



Mulgrave Primary School

Learn | Believe | Succeed

Special Educational Needs and Disability (SEND) Information Report 2025-2026

Policy Written: September 2025
Ratified by Governors: September 2025
Date due for review: September 2026

Introduction

At Mulgrave, we believe that every pupil should be supported to fulfil their potential in their academic, emotional, social and physical development. This policy reflects the school's commitment to supporting the wide range of SEND that children may experience, either short term or long term.

Inclusion at Mulgrave

At Mulgrave Primary School, *inclusion* isn't just a policy - it's who we are.

Inclusion means making sure every child, no matter their background, needs or ability, feels valued, respected, and supported to thrive. It means every child has access to high-quality teaching, feels safe, is seen, heard, and celebrated. True inclusion creates a sense of belonging - and that's what makes our school community so special.

When we talk about inclusion at Mulgrave, we are talking about our commitment to ensuring every child has what they need to *Learn, Believe, and Succeed*.

We know that all children are different. They learn in different ways, at different speeds, and bring unique strengths and challenges. Inclusion is about recognising and embracing those differences - not making children fit into the system but building a school environment where the system works for every child.

Inclusive practice is at the heart of everything we do, because we believe that when inclusion is done right, every child can be a success in their own right

Special Educational Needs & Disabilities (SEND) at Mulgrave

At Mulgrave Primary School, we believe every child is *a success in their own right* - and we are proud to champion inclusive practice that celebrates the unique strengths, challenges, and potential of every learner.

We're proud to be a place where children are curious when they learn, brave when they believe, and proud when they succeed. These values guide everything we do, especially in how we support children with Special Educational Needs and Disabilities (SEND).

Our Commitment

We are committed to ensuring all children with SEND:

- Feel safe and secure
- Make progress from their starting points
- Access an engaging and inclusive curriculum
- Are celebrated for their individuality
- Are supported to be successful learners, confident individuals, and responsible citizens

Inclusion at the Heart of Our School

Inclusive practice isn't an add-on at Mulgrave - it's embedded in our ethos, our teaching, and our community. Our Headteacher is a qualified SENCO (Special Educational Needs Coordinator), and our dedicated Inclusion Team brings years of experience, specialist training, and above all, a deep *passion* for helping every child thrive.

We understand that every child learns differently. Some may need extra support to access the curriculum, regulate their emotions, communicate, or build friendships. At Mulgrave, we look at the *whole child* - not just a diagnosis or a label.

We don't wait for formal assessments to act. As soon as a need is identified, we work closely with families and staff to put support in place that's timely, tailored, and effective. Together, we create a learning environment where *every child can feel safe, confident, and ready to learn*.

Our Approach: Support that Grows with Your Child

We follow the **Graduated Approach** as outlined in the SEND Code of Practice — a cycle of:

1. **Assess** – We identify the child's needs through observation, discussion, and evidence
2. **Plan** – We set achievable targets and agree on the support that will be put in place
3. **Do** – We deliver the support, adapt teaching, and monitor progress
4. **Review** – We evaluate the impact and adjust as needed, always in partnership with parents

This process ensures that support evolves with your child and is constantly refined based on what works best for them.

Definition of Special Educational Needs and Disability

According to the SEND Code of Practice (2015), a child or young person has SEND if they:

"have a learning difficulty or disability which calls for special educational provision to be made for them."

This includes children who:

- Have significantly greater difficulty in learning than the majority of others the same age
- Have a disability which makes it harder to use educational facilities generally provided in mainstream schools

What are the different types of support available for children with SEND at Mulgrave?

Class teacher input, through targeted classroom teaching (Quality First and Adaptive Teaching).

