

GUARDIAN ANGELS' RCPS LEARNING AND LIVING DIFFERENCES (SEND) POLICY

Policy approved by: Governors	Date: September 2026
Last reviewed: September 2026	
Next review: September 2028	

Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives’.

(SEN Code of Practice 2015).

School Aims

At Guardian Angels' RCPS, we strive to nurture happy and healthy children with the confidence, skills and motivation they need to reach their full potential; academically, emotionally and socially.

Aims of the Learning and Living Differences (SEND) Policy

We offer all of our children, including those with special educational needs, a broad and balanced curriculum so that they understand themselves and the world in which they live. Our overarching aim is to raise the aspirations of and expectations for all our children with SEND, providing a focus on positive outcomes to enhance life chances.

At Guardian Angels', all teacher are teachers of children with SEND. We aim to remove barriers to learning to enable children to enjoy, achieve and reach their potential.

The school will have regard to the Special Educational Needs Code of Practice 2015 when carrying out its duties toward all pupils with SEND. It has been written with reference to the following guidance and documents:

- ✚ SEND Code of Practice, 2015
- ✚ Equality Act 2010: advice for schools, DfE Feb 2013
- ✚ Schools SEN Information Report Regulations 2014
- ✚ Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- ✚ Accessibility Plan
- ✚ Safeguarding Policy
- ✚ UN Convention on the Rights of the Child (UNCRC)
- ✚ Children and Families Act 2014
- ✚ Keeping Children Safe in Education (KCSIE)
- ✚ Working Together to Safeguard Children
- ✚ National Curriculum Framework

Our school's SENDCo is: Mrs. V. Dalton Telephone 0161-764-4014

Equal Opportunities and Equality Duties

The school works in accordance with relevant legislation relating to equal opportunities and Equality Duties. The curriculum and provision throughout all aspects of school life are designed to ensure equal opportunities for all children to learn and to reach their potential.

At Guardian Angels' the curriculum is planned and differentiated to meet the range of needs of individual pupils. Careful choice of resources is made to facilitate access to the curriculum for every pupil and includes effective deployment of staff within the classroom.

Children with additional needs are regarded as full members of the school community and provision for all children regardless of their needs is inclusive. All children have full access to the environment, resources, staff and activities of the school. All areas of school life are carefully monitored to identify any barriers to inclusion for individuals or groups.

Our Accessibility Plan ensures that all children and adults who use our school have access to the building, the curriculum and to information (Public Sector Duty).

Children are encouraged to take an active part in the plan for meeting their needs. This may include discussing their targets with their class teacher and attending Annual Reviews/ADPR review meetings. Their views are taken into account and targets are discussed with them alongside their parents.

Leadership and Management of SEND

The SENCo works closely with the Executive Headteacher and the Senior Leadership Team and is responsible for the leadership and management of all aspects of SEND throughout school. This member of staff is Mrs V. Dalton.

The governors of the school have appointed a member of the body to have responsibility for SEND. This is Mr Graham Johnson.

Special Educational Needs

Definition of special educational needs (SEN) taken from Section 20 of the Children and Families Act 2014:

'A child or young person has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

All children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

The 2015 Code of Practice states that every school is required to meet the SEN of the children they support. Mainstream schools must:

- use their best endeavours to make sure that a child with SEN gets the support they need
- ensure that children with SEN engage in the activities of the school alongside pupils who do have SEN
- Inform parents when they are making special educational provision for a child

Broad Areas of Need

The Code of Practice (2015) sets out four broad areas of need of SEN:

- *Communication and Interaction* – this includes children with speech, language and communication needs. Children with social communication difficulties or an autism spectrum condition (ASC) may have difficulties with social interaction, language, communication and social interaction and imagination
- *Cognition and Learning* – support for learning difficulties may be required when children learn at a slower pace than their peers. This may include children with moderate learning difficulties (MLD) or specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia
- *Social, Emotional and Mental Health Difficulties* – children 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 or disruptive behaviour. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as attention deficit hyperactive disorder (ADHD) or attachment disorder
- *Sensory and/or Physical Needs* – some children need special educational provision because they have a physical disability (PD). Some children have sensory issues such as a visual impairment (VI) or a hearing impairment (HI) which require specialist support and/or equipment to access their learning

Responsibilities

The SENCO will:

