



Beech Hall School

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

**THIS POLICY IS REVIEWED ON AN ANNUAL BASIS**

**Policy reviewed by:** Sarah Fern – Director of Inclusion

**Policy approved by:** NR

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**Next review date:** June 2024

**Reviewer's Signature:** Sarah Fern

**Approver's Signature:** N Rees

**Please note: 'School' refers to Beech Hall School and Chatsworth Schools; 'parents' refers to parents, guardians and carers. This is a whole school policy, which also applies to the Early Years Foundation Stage.**



## 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 Plan.

The School currently follows the guidance set out in the SEN and Disability Code of Practice, 0-25 years 2015 (SEND Code 2015).

We also act in accordance with the following relevant legislation:

- Children and Families Act 2014
- Education Act 1996
- Equality Act 2010

There are currently 69 pupils at Beech Hall School with a Special Education Needs and Disabilities (SEND) 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 or not 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 possible to have a combination of all 3 options.

EHC Plans are reviewed annually.

### **School Aims:**

Beech Hall aims to ensure full entitlement and access for pupils with EHC Plans, SEN and Learning Difficulties or Disabilities (LDD's) to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum where these guidelines are followed) so that they can reach their full potential and enhance their self-esteem. We further aim to meet the needs of all pupils who have EHC Plans, SEN and LDDs by offering continual and appropriate forms of education provision.

For further information, see the School's SEND Policy, Accessibility Plan,

### **School Procedure:**

When referring a pupil for statutory assessment, written information should be submitted by the Director of Inclusion, giving the reasons for the request and includes 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 Provision Maps and the outcomes of 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 social services or of other professionals
- Details of the extent to which the school has followed advice from outside agencies



The school 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 Headmaster and the Director of Inclusion to:

- Work together with the Enhanced Learning Team, Heads of Department, school Nurse, 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 range 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 programs 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.

A full Annual Review takes place within 12 months of the issue of an EHC plan, and then every subsequent 12 months or sooner, where there are any serious concerns about progress, or any suggestion that the pupil's needs have considerably altered. This Annual Review incorporates planning for the pupil's future education, known as Preparation for adulthood plan.

Close and effective liaison will be maintained between the School, Health Trusts, other agencies involved, and the pupil's home, in terms of a regular exchange of information about the pupil's work, progress, and general welfare.

Where a pupil with an EHC plan wholly or partly funded by the Local Authority or other body through public funds is registered at the School, 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 to parents of current pupils on the School's website.

This Policy will also be made available, on request, to the Chief Inspector, the Secretary of State or an Independent Inspectorate.