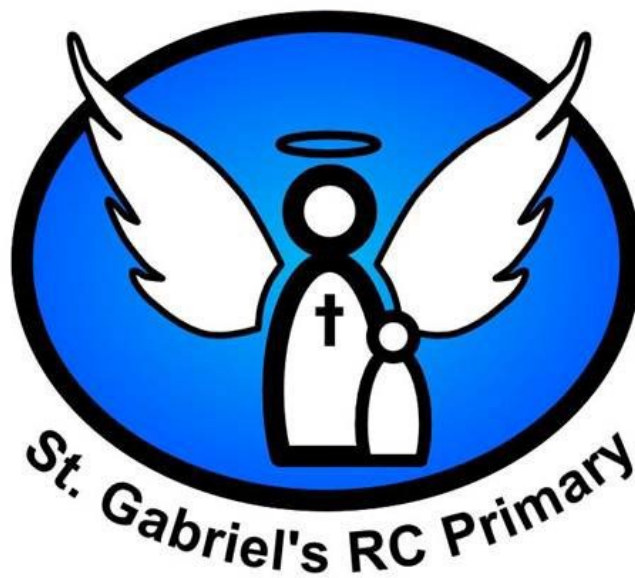




St Gabriel's RC Primary School  
SEND Policy  
SENDCo – Laura Doyle

Updated February 2026

**In God's Love: We Welcome**



**We Learn  
We Grow  
TOGETHER**

Showing re**S**pect for everyone and everything

We are st**t**ronger, together,

Keeping the **G**ospel values in our hearts,

We are proud to be **a** part of a hard-working team.

Everyone a mem**b**er of God's family,

Progressing th**r**ough life, progressing through faith,

Walking **i**n Jesus' footsteps,

Learning for lif**e**, following our dreams.

We are al**l** unique, but all equal

Sharing God'**s** love through friendship and mutual  
respect.

## Vision

Here at St Gabriel's, Jesus Christ is our role model. We promote the Gospel messages of love, tolerance, support, forgiveness and care. We believe that all children should be happy and safe. We recognise that whilst every person in our school is unique and special, we are all made in the image and likeness of God and we are all members of God's family.

## Our Mission

The Governors, staff, parents and pupils of St Gabriel's RC Primary School warmly welcome children with special educational needs and disabilities (SEND) into our school community. Our mission is to provide a caring and supportive learning environment that allows all children to achieve their full potential.

Children may have special educational needs and disabilities either throughout or at any time during their school career. As a school, we will ensure that identification, curriculum planning and assessment for children with special educational needs and disabilities takes into account the type and extent of the difficulty experienced by the child.

'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'. (SEND Code of Practice 2014)

## Our Aim

Our aim as a school is to ensure that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.' (SEND Code of Practice, 2014: chapter 6: 6.1)

Our aim will be achieved through providing a school which will;

- Create an environment that meets the special educational needs and disabilities of each child.
- Ensure that special educational needs of children are identified,
- Enable all children to have full access to all elements of school life, including the curriculum & wider opportunities.
- Ensure that collaboration between staff and parents/carers is paramount and that parents/carers are involved in their child's learning.
- Encourage pupils to express their views and be active participants in their learning.
- Identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities.

This policy details how our school will endeavour to ensure that the necessary provision is made for any pupil who has SEND. It was created by school's SENDCo and with the SEND Governor in liaison with the SLT, all staff and parents of children with SEND. The school will have regard to the Special Educational Needs Code of Practice 2014 when carrying out its duties toward all pupils with SEND. It has been written with reference to the following guidance and documents:

- SEN and Disability Code of Practice 0-25 years (2014)
- Single Equality Act 2010 and Single Equality Scheme: advice for schools DfE Feb 2013
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Supporting Pupils in school with Medical Conditions (September 2020)
- School Safeguarding Policy (*September 2022*)
- Keeping Children Safe in Education (KCSE 2023)
- SEND Provision Map
- SEND Information Report (2025/2026)
- Teacher Standards (2012)
- New National Curriculum (September 2014)
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act (2018)
- Health and Care Act (2022)

Provision for our children with SEND is a matter for the school as a whole. In addition, the Governing Body, Head teacher, SENDCo and all staff members have important responsibilities. All teachers are teachers of children with SEND. If a parent/carer has concerns about their child's SEND in the first instance they should contact their child's class teacher.

