

GUARDIAN ANGELS' RCPS

Special Educational Needs and Disability (SEND) Information Report 2025/2026

This Special Educational Needs and Disability (SEND) Information Report 2025/26 was written in line with the 2014 SEND Code of Practice, The Green paper entitled "Right support, right place, right time."

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<https://www.gov.uk/government/consultations/send-review-right-support-right-place-right-time>

This report was also written considering Guardian Angels':

- Admissions Policy
- Anti-bullying Policy
- Complaints Policy
- SEND Policy
- Wellbeing and Readiness to Learn Policy
- Safeguarding Policy
- Dyslexia Policy
- Accessibility plan

Contact Details of SENDco and SEND Governor

SENDco – Mrs Victoria Dalton

Send Governor – Mr Graham Johnson

guardianangels@bury.gov.uk

0161 764 4014

"A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." (SEND CofP June 2014: 94 - 95)

A pupil has a disability if they have '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. (Equality Act 2010: 7)

What kinds of SEND are catered for at Guardian Angels?

At Guardian Angels' we offer an inclusive and nurturing environment and cater for children with all SEND. We provide for children who need support in all the four broad areas of need as stated in the 2014 SEND Code of Practice.

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health needs
- Sensory and physical needs

How are pupils with SEND identified?

All class teachers at Guardian Angels' are aware of SEND and are trained to identify children who are not making expected progress as part of their classroom practice and quality first teaching. Teachers offer a range of adaptations, modifications and interventions to support a child's progress. All children's progress is also discussed at termly Pupil Progress meetings where further support and advice is offered. If a child is still struggling to make expected progress the class teacher will contact parents to capture their views and discuss possible next steps.

- As the class teacher and classroom staff make adaptations and notice emerging needs of the child a 'Notice, Check, Try' document is to be completed and shared with parents. Adaptations to be reviewed and reported at regular intervals (6 weeks but fewer as the needs of the child dictate).
- After the above, if teachers continue to have concerns for a child's progress which they feel is in relation to one of the four broad areas of need they will discuss this with the SENDco and if necessary complete an initial concern form.
- The SENDco will work with the class teacher and discuss next steps and begin an Assess, Plan, Do, Review process. Parents will be invited in and this will be discussed with them. Parents will be involved in all decision making and kept informed of the process.
- Referrals to additional agencies may be made with parent's consent to support the child's needs.
- If a SEND need is identified, parents will be informed and the child can be added to the SEND register.

Pupil's needs may change throughout their school life and this process can begin at any time.

When pupils are joining Guardian Angels' in Nursery or Reception, discussions with parents and visits to pre-school settings prior to admission into school helps assess reception children as they enter school.

When pupils are joining Guardian Angels' from other settings, information is gathered from other schools and parents regarding the child's needs.

To further identify SEND and support a child's needs it may be necessary to refer to and work with outside agencies. These may include:

CAHMs, Speech and Language, Additional Needs Team, Inclusion panel, Visual Impairment Team, Visual Impairment Team, Occupational Therapy, Educational Psychologist.

What should I do if I think my child may have SEN and/or a disability?

The class teacher is the first point of contact with regard to parental concerns. They will share the information given with the SENDCO and/or Inclusion Lead

They will meet with you to gain a better understanding of your child's strengths and difficulties and agree next steps

If you are still concerned you may directly contact school for an appointment with Mrs Dalton (SENDco) or Mrs Leigh (Inclusion Lead).

What should I do if I have a concern about how my child is doing in school?

If you have a concern about your child's progress then please contact school to make an appointment with the child's class teacher. The class teacher can then pass on any concerns to the Inclusion Lead, SENDco or Executive Head teacher.

What is the approach to teaching Pupil's with SEND

At Guardian Angels' we provide an inclusive engaging curriculum in which all pupils have access to quality first teaching and a broad and balanced curriculum.

Guardian Angels' supports all learners to become as independent as possible and provides support and resources to enable children with SEND to develop independent learning skills.

Teachers will adapt and modify the curriculum to ensure it is at the correct level for all children.

Wherever possible children's needs are met within the classroom environment, however some children may require additional interventions from staff in school or from outside agencies such as speech and Language. These are reviewed regularly to ensure they are effective at meeting individual children's needs.

Teachers provide opportunities for a range of ways of working including, independent, group and partner work.

How are Learning Environments Adapted for Pupils with SEND?

Our School holds the Dyslexia Awareness Quality Mark and all classroom environments reflect this.

A range of multi-sensory resources are provided to engage children and support learning.

Seating plans are carefully thought out to allow for children's different needs.

Visual resources are provided as needed.

All classrooms have a visual timetable.

Additional adult support is provided as and when needed.

The use of ICT to support learning.

