

# Policy for Pupils with Education, Health and Care (EHC) Plans

**School:** Rawdah Montessori School

**Date of Policy:** October 2025

**Member of Staff Responsible:** Headteacher / SENCO tbc

**Review Date:** Annually

## 1. Aims

At Rawdah Montessori School, we are committed to providing an inclusive, nurturing, and aspirational environment where every child can thrive. We recognise that children with Education, Health and Care (EHC) plans have unique strengths and challenges, and we are dedicated to working in partnership with families and professionals to ensure each child reaches their full potential.

The aims of this policy are:

- To ensure that pupils with EHC plans receive the personalised educational and welfare provision legally specified in their plan .
- To fulfil the school's statutory duties under the Children and Families Act 2014 and the SEND Code of Practice 2015 .
- To ensure that pupils with EHC plans are fully included in all aspects of school life, including the Montessori curriculum, extracurricular activities, and school visits .
- To work collaboratively with parents, carers, local authorities, and external agencies to secure the best outcomes for the child.
- To prepare pupils for the next phase of their education, whether that is transition to another school, secondary education, or beyond .

## 2. Legislation and Statutory Framework

This policy has been formulated with due regard to the following legislation and guidance:

- **The Children and Families Act 2014 (Part 3):** This legislation sets out the legal framework for children and young people with special educational needs and disabilities (SEND), including the statutory requirement for local authorities to issue EHC plans for those with the most complex needs .

- **The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2015):** This provides statutory guidance on the duties, policies, and procedures relating to Part 3 of the Children and Families Act 2014. It details the purpose of EHC plans, the annual review process, and the principles of joint commissioning and person-centred planning .
- **The Education (Independent School Standards) Regulations 2014:** This requires that the proprietor ensures that the school makes appropriate provision for pupils with SEND, that a written SEND policy is in place, and that pupils receive a suitable education which meets their needs .
- **The Equality Act 2010:** This makes it unlawful to discriminate against a pupil with a protected characteristic (which includes disability). It places a duty on schools to make reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage compared to their peers. An EHC plan often formalises these adjustments .
- **The Human Rights Act 1998:** This sets out rights that may be engaged in relation to the education of children with SEND, including the right to an effective education.

### 3. Definition

An Education, Health and Care (EHC) plan is a legal document drawn up by a local authority for a child or young person aged 0 to 25 who has significant special educational needs and requires provision beyond that which a school can normally provide from its own resources (SEN Support).

The plan:

- Describes the child's needs (the educational, health, and social care needs).
- Specifies the outcomes sought for the child.
- Details the provision required to meet those needs and secure the outcomes (including the type, frequency, and duration of support).
- Names the educational setting (in this case, Rawdah Montessori Primary School) that the child will attend .

### 4. Key Principles

Our approach to supporting pupils with EHC plans is guided by the following principles:

- **Person-Centred Planning:** The child and their family are at the centre of all decision-making. Their views, wishes, and feelings are taken into account in every aspect of planning and review .

- **Inclusion:** Pupils with EHC plans are educated alongside their peers in mainstream classes, with support provided to enable full access to the curriculum, school activities, and the wider life of the school.
- **Best Endeavours:** We will use our 'best endeavours' to secure the special educational provision called for by the child's needs, as required by law .
- **Partnership:** We will work in close partnership with parents, the local authority, health professionals, and social care practitioners to ensure a coherent and coordinated approach .
- **High Aspirations:** We maintain high expectations for pupils with EHC plans, focusing on their strengths and abilities, and supporting them to achieve the best possible outcomes .

## 5. Roles and Responsibilities

### 5.1 The Proprietor (Board of Governors/Trustees)

The proprietor has a strategic responsibility for ensuring that the school meets its duties towards pupils with SEND and EHC plans. This includes:

- Ensuring that a qualified teacher is designated as the Special Educational Needs Coordinator (SENCO) .
- Holding the Headteacher to account for the implementation of the SEND policy and the quality of provision for pupils with EHC plans.
- Ensuring that appropriate resources are allocated to meet the needs of pupils with EHC plans .
- Ensuring that the school complies with the Equality Act 2010.

