

Title	Educational and Welfare Provision for Students with EHCP's
Cross References	 Teaching and Learning Policy  Admissions Policy  Curriculum Policy  Safeguarding and Child Protection Policy  SEND Policy  Online Safety Policy
Date	October 2026

1. Purpose and Scope

Apricot Online provides commissioned online education for children and young people, including students with Education, Health and Care (EHC) plans. This policy explains how Apricot Online uses information about a student's special educational needs and disabilities (SEND), EHC plan and commissioned outcomes to support access to education, progress, wellbeing and inclusion.

Apricot Online may provide all or part of a student's educational programme. The precise provision delivered by Apricot Online is determined by the commissioning arrangements agreed with the school, local authority or other commissioner and should be considered alongside the student's EHC plan and any other relevant professional information.

2. Legislation and Guidance

Apricot Online takes account of the SEND framework relevant to the students and commissioners with whom it works, including:

- Part 3 of the Children and Families Act 2014;
- the Special Educational Needs and Disability Regulations 2014;
- the Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- the Equality Act 2010, including the duty to make reasonable adjustments where applicable; and
- relevant Department for Education guidance on alternative provision and high-needs provision.

Statutory responsibility for securing the special educational provision specified in an EHC plan rests with the relevant local authority, subject to the statutory framework. Apricot Online's responsibility is to deliver the provision that it has agreed and been commissioned to provide, to contribute relevant information about the student's progress and needs, and to raise promptly any concern that the commissioned arrangements may no longer be appropriate or sufficient.

3. Definitions

A child or young person has special educational needs (SEN) where they have a learning difficulty or disability which calls for special educational provision to be made for them.

The four broad areas of need identified within the SEND Code of Practice are:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties; and
- sensory and/or physical needs.

These broad areas are not labels and do not determine provision on their own. Individual students may have needs across more than one area, and support should be based on the student's individual strengths, needs, barriers to learning and intended outcomes.

4. Benefits of Online Provision for Students with EHC Plans

The needs of students with EHC plans who access Apricot Online are varied and may be complex or long term. Some students are unable to attend a school setting consistently because of medical needs, anxiety, emotional or mental health needs, sensory needs, previous experiences of education or other barriers.

Online education can provide continuity of learning while reducing some of the barriers associated with attending a physical setting. Apricot Online can offer:

- a personalised timetable and flexible programme;
- access to a broad curriculum appropriate to the commissioned package;
- live interaction with teachers and, where appropriate, peers;
- interactive learning through voice, written responses, shared resources, whiteboards, polls, quizzes and other digital tools;
- adaptation of pace, task design, communication and lesson structure;
- opportunities to develop confidence and independent learning skills; and
- access to approved lesson resources and recorded content where this forms part of the student's programme and is appropriate under Apricot Online's recording arrangements.

Online provision will not remove every barrier for every student. Its suitability and effectiveness should therefore be reviewed in the context of the individual student's needs, engagement, progress and wider education package.

5. Principles of Educational Provision

Where Apricot Online is commissioned to support a student with an EHC plan, we will seek to ensure that staff understand the information relevant to the provision they are delivering and that teaching reflects the student's age, aptitude, prior attainment, identified needs and agreed outcomes.

Within the scope of the commissioned package, Apricot Online will:

- provide appropriately ambitious teaching and learning;
- make reasonable and appropriate curriculum and teaching adaptations;
- use available information about the student's EHC plan, professional advice and starting points to inform planning;
- support the student to acquire new knowledge, develop skills and make progress from their starting point;
- monitor attendance, engagement and academic progress through Apricot Online's agreed systems;
- work collaboratively with the commissioner, parent/carers and relevant professionals where appropriate; and
- raise concerns where evidence suggests that the student's needs, risks or provision require review.

6. Admissions and Information Sharing

During the referral and admissions process, commissioners and parents/carers are asked to provide relevant information about the student's strengths, interests, needs, health, disabilities, SEND and any EHC plan.

Where a student has an EHC plan, Apricot Online should be provided with the current plan and any relevant supporting information needed to deliver the commissioned provision safely and effectively. Relevant information will be made available to staff on a need-to-know basis so that they can plan appropriately and understand agreed strategies, adjustments, risks and outcomes.

Early and accurate information enables Apricot Online to consider reasonable adjustments and whether the proposed online package can appropriately meet the student's needs. Where additional information or clarification is required, this will be requested from the commissioner or relevant professional.

7. Ordinarily Available and Targeted Support

High-quality teaching is the starting point for supporting students with SEND. Apricot Online teachers are experienced in delivering education remotely and use online teaching strategies designed to promote participation, concentration and engagement.

Depending on the commissioned package and individual need, support may include:

- curriculum adaptations and differentiated or scaffolded teaching;
- adjustments to pace, presentation, communication or lesson structure;
- 1:1 teaching or small-group provision where commissioned;
- specific resources or accessibility arrangements;
- planned breaks or reduced cognitive load where appropriate;
- strategies to support communication, executive functioning, anxiety or concentration;
- partnership working with parents/carers, mentors, commissioners and external professionals; and
- assessment, progress information and reports.

