Information Report September 2026 (SEN)

St James Catholic Primary School is a fully inclusive school where the needs of all of our children are central to our educational philosophy. We aim to develop the social, cultural, intellectual, aesthetic, physical, moral and spiritual attributes of each and every child in our care. The pursuit of excellence is at the heart of our school and forms an integral part of the education we offer which enables all pupils to develop to their full potential. Children of all backgrounds and cultures are welcomed, valued and supported to allow all to make the very best progress they can. We aim to remove barriers to learning and participation to promote the development of all children as independent learners. We understand and acknowledge that children have individual educational needs and require personalised strategies for learning and participation. We endeavour to meet individual needs as we know that children benefit from a range of different teaching approaches and experiences.

This document outlines the variety of ways we ensure we support our children with SEND (Special Educational Needs and/or Disabilities) to achieve their potential. It outlines the skills, resources and techniques that we currently use to provide a full range of educational and pastoral support for all of our children. This continues to be developed and modified to meet the changing requirements of each individual child, allowing them to receive a unique provision.

If you would like further information about the support we can offer please contact:

Bekki Conroy (SENCO) 0191 483 2672.

Children at St James Catholic Primary School with SEND are identified and taught following the requirements of the Special Educational Needs and Disability Code of Practice: 0-25. Children are identified as having SEND when their progress has slowed significantly and school-based interventions have not enabled improvement. Concerns may be identified by school, a medical professional or by you as a parent/carer.

Identification of SEND St. James uses the SEND Ranges, in line with Local Authority policy, to identify children's needs.

The broad areas of SEND are difficulties in the areas of:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

In school, the class teacher informs the SENCO of any concerns if a child's progress in any of the areas above, is:

- significantly slower than that of their peers from their starting point
- does not match or better the child's previous rate of progress
- does not close the attainment gap between the child and their peers
- the attainment gap widens

Following a concern, school-based observations will be carried out to identify barriers to learning for your child. Slow progress and low attainment do not automatically mean a child is placed on our SEND register. Discussions with parents and professionals will take place to decide whether special educational provision is required. If it is felt that a child

needs targeted provision that is additional or different to what is usually provided, with parents/carers agreement, they will then be entered on the SEN register to receive SEN Support. Decisions will be made to decide if a referral to outside agencies is required in order to develop a holistic approach of support for each individual child. Parents are informed of any outside agency intervention. Throughout the process you and your child's opinions will play a crucial part in addressing specific needs. The level of support your child receives may change throughout their time in school as interventions will be continually monitored and reviewed; progress will be tracked using our assessment process. There are regular opportunities for parents to discuss the progress of their child.

For all children at St James Catholic Primary School, who are identified as needing additional support (SEN Support), we:

- Work in partnership with parents and carers as we recognise and value the expert role in which families play in their child's lives and educational development.
- Deliver quality first teaching, adapting the curriculum and our resources, to support access to learning and to promote progress.
- Have a fully qualified SENCO, who is part of the Senior Leadership Team, leading SEN Support provision, providing advice and guidance to staff.
- Write clear educational Action Plans for SEN children which break down targets into finely graded steps, following a graduated approach of assess, plan, do, review.
- Involve the child, parents and carers in writing, reviewing and implementing individual Action Plans and targeted provision. The Action Plans are reviewed at least once a term and on the completion of an intervention.
- Strategically place support staff where they are most needed throughout the school to ensure pupil progress.

- Provide targeted 1:1 or small group interventions to ensure progress is being made.
- Regularly evaluate our teaching resources to ensure they are accessible to all SEND children including ICT devices and software to promote access to the curriculum.
- Support our families through regular informal contact with school and more formally through review meetings.
- Seek support and advice from a range of outside agencies including an Educational Psychologist, Children and Young People's Service (CYPS), Speech and Language, Health Services etc to ensure each child's needs are fully identified and understood.
- Offer emotional well-being support through school mentors, counsellors and the Healthy Minds Service.
- Provide ongoing Continuous Professional Development for teachers and teaching assistants via external providers and in-school training.
- Ensure our school trips, residential and school activities are fully inclusive and, as far as possible, are accessible to all our SEN children.
- Liaise closely with secondary schools and the emotional resilience team to ensure information is clearly communicated and recommendations are heard to offer a smooth transition from Key Stage 2 to Key Stage 3.
- Offer support to families and they are signposted to services and organisations that may provide appropriate input or advice via the South Tyneside Council's Local Offer:

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

In addition to the above, we also offer further support for those children who have a higher level of additional need or an Education, Health Care Plan (EHCP.) School, parents/carers or other professionals in health and social care can apply for an EHCP when a child has not made expected progress through the graduated approach of SEN support. It is a legal document that identifies educational, health and social needs and outlines the additional provision and support required to meet those needs. This support includes:

- Provision specified in the EHCP
- Detailed planning leading to specific targeted interventions outlined for the Local Authority through a detailed Provision Map
- Close monitoring of progress against the targets
- Multi-agency planning and assessment of targets at interim reviews.
- Annual Reviews with recommendations submitted to the Local Authority.