### 5.2 The Headteacher

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for pupils with EHC plans.
- Ensuring that the SENCO has sufficient time and resources to carry out their role effectively.
- Ensuring that all staff are aware of their responsibilities towards pupils with EHC plans.
- Keeping the proprietor fully informed about SEND issues.
- Overseeing the school's arrangements for the annual review of EHC plans.

### 5.3 The Special Educational Needs Coordinator (SENCO)

The SENCO, who must be a qualified teacher, has a crucial day-to-day responsibility for the operation of the SEND policy and coordination of provision for pupils with SEND . Their specific responsibilities regarding EHC plans include:

- Acting as the main point of contact for parents, the local authority, and external agencies regarding EHC plans.
- Ensuring that all staff working with a pupil with an EHC plan understand the contents of the plan and their specific responsibilities .
- Coordinating the delivery of the provision specified in the plan and monitoring its effectiveness.
- Overseeing the records of all pupils with EHC plans.
- Organising and leading the statutory annual review meetings, and preparing and submitting the required paperwork to the local authority within the statutory timescales .
- Liaising with the receiving school or setting to ensure a smooth transition when a pupil with an EHC plan moves on .
- Supporting teachers to develop and implement effective strategies and person-centred approaches.

#### **5.4 Class Teachers and Teaching Assistants**

All class teachers and teaching assistants are responsible for:

- Being fully aware of the needs, outcomes, and provision detailed in the EHC plans of pupils in their class .
- Taking responsibility for the progress of pupils with EHC plans, including where they receive support from teaching assistants .
- Planning and delivering differentiated lessons that are accessible and challenging.
- Implementing the strategies and recommendations outlined in the plan and in any supporting documents (e.g., Pupil Passports, One-Page Profiles).
- Working collaboratively with the SENCO and any external specialists involved with the child.
- Providing regular feedback to the SENCO on the pupil's progress towards their outcomes.
- Contributing to the annual review process by providing written or verbal reports on the pupil's progress.

## **6. Admission Arrangements**

When a local authority names Rawdah Montessori School in a child's EHC plan, we have a duty to admit that child . The school will:

- Work with the local authority, parents, and any previous setting to ensure a smooth and well-planned admission.
- Prior to the child's start date, hold a transition meeting to gather detailed information about the child's needs and to plan for their arrival .
- Ensure that the learning environment, resources, and staffing are prepared to meet the child's needs from day one.
- Ensure that key staff have read and understood the EHC plan before the child starts.

## 7. Educational Provision

### 7.1 Delivering the Specified Provision

The school will ensure that the special educational provision detailed in Section F of the EHC plan is delivered in full. This may include:

- **Specialist Teaching Approaches:** Differentiated or adapted curriculum delivery, use of specialist resources, or specific teaching programmes.
- **In-Class Support:** Deployment of teaching assistants to provide targeted support within the classroom to facilitate inclusion and access to learning.
- **Small Group or 1:1 Interventions:** Withdrawal for specific, time-limited interventions to address particular needs (e.g., speech and language therapy programmes, literacy or numeracy catch-up, social skills groups).
- **Specialist Equipment:** Provision of any equipment or assistive technology specified in the plan.

All provision is designed to support the child in making progress towards the outcomes specified in their plan.

### 7.2 Monitoring Progress

The progress of pupils with EHC plans towards their outcomes will be reviewed regularly. This includes:

- Ongoing formative assessment by class teachers and teaching assistants.
- Termly reviews of progress by the SENCO.
- Collection of data and evidence to inform the statutory annual review.
- Regular communication with parents about their child's progress.