8. Welfare, Wellbeing and Safeguarding

The educational and welfare needs of students with EHC plans are closely connected. Apricot Online will consider information about wellbeing, engagement and barriers to learning alongside academic progress.

Student voice is important. Where appropriate, students will be encouraged to express what helps them learn, what they find difficult and what adjustments or strategies support their engagement. The views of parents/carers and commissioners are also valuable in understanding the student's experience.

Apricot Online provides a controlled online learning environment in which interaction can be managed according to the lesson and student's needs. Features such as microphone access, chat functions, written responses and teacher-controlled participation can be used to support students who experience anxiety, communication difficulties, sensory overload or difficulty participating in larger groups.

Any safeguarding or welfare concern identified through online provision must be dealt with in accordance with Apricot Online's Safeguarding and Child Protection Policy. SEND must never be assumed to explain a change in behaviour, presentation or engagement where safeguarding concerns may also be present.

9. Reasonable Adjustments and Accessibility

Apricot Online will consider reasonable adjustments relevant to the education and services it provides. Adjustments are considered individually and may include changes to teaching methods, communication, resources, digital access, pace, lesson structure or participation.

Where a requested adjustment falls outside Apricot Online's role, technical capability or commissioned provision, this will be discussed with the commissioner so that alternative or additional arrangements can be considered.

10. Role of the SENCO / SEND Lead

Apricot Online's SENCO or designated SEND Lead will, as appropriate to the organisation's role:

- support the strategic development of SEND practice within Apricot Online;
- provide professional guidance and advice to staff supporting students with EHC plans;
- support staff to interpret relevant information from EHC plans and professional reports;
- liaise with commissioners, parents/carers and external professionals where required;
- support the identification and review of reasonable adjustments and teaching strategies;
- monitor relevant SEND records and information held by Apricot Online;
- contribute to discussions about transition, reintegration or progression where requested; and
- work closely with the DSL where SEND, wellbeing and safeguarding concerns overlap.

11. Staff Training and Professional Development

Apricot Online is committed to maintaining staff knowledge and skills in online teaching, SEND and inclusive practice. Staff development may include internal training, professional guidance, individual study, supervision, curriculum support and relevant external CPD.

Training and guidance may address:

- the four broad areas of SEND and the importance of individualised support;
- adapting online teaching for different learning and communication needs;
- supporting students with social, emotional and mental health needs;
- reasonable adjustments and accessibility;
- understanding and using relevant information from EHC plans;
- student voice and preparation for transition or adulthood where relevant; and
- the relationship between SEND, attendance, wellbeing and safeguarding.

12. Monitoring Progress and Reviewing Provision

Teachers monitor students' academic progress and engagement in accordance with Apricot Online's curriculum, assessment and reporting arrangements. Relevant information may be shared with commissioners and parents/carers in accordance with the agreed package.

Where a student is not engaging, is making less progress than expected, or where their needs appear to have changed, Apricot Online will consider what adjustments can be made within the commissioned provision and will communicate concerns to the commissioner where wider review may be required.

Any change to the statutory provision specified in an EHC plan is a matter for the relevant statutory process. Apricot Online may provide evidence and professional observations to inform that process but will not independently amend an EHC plan.

13. Annual Reviews and Information for Local Authorities

Local authorities have statutory responsibilities for maintaining and reviewing EHC plans. Formal reviews of EHC plans must take place in accordance with the statutory framework.

Apricot Online is committed to supporting joined-up education and care. Where requested by the local authority, commissioning school or other appropriate body, Apricot Online will contribute relevant information to an annual review or other review of provision.

This contribution may include:

- written progress or update reports;
- information about attendance, engagement, strengths and barriers to learning;
- academic assessment and progress information;
- information about strategies and adjustments used within Apricot Online provision;
- student views gathered through the provision where appropriate;
- professional observations relevant to agreed outcomes; and
- attendance at review meetings where requested and reasonably practicable.

Unless Apricot Online has expressly agreed to undertake a particular administrative role, responsibility for convening the statutory annual review, issuing invitations, obtaining reports from all required parties and completing the local authority's statutory review process remains with the body responsible under the applicable statutory arrangements.

14. Transition, Reintegration and Preparation for the Future

For some students, Apricot Online provision forms part of a planned transition or reintegration to a school or other setting. For others, the intended outcome may be progression to further education, training, employment or another longer-term package

Where relevant to the commissioned provision, Apricot Online will work with the student, commissioner, family and receiving provider to share appropriate information and support a planned transition. Reintegration will not be assumed to be the appropriate goal for every student.

15. Review of this Policy

This policy will be reviewed annually and sooner where there are significant changes to legislation, statutory guidance, commissioning arrangements or Apricot Online's provision.

Authorised by: Jodie Phillips, Operations Director

Date: October 2026

Review Date: October 2027