



**EDUCATIONAL AND
WELFARE PROVISION
FOR
PUPILS WITH AN
EDUCATION, HEALTH &
CARE PLAN
2023 - 2024**

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1. Guiding principles

The principles guiding this document for supporting pupils with EHCPs are based on the values upheld by Virtual Learning School:

- **Potential** - striving to be the best version of yourself
- **Curiosity** - continuously seeking to learn and improve
- **Respect** - acknowledging and appreciating our differences
- **Kindness** - demonstrating integrity and care for others
- **Individuality** - embracing personal aspirations
- **Flexibility** - remaining adaptable and committed

2. School vision

Our vision at Virtual Learning School is to redefine the boundaries of education, creating a global learning ecosystem where every pupil has the opportunity to thrive, innovate, and succeed. We envision a future where access to high-quality education is not limited by geography, socioeconomic status, or circumstance.

In this future, our virtual classrooms serve as dynamic hubs of creativity, collaboration, and discovery, where pupils engage in personalised learning experiences tailored to their unique interests, needs, and aspirations. Through the seamless integration of technology, pedagogy, and human connection, we aim to cultivate a vibrant community of lifelong learners who are empowered to shape their own destinies and contribute meaningfully to the world.

Our vision extends beyond mere academic achievement; we aspire to nurture compassionate, resilient, and socially responsible individuals who are equipped with the knowledge, skills, and values necessary to thrive in an interconnected, rapidly changing global society. By fostering a culture of innovation, curiosity, and inclusivity, we seek to inspire the next generation of leaders, thinkers, and changemakers who will drive positive transformation and create a brighter future for all.

At Virtual Learning School, our vision guides us as we continue to push the boundaries of what is possible in education, striving to unlock the limitless potential of every pupil and build a more equitable, inclusive, and sustainable world for generations to come.

3. Legislation and guidance

Whilst Virtual Learning School is 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 pupils 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 pupil 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

As an alternative provision, Virtual Learning School is dedicated to embracing pupils from diverse backgrounds, with various needs, and varying prior experiences. We enrol pupils who are currently enrolled in a physical school or under a local authority, seeking alternative provision, often to reintegrate them into education. Enrolment into Virtual Learning School is facilitated by schools, local authorities, or other educational institutions rather than directly by parents. Pupils with EHCPs will have a designated school or provider other than Virtual Learning School on their EHCP. However, many schools engage Virtual Learning School to assist in achieving EHCP outcomes.

Our approach to admissions, including for pupils with EHCPs, is detailed in the Virtual Learning School Admission Policy.

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

The needs of pupils with an EHCP who enrolls in Virtual Learning School are diverse, often complex, and may be long-term. Some pupils are unable to attend school in person due to medical or emotional needs. Flexibility is crucial to address the broad spectrum of short- and long-term complex needs of such pupils. Online learning serves as a bridge to maintain pupil engagement with their studies, ensuring continuity of education, fairness, and inclusion in their routines.

The overall aim of providing for pupils with an EHCP:

- Ensure that curriculum planning and delivery consider the ages, aptitudes, and needs of pupils with an EHCP.

- Ensure that teaching enables pupils with an EHCP to acquire new knowledge and progress according to their abilities, fostering understanding and skill development in the subjects taught.
- Ensure that educational leaders understand the aptitudes, needs, and prior attainment of pupils with an EHCP, utilising this understanding to plan the learning environment and experiences for pupils.

Primarily, our goal is to support pupils with an EHCP through daily, high-quality teaching. Our educators specialise in remote teaching methods and know how to effectively engage pupils through online platforms, keeping lessons captivating to maintain interest and involvement. Lessons are conducted online, offering a broad curriculum with the flexibility to tailor the timetable to individual pupil needs.

Our online classroom delivery aims to promote pupil engagement and enhance concentration through interactive content and inclusive, adaptable teaching methods. This approach helps pupils, including those with significant difficulties, re-engage with learning and develop independent study skills and confidence in innovative ways.

The platform itself is user-friendly, offering features such as live technical support, pupil induction guides, course content, an accessible timetable, pupil notices, and activity alerts to help pupils organise their day. It has been designed with the needs of pupils with SEND/AEN in mind.

Recorded lesson content and related study materials are available for pupils to access anytime, facilitating catch-up or reinforcement of learning at their own pace. This feature is particularly beneficial for pupils with learning anxiety, processing challenges, or SEMH needs. In essence, pupils at Virtual Learning School engage with lessons tailored to their specific needs, empowering them to take ownership of their learning.

Live online lessons enable full interaction with teachers and peers, utilising voice, interactive whiteboard displays, polling tools, quizzes, and written responses. Virtual breakout rooms facilitate small group activities, practical work, and differentiated learning to support pupils who may be struggling.

Our professional development programme ensures that teaching methods align with research-informed approaches to meet the needs of pupils 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 pupils and mentors.

Regular, actionable feedback is provided, and the reporting system measures engagement as well as academic performance. Referrers, acting on behalf of parents, have access to Virtual Learning's 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 Virtual Learning pupils 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 pupil. All Virtual Learning School pupils receive

regular one-to-one tutorials to review work or study approaches, ensuring that classroom strategies are effective for each pupil.

Exam access arrangements (e.g., extra time, rest breaks, the use of word-processing, etc.) for pupils with a professional diagnosis of SEND will be listed as part of pupil 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 pupil's 'normal way of working' as per the SEN Code of Practice (2015).

7. Welfare provision for pupils with an EHCP

At Virtual Learning School, all pupils with SEND are monitored closely by the teachers of each subject studied and conversations between the Designated Safeguarding Leader (DSL) and Referrers are ongoing. Teachers are pastorally experienced and employ a range of strategies to ensure and monitor pupil wellbeing including monitoring engagement, feedback and praise and the use of Q&A pods or break-out spaces to speak with and coach pupils to succeed in their work.

Teachers report any concerns they have to DSL so that all parties are aware of any issues as they arise.

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

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

The online environment at Virtual Learning School is safe and secure. It allows pupils to regularly communicate with their teachers. Referrers representing pupils at Virtual Learning receive regular reports and feedback about their pupils' interaction, understanding and effort.

8. Supporting EHCP processes

Virtual Learning is an inclusive, quality alternative provision. Virtual Learning once registered with Ofsted can be a named provider on an EHCP, until then, 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 pupil in our setting. Our DSL can be contacted by Referrers to discuss the needs and provision for pupils 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.

APPROVED BY:	Mr Zubair Khan - Headteacher
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