- manage the day to day implementation of this policy
- provide professional guidance to colleagues and work closely with staff, Parents/Carers and other agencies
- assess pupils with SEND where appropriate to inform quality first teaching strategies, differentiation needs and plan intervention as part of the Assess-Plan-Do-Review cycle
- advise on the graduated approach to providing SEN Support
- keep up to date with new initiatives to support pupils with SEND and share good practice with all staff
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEN
- track academic progress of all children on the SEN register
- identify and source resources to support children with SEND
- liaise with potential next providers of education to ensure that the child and Parents/Carers are informed about options and a smooth transition is planned
- co-operate with the local authority in reviewing the provision that is available locally and help to develop the Local Offer
- report on the effectiveness of provision to the Senior Leadership Team and through them to Governors

The Executive Headteacher and Senior Leadership Team will:

- ensure that all pupils, including those with SEN, have access to a broad and balanced curriculum
- plan with the SENCO how resources are used to support pupils in the most efficient, effective and equitable way
- set the overall school policy for educational inclusion with reference to the local authority's policy
- decide whether to put forward pupils for statutory assessment, in consultation with parents/carers, class teachers and the SENCO

Class Teachers will:

- seek to meet the needs of all children including those with SEND through inclusive high quality teaching
- have high expectations for every pupil
- identify pupils experiencing difficulties and discuss concerns with the SENCo and Parents/Carers
- write and review School Support Plans as part of the Assess-Plan-Do-Review process for pupils with Education, Health and Care Plans and at SEN Support, and discuss these with pupils and parents/carers at least 3 times per year
- work closely with TAs to help provide appropriate support for all SEN children
- closely track academic progress of SEN children within their class
- write teacher reports on the progress of SEN children when needed

Governors will:

- use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

Facilities for children with disabilities or sensory impairment

The Equality Act 2010 sets out the legal obligations that schools have towards disabled children:

- They must not directly or indirectly discriminate against, harass or victimise disabled children
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared to their peers
- Schools must have regard to the need to eliminate discrimination, promotion equality of opportunity and foster good relations between disabled and non-disabled children.

The school has the following facilities, which assist access to the school: -

- ✚ Toilet for those with a disability
- ✚ Accessibility for wheelchair users
- ✚ Interactive whiteboards in classrooms
- ✚ External lighting system
- ✚ Door furniture fitted with finger guards.

Guardian Angels' follows procedures for identifying and removing barriers to learning which are outlined in our Accessibility Plan – available on school's website.

We have made sure that there is good lighting, stairs are in good condition and marked with reflective tape and there are safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, blinds, quiet areas). Audits of the school are completed by the Sensory Needs Team on request and changes made as per recommendations.

Guardian Angels' work closely with the agencies that can provide support for children with disabilities and/or a sensory impairment e.g. Bury Additional Needs Team, Sensory Needs Team and Occupational Therapy (O.T.) Children requiring equipment due to impairment will be referred and assessed by these agencies in order to gain the support that they require.

Guardian Angels' ensures that all of the disabled pupils in school have equal opportunities to those of non-disabled pupils. They participate in P.E. lessons, school trips and are supported sensitively by staff where necessary. We do not tolerate any form of discrimination and regularly champion the successes of disabled people in society through our curriculum and assemblies.

Supporting Children with Medical Conditions

At Guardian Angels' RC Primary School we recognise that children with medical conditions should be properly supported so that they have full access to education including school trips and P.E. Some children with medical conditions may be disabled and where this is the case, school will comply with its duties under the Equality Act 2010.

Some children with medical conditions may also have special educational needs (either at SEN Support or have an EHC Plan) which brings together health and social care needs as well as their special educational provision in which case the SEN Code of Practice (2015) is followed.

In conjunction with Parents/Carers and the School Nurse (where appropriate) a Care Plan will be produced and updated annually or as and when needs change.

