



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'



St. James'
CE First School and Nursery

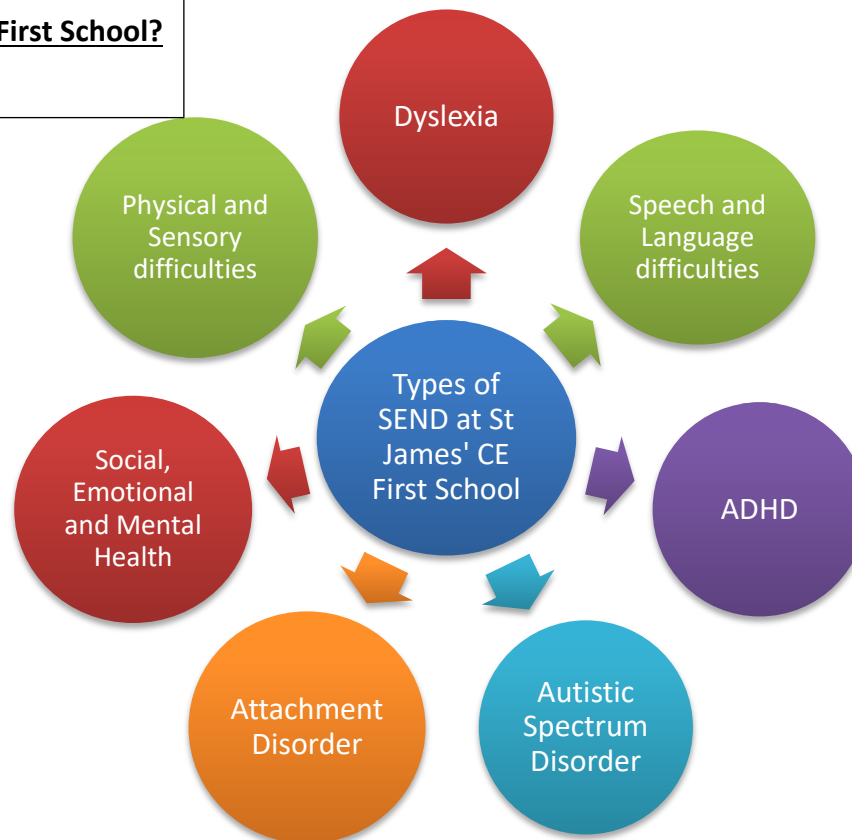


Throughout the past year Mrs Peckham (SENCo) has been responsible for Special Educational Needs and Disabilities (SEND). To find out more about SEND at St James First School and Nursery, browse through the report below, have a look at our SEND Policy which can be found on the school website or contact Mrs Peckham in person on rpeckham@stjames.dsat.org.uk. The report contains a review of the last year at St James' and a look at how children are identified as having SEND, how we work with parents and pupils and how children are supported in school.

SEND Information Report

2025 - 2026

What does SEND look like at St James' CE First School?



How are pupils identified Educational Needs

Teacher and parents are raise concerns that pupils are not making the progress that they are expecting. Following this, Mrs Peckham monitors the pupil's progress through our tracking system (where teachers record an assessment of pupils every term) and uses formal assessments in reading, spelling and maths or screeners to look into this further. We can then request outside agencies to come into school to complete further assessments and to offer support and advice. Sometimes a pupil comes from another school with information to explain how this pupil needed further support to be successful and we can build on this. A few pupils have been to see the doctor who has referred them to see other professionals and they send reports to help us in school.

as possibly having Special (SEND)?

the people who initially

What happens if your child is found to have a Special Educational Need?

Here is an example of a flow chart showing a fictional pupil to highlight what happens to our pupils identified as having SEND.

Francesca is working really hard at school but not always being successful. At home she is finding doing home learning very difficult and getting upset in the process.

Francesca had a meeting with her class teacher and her parents to talk about her home learning and how school could help. It is decided that sometimes it would be better for Francesca not to do homework and just concentrate on her school work.

Francesca is happy at home but is still finding school work very tricky and her class teacher is concerned that although she is working hard she is not making progress, so the class teacher spoke to Mrs Peckham.

Mrs Peckham, went to see Francesca in her classroom and talked to her about her learning. She made some suggestions of things the class teacher could try (writing the tasks down in little steps, asking the TA to talk to her about what she needed to do to check she understands).

A person from the SSENS team met with Francesca and completed some assessments (these are little tasks to do) to see if they could find better ways to help Francesca.

Mrs Peckham decided with Francesca's parents that although school are helping, they needed some more help for Francesca. She referred Francesca to see a specialist team called SSENS (Specialist Special Educational Needs Service).

At the end of the next term the plan is reviewed. Francesca had made some progress but not enough. Her parents and the class teacher are getting concerned that she is falling behind.

Francesca and the teacher tried these things for a term, but it isn't really helping. They had another meeting with Francesca's parents and completed an Individual Learning Plan (ILP). This helped them focus on a few things and shared out how everyone is going to help Francesca.