Levels of SEN support will vary from child to child, and we adopt a graduated response throughout the school, using different 'waves' of intervention depending on that level of need:

Wave 1: Universal	The effective inclusion of all pupils in high-quality lessons on a daily basis or 'Quality first Teaching' is important for all children in all of the curriculum areas, including those identified as needing SEN support.
Wave 2: Targeted	Catch-up programmes and small group support may be necessary for some children, these children may or may not be identified as SEN. These interventions will be specific interventions to address lack of progress.
Wave 3: Specialist	Individual specific targeted support for pupils identified as requiring SEN support e.g. 1:1 speech therapy support, Achievement Support Plans (ASPs) Education, Health and Care Plan Provision (Formal statement/ plan of educational needs, giving pupil legal right to appropriate support.

Local Authority Provision available to Mulgrave (either provided by the LA or bought in by the school):

- Educational Psychology Service
- SALT (Speech and Language Therapy)
- STEPS (Support Team for Education in Primary and Secondary)
- ASD Outreach
- Social Communication Outreach Worker
- Waterside Outreach – supporting children with SEMH needs
- Sensory support for children with visual or hearing needs
- Parent Partnership
- Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

Health Provision available to be delivered at Mulgrave

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health Service)

- Paediatricians (Community Child Health)
- Physiotherapy

School Resource Provisions (SRP) at Mulgrave

At Mulgrave Primary School, we are proud to offer three dedicated School Resource Provisions (BRP). These are specialist spaces designed to support children with a wide range of additional needs, alongside our mainstream classrooms.

Each provision is carefully tailored to meet the specific needs of our learners, helping them to thrive in a nurturing, structured, and inclusive environment.

The Nest

Supporting children with complex needs

The Nest is a calm, low-stimulation space designed for children with complex learning needs. Here, pupils benefit from:

- **Sensory-based learning opportunities**
- **High levels of adult support**
- **A quiet and personalised environment**

This provision helps children build key early learning and life skills in a safe and supportive setting.

Conker Room

For children with Autism, speech & language, and social communication needs

Conker supports children who may have:

- A diagnosis (or are awaiting a diagnosis) of Autism
- Severe speech and language difficulties
- Social communication challenges

Our highly trained staff deliver a structured, visual and predictable curriculum that is personalised to each child's needs. We work closely with external professionals such as Speech and Language Therapists and Autism Outreach to ensure the best outcomes. We use the Evidence for Learning (Evisense) app to keep parents regularly informed about their child's learning, progress and day-to-day experiences.

Willow Room

Nurturing children with SEMH needs and barriers to learning

The Willow Room is a nurturing, safe, and supportive space led by our Learning Mentor and a dedicated team. It is specially designed for children who may be experiencing:

- Social, Emotional and Mental Health (SEMH) challenges
- Other barriers to learning that may be impacting their progress in the classroom

Through personalised support, therapeutic activities, and mentoring, children are given the tools they need to build resilience, improve emotional regulation, and re-engage with learning.

At the heart of the Willow Room is a commitment to nurture every child as an individual helping them feel secure, understood, and empowered to succeed both in and out of the classroom.

Accessing SRP Support

Children accessing our provisions are reviewed each half term by our experienced Inclusion Team, in collaboration with:

- Class teachers
- Senior Leadership Team
- Parents and carers

This ensures the right children are receiving the right support, at the right time.

Placement in one of our SBRPs is always based on need and personalised to ensure maximum impact.

How we identify and assess pupils as having SEND	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his or her class teacher and all pupils are formally assessed every term. • Progress is monitored against age-related expectations and pupil's own personal learning targets as well as termly pupil progress meetings with the leadership team to identify those pupils making less than expected progress given their age and individual circumstances. • We also use a range of early screening programmes to help identify other learning needs. Examples of this are Phonics screening, • Parent's views are very important to us. If at any time you have concerns about your child's academic, health or wellbeing progress, please contact your child's class teacher who will be happy to discuss your concerns
How we assess pupils with SEND	<ul style="list-style-type: none"> • Each child on SEND support is given targets that are reviewed at least termly. • Targets are shared by class teachers with parents and children. • The SENCO will also check that your child is making good progress through observations, intervention programmes, data collections and working closely with your child's teacher. • Our expectations are that your child will make good or better progress relative to their starting points.
The kinds of SEND that are provided for	<ul style="list-style-type: none"> • Our school caters for a wide range of need. • The staff are dedicated and trained to ensure children's needs are met so that they can reach their full potential. • The areas of need outlined by the SEND Code of Practice (2015) are: <ul style="list-style-type: none"> - Communication and Interaction: for example, autism, Asperger's Syndrome, speech and language difficulties - Cognition and Learning: For example, dyslexia, dyspraxia - Social Emotional and Mental health: For example, attention deficit hyperactivity disorder (ADHD) - Sensory and/or Physical Needs: For example, visual impairments, hearing impairments, processing difficulties. • The school currently supports children with a range of needs in these broad areas,

