

## Huish Episcopi Academy SEND Information Report – 2025

*Please note this report should be read in conjunction with the Academy's SEND, Equal Opportunities, Accessibility and Medical policy.*

### Key Contacts

Principal: Mrs K Boyes - [katieboyes@hea.ac.uk](mailto:katieboyes@hea.ac.uk)

SLT Line Manager for SEND: Mr Christopher Daniel - [christopherdaniel@hea.ac.uk](mailto:christopherdaniel@hea.ac.uk)

SENDCo: Mrs Lara Williams -

Deputy SENDCo: Miss Lynne Childs - [lynnechilds@hea.ac.uk](mailto:lynnechilds@hea.ac.uk)

SEND Governor: Colin Cattanach - [ccattanach.gvr@hea.ac.uk](mailto:ccattanach.gvr@hea.ac.uk)

Local Offer: Somerset County Council <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

### What are the main additional needs at Huish Episcopi Academy?

At Huish Episcopi Academy we support a range of additional needs, which fit within the 4 broad areas of need, as identified in the DfE Code of Practice (2014). Our highest area of need is Cognition and Learning, with students identified as having specific learning difficulties constituting 54% of identified SEN overall. As per the national trend, we are noting increasing numbers of students who, at some point during their time at the Academy are experiencing Social, Emotional and Mental Health (SEMH) concerns.

### How are SEND students and disabled students admitted to the Academy?

Students with additional needs will apply to the Academy in the usual admissions process, as outlined in our Admissions policy. Those with an EHCP will apply during their Annual Review process through 'phased transfer', with guidance from the statutory SEND team, and apply through the usual consultation admissions process as set out by the Local Authority policy. Consultation with the Academy will take place based on the paperwork provided to the Academy. Academy staff are open to discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request, this is to ensure the Academy is the most suitable environment and offer the most appropriate provision for the young person to succeed and meet their potential. Huish Episcopi Academy offers a range of existing facilities to support disabled students including, 3 disabled toilets, lift access to the 2 main buildings and a physio bed for Occupational Therapy. This is in addition to the medical room, inclusion office and intervention rooms. The Academy prides itself on being an inclusive setting where students feel safe and thrive. We welcome open and honest dialogue with any parent and student with SEND and medical needs who wishes to potentially attend the Academy and offer many opportunities to visit the school through open events.

### How are additional needs identified at Huish Episcopi Academy?

There are a range of methods for the identification of potential additional needs. Classroom teachers and Pastoral staff can submit referral request to the SEN team, when they have completed a graduated response called assess-plan-do-review in lessons or through pastoral support. Students are discussed on an individual basis, with follow up actions being planned. Observations, screening and collaboration between teachers and parents are likely to occur to identify further needs. All teaching and pastoral staff receive training and guidance on the identification and support of Special Educational Needs at Huish Episcopi Academy and hold regular professional dialogues on students, as well as completing observations and engaging in reflective practice designed to meet individual needs.

As part of the investigation process into whether a student has additional needs, the Academy will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents and social interactions. Internal testing undertaken by our qualified Assessor, to build up a greater picture of a student's cognitive profile, may also occur. We follow the statutory guidance and definition from the DfE Code of Practice 2015 which defines that: *A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.* The Code of Practice goes on to further define this by stating that a child will have a learning difficulty or disability if he or she: *has a significantly greater difficulty in learning than the majority of others of the same age, or; has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

### What provision can Huish Episcopi Academy offer to students with SEND?

Provision offered will be determined by the individual need and progress of a student. In most cases students will access universal and group wave interventions before they are placed into individual or complex needs intervention, as per guidance from the Code of Practice and the Graduated response. The Academies follow the latest research in effective SEND support from the EEF, which states quality subject specialist teaching is the most effective support strategy. The majority of SEND students within the Academy attend all timetabled lessons and we do not narrow the curriculum for SEND learners unless absolutely necessary. Our training and expectations of classroom teachers ensures that all teachers are aware of students' individual needs and have the necessary tools to support students successfully. Our Teaching and Learning policy, Deliberate practice and INSET opportunities are underpinned by proven pedagogical strategies and have a research base, promoting good teaching and learning for all students. To compliment this, there are a range of interventions following a 'waves of support' model, which are run by Learning Coaches and Pastoral Support workers. Interventions may include Emotional Mentoring, Counselling, Lexonik, Social stories and Social skills, Forest school, Zones of regulation, Homework club, Social times group, and Maths mastery. Whether a child is identified as SEN Support or has an EHCP, the intervention offered to them will be based upon a graduated response of targeted and more specialised provision that will be reviewed for impact.

