



## **Provision for Students with Education, Health and Care Plan (EHCP) Policy**

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| Prepared By                | Chris James-Roll<br>Head Teacher |
| Approved by the Proprietor | Keith Boulter                    |
| Date Approved              | September 2026                   |
| To Be Reviewed             | September 2027                   |

## Admissions and Special Needs

We welcome all students who can make the most of the opportunities that we offer and who can flourish in the caring environment of Broadlands Hall School. Treating every child as an individual is important to us, and we welcome students with special educational needs. All students attending Broadlands Hall School will have an EHCP outlining their Special Educational Needs and we work closely with parents, social workers and local authorities to ensure the aims of the EHCP are met. We regularly attend LAC reviews and welcome visits to the School by other agencies.

We provide an individual curriculum that enables each student to achieve and develop the skills and knowledge required to live as independently as possible. We discuss the young person's specific educational needs with parents, carers and social workers prior to admission and this enables staff to plan an individualised curriculum in advance. Parents/carers and social workers are asked to provide a copy of any Educational Psychologist's Report or Medical Report if available and these are taken into account when the individual curriculum is designed.

## On Entry

Each student is assessed for a minimum of half a term to ascertain appropriate levels in all curriculum areas. An IEP is written for each student and reviewed termly or before if needed. The targets are determined by the EHCP and our initial assessment. This in turn, informs planning as it dictates the student's academic targets. Records of assessments are kept for each student and are updated each term using a combination of teacher assessment and summative tests. From this the individualised curriculum can be adjusted further if required. Our experienced and qualified staff are able to support each student, covering all specific learning difficulties.

## Monitoring and Review

Assessment is continuously updated to show progress and highlight areas for improvement, and to be included as part of the IEP targets. For some subjects unit assessments are completed and recorded. IEP targets are created from the EHCP and these form part of the curriculum/subject targets. All students have an IEP tracker which allows staff to evidence when a target has been achieved.

## Physical Accessibility

We recognise that some students with special education needs may also have physical disabilities. Parents, carers and social workers can obtain copies of Broadlands Hall School's Accessibility Plan and Accessibility and Disability Policy from the School Office or website. This shows the ways in which we plan to make our buildings progressively more accessible to disabled students, parents and visitors.

## Other Adjustments

We are able to arrange for students to use computers in classes and teachers trained in the use of Makaton and PECS will be available for non-verbal students.

**Legislative framework:** The Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years remain in force and continue to underpin this policy. Their dates have therefore not been altered.