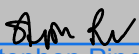




Conway Primary School

Special Educational Needs and Disability Policy

Approved by: 
Stephen Piper (Oct 22, 2026 13:55:03 GMT+1)

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Background

This document brings together Conway's SEND Policy and the SEND Information Report for parents and carers. Our whole-school Inclusion, Vulnerability and Wellbeing approach provides the foundation for both parts.

At Conway, we look at inclusion including Special Educational Needs and Disability (SEND) across the whole school and for every child. We want all children to feel safe, known and valued, to take part in school life and to access ambitious learning. We recognise that children arrive with different strengths, experiences and needs, and that any barriers they face can change over time.

Our Inclusion, Vulnerability and Wellbeing approach, known as IVW, brings this work together. It helps us consider the child as a whole: their learning, communication, relationships, emotional wellbeing, health, attendance and wider circumstances. Strong relationships with children and families underpin our understanding of what helps each child participate and succeed.

Inclusion

We consider how teaching, classroom environments, routines and school activities can enable every child to participate. Staff identify barriers and adapt provision so that children can learn alongside their peers and develop increasing independence.

Vulnerability

We recognise circumstances that may make it harder for a child to feel safe, attend regularly or engage with learning. These may be temporary or ongoing. We identify concerns early, share relevant information appropriately and coordinate support with families and other professionals.

Wellbeing

We support emotional wellbeing, emotional intelligence, communication and self-regulation through relationships, everyday teaching, PSHE and additional support where needed. We consider how wellbeing affects learning and how success, belonging and participation can strengthen wellbeing.

Responsibility for the Policy

The Learning and Achievement Committee of the governing body owns this policy and unless driven by other factors it will be reviewed on an annual basis.

PART 1 - SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

How to use this document

Part 1 explains our approach, responsibilities and procedures. Part 2 answers practical questions for families and directs readers to the relevant policy sections for further detail.

Where the SEND Policy Sits

SEND provision is a defined part of this wider IVW approach. Some children supported through IVW have special educational needs and/or a disability; others experience barriers that do not meet these definitions. Needs may overlap, so staff coordinate support around the child rather than treating learning, wellbeing and family circumstances in isolation.

This SEND policy explains the specific responsibilities and arrangements for identifying and meeting special educational needs and supporting disabled pupils. IVW provides the shared whole-school approach, while this policy sets out how we fulfil our SEND duties within it. Safeguarding remains a distinct responsibility and concerns are acted on promptly through the school's safeguarding procedures.

PURPOSE AND KEY CONTACTS

Purpose and commitment

This policy explains how Conway identifies and supports pupils with special educational needs and disabilities from the Early Years Foundation Stage to Year 6. It sets out how staff, families and other professionals work together so that pupils can access an ambitious curriculum, participate in school life and make progress.

SEND provision forms part of our whole-school Inclusion, Vulnerability and Wellbeing approach, known as IVW. We seek to understand each child's strengths, aspirations and barriers to learning. We combine high expectations with appropriate support, strong relationships and practical adaptations.

Every teacher is responsible for the learning and progress of every child in their class. Additional adults and specialist services contribute to this work; the class teacher continues to plan, teach, assess and review learning.

The school will use its best endeavours to secure the special educational provision required by pupils with SEND. We will make reasonable adjustments for disabled pupils, work to prevent discrimination and involve pupils and parents in decisions about support.

Key Contacts

- Headteacher: **Yalini Carlsson-Ruban**
- SENDCO and IVW Lead: **Kelly Barham**
- Deputy IVW Lead and School Operations Manager: **Keith Robertson**
- SENDCO support: **Jane Nguyen**
- Lead Learning Support Assistant: **Kirsty Jones**
- SEND Governor: **Steve Piper**

Families can contact the class teacher or SENDCO through the school office: admin@conway.greenwich.sch.uk or 020 8854 0897.

UNDERSTANDING NEED AND THE IVW TIERS

Special Educational Needs and Disability

A child has SEND where a learning difficulty or disability calls for special educational provision. This includes significantly greater difficulty in learning than most children of the same age, or a disability that prevents or hinders use of the facilities generally available to peers. Special educational provision is additional to, or different from, that generally made for children of the same age. The statutory definition also includes younger children likely to meet these criteria at compulsory school age, or who would do so without special educational provision.

