



**Education & Welfare  
Provision for Pupils with a  
SEND Statement  
or Educational Health  
Care Plan (EHCP)**

## **Introduction**

This Policy applies to the whole school, including the EYFS, and should be read in conjunction with the School's Special Education Needs and Disabilities (SEND) Policy and the Accessibility Policy and Plan.

The School currently follows the guidance set out in the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014).

We also act in accordance with the following relevant guidance and legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governing Body Code of Conduct, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions policy, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

At present, there is one pupil at NPS with an Education, Health and Care (EHC) Plan.

## **Overview & Guidance**

Special education needs and disabilities (SEND) that affect a child's ability to learn can include:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and/or physical

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out additional support to meet those needs.

### **Requesting an EHCP Assessment**

An application can be made by parents/carers to the local authority to carry out an assessment.

A request can also be made by:

- school
- doctor
- health visitor
- nursery worker

A local authority has 6 weeks to decide whether to carry out an EHC assessment. Where an assessment is carried out, information will be gained from:

- school, nursery or carer
- professional assessments or reports
- a letter from parent or carer about the child's needs

Within 16 weeks, the authority will decide whether or not an EHC plan will be made.

### **Creating an EHC Plan**

- The local authority will create a draft EHC plan and send out a copy.
- There are 15 days to comment, which might include a request for specialist school provision
- The local authority has 20 weeks from the date of the assessment, to provide the final EHC plan.

### **Disagreeing with a decision**

The local authority can be challenged about:

- their decision to not carry out an assessment
- their decision to not create an EHC plan
- the special educational support in the EHC plan
- the school named in the EHC plan

If the problem with a local authority cannot be resolved, an appeal to the special educational needs and disability tribunal can be made.

### **Personal budgets**

In some cases, a personal budget may be awarded if a child has an education, health and care (EHC) plan, or have been told that they need an EHC plan. Parents will have a say in how to spend the money supporting their child.

There are 3 ways a personal budget can be used:

- direct payments into a personal account to buy and manage services
- independently
- an arrangement with the local authority or school where they hold the money but parents/carers still decide how it will be spent (sometimes called 'notional arrangements')
- third-party arrangements - someone else is chosen to manage the money for parents/carers

It is also possible to have a combination of all 3 options.

### **School Aims**

NPS aims to ensure that all pupils with EHC Plans and SEND have complete access to high quality education within a broad, balanced and relevant curriculum, including access to the National Curriculum, so that they can reach their full potential and enhance their self-esteem. Furthermore, we aim to meet the needs of all pupils who have EHC Plans or SEND by offering continual and appropriate forms of education provision.

For further information, please see the School's SEND Policy, Accessibility Plan, Curriculum Policy and Teaching and Learning Policy.

### **School Procedure**

When referring a pupil for statutory assessment, written information should be submitted by either the Headteacher or the school SENCO, giving the reasons for the request and including the following evidence:

- the views of the pupil and parents
- the school's own assessment of the child's progress over time, including records of action taken by the school including Raising Achievement or Individual Education Plans and the outcomes of any reviews
- copies of any advice provided by health and social services

- any reports from specialists from outside the school such as educational psychologists, advisory teachers and therapists
- details of any involvement of the education welfare service or social services or of other professionals
- details of the extent to which the school has followed advice from outside agencies

### **Statement of Special Educational Needs**

NPS is aware that from September 2014 existing Statements of SEN were replaced by the Local Authority by EHC Plans and there will be no new Statements of SEN. NPS acknowledges that all reasonable adjustments will be made to support a pupil's needs as outlined in an EHC plan.

It is the responsibility of the Headteacher and school SENCO to:

- work together with Form Teachers and all other relevant staff to monitor the provision as outlined in the EHC plan and ensure that all needs are met
- ensure that all relevant staff are aware of the pupil's strengths and difficulties and the implications for curriculum delivery
- co-ordinate and review the pupil's learning activities, and ensure that all staff are aware of the pupil's needs and the programmes to be followed
- offer support through the inclusion of differentiation, modification and adaptation of teaching materials and methods as appropriate
- manage these resources and use them in the most appropriate way to meet the pupil's needs
- monitor and record the pupil's progress.

### **Reviewing an EHC Plan**

A full Annual Review takes place within 12 months of the issue of an EHC plan, and then every subsequent 12 months. Annual reviews may take place sooner, if there are any serious concerns about progress, or any suggestion that the pupil's needs have considerably altered.

Close and effective liaison will be maintained between NPS, the Local Authority, other agencies involved, and the pupil and parents. This will take the form of regular parents evening appointments, twice yearly reports, and informal exchanges of information about the pupil's work, progress, and general welfare.

Where a pupil with an EHC plan is wholly or partly funded by the Local Authority or other public funds, such information as may be reasonably required for the

purpose of the annual review of the EHC plan, will be provided to the Local Authority by the school.

This Policy is made available to parents of prospective pupils and all current parents on the school's website. This Policy will also be made available, on request, to the Secretary of State or an Independent Schools Inspectorate.

Reviewed and updated February 2024