	seeking advice from specialist agencies where possible
Our Special Educational Needs Co-ordinator (SENCO) and how they can be contacted.	<p>Mr Black is our SENCO.</p> <ul style="list-style-type: none"> • He is responsible for co-ordinating the support for SEND children. • He will ensure that you are involved in supporting your child's learning and kept informed about the support your child receives and how your child is doing. • There are a number of different ways to contact staff to discuss your child's provision. <p>You can:</p> <ul style="list-style-type: none"> - Make an appointment to see the class teacher - Attend parent's evening to discuss your child's progress - Attend SEND review meetings to discuss your child's progress - Contact the school office to make an appointment to meet the SENCO's or class teacher.
Our Inclusion Team work together to support our children and families.	<p>Claire Byrne, Learning Mentor</p> <ul style="list-style-type: none"> • Supports children with SEMH (social & emotional needs) and is able to meet with parents to discuss any concerns they may have about their child's social and emotional needs.
	<p>Sarah Cambridge, HLTA for Inclusion</p> <ul style="list-style-type: none"> • Plans, prepares and teaches in Conker Class, the school's specialist provision (see below). • She is also the school's Welfare Officer and will meet with parents to discuss any health needs their children have. She will liaise with health agents and the school nurse to collate information for Health Care Plans. • She also runs social communication interventions.
	<p>Nicki Clark, Family Liaison Officer</p> <ul style="list-style-type: none"> • Supports families in a variety of different ways. • She supports parents with attendance punctuality, or if they are struggling to support their child at home. • She is able to provide or signpost families who are experiencing financial difficulty.
The SEND Governors are Rosemary and Nicki	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Doing their best to ensure that the necessary support is given for all children with SEND who attend the school • Ensuring the school meets its statutory duty in relation to the Equality Act (2010) and SEND Code of Practice (2014).

	<ul style="list-style-type: none"> • in collaboration with the head teacher, establish the appropriate staffing and funding arrangements for children with SEND.
Our approach to teaching pupils with SEN	<ul style="list-style-type: none"> • The school offers an environment which promotes independence and attainment. • All pupils have access to classrooms which enable learning using strong visual systems and structures. • Learning opportunities will be rewarding, absorbing and adapted according to need and teaching styles are diverse. • Staff will work in a supportive way and encourage peer support and collaborative learning in an atmosphere of inclusion. • Where a child has a disability the school will seek to ensure they have access to the necessary equipment required to enable them to access the environment and the curriculum and to communicate their learning and progress effectively.
How we adapt the curriculum and the learning environment	<ul style="list-style-type: none"> • The school will ensure that all children will be able to access the curriculum and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. • We are committed to narrowing the attainment gap between SEND and non-SEND pupils. We do this through a variety of different provisions. • Our approach to such provision follows the graduated approach outlined in the Code of Practice (Assess, plan, Do, Review). • Regular assessments of pupil's progress enable staff to plan and carry out differentiated lessons and/or short-term interventions using specific strategies which may be suggested by our SENCO or outside agencies. • Your child's teacher and the SENCO will then review your child's progress and together with you will decide whether extra support needs to continue in order to help them make the best progress. • Strategies and support may include: workstations, communication tables, visual aids, writing frames, personal dictionaries, speech and language programmes.
How do we enable pupils with SEN to engage in activities	<ul style="list-style-type: none"> • High quality teaching, careful planning and adaptations to meet all abilities help our children achieve their full potential.