Disability is a separate, overlapping concept. Under the Equality Act 2010, it means a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities. A disabled child may or may not have SEND. A diagnosis alone does not determine SEND status, and a diagnosis is not required before support begins.

The school considers communication and interaction; cognition and learning; social, emotional and mental health; and sensory and physical needs when assessing possible SEND needs. A child may have needs across several areas. Assessment considers the whole child rather than relying on a category or label.

Conway's Tiers of Provision

The tiers are Conway's internal arrangements for organising support. They do not replace SEND identification, the SEND register or statutory entitlements.

Tier 1 Universal Provision

All pupils receive high-quality inclusive teaching, appropriate classroom adaptations, positive relationships and support for wellbeing. Teachers monitor participation, learning and progress and respond promptly to emerging barriers.

Tier 2 Targeted Provision

Pupils have identified barriers requiring additional support but do not have individually allocated additional funding. Some have identified needs or diagnoses, such as ADHD; some are recorded on the SEND register at SEND Support. Others require targeted help without meeting the definition of SEND. Support is planned through Personal Support Plans and classroom provision planning, with advice from the IVW team where needed.

Tier 2 support is resourced through the school's existing arrangements; "no additional funding" does not mean no resources or entitlement to support. Staff must not delay necessary support while awaiting diagnosis, assessment or funding.

Tier 3 EHCP Provision with Additional Funding

Pupils have an Education, Health and Care Plan and associated additional funding. Provision is organised around the needs, outcomes and support specified in their EHCP and translated into clear classroom practice and individual targets. An issued EHCP must be acted on even if funding arrangements are unresolved. Universal inclusive teaching continues at every tier.

IDENTIFICATION AND PLANNING

Identifying Barriers

Teachers use observations, discussions, work samples and assessments to identify difficulties in learning, communication, participation or independence. Parents and pupils can raise concerns at any point. Staff also consider information from early years settings, previous schools and other professionals.

The teacher explores the nature of the difficulty and checks the quality and accessibility of teaching. Staff consider attendance, language development, sensory or medical needs, emotional wellbeing and significant changes in the child's circumstances. Low attainment, behaviour, disadvantage or learning English as an additional language does not, on its own, establish SEND; these factors can coexist with SEND.

Where concerns persist or a significant need is already evident, the teacher involves the SENDCO promptly. Support need not wait for a sequence of unsuccessful interventions. Together with the family and pupil, staff identify what is difficult, what already helps and what further assessment or advice is needed.

The SEND Register

The SENDCO coordinates decisions about SEND Support and maintains an accurate register, distinguishing SEND Support from an EHCP. Parents are informed when SEND provision is being made. A Tier 2 pupil is recorded on the SEND register where their needs meet the SEND definition; but not meet threshold for additional funding.

The register and IVW records serve related but different purposes. Staff record the child's provision tier and SEND status accurately, with appropriate access controls. Changes are discussed with the teacher and family and explained in the child's records.

Personal Support Plans and Provision Maps

A Personal Support Plan (PSP) is a working record that connects the child's needs to what adults will do. It should be concise enough to use in daily teaching. It records:

- Strengths, interests and the views of the child and family.
- The main barriers to learning and participation, with a clear starting point.
- A small number of prioritised outcomes and measurable short-term targets.
- Teaching adaptations, agreed interventions and any specialist recommendations.
- Who will deliver support, how often, and how classroom learning will reinforce it.
- The evidence to be collected, review date and decisions following review.

Classroom provision plans and provision maps show how support is organised across pupils and groups. They help staff identify gaps, deploy adults and coordinate provision. For Tier 3 pupils, individual planning must make clear how the EHCP's specified provision and outcomes are being addressed. A PSP does not replace an EHCP.

TEACHING AND REVIEWING SUPPORT

Inclusive Classroom Practice

Teachers plan ambitious learning and adapt access in response to identified barriers. Depending on need, this may include explicit modelling, smaller steps, vocabulary teaching, visual or practical representations, accessible texts, communication aids, structured rehearsal, adapted recording and additional processing time.

