



Covingham Park Primary School

SEND Policy

Caring for Pupils, Promoting Success

At Covingham Park Primary School, our vision is to provide every child with an outstanding education which equips them with the necessary skills to meet future changes and challenges throughout their life.

SEND Policy

Original Author & Date: L. Smith, SENDCo Nov 2017

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Reviewed by: S.Muir SENDCo

Reviewed Date: November 2025

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To be read in conjunction with: Equality Act 2010: advice for schools DfE Feb 2013, SEND Code of Practice 0 – 25 (September 2014) Schools SEN Information Report Regulations (2014), The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013, Safeguarding Policy, Accessibility Plan, Teachers Standards 2012

Special Educational Needs and Disability (SEND) Policy

SENDCo: Mrs Sarah Muir

SEND Governors: Mrs Winbow and Mrs King

Updated: November 2025

This policy has been updated by the SENDCO in line with the SEND Code of Practice (0-25 years) 2014, with regard to the Equality Act 2010, Safeguarding Policy and Accessibility Plan, and in liaison with the Senior Leadership Team. It should be read in conjunction with our SEND information report, which can be found on our website.

Our Vision

Caring for Pupils, Promoting Success.

At Covingham Park Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. Our broad, balanced, creative curriculum provides opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010. Together we take pride in making a positive contribution to our school and the wider community.

Key Principles

This SEND policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them.

***Every teacher is a teacher of every child or young person,
including those with Special Educational Needs.***

The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to allow them to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated. The school will have regard to the **Special Educational Needs and Disabilities Code of Practice (2014)** when carrying out its duties toward all pupils with special educational needs

Definition of Special Educational Needs and Disability:

The SEND Code of Practice 0-25 (2014, updated 2015) states that:

“A pupil has SEND 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.”

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Many children and young people who have SEN may have a disability under the Equality Act 2010, that is “... 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”

Aims and objectives

Aims

We value all children as individuals at Covingham Park Primary School and strive to provide an inclusive environment that allows all children the opportunities to fulfil their potential. We aim to provide every child with access to a broad and balanced education curriculum and hold high expectations which allows all pupils to learn and progress. In order to identify and meet these Special Educational Needs and to ensure the best outcomes are achieved for each child, the school works closely with parents and professionals and follows the guidelines set out in the SEND Code of Practice 2014.

Objectives

Staff members will seek to:

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child’s entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils’ needs are catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child’s progress.
- **Work with and in support of outside agencies** when the pupils’ needs cannot be met by the school alone.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school performances and sports teams.

Roles and Responsibilities

The provision for children with special educational needs is a matter for the school as a whole.

The person responsible for overseeing the provision for children with SEND is Mrs Jo Fraser (Executive Headteacher) and Mrs Joanna Crabbe (Head of School).

The person co-ordinating the day-to-day provision for pupils with SEND is Mrs Sarah Muir (SENDCO).

The SEN Governor

- Raise awareness of SEND issues at board meetings.
- Monitor quality and effectiveness of SEND provision and report to the board.
- Work with headteacher and SENDCo on strategic SEND policy development.

The Headteacher

- Works with SENCo and SEN Governor on strategic SEND policy and provision.
- Holds overall responsibility for provision and progress of learners with SEN/disabilities.

The SENCo

- Coordinate SEN provision across the school.
- Day-to-day oversight of SEND policy and individual pupil support.
- Provide guidance to staff on SEND strategies and the graduated approach.
- Advise on resource allocation and CPD for staff.
- Liaise with external agencies and next education providers.
- Ensure compliance with Equality Act 2010 and maintain accurate SEND records.

Class Teachers

- Accountable for progress and development of all pupils, including those with SEND.
- Deliver high-quality first teaching with appropriate scaffolding.
- Collaborate with TAs and SENDCo on planning and interventions.
- Review pupil progress and update provision.
- Write and review ISPs three times a year.
- Communicate regularly with parents about outcomes, support, and responsibilities.
- Follow the graduated approach
- Participate in reviews and multi-agency meetings.
- Follow the SEND policy.

