



St. James' Church of England Academy – SEND Information Report 2026 - 27

Our Academy	Our vision embraces the ethos of our school; 'Learning as a family in Jesus, through Love, Hope and Forgiveness'. Matthew 19 v 14. Jesus said, “Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.” As a Church of England Academy, we aim to provide a broad, balanced and adapted curriculum for all our pupils, set firmly within the guiding principles of a Christian education. The aim of our curriculum is to develop the whole child, giving them opportunities to show their talents through individual subjects as well as enrichment. Everything in our academy is designed to promote an ethos in which pupils can learn and be happy, as well as providing a firm and lasting foundation of knowledge and values to serve them as they grow up and take their place in the society of the twenty-first century. St James C of E Academy has approximately 400 children on role in an urban suburb of Bournemouth. The academy caters for 4 – 11-year-olds and is a two-form entry, usually with 30 children in a class from reception to Year 6. St. James' is a vibrant, happy place where children enjoy learning and they are at the centre of all we do. We operate in the knowledge that the relationships we develop with our children and their families' enables us to create a friendly, caring and supportive atmosphere that helps everyone to grow in mind and spirit.
Who are the best people in Academy to talk to about any concerns I have about my child?	If your child is already a member of our academy the first contact should be their class teacher. They are responsible for – • Ensuring all children have access to high quality teaching and that the curriculum is adapted to meet your child's individual needs. • Checking the progress your child is making and identifying, planning and managing the delivery of any additional help your child may need (this may take the form of targeted work, additional support, adapting resources etc) and sharing this with the Inclusion Leader as necessary. • Liaising with the Inclusion Leader when specialist support from outside agencies is required and working with them to plan and manage the delivery of suggested strategies. • Planning, sharing and reviewing Individual Provision Plan (IPP), with parents at least once every term. • Ensuring all staff working with your child in the academy are aware of your child's individual needs and / or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring the academy's SEND policy is followed in their classroom and for all the pupils they teach with any SEND. If your child is due to start at our academy and has additional needs, or you are concerned they may have additional needs, you should contact the Inclusion Leader – Mrs Charlotte Price



St. James' Church of England Academy – SEND Information Report 2026 - 27

Mrs Price holds the National Accreditation for SEND and is responsible for –

- Co-ordinating the support for children with special educational needs and disabilities (SEND) and developing the academy's SEND policy to make sure all children get a consistent, high-quality response to meeting their needs.
- Developing and implementing the schools Inclusion Strategy and ensuring the Inclusion Mainstream Fund is spent to maximise the support and progress for targeted groups of SEND pupils. The school's final Inclusion Strategy will be published by December 2026.
- Ensuring that parents are:
 - Involved in supporting their child's learning
 - Kept informed about the support their child is getting
 - Involved in reviewing how they are progressing
 - Part of planning ahead for them.
- Liaising with all the outside agencies who may be coming into our academy to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist, outreach support etc
- Updating the academy's SEND Register (a system for ensuring all the SEND needs of pupils in this academy are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the academy so they can help your child (and other pupils with SEND) achieve the best possible progress in while they are here.
- Attendance at annual reviews for children with an Education, Health, Care Plan.

Other staff with responsibility for your child would be –

Mrs Nikki Talbot

Mrs Talbot has some responsibilities in supporting the Inclusion Leader including assisting Mrs Price in all of the above duties.

Headteacher – Mr Alastair Brown

He is responsible for –

- The day to day management of all aspects of the Academy, including the support for children with SEND and ensuring, through the SENDCo and class teachers, that your child's needs are met.
- Ensuring the Governing Body are kept up to date with issues in the academy relating to SEND.
- Appointment of staff.
- Ensuring academy attendance at annual reviews for children with an Education, Health, Care Plan.



