



SEND POLICY

Reviewed – April 2026

Next review – April 2027

1.0 INTRODUCTION

Apex Primary School provides a broad curriculum for all children. Our Curriculum is our starting point for planning that meets the specific needs of children. Teachers must set appropriate learning challenges and respond to children's diverse learning needs. Some children may experience barriers to learning and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs (SEN). Teachers must take into account these needs and make provision where necessary, to support individuals or groups of children and thus enable them to participate effectively in school activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school years. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

1.1 The SEN Code of practice sets out four areas of SEN(p.85):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical.

1.2 Legislation / Framework Reference:

- Equality Act (2010)
- SEN and Disability Act (2001)
- SEND Code of Practice 0-25 Years (2014)

2.0 AIMS AND OBJECTIVES

The aims of this policy are:

- To create an environment that meets the special educational needs of each child as best as possible within our school setting;
- To outline how the special educational needs of children are identified, assessed and provided for;
- If appropriate, to include the child in deciding how best to move forward in their learning;

- To ensure parental involvement in the on-going assessment of and provision for their child's individual needs;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum, unless stated within their EHC plan.

DISABILITY

Many children 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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3.0 EDUCATIONAL INCLUSION

At Apex we have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision we respect that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

3.1 Teachers 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 a variety of resources and experiences;
- Planning for children's full participation in learning and in physical and practical activities;
- Helping children to manage their emotions and behaviour so they can take part in learning effectively and safely.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. We try our best to support children in the classroom situation. If we find that there is a need for children to work in small groups or in a one-to-one situation outside the classroom to maximise learning, we will discuss this with parents.

4.0 SEN PROCEDURE AND PRACTICE

It is a requirement for parents to share any SEN requirements of their child prior to admission. Early identification is vital.

The school will make assessments based on the following;

- Observation by the class teacher and other members of staff,
- Baseline assessment,
- Internal assessment procedures including observations,
- Foundation Stage profiles,
- Tracking,
- Termly literacy and numeracy assessments,
- Testing
- Parental input.

4.1 The Graduated Approach Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored and assessed by staff in order to gauge their level of learning and possible difficulties.
- c) 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.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will require.
- f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage 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
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

A SEN register is kept by the SENCO. Children can be removed from or added to the SEN register at any time through consultation with parents.

Specific strategies or resources may be used to meet the child's needs. A Support Plan (SP) may be necessary to set small achievable targets for the child and note the teaching strategies to be used. Support plans for primary students will be embedded into their assertive mentoring targets. It is the class teacher's responsibility to create the SP in consultation with all other adults involved with the child. Parents will be asked to sign the SP and will receive a copy. The SP will be reviewed each term and changes may be made.

Decisions may be made to seek specialist support or advice from external agencies (e.g. Educational psychologist). For Early Years referral would be made to the EYCS SEN Advisor, Pre-School Liaison Group (PSLG) and SEND Early Years Panel (SEYP). The class teacher will be asked to collect together SPs, observations, assessments and test results and any other relevant records of on-going progress. Revised SPs will be written and delivered by the class teacher in consultation with the SENCO and other adults involved. Any recommendations made by external agencies will be considered and normally incorporated into the SP.

Parental involvement and partnership is essential. We take account of the wishes, feelings and knowledge of parents at all stages of support. We encourage parents to make an active contribution to their child's education by sharing SP targets and supporting these at home, where appropriate.

5.0 THE ROLE OF THE SPECIAL NEEDS CO-ORDINATOR (SENCO)

5.1 The name of the School SENCO : Sadaf Usman

- Supports and advises colleagues;
- Attends training/forums
- Contributes to and oversees the Class teachers' special needs records and SP's;
- Supports the financing and completing the documentation required by external agencies and the LEA;
- Supports organising the annual reviews for children with statements;
- Acts as a link with parents and external agencies;
- Monitors and evaluates the special educational needs provision in school by regularly meeting with staff and reviewing class records and SPs;
- Provide reports when requested;
- Contributes to the professional development of staff.

6.0 PARTNERSHIP WITH PARENTS

Apex Primary School works closely with parents in the support of children with special educational needs. We encourage parents to make an active contribution to their child's education. We have regular meetings to share the progress of special needs children with their parents and review SP targets set, if appropriate. We inform parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of their child.