## 8. Welfare Provision

We recognise that for children to learn effectively, their social, emotional, and physical wellbeing must be supported. Our welfare provision for pupils with EHC plans includes:

- **Pastoral Support:** A strong emphasis on building positive relationships. Pupils will have key adults they can trust and turn to. The school's Islamic ethos of care, compassion, and respect underpins all our interactions .
- **Emotional and Mental Health Support:** Where an EHC plan identifies social, emotional, and mental health (SEMH) needs, we will implement the specified support. This may include in-school counselling, ELSA (Emotional Literacy Support Assistant) sessions, access to a nurture space, or referral to external mental health services such as CAMHS .
- **Physical and Medical Care:** For pupils with physical disabilities or medical needs, we will ensure that the environment is accessible and that appropriate care plans are in place. This will be done in consultation with health professionals and parents, and staff will receive any necessary training (e.g., moving and handling, administering medication) .
- **Personal Care:** Where pupils require support with personal care (e.g., toileting, changing), this will be carried out with dignity, respect, and in line with the school's intimate care policy.
- **Safeguarding:** Pupils with EHC plans can be more vulnerable to harm. All staff are vigilant and will follow the school's safeguarding policy and procedures to protect these pupils .

## 9. The Annual Review Process

The Annual Review is a statutory process that must be undertaken for every child with an EHC plan. Its purpose is to review the child's progress towards the outcomes in the plan and to consider whether the plan needs to be amended or maintained .

Our procedures for the annual review are as follows:

1. **Timetable:** The review will be held within 12 months of the date the plan was issued, and then within 12 months of any previous review . For children under five, reviews should be held at least every three to six months .
2. **Information Gathering:** At least two weeks before the review meeting, the SENCO will seek written advice from all parties involved with the child, including parents, teachers, teaching assistants, and any external professionals .
3. **The Review Meeting:** The meeting will be person-centred. The child's views will be sought and represented (through drawings, photos, or attendance if appropriate). The discussion will focus on progress towards outcomes, the

effectiveness of the current provision, and the family's aspirations for the future.

4. **Report:** Within two weeks of the meeting, the SENCO will send a report of the review to all parties invited, including the local authority .
5. **Local Authority Decision:** The local authority then has four weeks to decide whether to maintain the plan as is, amend it, or cease to maintain it .

## 10. Working with Parents and Carers

We recognise that parents and carers are the experts on their child. We are committed to building a strong, trusting partnership with them. We will:

- Communicate openly, regularly, and sensitively.
- Involve them fully in the annual review process and in all key decisions about their child.
- Respect their knowledge and insights.
- Provide a clear point of contact (usually the SENCO).
- Signpost them to independent support and advice, such as the local authority's Information, Advice and Support Service (IASS) .

## 11. Complaints

If a parent or carer is unhappy with the provision made for their child with an EHC plan, they should first discuss their concerns with the class teacher or the SENCO. If the matter is not resolved, they should follow the school's formal Complaints Procedure. Parents also have the right to appeal to the First-tier Tribunal (SEND) about decisions made by the local authority regarding their child's EHC plan .

## 12. Links with Other Policies

This policy should be read in conjunction with the following school policies:

- **Special Educational Needs and Disability (SEND) Policy** (The overarching policy for all SEND provision)
- **Safeguarding Policy**
- **Equality, Diversity and Inclusion Policy**
- **Behaviour Policy**
- **Complaints Procedure**

### 13. Monitoring and Review

This policy will be reviewed annually by the SENCO and Headteacher, and approved by the Proprietor (Governing Body). The review will consider:

- The effectiveness of provision for pupils with EHC plans.
- Feedback from parents, pupils, and staff.
- Any changes to legislation or statutory guidance.
- Outcomes from Ofsted inspections or other external reviews

REVIEW DATE	REVIEWED BY	SIGNED OFF
31 Oct 2025	Governing Body	Chair: Sohaib Tanvir
	Headteacher	tbc on appointment
Next Review Date	Governing Body	Chair:
31 Oct 2026	Headteacher	