Staff consider seating, acoustics, lighting, transitions and sensory demands. Predictable routines and access to a calm space may help children regulate and return to learning. Emotional intelligence and PSHE teaching support children's understanding of feelings, relationships and self-regulation.

Additional adults receive the learning purpose, relevant plans and agreed strategies. They prompt and scaffold thoughtfully, check understanding and help pupils build independence. Pupils with SEND continue to receive direct teaching and feedback from their class teacher.

Interventions have a clear purpose, starting point and review date. Teachers consider what pupils miss when withdrawn and how learning transfers back into lessons. Time outside the classroom is reviewed for its educational benefit, impact on curriculum access and opportunities for belonging.

Access to Assessment

Teachers and the SENDCO consider assessment adaptations individually so that pupils can demonstrate their learning. For statutory assessments, staff follow the guidance for the relevant assessment and age group, retain evidence of normal classroom practice where required, and complete any applications or notifications within the published deadlines. A tier or diagnosis alone does not determine the arrangements permitted.

Assess Plan Do Review

To ensure the school meets the needs of children with SEND, the school uses the Assess, Plan, Do, Review cycle to ensure the provision is accurately identified, the response is effectively implemented and the impact is assessed.

Assess

The teacher and SENDCO bring together classroom evidence, the child's and family's views and relevant professional advice. They identify the barrier precisely and establish what the pupil can currently do, including the level of help needed.

Plan

Agree outcomes, strategies, responsibilities, frequency and a review date. Share the plan with parents and relevant staff. Make targets understandable and accessible to the pupil. Specify how success will be recognised.

Do

The teacher remains responsible for the pupil's progress and for connecting interventions with classroom learning. Staff deliver the agreed support, record proportionate evidence and raise difficulties promptly. The SENDCO advises and helps resolve barriers to implementation.

Review

Review PSPs at least termly, sooner where needed. Compare evidence with the starting point: what can the child now understand, do or manage more independently? Consider participation and wellbeing alongside academic progress. Check that provision was delivered as intended before deciding whether to continue, adapt, intensify or end an intervention.

If SEND provision is no longer required, the SENDCO discusses removal from SEND Support with the teacher and family and records the reasons and monitoring arrangements. Progress achieved because support is effective is not, by itself, a reason to withdraw it. Only the local authority can amend or cease an EHCP through the relevant statutory process.

PARTNERSHIP AND SPECIALIST PROVISION

Working with Pupils and Families

Families bring essential knowledge of their child. Staff listen respectfully, explain decisions in accessible language and agree how school and home can communicate. Interpreting, accessible formats or alternative meeting arrangements are considered where needed.

For pupils receiving SEND Support, the school arranges opportunities to discuss progress and support with parents at least three times a year. Meetings may align with parents' evenings where sufficient time and privacy are available. A written summary, which is shared with parents/carers, records agreed outcomes, actions and review arrangements.

Children of all ages are supported to express their views. This may involve conversation, pictures, observation, communication aids or a trusted adult. Children are not expected to organise their own reviews. Adults help them understand their support and recognise progress.

Looked after Children with SEND

The SENDCO works with the designated teacher for looked-after children, carers, the social worker and the Virtual School as appropriate. SEND support and EHCP outcomes are coordinated with the child's Personal Education Plan, with clear responsibilities and review arrangements. The child's voice informs decisions and information is shared sensitively. Previously looked-after children receive coordinated support according to their identified needs.

Specialist Advice and Coordinated Support

The SENDCO coordinates access to appropriate education, health and social care advice. This may include educational psychology, speech and language therapy, sensory or physical support, autism outreach, school nursing or mental health services, according to need and service arrangements.

Staff obtain parental consent for referrals to external agencies where required and explain the purpose of the referral to the family. Information is shared in accordance with the school's safeguarding procedures and applicable law. Where appropriate, information may be shared without consent when there is a lawful basis to do so, including safeguarding concerns. While a referral is pending, the school continues to respond to and support the pupil's identified needs.

Professional recommendations are translated into practical actions with identified owners and review dates. Conway provides education and school-based support; assessment or treatment requiring specialist clinical expertise is referred to the relevant service.