The SSENS team wrote a long report about what they had found out and said they thought that Francesca has Dyslexic tendencies. They explained some things that would help in school and key areas school needed to help Francesca in.

Francesca and her parents met with Mrs Peckham and her teacher to go through the report together.

At the moment Francesca is making progress and beginning to catch up with her peers as well as seeing the effort that she puts in rewarded.

Mrs Peckham continues to check that she has a plan written that will help her and going in to check that the class teacher is providing what Francesca needs.

How much did SEND support help in 2025 – 2026?

Part of Mrs Peckham's role is to think about what worked well for pupils with SEND, what didn't work so well and what we need to change. Below you will find some of these things and a plan of things that need to change in 2026-2027.



What is great and need to stay the same?

- Quality First teaching in every class.
- Teachers knowing their pupils and making sure they plan carefully for them.
- Mrs Peckham meeting with experienced SENDCOs within our DSAT Trust.
- Working with other professionals.
- An experienced ELSA (Emotional Literacy Support Assistant) working each week.
- Relational based coaching training led by specialist teacher



What we changed and why?

- Adults support children through pre-teaching so that less confident children are given the opportunity to hear the language of lessons in a small supportive group, prior to it being taught to the whole class. This aims to increase their confidence and self-esteem during the lesson.
- Deepen whole school staff's understanding of relational approaches with children.
- Adaptation of wider curriculum for children with EHCPs as well as enabling all children to access the wider curriculum.
- SEND focus on Inclusive practices and adaptation



What we plan to do in 2026/2027

- Further develop new Individual Learning Plans introduced through DSAT Inclusion team
- Identify long term outcomes and the pathway to achieve these for most vulnerable pupils
- Develop our universal offer as a school and Hub
- Work closely with families of pupils presenting with potential EBSA to encourage improved attendance
- Develop children's understanding to know how and when to use resources they are given
- Continue to use the graduated approach to make early identification of need and to review and make necessary adaptations and referrals to support learners individual needs

Who helps Mrs Peckham help you?

Everyone at St James' wants to be able to make school as positive an experience for the pupils and the parents as possible from the fabulous lunchtime supervisors to our amazing administration team.



Outside Agencies: Sometimes we need some help from people outside of school. This year we have worked with an EP (Educational Psychologist), a behaviour specialist (BSS), speech therapists and SSENS (Specialist SEN Service). We have also worked with paediatricians and some people from CAMHS (Child and Adolescent Mental Health Service) as well as some organisations to help parents at home.

TA's: We have fantastic TA's who support children with speech and language difficulties throughout the school, as well as leading interventions and supporting pupils in class with a range of needs.



Parents: Parents know more about their child than we will ever know and are the best source of information and insight we have.



Pupils: If we want to understand how to help best, we need to be talking to them, which is why they are asked to come to every review (if they can).