6.1 MONITORING AND EVALUATION

The SENCO monitors the movement of children within the SEN system in school. The SENCO is involved in supporting teachers when writing Support Plans for children. Support plans for primary students will be embedded into assertive mentoring targets. The SENCO will hold meetings to review the work of the school in this area.

6.2 SCREENING TESTS CONDUCTED AT SCHOOL

We are committed to supporting the individual learning needs of all students. To identify and address potential barriers to learning, we incorporate a range of screening tools as part of our assessment and intervention process.

IDL Tests

IDL (Indirect Dyslexia Learning) tests are one of the key tools we use to assess literacy and numeracy skills. These computer-based tests help identify specific learning difficulties such as dyslexia or areas where additional support may be needed. Key features of IDL tests include:

- Tailored Assessments: The software adapts to the student's abilities, providing a personalised evaluation of their strengths and areas for improvement.
- Focus on Literacy and Numeracy: The tests measure essential skills in reading, spelling, and mathematics, providing valuable insights into a student's learning profile.
- Actionable Outcomes: Results from IDL tests help us design targeted intervention plans to support students in achieving their full potential.

Purpose of Screening Tests

Screening tests, including IDL, are conducted to:

- Provide a baseline understanding of student capabilities.
- Identify students who may benefit from additional support or differentiated teaching approaches.
- Monitor progress over time and evaluate the effectiveness of interventions.

Parental Communication

Parents are informed of the outcomes of these assessments as part of our regular reporting process. Where significant concerns are identified, we engage parents in collaborative discussions to plan appropriate next steps for their child.

6.3 ADMISSIONS

We ask parents to inform us of their child's special educational needs in the application form allowing the school to assess how the needs of their child will be met. As we are an Independent school, the school fees for pupils with SEN will be higher and may vary to cover the associated costs.

If a child has a special need, our priority is to ensure that the school in partnership with parents is able to meet the needs of the child.

