Apex Primary School

SEND POLICY

Reviewed: October 2026 — Next Review: As required

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:

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

1.2 Legislation / Framework Reference:

- Equality Act (2010)
- Children and Families Act 2014
- SEND Code of Practice 0-25 Years (2015)

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. Our arrangements for increasing access for disabled pupils are set out in the school's Accessibility Plan 2026–2029.

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: Assess, Plan, Do, Review

The school follows the graduated approach set out in the SEND Code of Practice 0–25 Years (2015). Support is put in place in stages.

Stage 1: Quality First Teaching and monitoring

Concerns are logged on Skoolmis by the class teacher or key person and discussed with the SENCo. Logging a concern automatically adds the pupil to the Skoolmis SEND register, where they are held while the concern is reviewed. Quality First Teaching is adapted and progress is reviewed at the termly pupil progress meeting. Being held on the register at this stage does not mean the pupil has been identified as having SEN.

Stage 2: SEN Support

If progress remains limited, the SENCo and class teacher meet with parents. With their agreement, the pupil moves to SEN Support, an ISP is opened on Skoolmis and the Assess, Plan, Do, Review cycle begins:

- **Assess:** the class teacher and SENCo analyse the pupil's needs using teacher assessment, observations, screening (including IDL), the views of the pupil and parents and, where relevant, advice from outside agencies.
- **Plan:** an Individual Support Plan (ISP) is agreed with parents. It sets out SMART targets, the support and interventions to be used, who will deliver them, and the review date.
- **Do:** the class teacher stays responsible for the pupil's day-to-day learning, including any interventions delivered away from the main class. The SENCo supports the teacher in solving problems and using strategies well.
- **Review:** the ISP is reviewed at least termly with parents and the pupil. Progress against targets decides the next step: the pupil may return to monitoring or be removed from the register, the cycle may continue with revised targets, or specialist advice may be sought.

Stage 3: Specialist involvement

Where a pupil makes little or no progress over repeated cycles, the school seeks external advice (for example an Educational Psychologist or SaLT) with parental consent. In EYFS, referrals go through the Early Years & Childcare Improvement Team (EYCIT), Redbridge. Their recommendations are built into the next ISP.

Stage 4: EHC needs assessment

If needs still cannot be met through SEN Support, the school, working with parents, may ask the local authority for an Education, Health and Care needs assessment. Parents may also make this request themselves.

4.2 Record Keeping

The school uses the SEND hub in Skoolmis, its management information system, to hold the SEND register and pupils' Individual Support Plans (ISPs). Concerns are logged on Skoolmis, which automatically adds the pupil to the register while the concern is reviewed. Each ISP records the Assess, Plan, Do, Review cycle for that pupil, including targets, the support in place and review outcomes. Access is limited to the SENCos, SLT and relevant staff. The register and ISPs are updated after each review.

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 ISP 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 : Melanie Hodgson and Meherun Hamid (shared role); Early Years SENCo: Sadaf Usman

- Supports and advises colleagues;

- Attends training/forums
- Contributes to and oversees the Class teachers' special needs records and ISPs;
- Supports the financing and completing the documentation required by external agencies and the Local Authority;
- Supports organising the annual reviews for children with EHC plans;
- 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 ISPs;
- 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 ISP 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 Individual Support Plans (ISPs). 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 on SEN Support or Education Health Care Plan (EHCP) and require an ISP ranging between £500-£1000**. This cost involves the production of an ISP, implementation, reviewing the plan, additional resource needs for that child and also the cost of SENCo's involvement.

