

EHCP Rationale

Intention - What we want to achieve and why we do what we do

Any child of statutory school age that attends Rachel Madocks will need an EHCP. An EHCP is a legal document. Within this document it will identify their main area of learning need and any additional areas. The four main areas are: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Sensory and Physical. Children can have identified needs in one or all four areas. The EHCP will state long term outcomes for these areas and school will set shorter term targets that we will work on towards achieving these outcomes. The EHCP also states any official diagnosis and additional health needs that require support from external professionals. Some examples of this could include physiotherapists, school nursing, visual impairment service and Occupational Therapy. Within the EHCP there is also a section that states any identified social care needs of the young person.

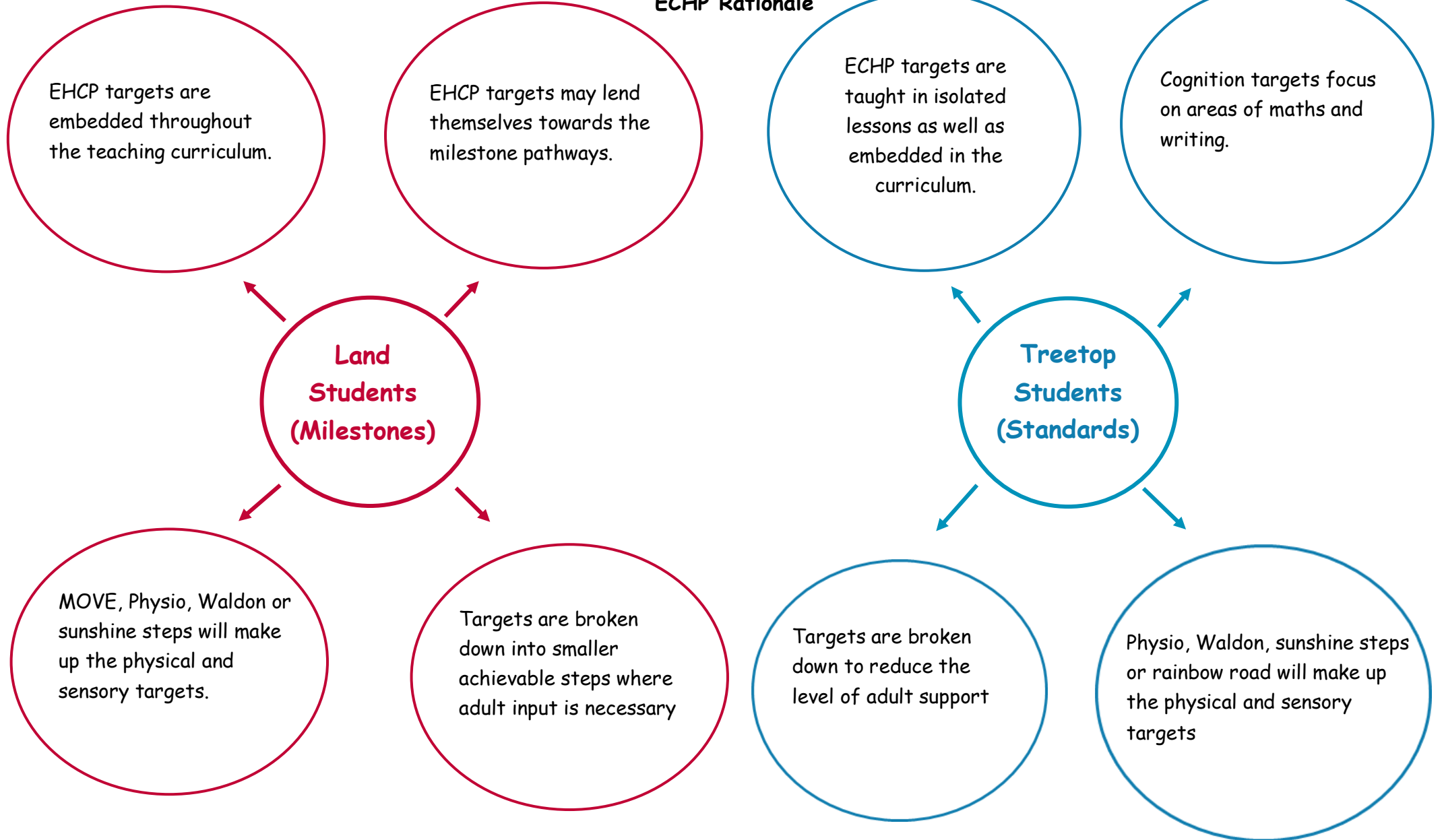
Implementation - How do we achieve this through our learning and curriculum and how we do it

All students in the school are set targets against their previous learning, or areas that require further personal development so that it is meaningful and individualised. Daily recording is undertaken for progress of EHC Plan targets which is then measured using Evidence for Learning (EFL). Through this we are able to measure small steps of progress and a visual representation is produced. This is discussed in the annual review with parents, where necessary other stakeholders, and we also have a summer report which gives a summary of the student's achievements over the academic year. Teachers will set new targets which are checked by the department leads and agreed with parents. Termly pupil progress meetings are undertaken with the senior management to ensure quality teaching and learning.

Impact - What can we achieve through this and what is the end result

Through our ECHP targets, students can work on short term targets that are achievable and personalised to their individual needs to support their long-term goals. Targets are set which are meaningful and functional that will support students as they move forward into adulthood. ECHP targets are embedded in the student's curriculum so that the repetition can enable them to secure and master their targets. Furthermore, it encourages the students to learn this target in a generalised manner, through different learning activities.

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