St. James' Church of England Academy – SEND Information Report 2026 - 27

	Inclusion Governor – Mr Daniel Hill He is responsible for – • Making sure that the academy has an up to date SEND policy which is being followed. • Making sure that the academy has appropriate provision and has made necessary adaptations to meet the needs of all children. • Making sure that the necessary support is made for any child who attends the academy with SEN and / or a disability. • Making visits to understand and monitor the support given to children with SEND and being part of the process to ensure your child achieves his / her potential.	
How will the Academy let me know if they have concerns about my child?	At St. James' we see education very much as a partnership between the academy and home. It is our aim that the shared responsibility of learning, care and discipline will result in a close liaison, with families and the academy working together so the class teacher will contact you if there are any concerns regarding your child, whether they are social, emotional or academic. Moreover, every term class teachers meet with the Headteacher and Deputy Headteacher, alongside other members of the senior leadership team to discuss the progress children are making within their class. Where possible, our Inclusion Leader attends these meetings too. When a concern over progress is highlighted the class teacher will discuss this with you. Initially this may be at a parent's evening or they may ask to meet with you at the end of an academy day. (Lack of progress can be due to a variety of reasons and need not mean your child has a special educational need.) They will discuss strategies and interventions we could adopt and suggest how you can support your child at home.	
How will St James C of E Academy support my child with identified SEND starting at Academy?	Before your child comes to St. James' we will invite you to visit with them to have a look around. We will also arrange for you to meet with the Inclusion Leader to discuss your child's specific needs. If other professionals are involved, we may organise a multi-agency meeting / or contact the other professionals to discuss your child's needs and appropriate strategies to ensure the provision is put in place before your child starts. You will be invited to this meeting or the Inclusion Leader or Class Teacher will discuss the planned provision with you. A member of the reception team or the Inclusion leader will visit and/or have a phone conversation with their previous educational setting in order to discuss successful strategies with them and any transition plans that need to be put into place.	
What are the areas of Special Educational Need you might have concerns about?	The SEND code of practice identifies four different areas of need, these are –	
	Area of need	Explanation of this need – taken directly from the SEND Code of Practice 2014
	Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and



St. James' Church of England Academy – SEND Information Report 2026 - 27

	their needs may change over time. They may have difficulty with some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism Spectrum Condition (ASC), including those who are high functioning, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.
Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health difficulties	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorders, attention deficit hyperactive disorder or attachment disorder.
Sensory and / or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment.



St. James' Church of England Academy – SEND Information Report 2026 - 27

	Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
What are the types of support available for children with SEND in this Academy?	All children will get support that is specific to their individual needs. The SEND Code of Practice has two levels of additional support, these are – ~ Academy SEND support ~ Educational, Health and Care plans Academy SEND support can be explained by: Quality First Teaching, Universal Support - available to all children e.g. high quality teaching including differentiation and allowing for different learning styles and making necessary adjustments - this includes the use of visual timetables, providing a dyslexia friendly classroom, setting clear rules and expectations, using practical resources, using targeted questioning and visual prompts. SEND support – for those children where quality first teaching approaches have not been sufficient to meet the child/young person's needs and they require more focused, targeted support. Children receiving SEND support may attend specific timetabled interventions either on a 1:1 basis or in a small group. e.g. group work on specific skills such as additional phonics or maths, sensory circuits, nurture, or ELSA. For a few children more specialist advice may need to be sought which could include advice from a speech and language therapist, an educational psychologist, outreach support, an occupational therapist, Mental Health in Schools Team or CAMHS. Children on SEND support will receive support through an IPP (Individual provision plan) which allows teachers, children and parents to set targets, using an assess, plan, do, review model. The aim of this plan is to identify and put provision in place to remove barriers to children's learning to enable them to thrive and achieve their full potential.
How does the Academy seek specialist advice / assessments?	As part of the 'Assess, Plan, Do, Review' process we will make referrals to specialist services when the interventions we are using in the academy are not making a significant enough difference to your child's progress. The specialist professionals will work with your child to understand their needs and make recommendations, which may include – • Making changes to the way a child is supported in class e.g. some individual support or changing some aspect of teaching to support them better. • Support to set better targets which will include their specific expertise. We will discuss these services with you and seek your permission to make the referral.