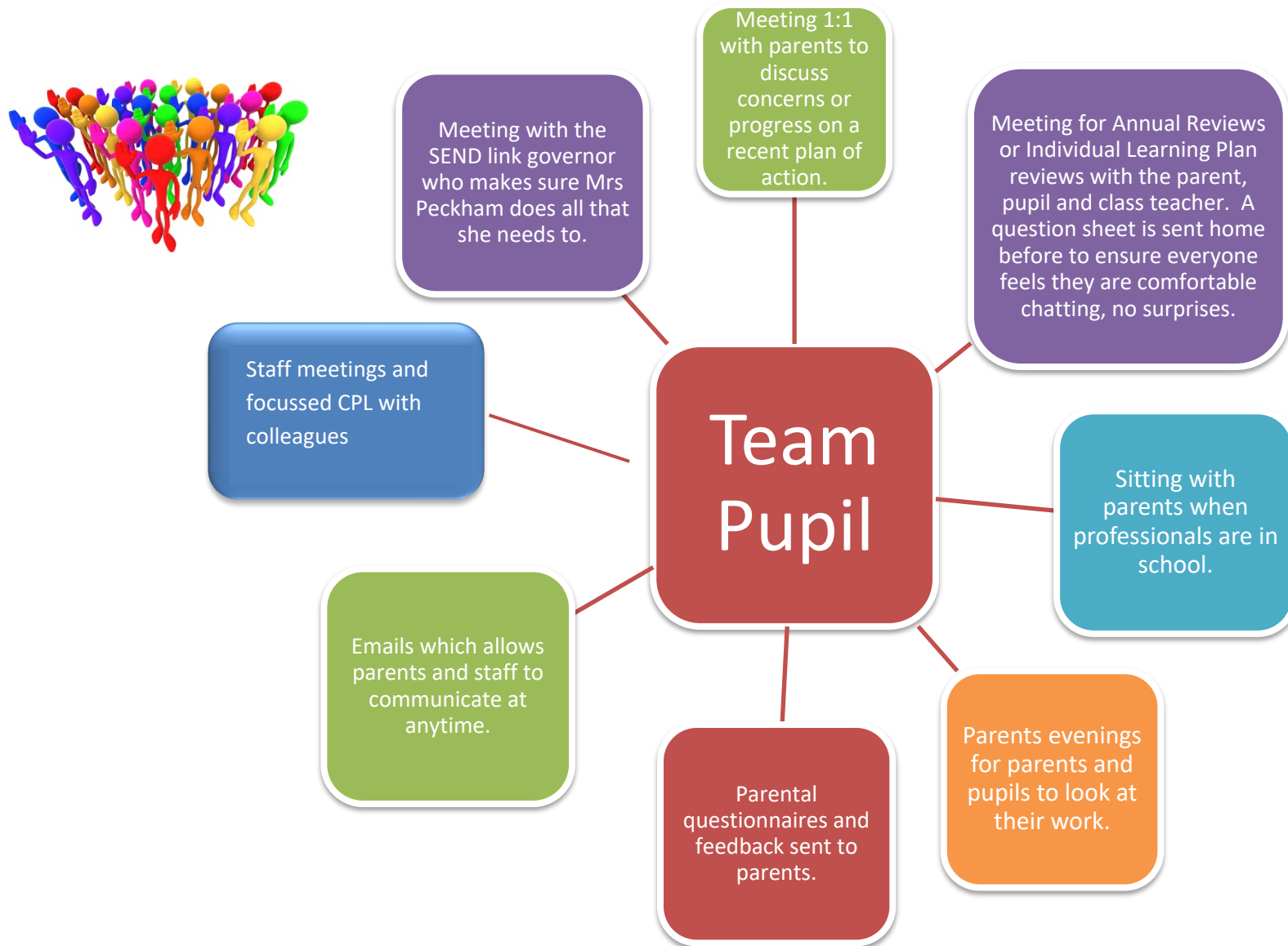
Teachers: They are working with the pupils every day and are the people in school who know them best and can most effectively put things in to help.



ELSA: Mrs Gudger has been on special ELSA training and gone to regular updates to help pupils know how to best handle any problems they have about their feelings.

How do we work as a team?

Mrs Peckham cannot do the job of SENDCo without being part of a team. To work as a team, we have to do lots of talking. Here are just a few times talking has happened this year.



What else does Mrs Peckham do to help SEND at St James CE First School?



Transition: Working with pre-schools and middle schools to ensure that all our pupils, particularly those with SEND transition as well as possible. Arranging to see them in their own settings first and organising extra visits for the pupils and for staff to ensure that all relevant information is passed on. Where possible, the SENDco from the middle school comes to all year 4 annual reviews to support this. This also applies on a smaller scale when pupils transition between classes at school.



Helping teachers: Where possible as a school the class teacher leads the SEND process for a pupil in their class as they are the people working with the parents and pupils everyday. It is Mrs Peckham's role to support them in this and to provide help signposting staff to ideas, resources and professionals who might help this further.



Complaints: If someone has a complaint regarding the SEND process, Mrs Peckham would like to talk to them about it first, however if they cannot come to an agreement then she would work through the official complaints process with them outlined on our website. It is also part of her role to make complaints to outside agencies if she feels that the other professionals are not providing the best support for the pupils.

What's next?

As a small school, we do not always have need to talk to all the possible professionals and support services out there but we hope that the report highlights that because of our small size, we are able to put our pupils first and we will investigate every possible avenue to help provide them with the support that they need.

ILP

St James' First School
Individualised Education Plan

Additional factors of vulnerability: EAL	PP	Attendance in July
Attendance last year (state attendance here)	Attendance in March	
Outside agency involvement:	2023-24	
Date of plan:	What do I find hard?	
What I feel I'm good at?		
Anything I would like my teacher to know (e.g. particular interests)		
Continued provision during my school day		
What I need all the time to support me (delete as appropriate)		
Sensory	Wobble cushion, fiddle toy, weighted jacket, blanket, ear defenders	
Physical/medical	Pencil grip, writing slope, movement breaks	
Cognition and learning	Task card, my own word/sound mat, pre-teaching, specific resources, coloured paper/ laminates, technology	
Communication and Interaction	PECS, Social Stories	
Social, emotional, mental health	Mindfulness breathing, safe space, movement breaks	

St James' First School
Individualised Education Plan

Plan for support and provision:

Area of need

Target (SMART)
the focus here
curriculum deficit / SEMH
phys / C&I / Sensory /

Target Area: (put longer term goal from p 1. here)
if a child is below ARE in reading make their first target linked to accelerating progress in this area

July	October	December	March
July target (written in the previous academic year)	October target	Dec target	March new target
slip me in the			
Add times; frequency adult and intended outcome			
review	December review	March review	June/July review This should then lead into a new IEP for the next academic year being created with the July target