Educational Health Care Needs Assessments and Educational Health Care Plans

Where evidence suggests a child may require provision through an EHCP, the SENDCO discusses an EHC needs assessment request produced by the school with the family, prior to it being sent to the local authority. The school contributes evidence of needs, provision and progress and continues support throughout the process. Parents may also request an assessment directly from the local authority.

An assessment request does not automatically lead to an EHCP. The local authority makes the statutory decisions and must explain decisions and relevant rights. The school directs families to the local authority's SEND service, Local Offer and independent SEND information, advice and support service.

For an issued EHCP, the SENDCO coordinates implementation of the school's responsibilities and checks delivery of specified provision. Gaps are escalated promptly to the headteacher and local authority. Funding discussions must not silently replace or reduce specified provision.

EHCPs are reviewed at least annually by the local authority through the statutory review process. Termly school reviews support delivery between annual reviews and include the pupil, family and relevant professionals and consider outcomes, provision and transition. The SENDCO tracks actions and statutory deadlines, including transfer arrangements.

PARTICIPATION SAFETY AND TRANSITION

Disability and accessibility

The school anticipates barriers and makes reasonable adjustments, including auxiliary aids and services where required for a pupil with a disability. Adjustments are agreed, communicated and reviewed with the child and family. Disability support is not conditional on being on the SEND register or receiving additional funding.

The Accessibility Plan sets out planned improvements to curriculum access, the physical environment and accessible information. Staff assess actual access needs rather than assume all areas of the site are accessible. Where needed, individual evacuation arrangements are recorded and relevant staff trained.

Trips, clubs, performances, PE and other activities are planned with inclusion in mind. Staff consider adjustments and individual risk assessments early. Concerns are explored with families and leaders so that practical solutions can be identified.

Medical needs

Medical support is coordinated through the school's medical and medication procedures and in line with the schools supporting pupils at school with medical conditions policy. An Individual Healthcare Plan is developed where required with the family and appropriate health professionals, reviewed at least annually or sooner when needs change, and linked to SEND planning where relevant.

Only appropriately trained and authorised staff undertake medical procedures or administer medication under school procedures. Leaders ensure suitable cover arrangements and that staff know how to respond to emergencies. Health support, reasonable adjustments and educational provision should work together.

Safeguarding, Attendance and Behaviour

All staff follow the safeguarding policy and report concerns promptly to the Designated Safeguarding Lead Team. They remain alert to additional barriers for pupils with SEND, including communication difficulties, bullying, isolation and the risk that signs of abuse are wrongly attributed to a child's condition. Staff use accessible ways to listen to children and check their safety.

The school actively prevent and respond to bullying, including disability-related bullying, through the Anti-Bullying Policy, teaching about respect and difference, and appropriate supervision. Children can report worries through a trusted adult or an accessible communication method. Staff record and investigate concerns, involve families as appropriate, review patterns and follow up with the child to check that they feel safe and that bullying has stopped.

Attendance difficulties are explored with the family, including anxiety, unmet needs, health and access barriers. The school works towards full-time education and follows current attendance guidance. Part-time timetables are exceptional, while temporary arrangements in the pupil's best interests, which are agreed with parents, are regularly reviewed and supported by a plan to return to full-time education. They are not used to manage behaviour or compensate for staffing shortages. Where an EHCP is in place, the local authority is involved.

Staff maintain clear expectations, consider the needs underlying behaviour and apply reasonable adjustments in line with the behaviour policy. Support includes teaching and practising communication, regulation and social skills. Behaviour responses must take account of SEND and equality duties.

Admissions and Transitions

Admissions follow the published arrangements and statutory requirements, including where an EHCP names the school. Staff plan entry, changes of class and transfer with families and receiving settings. Relevant records, successful strategies and outstanding actions are shared securely. Additional visits, visual information and familiarisation are arranged where helpful. Year 6 planning starts early enough to inform secondary provision and EHCP transfer processes.

For school phase transfers, including primary to secondary, the SENDCO works with the family, receiving school and local authority so that the local authority can complete the EHCP review and any amendments by 15 February in the calendar year of transfer. School evidence and meetings are planned early enough to support this deadline.

