



PROSPECT HOUSE  
SCHOOL

ADDENDUM TO SEND POLICY

Provision for Pupils with Education, Health and Care Plans (EHCPs)

September 2026

# Provision for Pupils with Education, Health and Care Plans (EHCPs)

## 1. Purpose and Legal Framework

This addendum sets out the approach of Prospect House School in relation to the admission and support of pupils with Education, Health and Care Plans (EHCPs).

Prospect House School is aware of its obligations under the Equality Act 2010, which requires us to:

- Make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage
- Not discriminate against pupils because of their disability
- Treat all admission applications fairly and without discrimination

While we are not subject to the Public Sector Equality Duty as an independent school, we are committed to:

- Creating an inclusive environment where all pupils can flourish
- Working in partnership with parents/carers and external professionals
- Promoting equality of opportunity for all pupils"

This policy has regard to:

- The Equality Act 2010
- The SEND Code of Practice: 0 to 25 years (2015)
- The Children and Families Act 2014
- The Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education (2025)

## 2. Our Commitment to Equality and Inclusion

Prospect House School is aware of its obligations under the Equality Act 2010 which requires us to:

- Eliminate discrimination, harassment and victimisation
- Advance equality of opportunity between disabled pupils and their peers
- Foster good relations between disabled pupils and their peers

We are committed to:

- Making reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage
- Treating all admission applications fairly and without discrimination
- Creating an inclusive environment where all pupils can flourish
- Working in partnership with parents/carers and external professionals



We recognise that reasonable adjustments are a legal requirement under the Equality Act 2010

### 3. Consideration of Applicants with EHCPs

#### 3.1 Early Engagement

In line with our Admissions Policy, parents or guardians of children with an EHCP are encouraged to discuss their child's needs with the school at the earliest opportunity. We request:

- Access to current professional reports
- A copy of the child's current EHCP
- Any other relevant documentation (e.g., risk assessments, care plans)

This allows the school to consider whether it can meet the child's needs and what reasonable adjustments may be required.

#### 3.2 Assessment Process

When considering an application from a child with an EHCP, we will:

- Review the EHCP thoroughly with our SENDCo and Headteacher
- Consider whether we can reasonably meet the child's educational, social, emotional and health needs as outlined in the EHCP
- Assess what reasonable adjustments would be required under the Equality Act 2010
- Consider whether admitting the child would be compatible with the provision of the efficient education for other pupils
- Evaluate whether the required support or adjustments are practicable within the school's resources, staffing and facilities
- Meet with parents/carers and, where appropriate, the child
- We will, wherever possible and appropriate to their age and understanding, involve the child in discussions about their needs and the support we can provide
- We recognise the importance of listening to the child's views and taking them into account in our decision-making."
- Consult with relevant professionals and the local authority where necessary

We will make our decision in compliance with the Equality Act 2010 and will not discriminate against a child because of their disability or special educational needs.

#### 3.3 Decision Making

Admission of a pupil with an EHCP is at the discretion of the Headteacher, following:

- A thorough review of the EHCP by the Headteacher and SENDCo
- Consultation with parents/carers



- Where applicable, consultation with the local authority and relevant professionals
- Consideration of our legal duties under the Equality Act 2010

If we decide we cannot admit a child, we will:

- Clearly explain our reasons in writing
- Specify which aspects of the child's needs we cannot reasonably meet
- Explain how we reached this decision in compliance with the Equality Act 2010
- Signpost families to appropriate alternative provision, where possible

## 4. Provision and Support

### 4.1 The Graduated Approach

If a child with an EHCP is admitted, we will use the 'graduated approach' (a continuous cycle of 'assess, plan, do and review') to ensure that pupils receive an appropriate level of support that meets their needs.

This means we will:

- Assess: Regularly review the pupil's needs and progress
- Plan: Work with parents/carers and professionals to plan appropriate provision
- Do: Implement the agreed support and reasonable adjustments
- Review: Monitor effectiveness and make adjustments as needed

### 4.2 Support and Provision

We will work collaboratively with the family and relevant professionals to provide the support outlined in the child's EHCP, which may include:

- High-quality differentiated classroom teaching
- Reasonable adjustments to support access to the curriculum and school environment (provided at no additional cost under the Equality Act 2010)
- Access to in-school pastoral support
- Implementation of agreed outcomes and strategies from the EHCP
- Regular communication with parents/carers
- Termly TAC meetings
- Liaison with external professionals

### 4.3 Additional Specialist Services

Where a pupil requires support or services, we will carefully consider whether these constitute reasonable adjustments under the Equality Act 2010 (which must be provided at no additional cost) or additional services beyond our legal obligations.

