including Speech and Language Therapists, Occupational Therapists, the SEND Inclusion Team, Educational Psychologists and Clinical Psychologists, to strengthen practice, develop effective strategies and enhance provision for pupils with SEND.
- A range of standardised assessments have been carried out by the SENCO to determine pupil cognition and learning needs and the best way of meeting them.
- Collaborative engagement with Healthy Minds, Lifecycle and CYPS has enhanced staff expertise in supporting pupils' emotional wellbeing and mental health.
- SENCO works on tailored and specific intervention programmes with SEN pupils and children requiring additional support five days a week. This is either on a one-to-one basis or in small groups.
- Pupils with additional needs receive targeted 1:1 support from HLTAs, qualified teachers and Teaching Assistants to strengthen literacy, maths and emotional regulation.
- Introduction of Individual Pupil Passports to commence in September 2026. These will replace the ILPs and provide a detailed overview of each pupil's strengths, needs, aspirations and support strategies in one document ensuring a consistent and person-centred approach across school.
- Following a successful application, the school has been selected to participate in the Nurture the North East Programme. This fully funded initiative will further enhance the school's capacity to meet pupils' social, emotional and behavioural needs through access to specialist training, resources and the Boxall Profile® assessment tool. Training commences in October 2026 for SENCO and a class teacher initially.

Pupil views

Views of pupils are gathered regularly through discussion with their teachers and specific pupil's views forms.

Parent and carer views

Views of parents are sought during termly reviews through parental views forms.

Local offer

South Tyneside Council has a 'local offer' of information and guidance for pupils with SEN or disabilities, their families and those who support them. This sets out the provision and links to what is available in South Tyneside and the surrounding area. More information on the Local Offer can be found at:

https://www.southtyneside.gov.uk/article/37862/Special-Educational-Needs-and-Disabilities-SEND-