Although Guardian Angels' aims to meet children's learning through quality first teaching, children with SEND have access where needed to a range of interventions including:

- Precision Teaching
- Phonic boosting
- Emotional Literacy
- Lego Therapy
- Social Communication Groups
- Speech and Language
- WellComm
- Maths/English Boosters
- Motor Skills United

- Drawing and Talking
- Sand Play

What access arrangements are in place for pupils with SEND?

Adapted arrangements and support for moving around school and break and lunch times

Adapted and enlarged resources for visually impaired children

Provision for storing medication

Liaison with professionals including Speech and Language Therapists, School Nursing Team, Occupational Therapy, Physiotherapy.

Designated safe spaces for children

Individual risk assessments as needed for children

Adult support and supervision as needed

Support with intimate care

(See Link to Accessibility Plan)

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

At Guardian Angels' we make sure there are no barriers to pupils with SEND enjoying the range of activities, extra curricular clubs and trips.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged and supported to go on our school trips including residential trips.

All pupils are encouraged to take part in Sports Day and we actively encourage all children to represent the school in a range of sporting events.

No pupil is ever excluded from taking part in activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

How will the school support my child's mental health and emotional and social development?

At Guardian Angels' we recognise the need to support a child's emotional wellbeing alongside academic goals and we offer a holistic approach to a child's education and development.

We offer additional pastoral support to children with SEND through the Inclusion Team.

All children including children with SEND are encouraged to be involved of the wider life of the school.

Our Wellbeing and Readiness to learn Policy encourages positive behaviour strategies and a consistent positive approach from all staff to all pupils.

At Guardian Angels' we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

The school is supported by the Inclusion Team who provide a range of resources and strategies to support a child's mental health and emotional and social development.

As well as providing a whole school approach to well-being we also provide specific targeted interventions and support including:

- Drawing and Talking
- Sand Therapy
- Emotional Literacy

Supported by Guardian Angels' Anti-Bullying Policy and Wellbeing and Readiness to Learn Policy

How will I be involved in decisions made about my child's education?

At Guardian Angels' we recognise that you know your child best and we want to be partners in your child's education. To support this we offer an 'open door policy' meaning alongside scheduled meetings, staff will make themselves available to discuss your child's needs throughout the school year.

At Guardian Angels' we recognise how children may present differently outside of school and it is important for us to listen and capture the family's views to build a full picture of a child's needs.

We will provide you with annual reports which will detail your child's progress and there will be opportunities to discuss your child's progress twice a year at parents evening.

Parents of children with SEND will be invited to discuss their child's APDR cycle in a longer Parent's Evening. The SENDco and or Inclusion Lead may attend this. The APDR cycle will be reviewed three times a year and you will be invited to a meeting to complete this.

If your child has an EHCP then you will be invited to an EHCP annual review annually (every six months if your child is in EYFS). This is an opportunity to discuss your child's progress and review this against the EHCP outcomes. Parents will be sent home a pack to support them in preparing for the EHCP review and capturing their views.

If at any point within the school year you wish to speak to the class teacher you can phone or email the school office for an appointment.

guardianangels@bury.gov.uk

0161 764 4014

You can contact the SENDco or Inclusion Lead to discuss your child's needs through the contact details set out in Section 1.

How will my child be involved in decisions made about their education?

At Guardian Angels' we recognise the importance of capturing a child's view. The child's level of involvement in the decisions around their education will depend on their age, wishes and level of competence.

Children will be invited to attend EHCP review meetings and or prepare a presentation capturing their voice. This may take many different forms and as above depends on the child's age and competence.

All EHCP reviews will be child centred and children will be involved in as much of the meeting and process as possible.

Children will be given time to prepare for their review and their views will be captured at home and at school.

Guardian Angels' Child's view package used as necessary.

How are Pupils with SEND monitored and assessed?

All pupils are assessed daily through quality first teaching.

Children are assessed using a range of assessment tools in line with their ability.

The progress of pupils with SEND is discussed on a termly basis in Pupils Progress Meetings.

Children's needs and progress are assessed using the graduated approach.

The Assess Plan Do Review Process is used termly to monitor the progress of pupils with SEND and the effectiveness of interventions.

