



The Gregg Schools EHCP and EAL Policy



Arrangements for students with Educational Health and Care (EHC) plans or who have English as an Additional Language (EAL)

1. Introduction

The schools endeavour to make reasonable adjustments for children with specific needs, such as those with EHC Plans or those with EAL, based on the resources and expertise available to us as mainstream, non-specialist provisions. This policy should be viewed in conjunction with our Admissions Policy, Section 4 & Appendix 3 and SEND Policy.

Any children with draft EHC Plans must be finalised with the local authority prior to entry. For any children with EHC Plans, a consultation must have been completed by the school and accepted by the local authority, prior to entry.

Failure to declare to the schools that your child has an EHC Plan, is in the processes of applying for EHC Plan (or draft), or has EAL needs will result in a breach of any contractual agreement you have with us and the place within the schools is at risk.

2. Students with an EHC Plan

- 2.1 Any student at the school that is in receipt of an EHC plan will have specific provisions outlined in Section F of that plan that the school has agreed to provide. A discussion prior to entry must have taken place between the parents and the schools SENCo to outline how those provisions could be facilitated within school. This may include provisions provided by external professionals, coordinated by the school. Costings of provisions will be provided as part of the statutory consultation process with the Local Authority, which must have been completed prior to entry. Details of the SEN case officer linked to the plan must also be shared with the school.
- 2.2 The schools will provide regular feedback to parents of children with EHC Plans. This could be in form of parental consultations, meetings, phone calls, emails or digital records such as Firefly logs or working feedback documents.
- 2.3 The schools will perform a formal annual review of the EHC Plan to provide feedback on any progress towards outlined targets and also make any recommendations for future targets or changes in provision. There may be cases where a child with an EHC Plan is able to access education without the need for significant additional support and/or has reached the agreed goals outlined with Section E & Section F. In these cases, the school may recommend a reduction in provision or ending of the EHC Plan through the annual review. Specific EHC Plan outcomes are shared with staff through the use of a Student Passport which provides our staff with relevant background information.

2.4 We reserve the right to recommend to parent(s) / carer(s) to seek an alternative school placement if we feel that the school can no longer provide the provision outlined in Section F of the plan, or the child's needs have changed. In some cases it may be necessary to call an early, emergency annual review whereby notice is given to the local authority, triggering a 14 day consultation process place to identify new educational provision to be found. During this time provision on school site may not be available and the school will notify the local authority of its decision to no longer have the child on roll following the consultation period.

2.5 The schools must report annually on the number of children with EHC Plans.

3. New EHC Plan applications

3.1 If a current student is presenting with needs that can't be met through our normal provision, we may encourage parents to apply for an EHC Plan through the relevant local authority. This could provide access additional funding through Section F of a plan, which would outline and provide the resources needed to support the student. Once an application is made by parents, the school can provide supporting evidence.

3.2 Not all applications for EHC Plans are successful. It may be the case that interim or longer term support may be funded by privately by parents should it be mutually agreed by both the school and parents, or if the application is unsuccessful. In some cases it is not always feasible to provide the necessary support within the school, based on the nature and extent of the special need or disability.

3.3 We reserve the right to recommend to parents to seek an alternative school placement if we feel that the school can no longer provide the right environment to meet their child's needs, or a child has a newly agreed EHC Plan which outlines provision in Section F that we are unable to provide.

4. English as an Additional Language (EAL)

4.1 In order to access the curriculum and integrate socially, it is helpful that students be fairly fluent English speakers. We advise parents of children whose first language at home is not English, that it is beneficial for the child to receive individual tuition in English as an additional language (EAL) before they start at the school if their proficiency within English doesn't allow them to fully access education. We would recommend that this support continues until their speech and comprehension reaches a level that allows them to access the curriculum independently.

4.2 Students for whom English is not their first language will be monitored by teachers to establish the impact of any language barriers on the child's learning and progress. In addition to external support for EAL, we may also recommend an additional specific support program in school as part of our EAL Hub, until a child reaches a level of competency which enables independent access to the curriculum. There will be an additional cost associated with this which would be discussed prior to starting this

program. For prospective students with EAL, this additional support in school may be part of the placement offer.

- 4.3 In some cases, child's progress towards English competency may be slow, despite the additional support they have access to. In these cases the SENCo may recommend an additional assessment by an external professional, such as an educational psychologist, to establish if there are any underlying needs.
- 4.4 The schools must report annually on the number of children with EAL. For the purpose of reporting, a child would remain identified as EAL until such a point where their language skills no longer present a barrier to their learning as determined by the SENCo, in collaboration with teaching and support staff.