The Stages of SEN Provision

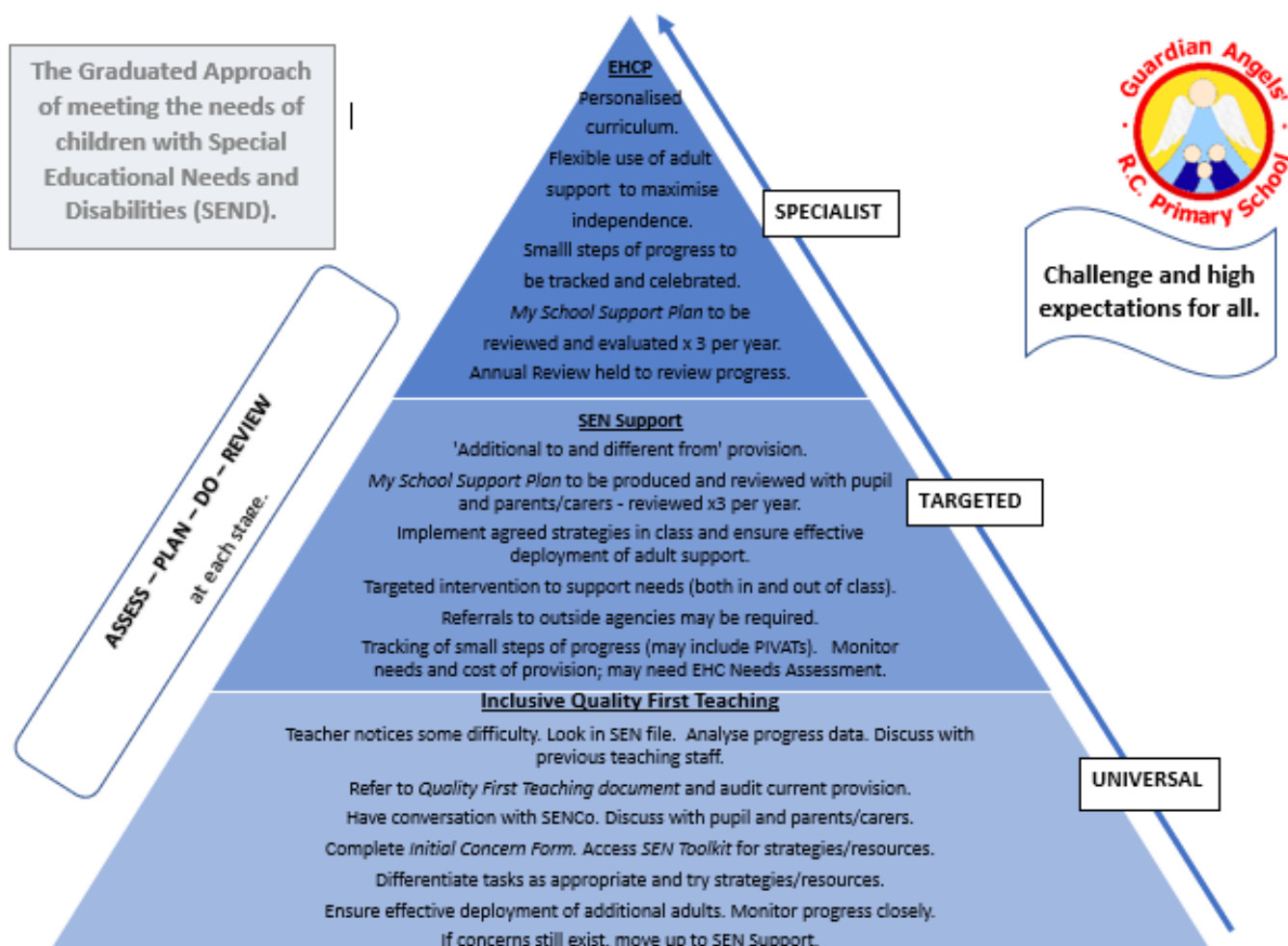
When planning for provision in the classroom, the class teacher should pay due regard to the graduated approach of SEN provision, as suggested by the SEND Code of Practice (2015).

The first response to concerns about a child's progress is high quality teaching targeted at the child's areas of weakness. Where progress continues to be less than expected, the class teacher, will discuss his/her concerns with Parents/Carers. At this stage an early identification document; 'Notice, Check, Try', will be completed by the classroom staff and shared with parents. The SENCo may be involved at this stage to offer support and guidance. Interventions will then be put in place to try and address the area for development. This first stage is considered **Initial Concern**.

If concerns remain and it is felt that the child has special educational needs (i.e. the action taken at the Initial Concern stage has not remediated the concerns), the child will be placed on the SEN Register, with parental permission being sought. This places the child at the '**SEN Support**' stage of the graduated approach. The teacher has now identified the child needs '**additional to or different from**' provision to the other children in the class. A School Support Plan will be produced which sets out a) the areas of concern, b) the quality first teaching strategies to be implemented and c) details of intervention/support to target the areas for development. If the strategies are successful, then the child either continues on the same stage of provision or is removed from the register. At any point in this cycle, outside agencies such as Speech and Language Therapy, Occupational Therapy, Additional Needs Team or Educational Psychologist may be involved. Parents and Carers will always be asked for their permission when such a referral is made.

The progress of children at 'SEN Support' stage will be regularly and closely monitored. If the strategies and intervention are not successful then the SENCo, class teacher, and Parents/Carers and SENCO will then look at whether a request for EHCP needs assessment is required. The local authority set out strict criteria for when a child will qualify for an EHCP needs assessment and requires that school provide evidence that they have done everything possible to meet the child's needs using their own resources. If the request for statutory assessment is successful the process will take up to 20 weeks. If the local authority agree that the pupil does have severe and complex needs requiring additional support then the child will then be issued with an '**Education, Health Care Plan**' (EHCP) which is a statutory document detailing the provision school has to provide.

