Huish Episcopi Academy
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Part of United Learning

Special Educational Needs and Disability (SEND) Policy

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Context
This policy was developed in consultation with parents/carers, staff and pupils and has regard to: • The SEND Code of Practice: 0-25 years – 2015 • Part 3 of the Children and Families Act 2014 and associated regulations
Headteacher: Mrs Katie Boyes
Governor with responsibility for SEND: Mr Barney Rycroft
SENCo: Mrs Lara Williams
SENCO Qualifications: NPQ SEN (To be completed within required 3 years)
Contact details: HuishSEN@hea.ac.uk
This policy will be reviewed annually
Agreed by Governing Body: October 2026
Review date: October 2027

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our pupils. The responsibility for the management of this policy falls to the Headteacher, the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCO). The Governing Body, the Headteacher and the SENCO will work closely to ensure that this policy is working effectively.

Rationale

The United Learning Trust is committed to ensuring that the necessary provision is made for every pupil within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all pupils with a special educational need and/or disability.

High-quality teaching which is adapted to meet the needs of the majority of pupils is the first response to supporting pupils with SEND. Some pupils will need something ***additional to*** and ***different from*** that which is ordinarily available for the majority of pupils, this is *special educational provision* and the pupils in receipt of this provision are classified as *SEN Support.* Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

Huish Episcopi Academy will ensure that the necessary provision is made for any pupil who has SEND. We will ensure that all staff are able to identify and provide for these pupils to enable them to partake in all activities in the school in order to reach their full potential, be included in all aspects of school life and feel a sense of belonging to the wider school community.
This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe:

Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from Learning Coaches or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. In order to achieve this, we will work in partnership with parents/carers, pupils, local authorities, specialist providers and other external agencies required to meet the individual needs of our pupils.

Aims and Objectives

Aim

To provide an inclusive, stimulating and safe environment which will enhance the learning of all pupils and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all pupils, especially those with SEND.

Objectives

- To identify and provide for pupils who have special educational needs and regularly assess and review the provision that we offer.
- To use our best endeavours to ensure that a pupil with SEN gets the support they need, as identified by professionals within or external to the school, as deemed appropriate for the setting.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To implement a graduated approach to meeting the needs of pupils identifies as SEN Support.
- To appoint a teacher responsible for the coordination of SEN provision (SENCO) and ensure they have the relevant training and qualification to undertake the role.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEN are offered full access to a broad, balanced and appropriate mainstream that sets high expectations for every pupil whatever their prior attainment.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their child's education.
- To take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- To work collaboratively with external agencies and specialists including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for pupils with disabilities are met.
- In conjunction with the Medical Policy, to make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils with medical conditions.
- To have regard to any other guidance issued by the United Learning Trust.

Identifying Special Educational Needs

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- 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 generally available in a mainstream school.
- It is important to note that a pupil who has a disability may not necessarily have a specific educational need.
- It is also important to note that the Code of Practice (2015) states that persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors. This may lead to other support, such as provision through pastoral, wellbeing, safeguarding teams or Early Help Assessment.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for, but we identify the needs of the whole pupil in order to establish what provision is required to meet their need, not just by the category in which they are placed. Huish Episcopi Academy will consider pupils' needs in all four key areas and make appropriate provision, including where this does not impact on cognition and learning.

Huish Episcopi Academy will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all pupils with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The progress made by all pupils is regularly monitored and reviewed as part of high quality, differentiated teaching. Where concerns are raised about a pupil's progress or if they fall behind their peers, additional support will be provided under the guidance of the class teacher using an assess, plan, do, review model. This information will be shared with parents as and when appropriate, for example at parents' evening.

Where concerns are raised about a pupil's progress, despite support and high-quality teaching, using an assess, plan, do, review (APDR) model, the class teacher, or pastoral support team where the need is social or emotional, will seek advice from the SENCO and/ or learning support team. Evidence from the class teacher's (APDR) will be submitted as part of the SEND referral process. The learning support team will then assess if a pupil has a significant learning difficulty and agree appropriate support or reasonable adjustments.