This assessment will be made on a case-by-case basis, considering:

- Whether the adjustment is necessary to prevent substantial disadvantage



- The effectiveness and practicality of the adjustment
- The cost in relation to our resources
- Whether the service is specified in the EHCP and should be funded through the plan

We will:

- Discuss these requirements transparently with parents/carers before admission
- Clearly explain our reasoning if we believe a service goes beyond reasonable adjustments
- Work with families to access funding from the EHCP budget or personal budgets where appropriate
- Ensure all arrangements are agreed in writing before admission
- Seek legal advice where the distinction is unclear

#### 4.4 Safeguarding Considerations

We recognise that children with special educational needs or disabilities (SEND) can face additional safeguarding challenges both online and offline. Any reports of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or a deputy) and the SENDCo.

We will:

- Ensure our child protection and safeguarding policies reflect the additional barriers that may exist when recognising abuse, neglect and exploitation in pupils with SEND
- Provide extra pastoral support and attention for these pupils
- Ensure appropriate support for communication is in place
- Train staff to recognise safeguarding concerns specific to pupils with SEND
- Children with SEND or certain medical conditions can face additional barriers when it comes to recognising signs of abuse or neglect
- Staff should be aware that children with SEND are three times more likely to be abused than their peers
- Communication barriers and assumptions that indicators of possible abuse relate to the child's SEND or medical condition, rather than abuse, can lead to these children being especially vulnerable
- Staff must not assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Children with SEND will be given appropriate support to communicate and ensure their voice is heard

### 5. Communication and Review

#### 5.1 Ongoing Communication

We will maintain regular contact with:

- Parents/carers
- The local authority (where appropriate)



- We recognise that meeting the needs of children with SEND often requires multi-agency working. We will work collaboratively with health and social care professionals, as well as educational specialists, to ensure a coordinated approach to supporting each child.

The SENDCo will:

- Coordinate, support and oversee implementation of EHCP provisions
- Act as the key point of contact for parents/carers regarding SEND provision
- Liaise with any outside professional involved in the child's education, health and welfare
- Liaise with the Designated Safeguarding Lead on safeguarding matters

## 5.2 Annual Reviews

We will contribute to Annual Reviews of the EHCP as required by law and will participate in multidisciplinary meetings relating to the pupil's education. We will:

- Attend and chair Annual Review meetings (in person or virtually)
- Provide written reports on the pupil's progress against EHCP outcomes
- Liaise with other professionals to incorporate and review the child's targets
- Work with the local authority to ensure the EHCP remains appropriate
- Complete all the appropriate documentation for annual reviews
- Liaise with the LA child's Case Worker
- Implement any agreed changes to provision following the review
- Notify the local authority if we believe the EHCP is no longer appropriate or sufficient

## 6. Staff Training and Expertise

We are committed to ensuring our staff have the knowledge and skills to support pupils with EHCPs effectively.

Our SENDCo:

- Holds a Level 7 Qualification in the Identification of Children with Specific Difficulties and a Specialist Assessment qualification
- As a member of the Senior Leadership Team, has sufficient authority within the leadership structure to make a positive difference for pupils with SEND
- Receives regular training and professional development

All staff:

- Receive training on SEND awareness
- Receive regular updates on supporting pupils with SEND
- Have access to specialist advice and support from the SENDCo
- Understand their responsibilities in implementing EHCPs



## 7. Parental Partnership

We believe that parents/carers are partners in their child's education. We will:

- Maintain open and honest communication
- Listen to and value parental knowledge and expertise
- Involve parents/carers in decision-making about their child's provision
- Provide regular updates on progress
- Respond promptly to concerns
- Work collaboratively to support the child's development

If parents/carers have concerns about SEND provision, they should:

- Contact the SENDCo in the first instance
- If concerns are not resolved, contact the Headteacher
- If concerns remain unresolved, follow the school's complaints procedure (available on our website)

## 8. Limitations and Transition Arrangements

### 8.1 Recognising Our Limitations

As an independent school, Prospect House School operates within its own financial and staffing structures. We must make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning provision.