### **How are students with SEND assessed, with regards to their provision and how is further provision determined?**

The assess, plan, do, review model is used to establish whether students are making necessary improvements and achieving their outcomes. Formal assessment points are used to measure academic progress and the potential requirement for further testing and support. Students, parents/carers, SEND staff, pastoral staff and classroom teachers all work together to review students' progress to gain a full understanding of a student's needs and next steps. This work also involves a holistic assessment process assessing social interaction, wellbeing, organisation and attitudes to learning, behaviour for learning and emotional wellbeing.

### **What Social, Emotional and Mental Health (SEMH) provision is there at Huish Episcopi Academy?**

The Academy has invested highly in a range of provisions and staff that are trained in positive wellbeing. We are fortunate to have our own in-house counsellor, a Wellbeing officer and 2 SEMH specialists within the Inclusion team. We also have a range of staff trained in the two-day Mental Health First Aid qualification. These staff regularly undertake training and subsequently share updates with other staff. As per other interventions, we operate a waved approach to wellbeing support, which starts off with increased pastoral support leading up to counselling. Emotional literacy and mindfulness are examples of the tools we use to promote self-regulation and self-care. We frequently seek advice from specialist professionals such as Educational Psychologists and CAMHS therapists, on interventions and individual students. We work closely with the Mental Health Schools team to review our provision and consider new ways of creating a mentally healthy school as part of auditing processes.

### **What training do staff undertake at the Academy to support students with SEND?**

Teaching staff are regularly updated on SEND information specific to a range of learning differences and difficulties via briefings, INSET days and twilight training sessions. All staff undertake an annual reminder on the importance of SEND, including transition information for students entering the Academy and their responsibility as a teacher in meeting needs and setting high expectations for their support of SEND learners. Every teacher is a teacher of SEND. Identification and accountability are the pillars of our approach to SEND support. Our SEN team offer bespoke support for classroom teachers on the main additional needs in the Academy and then subsequently individual support strategies for students. This ensures quality teaching for all students. Our SEND staff undertake both internal and external training, as a team and individually in their area of expertise. We are fortunate enough to draw on specialist settings, such as SSPS outreach, and local authority professionals, such as the Lead Advisory Teachers, Educational psychologists, Speech therapists and other trained professionals from pastoral, behavioural and safeguarding backgrounds to support knowledge and understanding.

### How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?

As per United Learning's framework for excellence we actively encourage Education with Character, with students experiencing and taking part in events in and with outside their local community. This includes trips, team events, charity work and student leadership. We aim to limit any barriers that would limit students being able to attend and participate in such events. We would support creating adjustments and provision for students to participate in events, whether this is through keyworker support, further risk assessments, flexibility or additional training.

### How are students and families included in the decision making?

As stated throughout this report, the Academy welcomes input from students and families so we adopt the person-centred approach. We are proud of the strong positive relationships we develop with parents and students, through being approachable and clear with our communication. We encourage any suitable communication method that parents prefer, whether this is email, telephone call or face to face meetings. Students and parents will always strive to be included in decisions on assessment and provision.

### How are transition periods managed at Huish Episcopi Academy?

Transition is carefully planned at Huish Episcopi both on entry and exit. Our Head of Year 7 also acts as transition coordinator and liaises with primary schools regarding transition into secondary. We also offer vulnerable orientation days for those students whom primary schools deem to require an additional visit. At the end of year 11, students with SEND will be supported with their transition through meetings with SEN teams at their post 16 provider to share crucial information on their needs, current provision and exam arrangements. To support students with the next stage of their education, adulthood outcomes and targets are considered for most students with SEND over their time with us, including building resilience, self regulation and independent learning. From KS4-5 we also hold regular planning meetings with Somerset Works as part of their post-16 transition panel, to support onward academic journeys for our young people and our Assistant Principal Head of Post-16 runs regular assemblies and transition events as well as meeting students and parents. With regards to entry into the Academy at both year 6 and 12, there are a wealth of transition events for both parents and students to become familiar with the Academies. This includes a SEND information at parent events and drop in afternoon once students have started. Building trusting relationships is key for students with additional needs and attempts are made to introduce key SEN staff to students with SEND before the start of year 7.

### How is the provision and support of students with SEND evaluated at the Academy?

Success for SEND students at Huish Episcopi Academy is measured using a range of key performance indicators which are frequently reviewed and acted upon. This includes review as part of the United Learning SEND Audit, local authority planning meeting and through United Learning Review visits from both the SEND advisor and the Regional Director. We do not solely focus on academic success but also the positive experience of students within the Academies, ensuring they truly are included and happy with their school experience. This is also collected through annual parent and student auditing.