Where a pupil is identified as having SEN, the learning support team and the class teacher will act to support effective learning by reducing or removing any barriers to learning by providing special educational provisions, interventions or adaptations. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach – assess, plan, do, review.
The school will notify parents/carers that SEN Support is being offered and share with them the provision or support strategies that are being put in place. This will be reviewed termly (three times per year) with the child, school staff and parents.

The Graduated Approach to SEND

Assess: In identifying a pupil as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on:

- the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- the pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan: The student will meet with the class teacher or tutor and SEN professionals to plan for support to be put in place. This support will be review by parents and they will be given opportunities to discuss this with teachers, or tutors, or through written feedback. A clear plan will be produced. The date for review will depend on the level of need present but will be a least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches, and / or potential interventions that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

Do: The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any learning coaches or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO and external professionals and Specialist Learning Coaches will support class teachers in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review: The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feedback into the analysis of the pupil's needs. Class teachers or tutors, working with the Learning Support Team, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

SEN Provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. They may include:

- an individual learning plan
- evidence based interventions (Dynamo, Lexonik Leap, Talkabout, ELSA etc.)
- additional support from another adult
- different materials, resources or equipment
- use of alternative technologies
- peer-to-peer support
- personal care support
- access to student support base
- therapeutic programs as advised by additional professionals (e.g. physiotherapy, occupational therapy, speech and language therapy)
- coordinated provision across safeguarding, pastoral, medical or wellbeing where there is an underpinning special educational need.

Statutory Assessment of Needs (EHC)

A small number of pupils whose needs are complex and long term, demonstrating a need which is persistent and significantly impactful to engagement and achievement, who cannot have their needs met at targeted provision, may require a greater level of support than the school can provide from its own resources. For these pupils all the evidence from the graduated approach process, will be gathered and a request made to the local authority to conduct an Education, Health and Care Needs Assessment. This process is subject to the Somerset Local Authority graduated response, which Huish Episcopi must make its best endeavours to follow. This may include a minimum of two full cycles of APDR, refer for support from external professional services and evidence of progress well below agerelated expectation. A flow diagram is available for parents to outline this process and requires considerable evidence of need. The process may, or may not, result in an Education, Health and Care Plan being created by the Local Authority where they deem the evidence of presentation of need to be sufficient to require a plan. Huish Episcopi Academy will follow the Local Authority's guidance for this process and involve parents/carers and the child from the beginning. More information can be found on the local offer website.

https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education-healthand-care-plans/making-a-request-for-an-education-health-and-care-needs-assessment/

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils, including those with SEND, follows the school's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked by teaching staff termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken through Heads of Curriculum, Heads of Year and through collaboration with the Learning support team and wider in-school professionals and communication with parents.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Huish Episcopi Academy we endeavour to support parents/carers so that they are able to:

- Be supported to understand what constitutes a SEN and to recognise other, non-SEN barriers to learning such as medical needs, behaviour support needs, life experiences and EAL (non-exhaustive list).
- Understand procedures and documentation, particularly regarding the type of support offered to their young person and the rationale behind this.
- Feel fully supported and taken seriously should they raise a concern about their child, being given clear information relating to progress which identifies why and how their child may, or may not be exhibiting a SEN.
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.
- Meet with class teachers formally through parent's evenings.

More information about the support offered to parents/carers from our local authority can be found within their Local Offer.

https://www.somerset.gov.uk/children-families-and-education/the-local-offer/

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, if they are in receipt of an EHC Plan, as part of their review meetings and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own targets.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The school's SEN Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCO, all members of staff have responsibilities to support all young people, including those with SEN. There is a distributed leadership model for supporting students with SEN called 'whole pupil, whole school' which is designed to support students with SEN effectively by weaving this support through all areas of the school. The class teacher, tutor, Head of Year and Heads of Curriculum hold responsibility for supporting those with additional needs and will be involved in feedback, reviewing and providing necessary support.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use their best endeavours to make sure that a pupil with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCO.
- Inform parents/carers when they are making special educational provision for a child.
- Prepare a SEN information report and their arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Headteacher will keep the Governing Body fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCO and the Governor with responsibility for SEND.

In collaboration with the Headteacher and governing body, the SENCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCO

The SENCO takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual pupils, working closely with staff, parents/carers and external agencies. The SENCO provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for pupils with special educational needs. They will also embed the distributed leadership model in which all teachers and leaders follow guidance from the SENCO or wider Learning Support team for supporting SEN learners. This is to ensure that Huish Episcopi Academy is an inclusive school, for which all teachers and leaders are responsible.