RESPONSIBILITIES AND QUALITY ASSURANCE

Who is responsible

Governing Body and SEND Governor

The governing body oversees the school's SEND duties, resources and implementation of this policy. It receives reports on provision and outcomes, checks the SEND Information Report and Accessibility Plan, and challenges barriers to participation. The SEND Governor meets the SENDCO termly and reports to governors while maintaining pupil confidentiality.

Headteacher

The headteacher ensures SEND is reflected in school improvement, staffing, training and resource decisions. They hold leaders and teachers accountable for implementation, address gaps in provision and ensure the SENDCO has appropriate time and support to fulfil the role.

SENDCO and IVW Leadership

The SENDCO leads and coordinates SEND provision, advises teachers, maintains the register, oversees review and EHC processes, liaises with families and services, and evaluates impact. The SENDCO supports staff expertise and ensures transition information is shared. The Deputy IVW Lead supports operational coordination and agreed actions. Delegation does not transfer the SENDCO's statutory coordination responsibilities.

Class Teachers

Teachers identify barriers, plan and deliver inclusive teaching, maintain PSPs and provision planning, brief additional adults, communicate with families and review impact. They remain responsible when a child receives intervention or works with another adult. Concerns about progress or undelivered support are escalated promptly.

Additional Adults and the Wider IVW Team

Learning Support Assistants deliver agreed strategies, prepare resources, record useful observations and help pupils develop independence. They report progress and difficulties to the teacher. SENDCO support, the Lead LSA and wellbeing staff contribute within their agreed roles, with clear communication and appropriate supervision.

Resources, Training and Monitoring

Leaders deploy available resources according to assessed needs, specified EHCP provision and evidence of impact. Provision maps help identify duplication, gaps and opportunities for effective group support. Resource pressures are escalated and reviewed; they do not remove the school's duties.

Staff development responds to pupil needs and monitoring findings. Induction includes relevant plans, Safeguarding and practical adaptations. Leaders check that staff can apply training and that specialist procedures are undertaken by appropriately trained staff.

Monitoring draws on classroom practice, pupils' work, assessment, progress against targets, independence, participation, attendance and pupil and parent feedback. Leaders consider whether agreed support happened and what difference it made. Findings inform teacher support, provision changes and reports to governors, using anonymised information where appropriate.

RECORDS REVIEW AND REFERENCE DOCUMENTS

Records and Information Sharing

The school keeps accurate records of identified needs, assessments, plans, provision and reviews under the General Data Protection Regulation (GDPR) for sensitive personal data. Access is restricted to those who need the information for their role. Relevant teaching staff receive practical information necessary to support the pupil. Records are stored, retained and transferred securely under the school's data protection and records management procedures. Safeguarding records follow the safeguarding policy.

Concerns and Complaints

Parents should raise concerns with the class teacher or SENDCO so that difficulties can be addressed early. If concerns remain, they may contact the headteacher and use the published complaints procedure. Families can obtain independent SEND information, advice and support. Complaints about school provision and challenges to local authority EHC decisions follow different routes; the school will help families identify the appropriate process without restricting their rights.

Publication and Review

The policy is available on the school website and from the office, with accessible formats arranged on request. The SENDCO and headteacher review it annually, informed by implementation, pupil and parent feedback and changes to guidance. Governors approve revisions. Part 2, the SEND Information Report, is updated annually and when relevant information changes.

Legal Framework and Supporting Guidance

This policy is informed by the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, the Equality Act 2010, and the SEND Code of Practice 0 to 25 years. The school also follows the current EYFS framework, Keeping Children Safe in Education, attendance guidance and guidance on supporting pupils with medical conditions. Proposed reforms do not replace duties currently in force.

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

Equality Act advice for schools: <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Attendance guidance: <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

Medical conditions guidance: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

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

Part 2 - Special Educational Needs And Disability Information Report

Practical Information for Parents and Carers

This information report explains how Conway's arrangements work for and with families. It should be read with Part 1, which sets out the IVW approach, our tiers and the responsibilities of school staff.

Who should I contact?

Speak to your child's class teacher about learning or participation. You can also contact Kelly Barham, our SENDCO and IVW Lead, through the school office: admin@conway.greenwich.sch.uk or 020 8854 0897. If concerns remain unresolved, contact the headteacher, Yalini Carlsson-Ruban. The full contacts list is in Part 1, section 2.