<p>with other pupils who do not have SEN?</p>	<ul style="list-style-type: none"> • Learning Support Assistants (LSA's) and Higher-Level Teaching Assistants are deployed effectively to support the needs of children. • This additional adult support helps to ensure that SEND children are well supported in class in individual and group work to enable them to achieve objectives. • Teaching staff plan lessons to make effective use of support staff therefore their impact is significant in contributing to the learning and achievement in class. • Co-operative learning is a strategy employed by the school in all areas of the curriculum. This promotes children working together in groups and pairs to help develop each other's learning. This is also helpful in the development of building relationships, social and interactional skills. This is complimented through PSHE lessons and assemblies. • In the playground children are supported and supervised by teachers and learning support assistants. They assist in helping children develop their social skills and play skills. • A range of after- school clubs are available to all children. Where necessary teachers liaise with the SENCO to ensure that they are accessible for children with a wide range of needs.
<p>How we consult parents of pupils with SEN and involve them in their child's education</p>	<ul style="list-style-type: none"> • Parents and carers are invited to meetings to discuss their child's progress. • Parent's evenings are held in the Autumn and Spring term and the SENCO will attend these meetings should a parent or teacher request this. Parents/Carers of children holding EHC status will be given and Annual Review yearly to update the pupil's EHC plan. • These meetings will give you the chance to contribute about the current provision in place to make sure that it is still appropriate. • The Inclusion Team hold weekly meetings to monitor intervention plans and make changes when necessary. • It is vital that parents and carers work closely with the school in order for pupil's to achieve their full learning potential. • The views of parents are sought annually through a SEND questionnaire which aids

	<p>the Inclusion Team to be constantly reflective and responsive in improving our practice.</p> <ul style="list-style-type: none"> • Please remember you are free to speak to the class teacher or SENCO about your child's needs. The Inclusion team are available at any time should you wish to discuss any concerns you may have.
How we consult with pupils with SEN and involve them in their education.	<ul style="list-style-type: none"> • The school will ensure the pupil's involvement is a positive one, highlighting achievement and the realistic setting of targets. • Children with identified SEN needs will have individual and personalised targets which are shared with both them and their parent/carer. • The Inclusion team make termly observations and include children in discussions about their work and progress. • Where meetings are held with parents/carers, the views of pupils are taken into consideration and where possible pupil's are very much part of the discussion. • In addition to this, pupil's views are sought through the deliverance of a pupil questionnaire which the SLT use to improve practice.
How we support pupils with SEN to improve their emotional and social development	<ul style="list-style-type: none"> • We use a range of strategies and interventions to support all children's emotional and social wellbeing. • Our co-operative approach to learning helps children to develop their social skills and relationships with peers. • Our PSHE lessons are carefully planned so that they support children's emotional wellbeing. During Anti-Bullying week (held annually) we raise the profile of anti-bullying and plan engaging activities to prevent bullying and raise awareness of the issue. • Where appropriate we may seek advice from other services included in the Borough's Local Offer, to provide more specialist support. This may include Advisory Teacher's for mental health and wellbeing or social and emotional development, Educational Psychologists or the Child and Adolescent Mental Health Service.
Expertise and training our staff have to	<ul style="list-style-type: none"> • Teachers and LSA's attend regular professional training to continue their