Through analysis and assessment of pupils' needs, and by monitoring the quality of teaching and standards of pupils' achievements and target setting, the SENCO develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCO liaises and collaborates with class teachers so that learning for all children is given equal priority.

The responsibilities for the SENCO include:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for SEND pupils and reporting on progress.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Monitoring relevant SEN CPD for all staff.
- Managing the Inclusion team.
- Overseeing the records of all pupils with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of children with special educational needs.
- Contributing to the in-service training of staff.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for pupils with SEND.
- To lead on the development of high-quality SEND provision as an integral part of the school improvement plan.
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Working with the Learning Support Team to coordinate provision across the school as a whole, delegating responsibilities, where appropriate, to other SEN professionals.

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high-quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of

strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

- Class teachers are responsible for the progress and development of all pupils including those with SEND.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of pupil needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- Class teachers will ensure that any pupil on SEN Support is provided with the required support as outlined in the graduated approach plan and clearly identifies this provision on their class lesson plans for every lesson
- Teaching assistants will liaise with the class teacher and SENCO on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Training and Development

Training needs are identified in response to the needs of all pupils and the context of our Academy. All teachers are required to undertake continuing professional development related to supporting SEN learners, which will often be delivered through Teaching and Learning INSET. Learning support, wellbeing and pastoral staff are supported with specific training according to their areas of speciality in literacy, ELSA, social skills, Autism awareness, mental health and wellbeing support, counselling, trauma-informed practice and supporting behaviour that challenges.

The whole school attends training sessions led by the SENCO, who also offers optional training in specific areas of needs through twilight and drop-in sessions.

All members of teaching staff discuss the progress of all pupils and the support and provision that is being offered to them through their subject lead. The SENCo is involved in these conversations if the progress of a student with SEND is not in line with expectations.

The school offers opportunities for staff to reflect on their practice and to offer peer-to-peer support and guidance, including work within and across curriculum areas designed to develop collaborative solution-finding for students with additional needs.

Funding

Funding to support the majority of SEN pupils in mainstream schools is delegated to the school's budget in the form of a 'notional budget' on top of the age-related pupil unit. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where the school is not able to meet the needs of a pupil from its budget we will seek "top-up" funding from the Local Authority through funding allocated as part of an Education, Health and Care Plan. Where a pupil is in receipt of additional funding allocated via an EHC plan the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHC plan.

Storing and Managing Information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual pupil's needs. Pupil SEN files are kept in a locked filing cabinet and all electronic information is stored on the school system in compliance with our School Systems, Retention and Records guidance and the General Data Protection Regulation.

Complaints

In the first instance, parent complaints about the provision or organisation of SEN are dealt with through the procedures outlined in the School's Complaints Policy. The SENCO will be involved where the young person is on the SEN register.

If there continues to be disagreement with regard to SEN provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have the right to appeal certain decisions about their child's special needs made by their Local Authority. Such an appeal is made to the SEND Tribunal. A decision made by a school cannot be appealed to the SEND Tribunal.

Admissions

No pupil will be refused admission to school on the basis of their special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Where Somerset Local Authority proposes to name Huish Episcopi Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Transition Arrangements

Support for pupils with SEN includes the planning and preparation at key transitional phases of education. For students arriving at Huish Episcopi Academy we have a comprehensive package of transitional support that is put in. This includes:

- Open days
- Transition days
- Planning meetings between SENCOs
- Head of Year and learning support team visits where required
- Information events for parents and pupils

Students with an EHCP transitioning at KS4 or KS5 will have a phased transfer review meeting

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make reasonable adjustments. At Huish Episcopi Academy we do our best to ensure that those pupils who require access arrangements receive them including having a qualified SEN Assessor to make assessments for concessions where appropriate and a Deputy SENCO trained in JCQ requirements. This is based on diagnostic testing as well as history of need and normal way of working. The SENCO works closely with all teaching staff in completing the application to the awarding bodies.

This policy will be reviewed annually. It will be monitored by the SENCO and updated and revised if necessary during the annual cycle.