However, our setting may not be suitable for all pupils with EHCPs, particularly where:

- Highly specialist or intensive provision is required that goes beyond reasonable adjustments
- The child's needs cannot be met within our existing resources and expertise
- The level of support required would fundamentally alter the nature of our provision
- Admitting the child would be incompatible with the efficient education of other pupils, even after reasonable adjustments have been made

### 8.2 When a Placement May No Longer Be Suitable

There may be circumstances where a pupil's needs change significantly during their time at the school, and we conclude that we can no longer meet a child's needs, we will:

- Where possible, provide at least one full term's notice to allow time for alternative provision to be found
- Continue to meet the child's needs and implement the EHCP during the notice period
- Work with the local authority to identify suitable alternative provision
- Ensure the child's safeguarding and wellbeing remain paramount throughout the transition
- Provide comprehensive transition information to the new setting (with parental consent)
- Offer pastoral support to the child and family during this difficult time



- Consider the impact on the child's education and wellbeing in our timing and approach

We will not ask a family to remove their child solely because:

- The child has SEND
- We would prefer not to make reasonable adjustments
- Other parents have complained about the child's presence

Any decision to end a placement will be made carefully, transparently, and in compliance with our legal duties.

## 9. Links to Other Policies

This addendum should be read in conjunction with:

- Our main SEND Policy
- Our Admissions Policy
- Our Safeguarding and Child Protection Policy
- Our Behaviour Policy
- Our Accessibility Plan
- Our Anti-Bullying Policy

All policies are available on our website at [www.prospecths.org.uk](http://www.prospecths.org.uk)

## Record Keeping

We will maintain comprehensive, accurate and secure records for all pupils with EHCPs, including:

- Copies of the EHCP and any amendments
- Records of provision made and progress towards outcomes
- Records of meetings and communications with parents and professionals
- Annual Review reports and outcomes
- Any safeguarding concerns or incidents
- These records will be stored securely in accordance with data protection legislation and our retention schedule. Records will be transferred to the new setting if a child moves school (with parental consent).

## 10. Right to Appeal

### 10.1 Grounds for Appeal

If your application for admission is declined, you have the right to appeal if you believe:

- The decision was made in breach of the Equality Act 2010
- The school failed to properly consider reasonable adjustments
- The decision-making process was unfair or flawed
- Relevant information was not properly considered

### 10.2 Appeals Process



To lodge an appeal:

- Submit your appeal in writing to the Governors within 10 working days of receiving the decision
- Clearly state the grounds for your appeal and provide any supporting evidence
- The Governors will acknowledge receipt of your appeal within 5 working days

The appeals process:

- A panel of at least two Governors (who were not involved in the original decision) will review your appeal
- You will be invited to attend a hearing to present your case (you may bring a supporter)
- The panel will consider all evidence and make a decision within 15 working days of the hearing
- You will receive the decision in writing, with clear reasons
- The decision of the Governors' panel is final

Contact details for the Governors can be found on our website at: [www.prospecths.org.uk](http://www.prospecths.org.uk)

## 11. Accessibility

We are committed to making our school physically and educationally accessible to pupils with SEND. Our Accessibility Plan sets out how we:

- Increase access to the curriculum for pupils with SEND
- Improve the physical environment to enable access
- Improve the availability of accessible information
- For pupils with EHCPs, we will consider accessibility requirements as part of our assessment of whether we can meet their needs.
- 

## 12. Our Approach to Charging

We recognise our legal duty to make reasonable adjustments at no additional cost under the Equality Act 2010. We will not charge for:

- Reasonable adjustments to teaching, learning and assessment
- Reasonable adjustments to the physical environment
- Reasonable adjustments to policies and procedures
- Standard differentiation and in-class support

Where specialist services are required that go beyond reasonable adjustments, we will:

- Clearly explain why we believe these go beyond our legal obligations
- Explore all funding options, including EHCP funding and personal budgets
- Provide transparent costings
- Never charge for services that should be funded through the EHCP
- Seek advice if there is any doubt about whether charging is appropriate



### 13. Monitoring and Review

This policy will be reviewed annually by the Headteacher and SENDCo, in consultation with:

- Governors
- The Senior Leadership Team

We will monitor:

- The number of applications from pupils with EHCPs
- Admission outcomes and reasons for any declined applications
- The effectiveness of provision for pupils with EHCPs
- Feedback from parents/carers and pupils
- Compliance with the Equality Act 2010 and SEND Code of Practice

Policy approved by: Kelly Gray

Date: September 2026

Next review date: September 2027