<p>support pupils with SEN</p>	<p>professional development and ensure all children's needs are met.</p> <ul style="list-style-type: none"> • Some areas that they have covered are: • Speech and Language Talk for Writing • Talk Boost Better Reading Partners • Child Protection/ Safeguarding • Drawing and Talking • ASC training Nurture Room training • Precision Teaching • In-house additional needs and inclusion training is provided through INSETS by the SENCO and/ or SLT. • Outside agencies also run courses that are relevant to the needs of specific children
<p>Securing specialist expertise in meeting the needs of pupils with SEND and supporting their families</p>	<ul style="list-style-type: none"> • Mulgrave Primary works collaboratively with many different agencies and promotes the access to the services provided as part of the Local Authority's Local Offer. • This means supportive and comprehensive plans can be developed to meet your child's needs. Should the child's needs or our assessment and monitoring of progress indicate that it would be appropriate to consult with other agencies parents will be contacted to gain consent before any referrals are made. • Examples of agencies with whom we work are: <ul style="list-style-type: none"> - Educational Psychology Services - Speech and Language Therapy Services - Autism Outreach Advisory Teachers - CAMHS - Visual Impairment Service - Hearing Impairment Service - Targeted Family Support
<p>Ways in which we support your child when moving schools or classes.</p>	<ul style="list-style-type: none"> • We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transitions are as smooth as possible. • If your child is moving to another school, with your consent, we will contact the school SENCO and ensure he/she knows about any special arrangements that need to be made. • When moving class information will be passed to the new teacher before the move takes place. The new teacher will work alongside the current teacher to ensure the children feel comfortable and prepared.

	<ul style="list-style-type: none"> • Social stories are used especially for children who are diagnosed with Autism. • Planning meetings are also held so that the new teacher is aware of any needs and support that needs to be in place. • When Year 6 pupils move to secondary schools, the SENCO will contact the receiving secondary school to ensure they have all the relevant information passed to them.
EHC plans	<ul style="list-style-type: none"> • An Educational Health Care Plan is a legal document that describes a child's special educational, health and social care needs. It details the extra help that will be given to meet those needs and how that will support your child to achieve what they want to in life. • The SENCO will identify If your child has a high level of need and organise specialist support. • Either the school or the parent can request that the Local Authority carries out a statutory assessment of your child's needs. • This legal process sets out the amount of support that will be provided for your child. • Evidence and reports are gathered and the LA will decide if your child's needs are significant. • Where this is the case an EHC plan will be written which outlines the support your child will receive.
How we secure equipment and facilities to support pupils with SEN	<ul style="list-style-type: none"> • The Mulgrave site is set has both ramps and lifts to enable ease of access into the building. • The site is built on two levels with two flights of stairs leading from the Office area to access each floor. A lift is also available to access all floors. • There is a disabled toilet available on each floor. • Children requiring specific equipment due to impairment will be assessed in order to gain the support they require. Consultation with the school nurse or outside agencies may be carried out when assessing needs and to provide teachers with training and support to ensure equipment is used effectively. • Adaptations to the curriculum will be made in line with the advice given relating to the use of specific equipment.