What needs can the school support?

We plan support across communication and interaction, cognition and learning, social, emotional and mental health, and sensory or physical needs. Children may have needs in more than one area. Part 1, sections 3 to 6, explains identification and the SEND register.

How is additional help organised?

Teachers discuss concerns with families and the SENDCO and put appropriate support in place. A diagnosis is not required before support begins. Tier 1 is universal provision, Tier 2 is targeted support without individually allocated additional funding, and Tier 3 is EHCP provision with additional funding. Children at Tier 2 may have SEND. The full definitions and funding safeguards are in Part 1, section 4.

What will my child's support look like?

Your child's Personal Support Plan identifies strengths, barriers, targets, adult actions and a review date. Teachers adapt teaching and resources and coordinate any small-group or individual work. Support aims to increase access and independence. An additional adult does not automatically mean full-time one-to-one support. Part 1, sections 7 to 9, explains provision planning, classroom adaptations and assessment access.

How do parents/carers take part?

For children receiving SEND Support, we arrange discussions with parents/carers at least three times a year. These may align with parents' evenings where there is sufficient time and privacy. We share agreed actions and review arrangements and welcome information about what helps at home. You do not need to wait until a planned meeting to raise a concern.

How will I know whether support is working?

At reviews, we compare learning, participation and independence with the starting point and agreed targets. We use work, assessment, observation and what you and your child tell us. If support is not helping, we check delivery, reconsider the barrier and agree changes. PSPs are reviewed at least termly and sooner where needed.

WELLBEING VOICE AND PARTICIPATION

How are children involved in decisions?

We help children tell us what they find easy or difficult, what helps and what they would like to achieve. Depending on age and communication needs, this can involve talking, pictures, observation, communication aids or a trusted adult. Their views inform PSPs and EHCP reviews. Adults remain responsible for organising the process.

How do we support emotional and social development?

Positive relationships, the Personal, Social, Health and Economic curriculum and emotional intelligence teaching supports children to understand feelings, communicate needs and build relationships. Classroom routines and regulation strategies are adapted where helpful. Additional wellbeing support is considered through IVW according to identified need.

Where a calm space or time away from a busy activity is used, adults help the child regulate and return to participation. We review whether support improves access to learning and belonging. The SENDCO and IVW team can help families access specialist advice where school-based support is insufficient.

How do we prevent and respond to bullying?

Staff teach respect for difference and remain alert to bullying, including disability-related bullying. Children are helped to identify a trusted adult and an accessible way to report worries. Staff record and investigate concerns under the Anti-Bullying Policy, work with families as appropriate and check back with the child to make sure they feel safe. Supervision and support are adjusted in response to patterns or risks.

What if my child is Looked-After?

The SENDCO and designated teacher coordinate support with carers, the social worker and Virtual School as appropriate. SEND planning connects with the Personal Education Plan and includes the child's views. Previously looked-after children receive support according to their needs. See Part 1, section 10.

Can my child join trips clubs and school activities?

We plan for pupils with SEND to take part alongside their peers. Staff consider adjustments, staffing, equipment and risk assessments early and discuss individual requirements with families. Please raise access concerns with us so that arrangements can be explored before an activity.

What if attendance or behaviour becomes difficult?

We work with you to understand the barriers, including communication, anxiety, health, sensory needs and learning demands. The aim is sustained access to full-time education, with appropriate adjustments and clear expectations. Part 1, section 15, explains our approach and the safeguards applying to any exceptional temporary part-time timetable.

SPECIALIST SUPPORT AND ACCESSIBILITY

What expertise and specialist help are available?

Teachers and Learning Support Assistants work with the SENDCO, SENDCO support and the Lead LSA. The existing school policy identifies staff experience in speech and language support, literacy and numeracy interventions and supporting hearing impairment, Down syndrome and dyslexia. The SENDCO checks the training and competence needed for each child's provision and arranges further advice or training where necessary.

Depending on need and referral arrangements, advice may be sought from educational psychology, speech and language therapy, autism outreach, sensory or physical support services, school nursing, paediatric or mental health services. These are external services; access depends on their referral criteria and arrangements. School support continues while advice is pending.