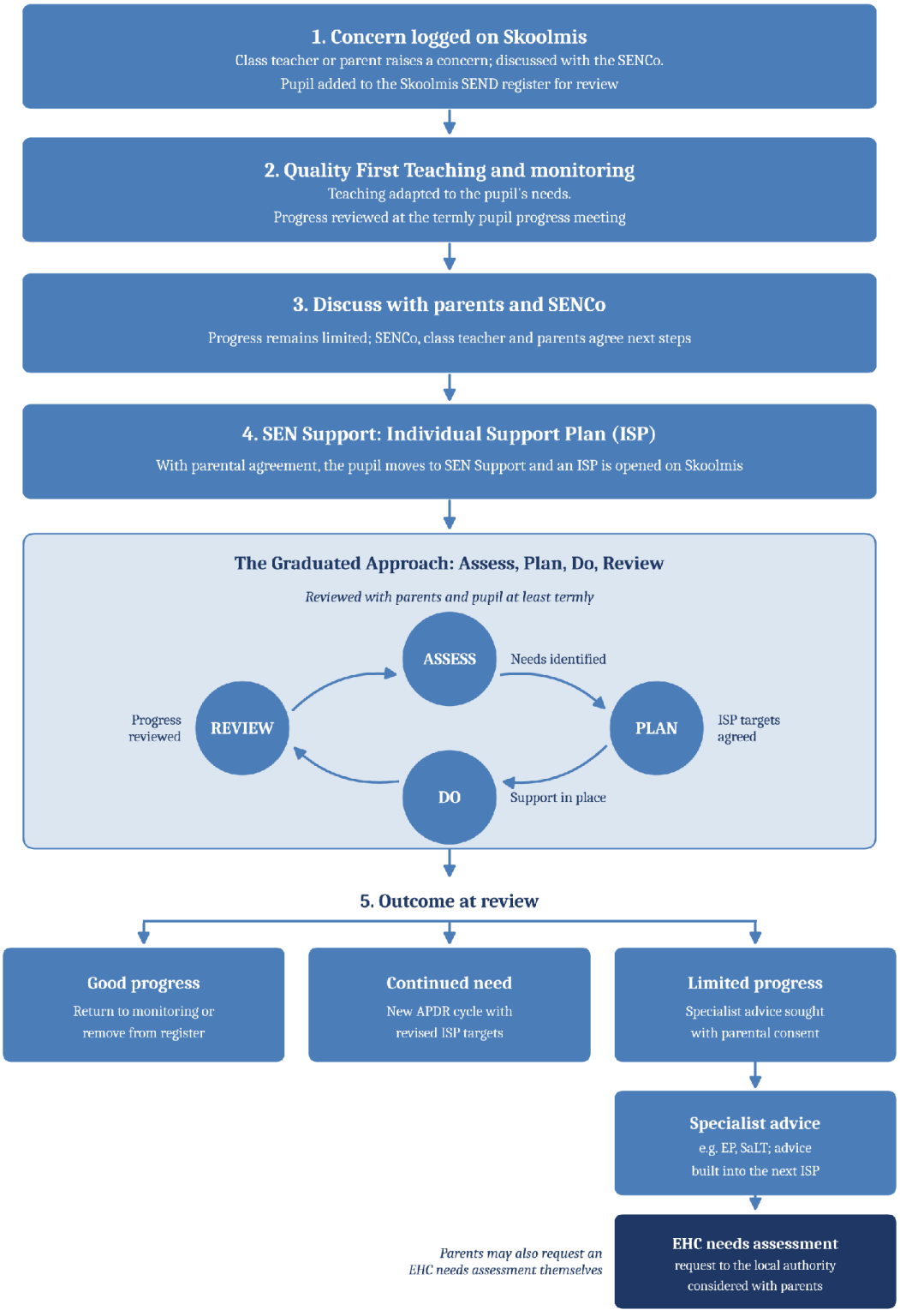
If the child's needs are such that he or she requires a learning support assistant, the parents or local authority will need to meet the costs incurred for the support

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.

Where parents are unable to meet the additional SEN fee, they should speak to the Headteacher. The school will not pursue the charge, and the child's needs will continue to be met.