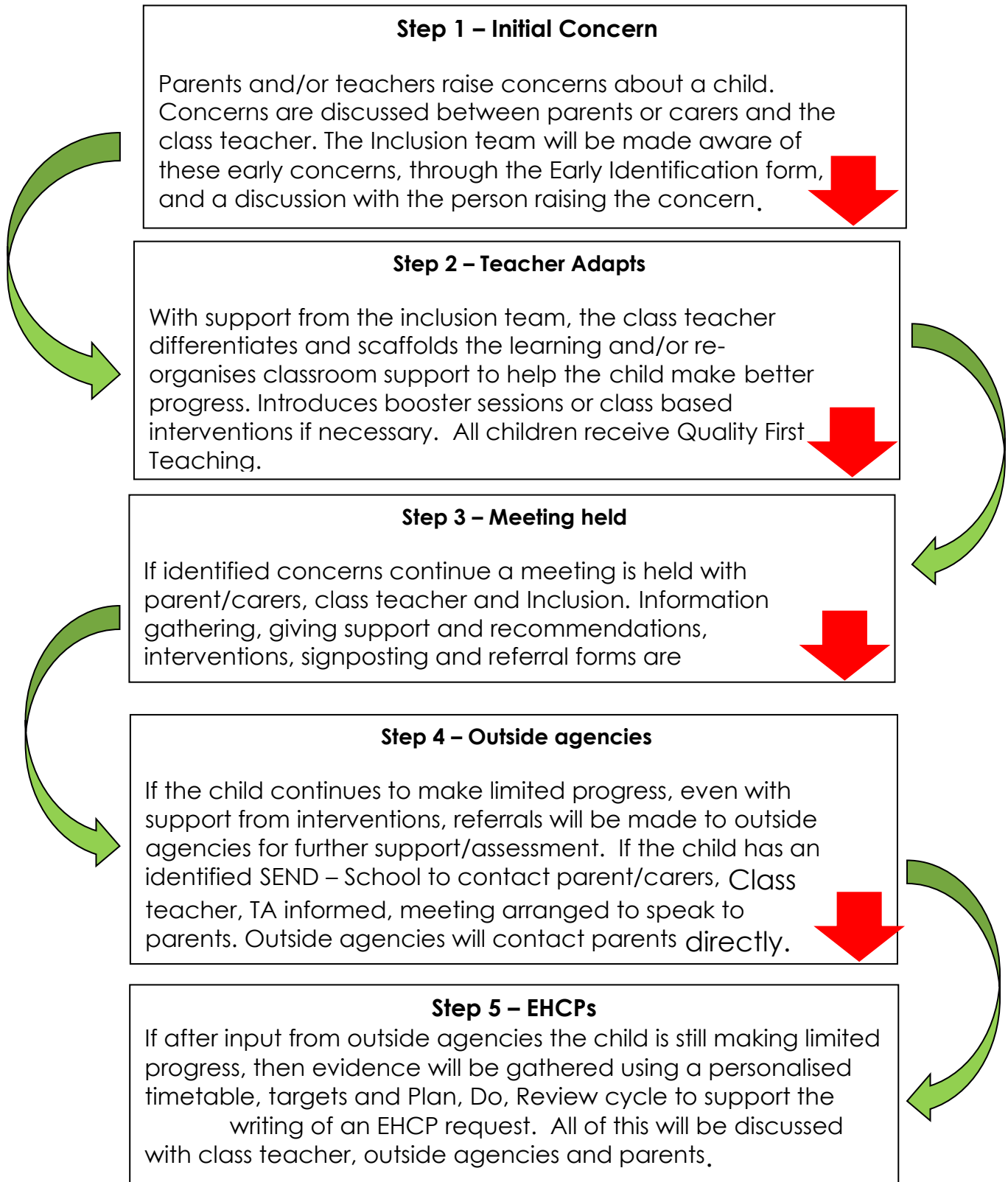
<p>How we evaluate the effectiveness of our SEN provision</p>	<ul style="list-style-type: none"> • Staff take part in regular performance management meetings, including pupil progress meetings to ensure that their teaching enables every child to make progress. • Each term the progress of SEND pupils is analysed alongside the progress of all our pupils, relatively to individual starting points. This enables us to identify children that are not making expected progress early. • Alongside this we examine the progress of children attending intervention groups to ensure these interventions are having the necessary impact on pupil's progress. This helps us to develop and seek out quality interventions that can further enhance our quality first teaching. • Pupil's with SEN are tracked in relation to their own targets on their ILP's (Individual Learning Plans) and using B-Squared assessments to ensure they are making progress in other areas of their development. • We also track data and compare progress with the national data. This ensures we hold high expectations for all our pupils.
<p>How we handle complaints from parents of children with SEN about provision made at the school</p>	<ul style="list-style-type: none"> • If you have concerns about your child and the provision in place then you should contact your child's teacher in the first instance. • If after meeting with them, you are not happy that your concerns have been addressed, you can speak to Mr Black (SENCO). • If you still have concerns you can speak to Mrs weaver, the Head Teacher. • If the issue cannot be resolved, parents can submit a formal complaint to the Chair of Governors. Further details regarding our complaints procedures can be found on our school website.
<p>Support services available to parents</p>	<ul style="list-style-type: none"> • A variety of support services are available to support our parents. • Within the school the Family Liaison Officer works very closely with parents to support their child's development. • Parenting courses, coffee mornings and recommendations to outside support services are an example of the support offered.