We involve families in referrals and planning and obtain consent where required. Specialist recommendations are shared with relevant staff and translated into practical actions. We can help families find wider support, including voluntary organisations, through the Local Offer and Special Educational Needs and Disabilities Information, Advice and Support Services (SENDIASS.)

How are equipment and resources arranged?

Leaders consider assessed needs, effective classroom support, specialist advice and EHCP requirements when allocating resources. The school provides targeted support from its existing resources; additional funding supports ECHPs. Staff identify required equipment or adaptations and involve relevant professionals where necessary. Any gap in specified EHCP provision is escalated promptly.

How accessible is the school?

The school's existing policy records that some areas are accessible to wheelchair users, but the buildings are not fully wheelchair accessible. Please contact us to discuss your child's particular access needs and arrange a visit. The Accessibility Plan sets out planned improvements to the environment, curriculum access and information. Individual arrangements, including evacuation planning where needed, are considered with families and relevant professionals.

For medical needs, an Individual Healthcare Plan is developed where required and linked to SEND planning. Appropriate staff training, medication and emergency arrangements follow school procedures. Information can be provided in accessible formats and interpreting arrangements considered.

How does the school support transitions?

We share relevant information with previous settings, new teachers and receiving schools. Additional visits, visual information and familiarisation are arranged where helpful. Secondary transition starts early. For EHCP school phase transfers, we contribute in time for the local authority's 15 February deadline. See Part 1, section 16.

EHCPs ADVICE AND FURTHER INFORMATION

What if my child may need an EHCP?

Discuss this with the SENDCO. Parents can also request an EHC needs assessment directly from the local authority. The school contributes evidence and continues support. The local authority makes the statutory decisions. An issued EHCP is reviewed at least annually, with school reviews checking delivery and progress between annual reviews. Part 1, section 12, explains these arrangements.

Where can families find independent advice?

Greenwich SENDIASS provides free, impartial information, advice and support on SEND matters, including understanding reports, preparing for meetings and disagreements about provision. Families can contact the service directly:

- Website: <https://www.greenwichsendiass.uk/>
- Email: sendiass@royalgreenwich.gov.uk
- Telephone: 020 8921 8402

Where is the Greenwich Local Offer?

The Local Offer explains education, health, care and other support for children and young people with SEND and their families. Conway contributes through its mainstream provision, published SEND information and works with local services. Families can access the Local Offer at: <https://www.royalgreenwich.gov.uk/localoffer>. The school office can help you access this information if using the website is difficult.

What should I do if I am unhappy with support?

Please speak to the class teacher or SENDCO so that we can understand and respond to the concern. If it remains unresolved, contact the headteacher and, if the matter still remains unsolved then follow the school's published complaints procedure. SENDIASS can provide independent advice. Complaints about school provision and challenges to local authority EHCP decisions follow different routes; we can help you identify the relevant process.

How is provision evaluated and this report kept current?

Leaders and governors review the impact of support, drawing on progress, participation, independence and the views of children and families. Findings inform provision, staffing and training. Part 1, sections 18 and 21, explains monitoring and review. This information report is updated annually and whenever relevant arrangements change. Copies and accessible formats can be requested from the office.

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Conway SEND Policy 2026 - 2027

Final Audit Report

2026-10-22

Created:	2026-10-22
By:	Keith Robertson (krobertson@conway.greenwich.sch.uk)
Status:	Signed
Transaction ID:	CBJCHBCAABAAs6N4YNYQOvOJDqen30BIY3xRxIS92scu

"Conway SEND Policy 2026 - 2027" History

-  Document created by Keith Robertson (krobertson@conway.greenwich.sch.uk)
2026-10-22 - 12:29:13 PM GMT
-  Document emailed to Steve Piper (steve.piper1967@gmail.com) for signature
2026-10-22 - 12:29:18 PM GMT
-  Email viewed by Steve Piper (steve.piper1967@gmail.com)
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-  Signer Steve Piper (steve.piper1967@gmail.com) entered name at signing as Stephen Piper
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-  Document e-signed by Stephen Piper (steve.piper1967@gmail.com)
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