



This policy is linked to and derived from the overarching curriculum policy. This policy has been reviewed by the SLT to ensure it does not undermine British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

PARK SCHOOL

Support for students with Education and Health Care Plans (EHCP) POLICY

ACADEMIC YEAR 2023 - 2024

Date First Issued: June 2020

Reviewed June 2020, October 2020, December 2020, September 2021, September 2022, September 2023

Next Review Date: September 2024



Admissions

The school will review all relevant and recent reports. This will usually include:

- Recent EHCP
- Last school's report
- Social history and any relevant reports
- Psychologist's reports
- Psychiatric report (if any) and diagnoses of special need
- Another other factors e.g. other disability (OCD, ODD and PDA etc.)

Parents and the young person will be invited to visit the school site which, where appropriate, will be followed by an assessment.

Policies

Copies of the policies listed below are available on our website

- Behaviour Management
- Anti-Bullying
- Safeguarding, welfare and health and safety arrangements
- Health and Safety
- Complaints procedure
- First Aid
- Admissions
- Exclusions
- Curriculum
- Support for students for whom English is an Additional Language (EAL)

Safeguarding

The best interests of the students and their right to protection drives all decision making within the school. High standards are set across the school for all aspects of safeguarding, with students' safety and well-being central to all school practice. Information is shared with Oxfordshire Children's Safeguarding Board and LADO, working jointly with services involved in the protection and safety of young people. Training in safeguarding is given high priority, staff undertake a comprehensive range of training

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promoting commitment to a child centred approach to safety. Staffing structures are designed so that safeguarding responsibilities are clearly defined and understood, with accountability clearly established

Behaviour for learning

At Park School we understand that a young person with complex and SEMH needs can use behaviours for a number of reasons, often as a result of poor social communication skills, cognition and sensory issues. Behaviour can be used as a way of expressing feelings of anxiety, low self-esteem or as a means to gain control over their environment or their personal state. Within Park School, all staff are trained to approach behaviour as functional and communicative. We recognise that any intervention to manage or reduce behaviour needs to take into consideration the needs of the young person, and take place in a secure and sensitive environment that promotes respect.

Provision for Students with Education health and care plans

In order for a student with an EHCP to reach their full potential they must have their individual education and other needs recognised and supported. Park School is a specialist school for children with complex needs and supported by professional staff with a wide range of experience and expertise in social, emotional and mental health and associated conditions

Each EHCP contains a set of outcomes in Section F which a school is legally required to meet. Park School provides the required teaching/resources/interventions set out in Section F.

These are reviewed annually and amended as necessary.

Complaints

Park School is committed to working in close partnership with parents and carers in the provision of a high-quality education, within a secure and supportive environment. Whilst we strive to achieve the very best for the welfare and education of all students it is appreciated that there may be occasions when concerns may be raised regarding a young person's education or about a particular incident that happened at school. The school takes such expressions of concern seriously and will follow up on concerns courteously and promptly. The school's complaint's procedure is available on our website. This gives clear timescales for the management of any complaint.

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EHCP Applications

If a child attending Park School requires an EHCP, the SENCo can apply for one through the child's local authority

The SENCo will gather reports and data for the application and complete the Local Authority's application. After this, the Local Authority SEND team have 20 weeks to decide whether to progress the application to an assessment. This may then require further information from all those involved with the child.

An initial draft of an EHC Plan will then be formed with the school, parents of the student and contributions given from the therapy team. Each child will be assessed individually, with a detailed plan produced, outlining the needs and requirements of each child. Once all parties are satisfied with the proposed EHC Plan it can then take effect. The EHC Plan is shared with all members of staff who work with the student. The EHC Plan will be reviewed at a minimum of once per year to continue to ensure that the service supports the specific needs of the individual. The Headteacher of the school is responsible for ensuring all staff are aware of the content of the EHC Plan.

This policy will be reviewed annually

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