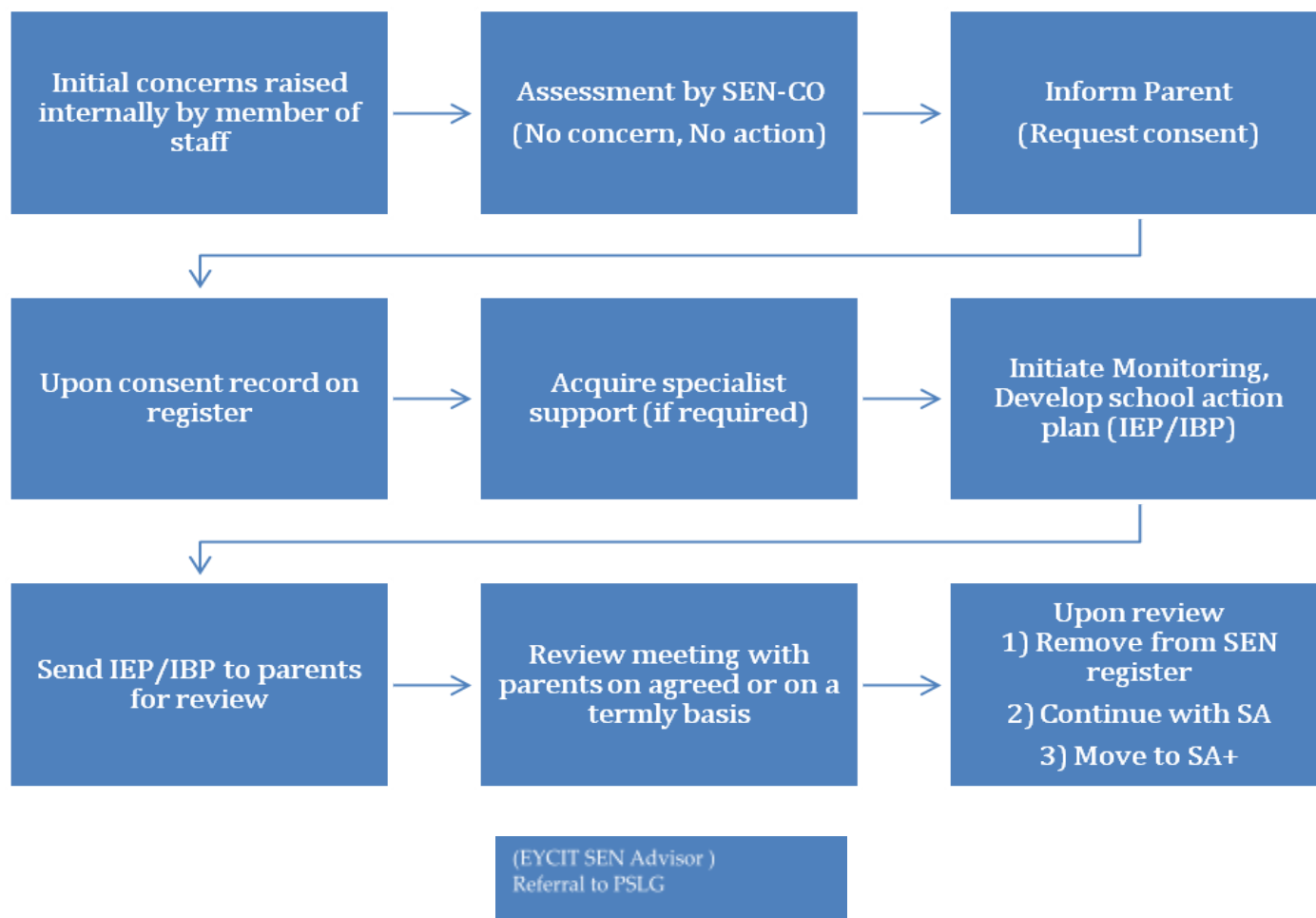
6.4 FINANCING SEN PROVISION

In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the organisation of the class. Additional school fees will be charged for children with SEN on school action or early years action and require an SP ranging between £500-£1000. This cost involves the producing of an SP, implementation, reviewing the plan, additional resource needs for that child and also the cost of SENCO's involvement.

If the child's needs are such that he or she requires a learning support assistant, the parents will need to meet the costs incurred for the support.

For those children identified as SEN, parents will need to pay an additional school fee for SEN provision to meet the costs associated for LSAs, specialist consultants and agencies towards meeting the needs of their child. Parents will be consulted about the extra fees and charges before initiating the provision.

7.0 SUMMARY OF PROCESSES



Redbridge Early Years Send Offer

Key to abbreviations

SEYP	SEND Early Years Panel	EHC Plan	Education, Health and Care Plan
EPS	Educational Psychology Service	VIS	Visually Impaired Service
PSHVS	Pre School Home Visiting Service	D&HIS	Deaf & Hearing Impaired Service
ARF	Additional Resource Funding	IOP	Individual Outcomes Plan
CDC	Child Development Centre (The Grove)	ESP	Early Support Plan
SaLT	Speech & Language Therapy Service	SP	Support plans (also IEP-IOP)

Core Offer

Key person or parent/carer raises a concern for a child.

SENCo to support Key Person to follow the Graduated Approach (SEND Code of Practice 2015)

Complete a baseline assessment on the EYFS - this may be broken down further using a Steps to Outcomes Tracker
Targeted observations on area of need e.g. communication/language (C&L) tracker, behaviour tracker, fine/gross motor assessments etc

Share concerns with parents/carers

Implement strategies and interventions to support area of need (SP)

Monitor outcomes on a 6wk or termly cycle

A referral to SaLT can be completed with parental consent at this stage for children aged 2yrs 9mths particularly where there are concerns regarding social/communication difficulties. A C&L tracker should be completed and attached as evidence.

Support from the Area SENCo will be focussed around inclusive practice through the SEN & Inclusion RAG



Targeted Offer

Referrals to other professionals may be considered with parental consent including CDC, D&HIS, VIS and notification to the SEYP

Notification to the SEYP:

Complete a SEYP notification form and Early Support Plan (ESP). Return it together with supporting documentation. This will include a copy of the child's previous and present SP, and any relevant professional/medical reports.

The information will be considered by the panel and a decision may be made to refer on to the PSHVS (children under 3 yrs) or EPS.

Additional Resource Funding (ARF) Targeted or Enhanced may be requested by settings receiving FEEE Funding. Once agreed it must be reviewed termly.

An initial ESP meeting will be held at the setting with the parents, and all other professionals involved. It is the setting's responsibility to organise ongoing meetings and keep the ESP up to date.



Enhanced Offer

For children with the highest level of needs and receiving Additional Resource Funding (Enhanced), an EHC needs assessment request will need to be discussed and agreed by professionals and parents and initiated by the setting particularly in preparation for the transition to school.