



Inspired Online Schools

Academy21 Educational And Welfare Provision for
Students with an Education, Health & Care Plan (EHCP)



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1. Guiding principles

The guiding principles of this document to outline support for students with EHCPs are informed by the values of the Inspired Online Schools group:

- **Potential** - being the best version of yourself
- **Curiosity** - always seeking to learn and improve
- **Respect** - appreciating that we are all different
- **Kindness** - acting with integrity and care for others
- **Individuality** - having your own aspirations
- **Flexibility** - being adaptable and putting in effort

2. School vision

The Inspired Philosophy

As part of the Inspired Group, we are also guided by the philosophy of the Inspired Group:

- A child's education is the single most important consideration for any parent, carer, or mentor.
- At Inspired, we believe that it is an individual's total educational experience that instils the knowledge, attitudes, beliefs, and values that they will carry with them for life.
- We believe that this set of knowledge, attitudes, beliefs, and values, instilled by education, will form the basis of how we approach the future.

Inspired schools believe that these are the foundations on which we build and plan our lives. The effects are long-term, and the consequences are far-reaching. At Academy 21, we welcome students with varied plans for their lives: these may be specific regarding certain careers or roles; they may have a more general focus on personal development, overcoming challenges and becoming fulfilled as adults; or they may simply be plans that are not yet fully formed. Being part of Inspired allows us to cater for our rich and varied student community using an inclusive and positive approach which maintains high expectations for all our students whatever their aspirations.



3. Legislation and guidance

Whilst Inspired Online Schools are not bound by SEND statutory duties under Section 31 (of the Children and Families Act 2014), this policy and our practice consider:

- The statutory Special Educational Needs and Disability (SEND) Code of Practice;
- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities; and
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health, and Care Plans (EHCP), SEN co-ordinators (SENCOs) and the SEN information report.

4. Definitions

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Please note this does not mean other children should not access these provisions but that the provisions are made in a way that would be additional or different from those made with only other young people in mind.

We utilise the areas of need outlined in the SEND Code of Practice.

1. *Communication and interaction, for example, speech and language difficulties and autistic spectrum disorder, Asperger's Syndrome,*
2. *Cognition and learning, for example, dyslexia, dyspraxia, and moderate/severe/profound and multiple learning difficulties*
3. *Social, emotional, and mental health (SEMH) difficulties, for example, attention deficit hyperactivity disorder (ADHD),*
4. *Sensory, physical, and medical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy*



5. Admissions

Academy21 as an alternative provision is committed to welcoming students from all backgrounds, needs and prior experiences. We admit students who are on roll in a physical school/local authority and for whom their school is seeking an alternative provision, often to re-engage them with education. Students are enrolled into Academy21 by schools, local authorities or other educational institutions as opposed to directly by parents. They will remain on roll within their physical setting whilst accessing our provision. Students with EHCPs will have a named school or provider other than Academy21 on their EHCP, however, Academy21 is engaged by many schools to help them meet EHCP outcomes.

Our approach to admissions, including for students with EHCPs. is outlined in the Academy21 Admission Policy.

6. Approaches to meeting the education and welfare needs of students with an EHCP

The needs of students with an EHCP who enrol in Academy21 are varied and can be complex and long-term. Some are unable to attend school in person due to medical and emotional needs. Flexibility is key to meeting the broad range of short-to-long-term complex needs of such students. Online learning can help bridge the gap and help students remain engaged with their learning, without disruption to their routines, and to ensure continuity of education, fairness, and inclusion.

The overall aim of providing for students with an EHCP

- Ensure that the planning and delivery of curriculum consider the ages, aptitudes and needs of students with an EHCP.
- Ensure that the teaching offered enables students with an EHCP to acquire new knowledge and make progress according to their ability to that they increase their understanding and develop their skills in the subjects taught.
- Ensure that leaders of learning show a good understanding of the aptitudes, needs and prior attainment of students with an EHCP and this is used in planning the environment and experience for students.

Primarily, we aim to support students with an EHCP through daily, quality-first teaching. Our teachers have expertise at 'teaching through the screen' and understand how best to connect with students remotely and keep their lessons sufficiently compelling to maintain interest and engagement levels. Our lessons are taught online, and we offer a broad curriculum, with the possibility of tailoring the timetable to an individual student's needs.



