

EHCP AND EAL POLICY

Arrangements for students with Educational Health and Care Plans (EHCP)

1. Introduction

The College will endeavour to make reasonable adjustments for children with specific needs, such as those with EHCPs, based on the resources and expertise available to us. This policy should be viewed in conjunction with our Admissions Policy, SEND Policy, and Curriculum, Teaching, and Learning Policy. Any child with a draft EHCP must have it finalised with the local authority prior to entry. For any child with an EHCP, a consultation must have been completed by the college and accepted by the local authority prior to entry. Failure to inform the college that your child has an EHCP, is in the process of applying for an EHCP (or draft), will result in a breach of any contractual agreement you have with us, and the place within the school is at risk.

2. Students with an EHCP

2.1 Any student at the college who is in receipt of an EHCP will have specific provisions outlined in Section F of that plan that the college has agreed to provide. A discussion prior to entry must have taken place between the parents and the college's SENCo to outline how those provisions could be facilitated within the college. This may include provisions provided by external professionals, coordinated by the college. 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 college.

2.2 The college will provide regular feedback to parents of children with EHCPs. This could be in the form of parental consultations, meetings, phone calls, emails, or half-termly reports.

2.3 The college will perform a formal annual review of the EHCP 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 EHCP is able to access education without the need for significant additional support and/or has reached the agreed goals outlined in Section E and Section F. In these cases, the college may recommend a reduction in provision or ending of the EHCP through the annual review. Specific EHCP outcomes are shared with staff through the use of an IEP (Independent Education Plan), which is updated termly and provides our staff with relevant background information.

2.4 We reserve the right to recommend to parent(s)/carer(s) to seek an alternative college placement if we feel that the college can no longer provide the provision outlined in Section F of the plan, or if 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 to identify new educational provision. During this time, provision on the college site may not be available, and the college will notify the local authority of its decision to no longer have the child on roll following the consultation period.

2.5 The college must report annually on the number of children with EHCPs.

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

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may encourage parents to apply for an EHCP through the relevant local authority. This could provide access to 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 college can provide supporting evidence.

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

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

4. EHCP Fees

4.1 EHCP fees will be set and agreed with the local authority prior to the student starting at the college. Should a parent wish to start prior to this agreement, then the parent would need to underwrite the student's fees.

4.2 An additional charge is set at the beginning of each academic year. This is to cover costs incurred by the College in providing for the special educational needs of the pupil, which could include, but are not limited to, the additional costs and time for liaising with third parties.

EAL

English as an Additional Language (EAL)

We are committed to providing students with the necessary support and teaching who require English as an additional language. To this end, there is a policy in place and established practices implemented by the college, which includes a clear EAL list with detailed information on each student that is available to all teachers.

5.1 In order to access the curriculum and integrate socially, it is helpful for students to 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 college if their proficiency in English doesn't allow them to fully access education. We would recommend that this support continues until their speech and comprehension reach a level that allows them to access the curriculum independently.

5.2 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. We may also recommend an additional specific support program in college until a child reaches a level of competency that enables independent access to the curriculum. There may be an additional cost associated with this, which would be discussed prior to starting this. For prospective students with EAL, this additional support in college may be part of the placement offer.

5.3 In some cases, a 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.

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Signed:

Date: March 2025

James Alder
Principal

Edward Browne and Robert Marsden
Board of Directors