Teaching Assistants (TAs)

- Support inclusion and individual needs under teacher and SENDCo guidance.
- Understand SEND policy and procedures.
- Provide feedback on pupil progress and strategy effectiveness to teacher.

- Ensure interventions align with classroom teaching.

Areas of Need

Our school currently provides additional and/or different provisions for a range of needs, including:

- **Cognition and learning** - including Moderate learning difficulties (MLD), Specific Learning Difficulties (SPLD), Severe Learning Difficulties (SLD).
- **Communication and interaction** - including Speech and Language difficulties, diagnosis of ASD, social communication difficulties and social cognition.
- **Social, Emotional and Mental Health (SEMH) difficulties** - including attachment difficulties, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), anxiety and social and emotional developmental delay.
- **Sensory and/or physical needs** - including hearing loss and/or visual impairment, sensory processing difficulties and physical difficulties.

However, for any child with special educational needs or disability, all the needs of the child will be considered and supported.

The following are not SEND but may also impact on progress and attainment: - Attendance and punctuality, Health and welfare, English as an Additional Language (EAL), being in receipt of pupil premium, being a looked-after child, being a child of a serviceman/woman.

Identification of pupils needs

As part of the whole school assessment and monitoring process, the progress of all children is tracked and analysed at regular intervals throughout the year during pupil progress meetings. The first response to support children with the progress they are making is high quality targeted teaching. When deciding whether an individual requires special educational provision and is therefore added to the SEND register, the SENCO will look at all information gathered for the individual as well as looking at the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. This is outlined in the Covingham Park Graduated Response.

Quality First Teaching

Quality first teaching using differentiation and adaptations is the first step in responding to pupils who have or may have SEND.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCO may be consulted as needed for support and advice and may wish to observe the pupil in class. It can then be determined which level of provision the child will need going forward

Parents will be informed of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school s we work collaboratively to plan provision.

The child may be recorded by the school as being under observation due to concern by parent or teacher, but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

SEN Support

Where it is determined that a pupil does have SEND, we will work to remove barriers to learning so that the child makes progress. Parents will be advised of this, and the child's name will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process as outlined in the SEND Code of Practice (2014):

- Assess
- Plan
- Do
- Review

This is achieved through out Individual Support Plans (ISPs) and an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support can be sought from the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plans

Most children with Special Educational Needs and/or Disabilities will have their needs met with SEN support. However, some children with significant difficulties may require an Education Health and Care Plan (EHCP) and may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made about whether the child is eligible for an EHCP by the Special Educational Needs Resource Allocation Panel (SENRAP) who are a group of people from education, health and social care. This panel is completely independent from the school, and the school have no right to appeal its decisions. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[Swindon Local Offer - Home](#)

or by contacting the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS, formally Parent Partnership) on:

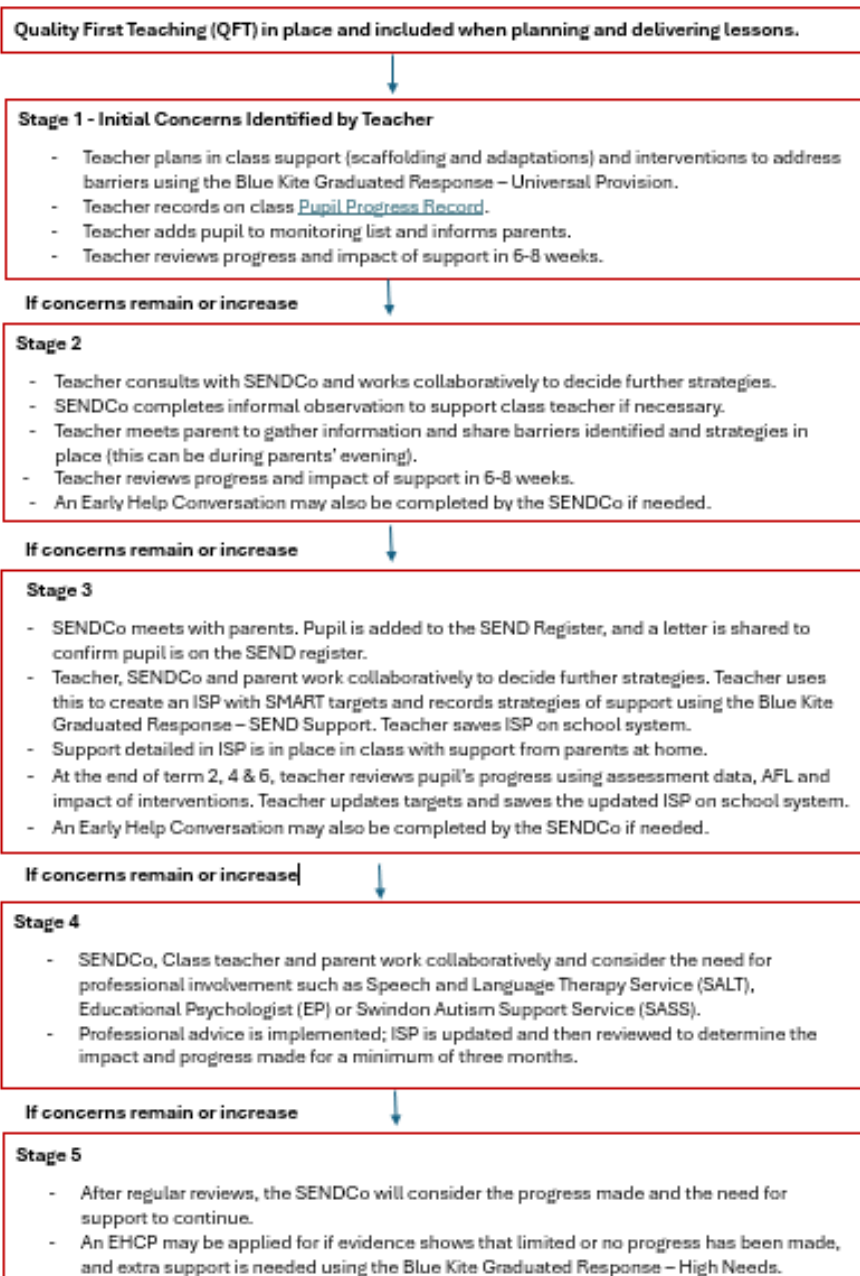
01793 466417

Education, Health and Care Plans (EHCP)

Following Statutory Assessment, an EHC Plan may be provided by The SEND Service, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Covingham Park Graduated Response



Inclusion of pupils with SEN

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, about individual pupils, from external support services.

Continuing Professional Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo has achieved the NASENCO Award (National Award for SEN Coordination) and works closely with other SENDCos in the Blue Kite Trust attending relevant SEN courses, SEND BRICKS meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Working in partnerships with parents

Covingham Park Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Special Educational Needs and Disabilities Information, Advice and Support Service (SIAS) where specific advice, guidance and support may be provided.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. The school's SEN governor may be contacted at any time in relation to SEN matters.

Links with other schools

The school works in partnership with the other primary schools within the Blue Kite Trust as well as other Swindon schools. This enables the schools to build a bank of

joint resources and to share advice, training and development activities and expertise.

Links with other agencies and voluntary organisations

Covingham Park Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following (among others):

- Educational Psychology – Blue Kite Trust
- Lighthouse – Blue Kite Trust
- Swindon Education Psychology Service
- Advisory Teachers for Physical Disability, Hearing Impairment, Visual Impairment, Specific Learning Difficulties, Dyslexia, ASC/SCID and Assistive Technology
- Speech and Language Service (Class teacher also liaises)
- School Nurse
- TaMHS
- Be U – Targeted Mental Health Support
- Occupational Therapy
- Community Paediatricians
- Children’s services.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Facilities for pupils with SEN

Covingham Park Primary School strives to be fully inclusive and accessible to children and adults with SEND. We do this through differentiating and adapting the curriculum to reduce or remove barriers to learning and paying attention to the physical environment of the school. The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012