

Special Educational Needs and Disability “SEND” Policy



It is our policy not to exclude any child due to special needs, wherever possible. The needs of each child vary, so decisions are made on a case-by-case basis, depending on the level of support each individual child requires to enable them to fully participate in and enjoy activities at Apex events.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realize ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

All children and young people are entitled to an education that enables them to make progress so that they achieve their best and become confident individuals living fulfilling lives.

We aim to maintain a culture of high expectations that expects those working with children and young people with SEN or disabilities to include them in all the opportunities available to other children and young people so they can achieve well.

We request that parents of children with special needs contacts Apex to discuss how Apex can best accommodate their child, and consider whether any special arrangements need to be made.

Wherever possible, we will work in partnership with parents and the school to accommodate special needs.

A trial period will be encouraged to ascertain whether Apex is the most suitable provision for the child.

Working in partnership with the school, Apex will regularly review and evaluate the breadth and impact of the support they offer or can access to pupils with SEN requirements.

Apex will seek advice from other agencies wherever possible to ensure that the needs of all the children are met.

We will improve the knowledge and skills of staff in relation to specific conditions so that they can access information, advice and training materials in relation to SEN requirements

The designated SENCO at Apex is Stewart Hunt

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