Our online classroom delivery is geared to promote student engagement and help students sustain concentration through access to our interactive content and our inclusive, adaptive teaching. This helps students, some with pronounced difficulties, to re-engage with study and develop independent learning skills and confidence in a range of innovative ways.

The platform itself is extremely user-friendly and includes features such as: live technical support, a support button, student induction guides, catalogued course content, an accessible timetable, student notices and activity alerts to help students organise their day and reduce cognitive load. It has been designed for students with SEND/AEN in mind.

Lesson content is recorded and these recordings, as well as other related study material, are made available for students to access anytime. This helps students catch up or reinforce their learning so that they can learn at their own pace, with a personalised timetable and a range of tools at their disposal. This feature is key to supporting students with a range of needs from learning anxiety to processing challenges or SEMH needs. In short, students at Academy21 engage with lessons that are tailored to their specific needs and motivate them to take ownership of their learning.

Live online lessons allow learners to fully interact with their teachers and peers and engage with lesson content through voice, interactive whiteboard displays shared with their screens, polling tools and quizzes and written responses. Virtual breakout rooms can also be used to organise small group activities, practical work and differentiated work when some learners making be falling behind.

Through our professional development programme, Academy21 teaching aligns with research-informed methods that meet the needs of learners with additional needs. This includes ensuring that lessons review previous learning, present content in easily digestible chunks, and provide explicit instructions and explanations. Moreover, there are multiple opportunities to develop independent learning skills via activities which follow each lesson, access to all online content for students and mentors, and the incoming exciting use of Inspired AI, which tailors micro-lessons and mini assessments to students' levels, with instant feedback and recognition.

Accessible and actionable feedback is given regularly, and the reporting system is adapted so that engagement, as much as academic performance, is measured. Mentors, acting on behalf of parents, have access to Academy21's mentor portal so that they can share reporting data with parents/carers or other agencies, supporting their youngsters, should this be required, for example, to inform Annual Reviews. All Academy21 students are offered one-to-one tutorials regularly to go over work or study approaches. This additional input enables teachers to check in on well-being as well as ensure that classroom strategies are working for each learner.



Exam access arrangements (e.g., extra time, rest breaks, the use of word-processing, etc.) for students with a professional diagnosis of SEND will be listed as part of student induction via the co-creation of an Inclusive Teaching Plan and will then be in place for assessments and classroom activities to facilitate these accommodations as part of the student's 'normal way of working' as per the SEN Code of Practice (2015).

7. Welfare provision for students with an EHCP

At Academy21, all students with SEND are monitored closely by the teachers of each subject studied and conversations between Regional Customer Administrators (RCAs) and mentors are ongoing. Teachers are pastorally experienced and employ a range of strategies to ensure and monitor student wellbeing including monitoring engagement, feedback and praise and the use of Q&A pods or break-out spaces to speak with and coach students to succeed in their work.

Teachers report any concerns they have to mentors (with RCAs copied in) so that all parties are aware of any issues as they arise. Teachers may recommend that mentors book tutorial sessions when issues arise to address these quickly.

All students with an EHCP should have a member of staff responsible for their overall provision in the physical school/institution that enrolled the student into Academy21, this may be a SENCO, SEN leader or SEN case worker.

These colleagues may be one of the listed mentors. As well as being able to access our reports and feedback, Academy21 will be able to communicate with mentors to take on or relay important details relating to the student's provision – e.g., requests for teacher feedback, alerts about the child's well-being and so on.

The online environment at Inspired Online Schools is safe and secure. It allows students to regularly communicate with their teachers. Mentors representing students at Academy21 receive regular reports and feedback for every lesson about their students' interaction, understanding and effort.

8. Supporting EHCP processes

Academy21 is an inclusive, quality alternative provision. Academy21 is not able to be a named provider on an EHCP, this must be the school or authority with statutory responsibility for the outcomes of that EHCP, something that gives protection and continuity to a child with SEND.

We can be an alternative provision engaged by that named provider in concert with the family to help achieve those outcomes – in many cases by providing an extensive taught curriculum. Equally, we can contribute to Annual Review processes, submitting feedback and reports on the student in our setting. Our RCAs and teachers can be contacted by mentors to discuss the needs and provision for students with an EHCP to support them effectively and appropriately.

We cannot be a named provision on an EHCP because we are not eligible as we are not a school that is listed in section 38(3) of the Children and Families Act 2014. The named provider can use funding agreed with their LA for an EHCP to pay for our provision.