	<ul style="list-style-type: none"> • The school regularly consults health care professionals. • Class teachers or the SENCO initially brings concerns to the attention of the school nurse and referrals will be made where appropriate. • Where working with the Educational Psychologist or Speech and Language Therapist, we always encourage parents to attend to ensure they are part of the whole process. • Within the RBG, there are many additional services which offer support to parents.
Updating the SEND offer	Mulgrave Primary School's SEND offer is updated at least annually. This is carried out by the SENCO in conjunction with the Senior Leadership and Inclusion Team. It will be updated in accordance with any specific changes required due to government and/ or Local Authority guidance.
<p>Complaints Procedure:</p> <ul style="list-style-type: none"> ▪ Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher or Phase Leader and seek to resolve any concerns. ▪ If a parent believes that their concern has not been resolved to their satisfaction, or is of a more serious or sensitive nature, an appointment should be made to see either the SENCO, Headteacher, Deputy Headteacher or Assistant Headteacher , who will investigate and report back on the results of the investigation. ▪ Where an issue is not satisfactorily resolved, parents should then refer to the school's Complaints Procedure, which is available on request from the school office or on the school's website. 	
<p style="text-align: center;">SEND Local Offer</p> <div style="text-align: center;">  <p>ROYAL <i>borough of</i> GREENWICH</p> </div> <p>We would like to remind parents that The Local Offer is an information resource for children and young people with SEND living in the Royal Borough of Greenwich and can be accessed via the following link:</p> <p>Children and young people with additional needs Greenwich Community Directory</p>	

Identification of SEND

Flow Chart

Here is a flow chart showing the steps we take to identify children with SEND. We only move from one step to another if a child still needs more support and is not making sufficient progress. When the child makes progress, we may decide to move back a step.



SEND Resources & Support for Parents

At Mulgrave, we believe in Every Child being a Success - and that means helping all families find the guidance, tools, and support they need. If your child has additional needs, or you have concerns, here are some trusted online resources, places to go, and general advice. And remember, Mulgrave's experienced Inclusion Team is always here to listen, guide, and help you through any process.

Resource	What They Offer	How It Could Help Your Family
EdPlace SEND Resources	Worksheets, assessments, revision materials for children with SEND. Features include accessibility tools like custom fonts, backgrounds, reading frames, etc. <small>EdPlace</small>	Great for supporting learning at home, reinforcing skills in a way that matches how your child works best.
Autism Early Support – The Parent's Portal	Online library of multimedia resources, live workshops, discussion forums for parents of autistic children or exploring neurodivergence. <small>autismearlysupp... +1</small>	Good for connecting with others, finding strategies to use both at home and school, and getting up-to-date advice.
Child Autism UK Helpline	UK-wide helpline offering advice on diagnosis, what support is available, navigating EHCPs, behavior management, etc. <small>Child Autism</small>	Useful if you need someone to talk to about what is happening now or what the next steps could be.
National Autistic Society – Advice & Guidance	Broad information on autism; education, communication, mental health and school support. <small>National Autistic ... +1</small>	Good for understanding rights, finding school-friendly strategies, and getting help interpreting reports or assessments.
SEND Tutoring – Useful Links	Directory of SEND tutors, resources, and strategies for support. <small>Learn and Thrive</small>	Helpful if you're exploring extra tuition or specialised support outside school hours.
Government / GOV.UK SEND Resource Lists	Official lists of free learning resources that include SEND-friendly tools. <small>ICT in Schools</small>	Can help with finding reliable, cost-free resources for home learning.

Local Places & Services

- **Greenwich Local Offer** — covers all the support, services and opportunities available in our borough for families of children with SEND.
- **NHS and Local Health Services** — speech & language therapy, occupational therapy, mental health services, diagnostic teams.
- **Charities & Support Groups** — such as the National Autistic Society branches, local autism support groups, etc. These often run events, social groups, peer support and workshops.
- **SEND Tutoring Services** — for extra learning support tailored to your child's needs.

