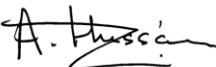




**CARE | OPPORTUNITIES | RESPECT | EXCELLENCE**

## **EHCP Policy**

**2025-2026**

Headteacher	Mr Gulam Abbas Hussain 
Deputy Headteacher	Ms Hanila Ali Syed 
Chair of Trustee	Mr Amran Hussain Ruhel 
Reviewed	September 2025
Next review date	September 2026

## **Aims**

At Read Academy, we understand that a young person with complex and SEN needs can use behaviours for several 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 to gain control over their environment or their personal state. Within Read Academy, 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.

## **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. Training in safeguarding is given high priority; staff undertake a comprehensive range of training 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.

## **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.

## **EHC Plans**

If a child attending Read Academy requires an EHCP, the SENDCo will work with the school and parents of the students to create an initial draft of an EHC plan. 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 SENDCo of the school is responsible for ensuring all staff are aware of the content of the EHC Plan.

### **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. At Read Academy, children with complex needs are 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 which the school is legally required to meet. Read Academy provides the required teaching/resources/interventions set out in the EHCP.

These are reviewed annually and amended as necessary.

### **Complaints**

Read Academy 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.