St. James' Church of England Academy – SEND Information Report 2026 - 27

The following services are available to our academy –

Name of service	What they provide
Educational Psychologists (EP)	This service will assess your child's cognitive ability – their ability to learn. They will look at their overall skills and the way they are likely to learn best e.g. through listening, verbalising or doing.
Speech and Language Therapist (SaLT)	This service assesses your child's speech, their pronunciation of words, their understanding of language, how well they understand the information being given them in the classroom/home and their ability to use vocabulary to express themselves.
Child and Adolescent Mental Health Service (CAMHS)	This service provides support for children who have mental health difficulties. This can include specific mental health illnesses and also support during life changing situations that have a mental health impact on a child.
Community Paediatrician	The community paediatrician provides access to a variety of services within the medical profession. They will assess a child's needs and could make a diagnosis of a specific disorder such as – • Autistic spectrum condition • Attention Deficit Hyperactivity Disorder They can also provide access to Occupational therapy and physiotherapy, who in turn will provide advice on how best to support your child's needs.
School nursing team	The school nursing team work with school staff and parents to give advice and support. They administer hearing and vision assessments in school and check height and weight. The school nursing team can also provide support with creating 'Health care plans' for your child and providing necessary training in how to manage particular medical diagnoses e.g. diabetes. They also organise 'drop in' sessions at school where they provide an opportunity to talk to parents and support them in relation to sleeping patterns, toilet training and diet.
Special Academies outreach	Linwood Teaching School Alliance provide outreach support to academies within their specific areas of expertise. This can be in relation to specific strategies we might be able to implement for specific needs.



St. James' Church of England Academy – SEND Information Report 2026 - 27

	Hearing and Visual Difficulties Service	This service supports children with specific hearing or visual difficulties and will come into the academy to assess their classroom and resources available to them. They will suggest ways the academy can improve the offer to the child in order for your child to be able to learn.
	Mental Health in Schools Team	A service offering early mental health support to families to support their children with emerging behaviour challenges and those children experiencing fears and worries.
What training will the staff who support children with SEND have had or are having?	At St. James' C of E Academy we believe in professional development and aim to ensure all our staff have the understanding they need in order to support your child. We try to keep staff as up to date with training as possible to ensure that we are all able to adapt our teaching to suit the needs and learning styles of all children. When a new member of staff joins the academy we ensure they understand the systems we use and they are given information about the children they are working with. Advice and support comes from other staff, the Inclusion Leader and Senior Leaders within the academy and specialist advice is sought from the Specialist services available to us. Should further training be necessary this will be organised as soon as is possible to ensure they have the skills necessary. The senior leadership team within the academy are constantly moderating needs and where an area of concern is highlighted whole staff training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that would be needed.	
How is extra support allocated to children?	The academy has been allocated funding for Special Educational Needs and this provides the resources needed, including additional support staff, specialist services, equipment and training. At St James' we have a team of teaching assistants who have particular expertise in SEND and support children and other members of staff to enhance provision across the four categories of need. Nurture Room Leaders – Mrs Mead and Mrs Uzzell Rainbow Room Leader – Mrs Webb Harbour Room Leaders – Mrs Mead and Miss Preen Communication Champion – Mrs Povey Social, Emotional and Mental Health – Mrs Nikki Sparrow (Trauma Informed School trained) Cognition and Learning – Mrs Joana Rocha Sensory Circuits – Mrs Nikki Sparrow and Mrs Angie White ELSA – Mrs Garel-Jones and Mrs Prince Lego Therapy – Mrs Webb Forest School – Mr Dodd Boys' Mental Health Club – Mr Dodd, Mr Parsons and Mr Slattery	



