

### **What is an EHCP?**

It is an Educational Health Care Plan. A plan sets out the provision the child needs and the targets the team is working towards. In a team around the child approach, many people will work on the plan with the child importantly, the class teacher, as well as support staff including learning support assistants and our pastoral team.

It is important that a child with SEND, including children with EHCPs, has access to quality first teaching with their class teacher

### **What is an EHCP not?**

It is not a 1:1 adult. Surrey is moving away from putting the number of hours on EHCP paperwork

### **Why a 1:1 isn't 'the' solution?**

We know that children who have had 1:1 support from a teaching assistant can end up quite reliant on that support and not as independent as we would like. Research shows that children with a 1:1 end up with less access to a teacher, which is contrary to what they need most. Often, when a child has a 1:1 parents end up speaking with the 1:1 teaching assistant more than the class teacher, yet it is the class teacher who has the responsibility for the child with SEN.

To make sure there is continuity and progression, the more people that are involved and know the child well, the better. For a child with medical needs, it is safer that a team knows the child's needs and can support. In all cases, if we use a team approach rather than a 1:1, then in the case of staff absences, the child's support can still be in place.

There are some interventions that *are* best delivered 1:1 and these will still be timetabled. Some children will need more 1:1 interventions than others but it is not always necessary that the same person delivers that 1:1 support. SEN provision can also look like paired work, group work or quality first teaching. Only children with the most complex needs need a 1:1 for the day, and these needs should be reviewed regularly as they can change.

Please be aware that some outside professionals may talk in the language of a child needing a 1:1 but this is not necessarily the provision that meets the needs of the child within our school setting.