Our school SENDCo is **Miss Laura Doyle** BEd, NASENCO  
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In role as SENDCo at St. Gabriel's since January 2024

Our SEND Governor is Mrs Jane Rothwell.

### Educational Inclusion

In our school we aim to offer excellence and opportunity to all children. We have high expectations of all children and encourage them to reach their full potential.

We respect that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies to learning
- Need a range of different teaching approaches and experiences

We aim to meet individual needs by making reasonable adjustments and ensuring appropriate

provision where necessary following guidance from the Equality Act 2010.

Teachers, with the support of relevant agencies, respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all their senses and varied experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping children to manage their emotions and to take an active part in learning.

Our school makes appropriate arrangements to support pupils with medical conditions as stated in The Children and Families Act 2014. Each child with SEND has a pupil passport which specifies the type and level of support required to meet the needs of the pupils and an individual education plan (IEP) with their targets. Where the child has SEND and a medical need, the provision is planned and delivered in a co-ordinated way.

#### Identification of Special Educational Needs

A child is considered to have a 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. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.' Code of Practice: 2014, 6.15:94

Identification of children with SEND is an integral part of our assessment system through rigorous monitoring and analysing of pupil progress and development. In order to ensure that children's needs are being catered for then early identification is essential. As a school we carry out various assessments which support the identification process.

- Assessments when the children enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all of our children.
- When a child is admitted to school outside normal admission times e.g. in the middle of the school year, assessments will be carried out to assess a child's learning. Information from previous schools will also be considered.
- Results from assessments carried out throughout the year also contribute to early identification of specific additional needs.

The provision the children receive is coordinated and facilitated by the school Special Educational Needs Co-ordinator (SENDCo.) If the assessments highlight that a child has a learning difficulty, we use a range of strategies to make full use of all available classroom and school resources. The child is also placed on the SEN register in either one of two categories: SEN support or Education, Health and Care Plan (EHCP) If the child is on the SEN register they will have an individual education plan (IEP) and pupil passport.

### SEN Support:

If it is identified that a pupil has SEND then effective action will be put into place. At school we follow the graduated approach to meeting the child's needs. We will carry out a clear analysis of the child's needs. Once the needs have been assessed, the teacher and the SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This information will be gathered on a Pupil Passport. This plan of action will then be reviewed termly with parents to measure the impact of the support.

When a child is still not making progress despite receiving extra support, then we call upon specialist advice for further guidance and support. At this stage, the SENDCO and class teacher, together with different agencies, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes will be agreed, including a date by which progress will be reviewed.

### EHC Plan:

For a small minority of pupils the help and support given may not be sufficient to enable the children to make adequate progress. It will then be necessary for the school, in consultation with parents/carers and any external agencies involved with the pupil, to consider requesting an Education, Health and Care Needs Assessment from the Local Authority (LA). At this stage, the school in consultation with all of the relevant professionals, the pupil and parents will provide written evidence or information about:

- The school's action through the support already in place
- Individual Education Plans/Pupil Passport for the child
- Records of reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- National curriculum levels
- Educational or other assessments;
- Involvement of other professionals;
- Views of the parents and the pupil;
- Any involvement by Social Services or Education Welfare Service.

### Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually. If the child is under 5, it will be reviewed every 6 months.

The school will:

Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.

Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.

Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.

- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.

Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.

- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.

Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.

- Review each pupil's Education, Health and Care (EHC) plan to ensure it includes all statutory sections as set out in the *Special educational needs and disability code of practice: 0 to 25 years*, with each section clearly labelled and distinct.
- Where a pupil's needs change significantly, the school will request a re-assessment of the EHC plan no earlier than six months after the initial assessment. Following this, the governing board or Headteacher may request the local authority (LA) to undertake a re-assessment whenever it is deemed necessary.

### Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. Planning, recording and assessment for the role of the children with special educational needs is the responsibility of the class teacher.

The SENDCo is responsible for:

- Managing the day-to-day operation of the policy;
- Co-ordinating the provision for and managing the responses to children's special needs;
- Supporting and advising colleagues;
- Overseeing the records of all children with special educational needs;
- Acting as one of the links with parents/carers
- Monitoring and evaluating the special educational needs provision, and reporting to the governing body;
- Managing a range of resources to enable appropriate provision to be made for children with special educational needs;
- Contributing to the professional development of all staff.

The SENDCO has non-contact time each week for administration and assessment.

Children on the SEND register have computer based files containing all of their relevant paperwork and current Pupil Passports/IEP's are kept securely within the relevant classroom.

### The SEND Governor

The role of the governing body is:

- To have due regard to the code of practice when carrying out its duties toward all pupils with special educational needs;
  - To do its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teaching staff are aware of the importance of providing for these children.
  - The SEND governor/ Headteacher ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.
- References: Code of Practice, 2014: 6:90, 108

### Involvement of Children

We recognise that all children have the right to be involved in making decisions and exercising choice. We endeavour to involve all children by encouraging them to:

- state their views about their education and learning
- identify their own strengths and needs
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets

### Allocation of resources

The school endeavours to ensure that every pupil has access to relevant resources. The SEND budget will be spent on human and material resources. (See appendix A for SEND support arrangements and appendix B for the intervention grid.)

### Links with Agencies and Voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs. The school receives regular visits from the Educational Psychologist. In addition, the school may seek advice from specialist advisory teaching services such as Rochdale Additional Needs Service (RANS)

We also consult with and seek and seek the support of:

- Behavioural team (Fair Access Team)
- Child and Adolescence Mental Health Service (CAMHS)
- Family Workers
- Physiotherapists/Occupational therapists
- The School Nurse
- Health Services
- Children's Services
- Speech and Language Service.
- Healthy Young Minds
- Rochdale Additional Needs Service (RANS)

### Admissions

St Gabriel's RC Primary School welcomes all pupils with SEND. The governing body has agreed with the LA admissions criteria which do not discriminate against pupils with special educational needs, and our admissions policy has due regard for the guidance in the Code of

Practice: 2014. The school will admit pupils with already identified special needs, as well as identifying and providing for pupils not previously identified as having SEND.

The admission arrangements for pupils with SEND are the same as those for other children. (See Admissions Policy)

#### Children with specific circumstances

St Gabriel's has a designated member of staff responsible for looked after children (LAC). The designated member of staff is Mrs Laura Bolton.

The school gives particular care and attention to looked after children. Pupils at the school who are being accommodated by, or have been taken into the care of, the local authority (LA) are legally defined as 'looked after' by the LA.

#### Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The head teacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

#### Specialist Provision

The school welcomes applications for admission from parents of pupils with mobility difficulties. The school has some wheelchair access and the governors will make every effort to accommodate a pupil's needs. We are committed to making our school building accessible for all children with mobility difficulties. (See our Accessibility Plan)

#### SEND Training

The school regularly audits training needs for all staff, taking into account school priorities

as well as personal professional development. Support will be given to Early Career Teachers (ECTs) and other new members of staff.

Should a pupil with specific needs to be admitted to the school, then the SENDCo will take up the necessary training and where appropriate cascade the knowledge to other staff through in-service training.

#### Partnerships with parents

Partnership with parent/carers plays a key role in promoting a culture of co-operation between parents, school and local authorities. The school welcomes the involvement of parents for all pupils and recognises the vital role that parents play in supporting a pupils' education.

The school will report on individual pupil development through: annual written reports to parents; parents' evenings and discussion with teachers and the SENDCo.

In addition, parents of children with SEND will be invited into school to discuss their child at termly review meetings. Confidential information discussed at the meetings will be recorded and kept digitally by the SENDCo. Copies of IEP's and Pupil Passports will be shared with parents.

