

	The Gregg Schools Trust Proprietor of The Gregg Schools	Document Owner: SENCo
	Arrangements for students with Educational Health and Care (EHC) plans or who have English as an Additional Language (EAL)	Updated: April 2026
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The Gregg Schools Trust ("The Trust") is the parent company of The Gregg Schools, and for the purposes of the Independent Schools Standards Regulations (ISSRs) is identified as the Proprietor.

From the date of this policy until 31st August 2026, the Trust operated two schools:

- The Gregg Preparatory School in Winn Road, Southampton - a co-educational day school and pre-school for 4 to 11 year olds.
- The Gregg School at Townhill Park House, Townhill Park, Southampton - a co-educational day school for 11 to 16 year olds. This school is situated in buildings and grounds owned by the Trust.

From 1st September 2026, the two schools will merge onto the Townhill Park House site and the Winn Road building will close. As such, a material change will take place.

The Gregg School ('the School') will become an all-through school, providing high quality education for students aged 4 to 16 years.

This policy and procedure is applicable to all members of staff at both schools through until 31 August 2026, and continues to be applicable to all staff at the all-through school from 01 September 2026.

1. INTRODUCTION

The Gregg Schools Trust ('the Trust') will endeavour to make reasonable adjustments for children with specific needs, such as those with EHC plans or those with EAL, based on the resources and expertise available to us as mainstream, non-specialist provisions. This policy should be viewed in conjunction with our Admissions Policy (Section 4 & Appendix C) and our SEND Policy.

Any children with draft EHC plans must be finalised with the local authority prior to entry. For any children with EHC plans, a consultation must have been completed by the Trust, and accepted by the local authority, prior to entry.

Failure to declare to the Trust that your child has an EHC plan, is in the processes of applying for EHC plan (or draft), or has EAL needs will result in a breach of any contractual agreement you have with us and the place within the school is at risk.

2. STUDENTS WITH AN EHC PLAN

- 2.1 Any student that is in receipt of an EHC plan will have specific provisions outlined in Section F of that plan that the school has agreed to provide. A discussion prior to entry must have taken place between the parents and the SENCo to outline how those provisions could be facilitated within the school. This may include provisions provided by external professionals, coordinated by the school. Costings of provisions will be provided as part of the statutory consultation process with the local authority, which must have been completed prior to entry. Details of the SENCo linked to the plan must also be shared with the school.
- 2.2 The school will provide regular feedback to parents of children with EHC plans. This could be in form of parental consultations, meetings, phone calls, emails or digital records such as Firefly logs or working feedback documents.
- 2.3 The school will perform a formal annual review of the EHC plan to provide feedback on any progress towards outlined targets and also make any recommendations for future targets or changes in provision. There may be cases where a child with an EHC plan is able to access education without the need for significant additional support and/or has reached the agreed goals outlined with Section E & Section F. In these cases, the school may recommend a reduction in provision or ending of the EHC plan through the annual review. Specific EHC plan outcomes are shared with staff through the use of a Student Passport which provides our staff with relevant background information.
- 2.4 The Trust reserves the right to recommend to parent(s) / carer(s) to seek an alternative school placement if we feel that the school can no longer provide the provision outlined in Section F of the plan, or the child's needs have changed. In some cases it may be necessary to call an early, emergency annual review whereby notice is given to the local authority, triggering a 14 day consultation process place to identify new educational provision to be found. During this time provision on school site may not be available and the schools will notify the local authority of its decision to no longer have the child on roll following the consultation period.
- 2.5 The school must report annually on the number of children with EHC plans.

3. NEW EHC PLAN APPLICATIONS

- 3.1 If a current student is presenting with needs that can't be met through our normal provision, we may encourage parents to apply for an EHC plan through the relevant local authority. This could provide access to additional funding through Section F of a

plan, which would outline and provide the resources needed to support the student. Once an application is made by parents, the school can provide supporting evidence.

- 3.2 Not all applications for EHC plans are successful. It may be the case that interim or longer-term support may be funded privately by parents should it be mutually agreed by both the school and parents, or if the application is unsuccessful. In some cases it is not always feasible to provide the necessary support within the school, based on the nature and extent of the special need or disability.
- 3.3 The Trust reserves the right to recommend to parents to seek an alternative school placement if we feel that the school can no longer provide the right environment to meet their child's needs, or a child has a newly agreed EHC plan which outlines provision in Section F that we are unable to provide.

4. ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

- 4.1 In order to access the curriculum and integrate socially, it is helpful that students be fairly fluent English speakers. We advise parents of children whose first language at home is not English, that it is beneficial for the child to receive individual tuition in English as an additional language (EAL) before they start at the school if their proficiency within English doesn't allow them to fully access education. We would recommend that this support continues until their speech and comprehension reaches a level that allows them to access the curriculum independently.
- 4.2 Students for whom English is not their first language will be monitored by teachers to establish the impact of any language barriers on the child's learning and progress. In addition to external support for EAL, we may also recommend additional specific support in school until a child reaches a level of competency which enables independent access to the curriculum. There may be an additional cost associated with this. For prospective students with EAL, this additional support in school may be part of the placement offer.
- 4.3 In some cases, a child's progress towards English competency may be slow, despite the additional support they have access to. In these cases the SENCo may recommend an additional assessment by an external professional, such as an educational psychologist, to establish if there are any underlying needs.
- 4.4 The school must report annually on the number of children with EAL. For the purpose of reporting, a child would remain identified as EAL until such a point where their language skills no longer present a barrier to their learning as determined by the SENCo, in collaboration with teaching and support staff.