

Godstowe

School Policy

Education, Health & Care Plan

Reviewed
September
2025

The School is committed to a proactive and collaborative approach in implementing Education, Health and Care Plans. We will make all reasonable adjustments to ensure the provision outlined in a pupil's EHC plan is delivered effectively, consistently, and is tailored to support them in achieving their best possible outcomes

Only a very small proportion of pupils require an EHC needs assessment. These pupils are likely to have severe or complex needs that require more specialist advice and support. In such cases the following procedures will be implemented.

Request for a statutory assessment

Where a request for an EHC needs assessment is made to the LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through *Learning Support* and *SEN Support* stages. This information may include:

- individual education plans or provision plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- levels of attainment in literacy and mathematics and other curriculum subjects
- educational and other assessments, for example from an advisory specialist
- support teacher or an educational psychologist views/report
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

For pupils who are multilingual learners (with English as an Additional Language), the school will ensure that assessments carefully distinguish between English language acquisition needs and potential special educational needs. Evidence will include assessments in the pupil's first language, where possible, and will demonstrate the impact of targeted EAL support as part of the graduated approach.

EHC Assessment of Special Educational Needs

An EHC needs assessment involves consideration by the LEA, working cooperatively with parents, the school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. The LEA will consider the case for a statutory assessment if the child's learning difficulties have not responded to relevant measures taken by the school and external specialists. This may call for special educational provision which cannot reasonably be provided by the school.

An EHC Plan will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- identify the special educational provision necessary to meet the pupil special educational needs
- identify the type and name of the school where the provision is to be made
- include relevant non-educational needs of the child
- include information on non-educational provision

Monitoring and Evaluation of Pupils on Education, Health & Care Plans (EHC):

It is the SENCO's responsibility to ensure that all relevant staff are aware of the pupil's strengths and difficulties as outlined in their EHC plans. The SENCO also provides relevant staff with advice and ideas to enable the pupil's full participation across the curriculum.

The SENCO coordinates the process for monitoring and evaluating the provision for those pupils in receipt of additional support as specified by the Local Authority. An Annual Review meeting is central to this process where all parents, staff and agencies involved with the pupil meet to discuss the child's progress and, based on this discussion, plan the next phase of support and provision. If appropriate, the pupil is invited to share their views on their needs and support at this meeting.

Depending on the profile of the child, further meetings are scheduled by the SENCO as required to coordinate more detailed provision by relevant staff and a planning document to measure progress towards their outcomes is drawn up. This planning document will be reviewed on a regular basis.

Annual review of an EHC Plan:

For pupils with EHC Plans, an Annual Review Meeting is held. At this meeting, consideration is given to whether the EHC Plan should continue, and whether provision/strategies should be maintained or amended. New short-term objectives are set for the following year. Parents and all relevant professionals, including those who contributed to the original Plan, are invited to attend or submit a written report. A summary of this meeting is submitted to the LEA, in the form of the Headteacher's Report, following the pupil's review meeting.

Monitoring and Evaluation of Policy:

The success of this policy will be judged by:-

1. The early and accurate identification of children's learning difficulties and needs;
2. Children achieving the targets set on Provision Plans which indicates that targets are specific, achievable and appropriate;
3. Appropriate movement of pupils onto and off the Learning Support Register;
4. Close working links with outside supporting agencies and specialists;
5. The positive involvement of and feedback from children and parents.

Reviewing the Policy:

This Policy will be reviewed annually by the SENCOs and updated to acknowledge the current changes in SEND.