St. James' Church of England Academy – SEND Information Report 2026 - 27

	Girls' Club – Mrs Clark and Miss Finnigan Thrive Practitioner – Mrs Newman During the 'Assess, Plan, Do and Review' cycle the amount of additional support might increase as the understanding of your child's needs increases. Where expected progress is not being achieved, despite the academy having taken relevant and purposeful action to identify, assess and meet the SEND of your child, the academy or parents could consider requesting an Education, Health and Care (EHC) assessment through the Local Authority. 'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.' SEND Code of Practice 2014
As the parent of a child with SEND how will I be involved and kept up to date about my child's progress?	We value the support and knowledge of our parents and we know that if home and academy work together your child has a better chance of reaching their potential. Your child's teacher will meet with you on a termly basis to discuss their progress and their IPP. During this meeting we will discuss their progress, any on-going concerns and the next steps in supporting your child. This is a partnership and for your child to make the best progress you will be asked to contribute with supporting tasks at home. Between meetings any changes in circumstances or new information should be shared with /by the class teacher. You will usually be invited to meet with any specialist services invited to work with your child. Moreover all children receive a yearly academic report. Twice a year, all parents are formally invited in for a parent consultation with their class teacher, when your child's progress will be discussed. If your child has an EHC plan, then once a year you and all the professionals involved with your child are invited to an annual review to discuss previous targets and set new ones.
What support do I receive as the parent of a child with an SEND?	At St. James' C of E Academy, the class teacher, Headteacher, or SENDCo are happy to discuss any queries you may have and offer what support they can. We also have a Family Support Worker – Ms Kelly Leslie, who is available to talk through any concerns or family situations you need support with at home. SENDIASS is available to support you too. SENDIASS stands for Special Educational Needs and Disabilities Information, Advice and Support Service. This service is a free, confidential and impartial service for children and young people with SEND and their parents and carers who live across Bournemouth, Christchurch and Poole sendiass@bcpcouncil.gov.uk The school nursing team also have a regular drop-in session on site, to discuss and give advice on diet, sleep, bed-wetting etc. Support can also be offered through the Targeted Support Service, providing a Family Support Worker to work directly with your family to provide support and guidance.



St. James' Church of England Academy – SEND Information Report 2026 - 27

How will you support my child when they are leaving the Academy or moving on to another class?	At St. James' C of E Academy we understand the importance of preparing children for all types of transition including within the academy as they move year groups and especially when changing Key Stage or academy/school. In order to do this we: • Provide opportunities for your child to visit their new class/school before most children have this opportunity. • Create a transition book for them to take home about their new class/school for you to share with them, especially if the change happens after a holiday. • Provide opportunities for them to talk through their feelings, both fears and expectations. • Ensure, where possible, they meet with some other children they will transition with. • Provide an opportunity for you to meet with their new teacher/school if you would like to, we can visit the new school with you or provide information about who to contact if you would prefer. • The class teacher /Inclusion Leader will provide information to your child's next teacher/academy about the successful strategies, interventions, equipment needed for your child to have the best opportunity at success in their new class/school.
How have we made this Academy accessible to children with a disability?	At St. James' C of E Academy we want to ensure all children feel part of the community and can access all opportunities given. At present we have – • Wheelchair accessible entrances and doors. • An internal lift to ensure all children and parents can access both floors and therefore all classes. • Accessible toilets. • Marking on the stairs for visually impaired children • Sound panels in classrooms for hearing impaired children • Support from the disabilities teams in the Local Authority. • Adapted worksheets, books, activities as recommended by specialist services. • Medical advice and support when appropriate. We always liaise with parents to ensure their child is able to access all aspects of the curriculum in a way that is safe and enjoyable.
Admissions arrangements for pupils with identified SEND.	Children with additional needs are welcome to apply to St. James' through BCP admissions team. We would value the opportunity to speak with parents about your child's needs before the start at St. James' to make sure we can provide the right support for your child. Please contact Mrs Price via the school office to do so. Children with EHCPs who wish to attend St. James' must apply through the BCP SEND team. Please contact your child's current EHCP case worker to find out how to do so.



St. James' Church of England Academy – SEND Information Report 2026 - 27

Where can I find more information?	Details of the Local Authority 'Local Offer' can be accessed at the following website address: https://www.fid.bcpccouncil.gov.uk/send-local-offer The academy's accessibility policy and plan can be found in the policy section of our academy's website, which at the time of writing can be found at the following link: St James' Church of England Primary Academy - Our Policies
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Glossary of terms

IPP	Individual Provision Plan
SEND	Special Educational Needs and/or Disabilities
SEND code of practice	The legal document that sets out the requirements of SEND
EHCP	Education, health and care plan
SALT	Speech and language therapist
EP	Educational psychologist
SENDCo	Special Educational Needs Disabilities Coordinator
ELSA	Emotional Literacy Support Assistant
TA	Teaching Assistant
MLD	Moderate learning difficulties
SLD	Severe learning difficulties
PMLD	Profound and multiple learning difficulties
SpLD	Specific learning difficulties
VI	Visual impairment
HI	Hearing impairment
MSI	Multi-sensory impairment
ASC	Autism Spectrum Condition
PD	Physical disability
CAMHs	Child and Adolescent Mental Health Services
EHA	Early Help Assessment