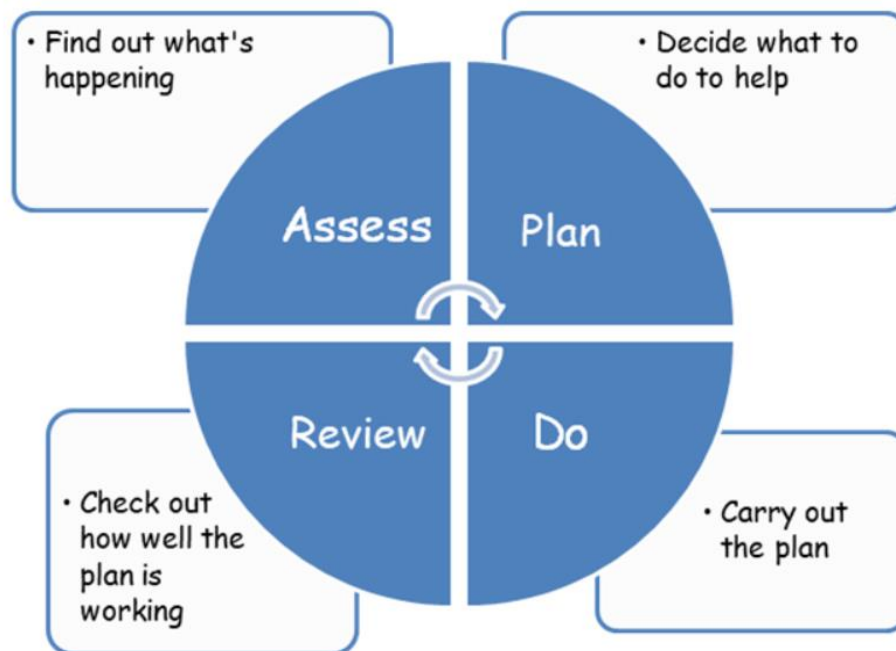
The Inclusion Team review the effectiveness of interventions through the use of the Assess Plan Do Review Process.

If a child has an EHCP then the child's progress will be reviewed against the outcomes in the plan will be reviewed in the annual review.

If a child requires outside agency support such as a speech and Language care plan any targets will be reviewed and copies given to parents.

Children may be assessed against the Pre Key Stage Standards or Engagement Model if needed.

The Graduated Approach



How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

What support will be available for my child as they transition between classes or settings?

At Guardian Angels' we recognise that transition between settings and classes can be a difficult time for children with SEND and we adopt a proactive approach involving all professionals and parents to ensure that all transitions are as successful as possible.

Between years

To help pupils with SEND be prepared for a new school year:

Teachers complete a transition document and social stories as needed to prepare children for their new classroom and staff.

Teachers are given time for a full handover.

Children have a move up day with their new class teacher and further sessions if needed.

Children are given a social story to take home over the holidays in preparation for the new school year.

Further 1-2-1 or meetings with the teacher are arranged as necessary.

Pupil passports are updated and handed to new staff.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

New intake children are invited into school for sessions before starting in the September. Pupils with SEND may have a longer period of introduction depending on their level of need.

SENDco and Reception/Nursery teacher conduct home and nursery visits.

Additional transition visits to high school are arranged for our more vulnerable pupils. The SENDco liaises closely with parents and the SENCO at the transition High School to support a successful transition.

Transition meetings with the high schools are held to discuss a child's strengths and needs and pastoral support.

SENDcos and other relevant staff of the feeder high school are invited to the Year 6 annual reviews.

If a child is going to the in Bury specialist provision high school observations will be completed by the staff in school in the child's primary setting.

What support is in place for looked-after and previously looked-after children with SEN?

Sarah Scully is our Designated teacher for Looked After Children, she will work closely with Victoria Dalton SENDco to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEN support?

At Guardian Angels' we are committed to providing the best outcomes for children with SEND but if at any time you have a concern at any time regarding the support or provision in place for your child you should follow the process below.

Firstly, arrange to meet and discuss your concerns with your child's class teacher.

Allow time for the actions to be completed if you are still concerned you can arrange a meeting with the SENDCO through the contact details in Section 1

If you are still concerned and wish to make a complaint you can follow the stages outlined in the Guardian Angels' Complaint procedure on the schools website.

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

- The Local Offer - All local authorities have a duty to provide parents/carers with information about how to access services in the area, and what they can expect from those services. The information will set out what is available in schools to help pupils with SEND as well as the options available to support families to care for pupils with additional needs.

<https://www.bury.gov.uk/social-care-and-support/child-care-and-support/children-with-disabilities/bury-send-local-offer>

The Parents Forum - The Parents Forum was created by families for families. It is a platform for parents to meet other parents with pupils with SEND. This service work closely with a range of professionals to provide advice and training on specific needs.

<https://www.bury2gether.co.uk/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Bury SENDIASS | Barnardo's \(barnardossendiass.org.uk\)](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

Staff and Training

Guardian Angels' provides continuing professional development of all staff and are committed to training and developing our staff in regards to SEND. Staff attend regular training both in school and through external agencies. Staff work with a range of professionals and outside agencies to build their skills and knowledge to improve outcomes for children with SEND

Inclusion Team

Executive Headteacher / Safeguarding Lead – Mrs Jo Davies

SENDCo – Mrs Victoria Dalton

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **EYFS** – Early Years Foundation Stage
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational and disability needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages