



# CONWAY PRIMARY SCHOOL

## Special Educational Needs and Disability Policy

Approved by: Stephen Piper  
Stephen Piper (May 2025, 23:02 GMT)

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<b>Special Educational Needs Co-Ordinator – (SENDCO)</b>	<b>Miss Kelly Barham</b>
<b>Designated Safeguarding Lead (DSL)</b>	<b>Kevin Brewster, Yalini Carlsson Ruban, Alice Grattan &amp; Kelly Barham</b>

## **Our Ethos/ Vision**

At Conway Primary school we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

## **Definition of SEN and Disability (SEND)**

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

We will have regard for the SEND Code of Practice 2015 when carrying out our duties towards all students with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

There may be times in a pupil's school career when they are identified as having a Special Educational Need. These students will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many students with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

### **Key Roles and Responsibilities**

- The SENDCo has the overall responsibility of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- The SENDCo is either a member of the leadership team or reports to the SLT and Headteacher.
- The SENDCo will oversee the process of writing EHC plans and annual reviews of children with EHC plans.
- The SENDCo works collaboratively with the SEND team. This can consist of, but not exclusive to, Learning Support Assistants (LSAs), SENDCo assistant, lead LSAs. All have day-to-day responsibility for the operation of regular SEND LSA deployment and coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- SEN Governor: The SEN governor is Steve Piper, who has responsibility for monitoring policy implementation and liaising between the SENDCo and the Governing Body.
- Designated Safeguarding Lead (DSL) has specific responsibility for safeguarding and is the DSL.
- Designated Safeguarding Leads (DSLs) - Kelly Barham, Alice Grattan, Kevin Brewster and Yalini Carlsson-Ruban – have the specific responsibility for safeguarding all. They work collaboratively with the designated safeguarding team; this consists of members of staff that work in a range of capacities.

## **Aims and Objectives**

### **Aims**

At Conway all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations we set for them against national data and based on their age and starting points. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

### **Objectives**

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the school.

To develop effective whole school provision management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice and professional development.

## **Identification and supporting Special Educational Needs & Disabilities**

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to **four broad areas of need**:

**Communication and interaction**-these children have a 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

**Cognition and learning**-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning 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 displaying challenging, disruptive

or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

**Sensory and/or physical needs**-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

## **A Graduated Approach to SEND Support**

### **How the school decides whether to make special educational provision**

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCo.

In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (Ed Psych)
- Speech and Language Therapy Service (SALT)
- Behaviour Support Service (Waterside)
- Autism Outreach Team (ASD)
- Support Team for Education in Primary and Secondary schools (STEPS)
- Physical/Sensory Support Service
- FaASS Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEND register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEND register as SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. Where an EHC plan is put in place the schools Local Offer will set out clearly what support is available from different services and how it may be accessed.

This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. A "SEND Support Arrangements" document, which includes a one page profile, will be started. In addition to this an IEP will be created and update accordingly with details of the child's needs and provisions agreed to be put in place. These are working documents which will be updated as more is understood about the child's SEND, including their response to interventions. Where a child and family would benefit from co-ordinated support from more than one

agency an Early Help Assessment may be used to identify help required and to prevent needs escalating.



The four part cycle:

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (Ed Psych) and from health and social services.

**Plan:** Where SEND Support is required the teacher and SEND team will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil, on a daily basis. She/he will also liaise closely with LSAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCo and team will provide support, guidance and advice for the teacher.

**Review:** The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCo, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

(For further information see [Greenwich SEND 14 Pathway Guidance](#) on the Greenwich website.)

## **Parents/carers and pupil involvement in the process**

We believe in a person centred approach to information gathering and the cycle of *assess, plan, do, review*. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. Targets are shared with pupils and successes are celebrated.

KS2 pupils with a Statement or EHC plan will send an invitation to their parents to attend their annual review and will attend part of the meeting to share their achievements for the year and aspirations for the future.

- SEND Provision including in class, the SEND unit, SEND library and sensory room
- SEND support can take many forms. This could include:
  - an individual learning programme
  - evidence based interventions
  - extra help from a teacher or a learning support assistant
  - making or changing materials, resources or equipment
  - working with a child in a small group
  - maintaining specialist equipment
  - observing a child in class or at break and keeping records
  - helping a child to take part in the class activities
  - making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
  - helping other children to work with a child, or play with them at break time
  - supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
  - access to a social skills group

## **Managing the needs of Pupils on the SEND Register**

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils.

Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

## **Managing the needs of pupils with medical conditions**

In compliance with revised statutory guidance arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential. These arrangements are set out in an Individual Health Care Plans (IHC). The IHC plans will detail the type and nature of support that will be available.

The plans will also be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals.
- Shared with all relevant staff
- Reviewed annually or sooner to reflect changing needs and support.

Where a pupil with a medical condition also has a disability or SEN the IHC plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach. Staff who have responsibility to support a pupil with medical needs,

including the administration and supervision of medication, will receive appropriate, on-going training and support so that they are competent and confident about their duties.

Use link below to find DFE guidance and template for IHC plan and related guidance. <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

**The class teacher is responsible for:**

- the progress and development of all pupils including those with SEND
- ensuring the plan is implemented in the classroom
- regular liaison with parents and the SENCo
- effective deployment of additional adults
- Identifying on class planning the provision they are making for pupils with SEND
- Supporting the SENCo in the writing and reviewing of targets for pupils with SEND

**Learning Support Assistants are responsible for:**

- ensuring that day to day provision is in place for the pupils they support
- implementing agreed strategies and programmes, and advice from specialists.
- record keeping
- resources
- maintaining specialist equipment
- regular communication with class teacher, SENCo and parents where appropriate

**The SENCo is responsible for:**

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- management of the SEND team
- overseeing the writing process and evidence gathering for EHC plan applications
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- overseeing the line management of the LSAs with responsibility for SEND
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- overseeing the co-ordination of annual reviews
- supporting staff in identifying pupils with SEND
- mapping provision throughout the school
- maintaining links and information sharing with receiving schools

**Managing the needs of pupils with a physical disability**

At Conway Primary we will work with Oxleas NHS trust and all other outside agencies to ensure that any child with a physical disability has their individual need catered for via reasonable adjustments within school - which could include physical modifications to the school environment, adapted equipment, and specific support plans. This will be done in collaboration with the child's parents, healthcare professionals, and the school's Special Educational Needs Coordinator (SENCO).

Schools are legally required to make these accommodations to ensure the child can fully participate in all aspects of school life, with support that is regularly reviewed and adapted as needed.

Legal and policy framework

- [Equality Act 2010](#): Schools must make "reasonable adjustments" to prevent disabled pupils from being at a "substantial disadvantage".
- [Children and Families Act 2014](#): Schools have a statutory duty to support pupils with medical conditions, ensuring they can fully participate in school life.
- [Special Educational Needs \(SEN\) Code of Practice](#): Schools must use their "best endeavours" to make sure a child with SEN gets the support they need and can engage in activities alongside non-disabled peers.

Key elements of developing reasonable adjustments:

- **Collaboration:** Work with parents, carers, and health and social care professionals to understand and agree on the necessary support.
- **Individual support plan:** Create an individual healthcare plan and document all agreed-upon reasonable adjustments. This should be regularly reviewed, especially when the child's needs change.
- **Accessibility:**
  - Make physical changes to the environment, such as ramps, accessible toilets, and height-adjustable furniture.
  - Plan for all school activities, including trips and physical education, with accessible transport and completed risk assessments.
- **Support staff:**
  - Ensure staff are aware of the child's needs and know how to provide support.
  - Provide staff with appropriate training, such as moving and handling techniques.
  - Have a specific, trained person responsible for co-ordinating SEN provision (the SENCO).
- **Modified curriculum and resources:**
  - Adapt resources and equipment, such as using modified sports equipment or height-adjustable furniture.
  - Make adjustments to how activities are taught, considering factors like modified games in PE.
- **Inclusion:**
  - Ensure the child is included in all school activities, including those outside the classroom.
  - Make sure the child has opportunities to take part in school life alongside their peers.
- **Contingency planning:**
  - Develop a [Personal Emergency Evacuation Plan \(PEEP\)](#) as part of the overall accessibility plan.

**Criteria for removing pupils from the SEN Register**

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

### **Requesting an Educational, Health and Care (EHC) needs assessment**

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs. (See Greenwich guidance on the Greenwich website for further information regarding requests for EHC plans)

### **Supporting parents/carers and children**

We provide support in the following ways:

- the headteacher, SENCo and SEND team operate an open door policy for parents/carers seeking support and advice
- liaison with the children's wellbeing lead
- amended timetables
- individual arrangements can be made for phased entry into Reception class
- additional time and special arrangements for SATs
- a transition group for vulnerable Y6 pupils transferring to secondary school
- inviting the SENCo of the receiving secondary school to the final Annual review in year 6
- extra support, where applicable, for educational visits

### **Supporting pupils at school with medical conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability, the school will comply with its duties under the Equality Act 2010.

*Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g: an extra adult to accompany a child on a school trips.

Specific staff have training to support particular needs, eg: technical knowledge to maintain auxiliary aids and equipment or managing diabetes.

The Leadership team, SENDCo and office manager are responsible for the administration of medicines and healthcare plans/protocols.

The school's policy for supporting pupils with medical conditions is in line with the guidance published by DfE; <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

### **Monitoring and evaluation of SEND**

The head teacher and the SLT regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data
- progress against individual targets
- pupils' work and interviews

### **The SEN Governor is responsible for:**

Following the guidelines as laid down in the SEND Code of practice (2015) to: -

- monitoring the effective implementation of the SEND policy
- liaise termly with the SENCo
- report to the governing body on SEND and the arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.
- ensuring that pupils with SEND participate fully in school activities alongside students who don't have SEND.

### **Training and development**

Training needs are identified in response to the needs of pupils currently on the SEN register.

- School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with hearing impairment, Down syndrome and dyslexia.
- The SENCO attends network meetings to share good practice with colleagues and keep up to date with SEND developments.

Link to RBG SEND staff training programme <http://servicestoschools.royalgreenwich.gov.uk/courses>

### **Storing and Managing Information**

- Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality.
- Pupil safeguarding files are kept electronically on CURA and paper back-up files are in a locked filing cabinet.
- Individual SEN files are encrypted and transferred to receiving schools via when pupils leave Conway via the schools 2 schools' website or egress.

### **Reviewing the SEND Policy**

The SEND policy is reviewed annually by the governing body.

### **Complaints**

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Conway to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCo. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to use the School complaints procedures.

## How the policy was put together

This policy was created in consultation with stakeholders, including the SEND Governor, staff, representative parents and pupils with SEND. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (January 2015).

## Access to this policy

You can get a copy of our policy in a number of ways:

- The school website, follow the link: <https://www.conwayprimaryschool.co.uk/info/sen-and-inclusion>
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0–25 (January 2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE May 2014
- School SEN Information Report
- Early years foundation stage statutory framework November 2024
- Development Matters September 2020
- The National Curriculum in England Key Stage 1&2 framework document September 2013
- Safeguarding Policy and Keeping children safe in Education September 2024
- Statutory Guidance on supporting pupils at school with medical conditions December 2015
- Teachers Standards 2021
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## Accessibility Plan

The school is compliant with the Equality Act 2010 and Accessibility legislation. Although our buildings are not designed for full wheelchair accessibility, however, some areas are accessible for wheelchair users.

## Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

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

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions->

Keeping children safe in education 2022

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Equality Act 2010

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Greenwich Local Offer Website

[https://www.royalgreenwich.gov.uk/info/200236/children\\_with\\_additional\\_needs/1671/about\\_the\\_local\\_offer](https://www.royalgreenwich.gov.uk/info/200236/children_with_additional_needs/1671/about_the_local_offer)

## **Related School Policies/Documents**

The following documents can be found on the school website following the link below  
<https://www.conwayprimaryschool.co.uk/info/policies-and-documents>

1. Child Protection and Safeguarding Policy
2. Accessibility Plan
3. Admissions Policy
4. Anti-Bullying Policy
5. Behaviour Policy
6. Complaints Procedure
7. Inclusion Policy
8. Equality Policy
9. Curriculum policies