The EHCP is then reviewed annually in an Annual Review or if there are important changes, an interim review can be called at any point in the year. Parents/Carers, teachers, SENCO, support staff and any outside agencies currently supporting the child all meet together in reviewing the progress made over the year and planning the desired outcomes for the next year. The local authority then decides whether amendments are needed to the EHCP.



SEN Information Report

Guardian Angels' SEN Information Report is displayed on its website and sets out how the school will put into practice the Special Educational Needs and Disability Regulations 2015. This is a statutory duty on schools and will be reviewed annually.

Continuing Professional Development

The continuing professional development and in-service training of staff is important at Guardian Angels. Monitoring and evaluation of provision and the performance management process informs whole school training, or training for individual staff. Staff can access regular training about SEN delivered by the SENCO, Additional Needs Team and other outside providers as required.

Parental Involvement

At Guardian Angels' we believe that Parents/Carers play a very important role in the education of their children. As a school we understand that having a child identified with any additional need can be a worrying time and

we seek, through close working practices, to ensure that parents are fully engaged in the process of supporting their child.

Parents can support the school with educating their child by sharing information such as medical diagnoses, and involvement of other agencies e.g. Speech and Language Therapy. They are free to discuss their child's needs with the class teacher at any time or if they wish they can contact the SENCO or other relevant co-ordinator to discuss the provision for their child.

The SENCo operates an open door policy whereby Parents/Carers are encouraged to make an appointment to discuss any concerns they have about their child. These concerns will be taken seriously and the SENCo, along with the child's class teacher, will develop an action plan if needed, which will be closely monitored and reviewed along with the Parents/Carers to ensure that any additional needs are identified early.

The SENCo offers a half termly coffee morning for parents and carers to drop in informally.

Transition to other schools

Transition to a new school can be a tricky time for all children but particularly for those with additional needs. To ensure a positive transition for all our children, we work very closely with high schools. Information is shared about children with EHCPs whilst they are still in Year 5 to allow planned transition to take place in Year 6. We also plan a programme of enhanced transition for the children with SEND which may include additional visits to the receiving high school and the production of Transition Booklets containing photographs and important information about the school. Pupil Profiles will be updated and shared with the high school SENCOs well in advance. Staff from the local high schools also come into Guardian Angels in the final term of Y6 and meet with children, Parents/Carers, SENCo and teachers to make sure they are fully informed of children's additional needs.

All data and information regarding children's needs is shared with the new school in line with General Data Protection Regulations (GDPR).

Links with other agencies

Guardian Angels' has links with a wide range of additional services which includes School Nursing Team, Speech and Language Therapy, Occupational Therapy, Additional Needs Team, Educational Psychology Service, CYPIC (Children and Young People in Care) Team, Social Care, Caritas, and a wide range of community based organisations (See the Local Offer online at [Bury SEND Local Offer - Bury Council](#)).

Early Help assessments may be used as a tool to establish how children's needs can be met if they have complex needs beyond school that require a coordinated approach by one or more agencies.

Monitoring and Evaluation

The effectiveness of provision for children with additional needs is evaluated by the Executive Headteacher in partnership with the Senior Leadership Team, SENCO and the SEN Governor. The success of the school in including all children is rigorously monitored and evaluated, with findings being used to inform changes to practice to further promote inclusion.

Academic progress is closely monitored by the Senior Leadership Team and SENCo who track the progress of children with SEND and strive to ensure that each and every child is enabled to fulfil their potential.

Related Policies

- SEND Information Report
- Accessibility Plan
- Wellbeing and Readiness to Learn Policy
- Dyslexia Policy
- Single Equality and Community Cohesion Policy

- Child Protection and Safeguarding Policy
- Curriculum Policies
- E-Safety Policy
- Discipline and Anti-Bullying Policy
- Complaints Procedure

Complaints Procedure

We hope that Parents/Carers are happy with the care and education we provide. However, in the rare occasion that a Parent/Carer wishes to make a complaint about a child with SEND, our complaint procedure is as follows:

- The Parent/Carer should first discuss their concerns with the class teacher. The class teacher will do their utmost to address the concerns raised. If the matter remains unresolved;
- the complaint will be dealt with by the SENCo or by a Senior Leader. If there is still no resolution;
- the Headteacher will become actively involved;
- if the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors;
- the Governing Body will deal with the matter through their agreed complaint resolution procedures;
- in the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority or request independent disagreement resolution and the school will make further information available about this process on request.

All information held in school is in accordance with the Data Protection Act 2018 & GDPR.