General Tips & Advice for Parents

- Don't wait for a formal diagnosis — if you notice your child needs extra support, raise concerns with school early. Early support often makes a big difference.
- Keep records of what you observe: what helps, what makes things harder, professional reports, meetings, etc. This helps with planning and decision-making.
- Work closely with Mulgrave's Inclusion Team: share what works at home, what doesn't, your child's strengths, interests, and fears.
- Try to find parent/carer groups or networks — talking to others in similar situations can offer both practical tips and emotional support.
- Use online learning tools that are SEND-friendly (accessible design, flexible pace, visuals, etc.).

How Mulgrave Can Help

- Our **Inclusion Team** has many years of experience and true passion for helping our most vulnerable learners to thrive.
- We can guide you through completing forms, navigating the EHCP process, accessing local services, or finding appropriate resources.

Understanding Education, Health and Care Plans (EHCPs)

At Mulgrave Primary School, we are committed to ensuring that every child is a success. For children with Special Educational Needs and Disabilities (SEND), an **Education, Health and Care Plan (EHCP)** can provide the tailored support they need to thrive.

Understanding Education, Health and Care Plans (EHCPs)

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What is an EHCP?

An EHCP is a legal document for children and young people aged 0 to 25 who require extra support beyond what is ordinarily available in schools or colleges. It outlines:

- **The child's or young person's education, health, and care needs**
- **The additional support required to meet those needs**
- **The outcomes the child or young person wants to achieve**

This plan is developed in partnership with parents, schools, and relevant professionals to ensure a holistic approach to the child's development.

Why is an EHCP Important?

An EHCP is crucial because it:

- **Provides a clear, coordinated approach** to meeting a child's needs across education, health, and care services.
- **Ensures the child receives appropriate support** tailored to their individual requirements.
- **Facilitates regular reviews** to adapt the support as the child grows and their needs evolve.
- **Empowers families** by involving them in the planning and decision-making process.

How to Apply for an EHCP

In the first instance, please speak to your child's class teacher. They may suggest arranging a meeting with Mr Black (SENCO), to discuss your child's needs.

The school can apply for an EHCP on your behalf, or you can choose to make a parental request yourself.

Most children will have already received SEND support within school or nursery before an EHCP is considered. If this support has not led to sufficient progress, an EHCP may be the next step.

To request an EHCP via a parental request, the following steps are involved:

- Contact the SEND Assessment and Review Service at the Royal Borough of Greenwich:
Email: special-needs@royalgreenwich.gov.uk
Phone: 020 8921 8029
Address: The Woolwich Centre, 35 Wellington Street, London SE18 6HQ
- Complete the necessary forms, which may include:
 - EHC Needs Assessment Profile
 - Parental Request Form
- Supporting documents such as:
 - Educational and developmental milestones
 - Evidence of SEND support already provided
 - Reports from professionals involved with your child
- Submit the completed forms and documents to the SEND Assessment and Review Service.

If you need support or guidance at any stage, please contact Mr Black, our SENCO, who is here to help you through the process.

What Does an EHCP Entitle My Child To?

An EHCP entitles your child to:

- **Personalised support** tailored to their specific needs.
- **Access to appropriate educational settings** that can meet their needs.
- **Regular reviews** to ensure the support remains effective and relevant.
- **Involvement in the decision-making process**, ensuring the child's voice is heard.

How Mulgrave Supports the EHCP Process

At Mulgrave, our **Special Educational Needs Coordinator (SENCo)**, Mr Black, plays a pivotal role in supporting families through the EHCP process. He works closely with parents, teachers, and external professionals to:

- **Assess and identify** your child's needs.
- **Coordinate the development** of the EHCP.
- **Monitor the implementation** of the plan to ensure effective support.

If you have questions or need assistance regarding EHCPs, please contact Mr Black through the school office. He is here to guide and support you every step of the way.