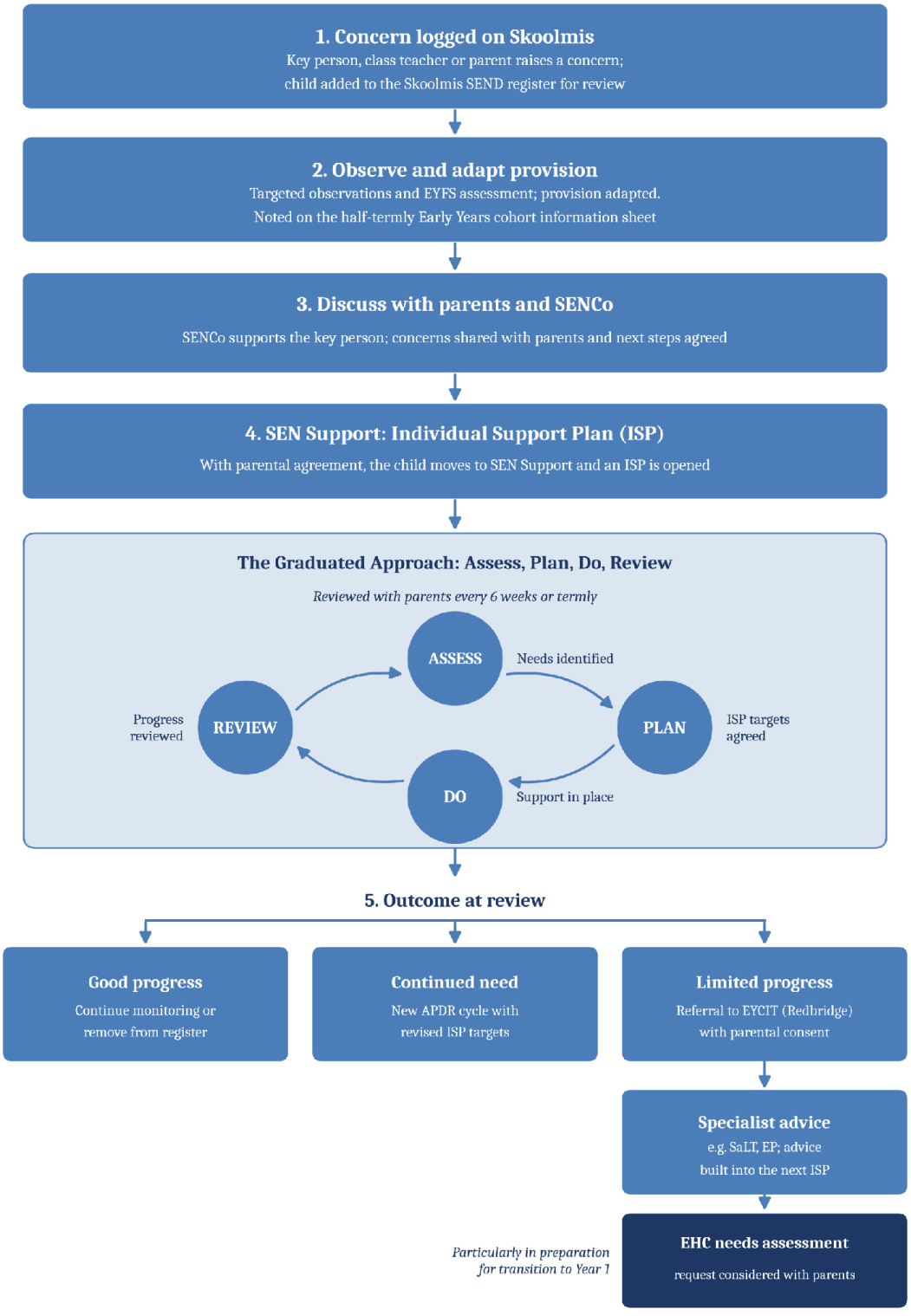
7.0 SUMMARY OF PROCESSES: GRADUATED APPROACH (YEARS 1–6)

This flowchart applies to pupils in Years 1 to 6 and summarises the graduated approach set out in section 4.1. The pathway for Nursery and Reception is set out in section 8.0.



8.0 EYFS PATHWAY (NURSERY AND RECEPTION ONLY)

This pathway applies to children in Nursery and Reception. It follows the graduated approach set out in the SEND Code of Practice 0–25 Years (2015), using the Assess, Plan, Do, Review cycle. Where external advice is needed, referrals are made through EYCIT (Early Years & Childcare Improvement Team, Redbridge) with parental consent.



APPENDIX A: REDBRIDGE EARLY YEARS SEND OFFER

The chart below is Redbridge's Early Years SEND Offer (created May 2018). It is kept for reference only and should be checked against Redbridge's current Early Years SEND offer.

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 conce 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 (ASF) 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.