#### Evaluation/Success Criteria

The success of this policy, written in line with the new Code of Practice (2014) is evaluated against the aims and objectives outlined above. SEND issues are discussed by staff and governors and are identified in the School Improvement Plan.

Policy and practice with regard to SEND is reviewed annually.

A SEND Information Report is published on our school website in line with the requirements of the Code of Practice 2014.

The Head teacher and SENDCo will keep the Governing Body informed regarding SEND provision and practice. The Headteacher and SENDCo will provide the named Governor with the necessary information to report to the general Governing Body. The SENDCo will meet with the named Governor on a regular basis to ensure sound knowledge of current policy and practice.

Pupil progress, including Standard Attainment Tests (SATs) and Teacher Assessment, will be tracked by all staff and Senior Leadership Team and the results will be used to measure progress.

Staff Development will be ongoing, ensuring SEND staff are up-to-date with current policy and practice and have the underpinning knowledge and strategies to support pupils and raise standards.

### Complaints procedure

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEND complaint procedure is as follows:

1. The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed.
2. If the matter remains unresolved, - the complaint is dealt with by the SENDCo or by a senior leader.
3. If there is still no resolution, the Head teacher should become actively involved
4. If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors
5. The Governing Body will deal with the matter through their agreed complaint resolution procedures
6. 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.

| <div> <div>APPENDIX A</div> <div>SEN SUPPORT ARRANGEMENTS<br/>(2025-2026)</div> </div> |                                                                                                                                |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <u>Reception</u>                                                                       | <ul style="list-style-type: none"> <li>• TA2 Full time classroom-based support</li> <li>• TA2 Full time 1:1 support</li> </ul> |
| <u>Year One</u>                                                                        | <ul style="list-style-type: none"> <li>• TA2 Full time 1:1 support</li> </ul>                                                  |
| <u>Year Two</u>                                                                        | <ul style="list-style-type: none"> <li>• TA2 Part time classroom-based support</li> </ul>                                      |
| <u>Year Three</u>                                                                      | <ul style="list-style-type: none"> <li>• TA2 Full time classroom-based support</li> </ul>                                      |
| <u>Year Four</u>                                                                       | <ul style="list-style-type: none"> <li>• TA2 Full time classroom-based support</li> </ul>                                      |
| <u>Year Five</u>                                                                       |                                                                                                                                |
| <u>Year Six</u>                                                                        | <ul style="list-style-type: none"> <li>• TA2 Full time 1:1 support</li> </ul>                                                  |
| HLTA<br>Pastoral Manager<br>SENDCo<br>Speech and Language Therapist (one day per week) |                                                                                                                                |

**Appendix B**  
**Intervention Groups provided at**  
**St Gabriel's RC Primary School**  
**(2025-2026)**

|                                             |                                           |                                                    |                                                      |
|---------------------------------------------|-------------------------------------------|----------------------------------------------------|------------------------------------------------------|
| IDL Cloud English<br>(Reading and spelling) | Project X Code<br>(Reading Y2-4 + SEN)    | Read, Write, Inc<br>Small group and 1:1<br>Phonics | IDL Cloud Maths                                      |
| Fresh Start<br>(Read, Write, Inc<br>KS2)    | Number Shark                              | On-track Maths                                     | Emotional Literacy                                   |
| Rainbows<br>(Bereavement<br>and Separation) | Lego Therapy<br>(Social<br>communication) | Emotional Well Being                               | Mighty Mo<br>(Anxiety)                               |
| Dough Disco<br>(Fine motor skills)          | Intensive<br>Interactions<br>(ASD)        | Sensory snacks<br>(Sensory processing<br>and ASD)  | OT Programme<br>(Sensory and motor<br>skills)        |
| Social Stories<br>(social<br>communication) | Toe-by-Toe<br>(Dyslexia)                  | Comic Strip<br>Conversations                       | Speech and<br>Language Therapist<br>(1 day per week) |