

PARTICULARS OF THE EDUCATIONAL AND WELFARE PROVISION FOR PUPILS WITH EHC PLANS (317)

Context

In our school, all our children are important, and this applies to all aspects of their education – their teaching and learning, their achievements, their attitudes and their wellbeing.

We encourage all our children to aim for the highest possible standards, and we take account of each child's individual needs and experiences.

It is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens.

We seek to honour this entitlement through the education that we provide in our school.

The aim of this policy is to ensure that we meet all the needs of those children who have EHC plans.

Provision

In the case of pupils who have an EHC Plan, all reasonable adjustments and adaptations are made to support a child's needs as outlined in their plan.

It is the responsibility of the SENDCO (Prep School)/ALN Coordinator (Senior School) to:

- work together with the Head, Head of Prep and all other relevant staff to monitor the provision as outlined in the EHC plan and ensure that all needs are met;
- support recruitment of one-to-one support (LSAs) where appropriate, line managing these staff;
- ensure that all relevant staff are aware of the range of the child's strengths and difficulties and the implications for curriculum delivery;
- coordinate and review the child's learning activities, and ensure that all staff are aware of the child'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 resources and use them in the most appropriate way to meet the child's needs;
- monitor and record the child's progress (in liaison with the child's LSA, where relevant);
- ensure a full Annual Review takes place within 12 months of the issue of an EHC plan, and every subsequent 12 months, or sooner, if there are any serious concerns about progress, or any suggestion that the child's needs have considerably altered. This Annual Review incorporates input from the school, the child, outside agencies and the parents; h. ensure that close and effective liaison is maintained between the School, the child's parents, the child, the local authority and any other agencies involved, in terms of a regular exchange of information about the child's work and progress.

Approach

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Sutton High School offers a balanced approach to supporting children with EHC plans which includes one-to-one, small group teaching and/or in-class support. We liaise carefully with all relevant agencies and professionals, including but not limited to:

- Occupational Therapists
- Psychologists
- Physical Therapists
- Speech and Language
- Therapists
- ASD Advocate/Coaches
- Counselling
- General Practitioners
- Other Medical Professionals

Inclusion

We value the diversity of individuals within the school and do not discriminate against any child. Each child is treated fairly, regardless of race, religion or abilities.

Our Admissions Policy makes provision for pupils with EHC Plans to be fully included within the admissions process at any age and we will make any necessary reasonable adjustments to support this.

All pupils and their families are valued within our school. In our school we believe that all of our pupils matter. We give each child every opportunity to achieve his or her best.

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