

Huish Episcopi Academy Special Educational Needs (SEN)

Information Report 2026

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

Key Information

Principal: Mrs Katie Boyes
SENDCo: Ms Lara Williams
SEND Governor: Mr Barney Rycroft
Link to Local Offer: [Somerset's SEND Local Offer](#)
SEN department email address: HuishSEN@hea.ac.uk

Inclusion at United Learning

At United Learning, we are ambitious for all students. To achieve this ambition, we are committed to developing inclusive practices that ensure every child receives the support they need. It is driven by three trust-wide frameworks: high quality inclusive teaching; inclusion-led leadership at all levels; inclusive community approaches. By embedding inclusive practice across every layer of school life, we ensure that all children, regardless of need, are supported to succeed, feel a sense of belonging, and thrive in every aspect of their education.

Working with Families

We understand what a huge decision it is to choose a school which will enable your child to thrive. We strive to make sure that our families feel included and supported in all decisions made about their child. At Huish Episcopi Academy, we welcome 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 be included in decisions on assessment and provision.

Context

What is the range of SEND supported within the school based on the current population of students with SEND?

At Huish Episcopi Academy we have a wide range of additional needs, which fits within the 4 broad areas of need, as identified in the DfE Code of Practice (2015):

SEMH: Social Emotional Mental Health

C&L: Cognition and learning

C&I: Communication and interaction

S&P: Sensory and physical

Our highest area of need is Cognition and Learning due to the students being identified as having difficulties associated with dyslexia, dyscalculia, and memory and processing difficulties. As of September 2026, Huish Episcopi Academy has 1159 students on roll, of which 20 have an Education, Health and Care Plan (EHCP) and 133 access SEND Support (K).



Local and National Picture

	Huish Episcopi Academy	National
Students with an EHCP	2%	5.3%
SEND Support	11%	14.2%

Admissions Arrangements

How do students with SEND get a place at Huish Episcopi Academy?

- [Admissions Arrangements 2026/27](#)
- [Admissions Arrangements 2027/28](#)
- Students with an EHCP must be allocated a place via their Annual Review process and Transfer Phase during Year 6, with guidance from the Somerset SEND team or the SEND team within a student's own Local Authority area. Consultation with Huish Episcopi Academy will take place based on the paperwork provided to the Academy.
- If your child is in Year 5 or Year 6 and has an EHCP, your preferred secondary school will be discussed at their Annual Review. The SENDCo or a member of the SEN department at Huish Episcopi Academy may be invited to attend your child's Annual Review at Year 5 and/or Year 6 to understand more about your child's needs and how they could be supported.
- Students with special educational needs **without an EHCP** will apply via the admissions process through Somerset Local Authority [Secondary Admissions Guide](#)

No student will be refused admission to Huish Episcopi Academy based on his or her special educational needs. 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.

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.

Huish Episcopi Academy welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification and Assessment

How are additional needs identified at Huish Episcopi Academy?

There are a range of methods on how potential additional needs are investigated and determined. Classroom teachers and Pastoral staff can submit referral requests to the 'Student Support Base' (SSB) where students are discussed on an individual basis, with follow-up action being planned.

Follow-up observations, screening and collaboration between teachers and parents are likely to occur to identify further needs. Often with Communication and Interaction needs, parents may identify certain traits at home; as such we welcome contact from parents to discuss needs further. We will always listen to parental concerns and will respond as per a graduated response.



If students have previously been identified with additional needs, this information will be shared by primary school staff with the SENDCo during transition meetings prior to students starting with us in September. Individual SEND files will also be passed onto the SEND department.

As an educational setting, we cannot diagnose neurological conditions, physical medical needs or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCo will complete external referrals for further specialist investigations from agencies such as: Educational Psychology, CAMHS, the Hearing Support Service, the Vision Support Service, Speech and Language Service and Occupational Therapy.

As part of the investigation process into whether a student has additional needs, Huish Episcopi 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. We can provide internal testing via our qualified psychometric Exams Assessor, to build up a greater picture of a student's cognitive profile.

Testing can include screening for dyslexia, dyscalculia, reading and spelling difficulties, writing speeds and processing speeds. We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND. Based on this, if a student has lower than expected progress, this will not automatically identify them as SEND.

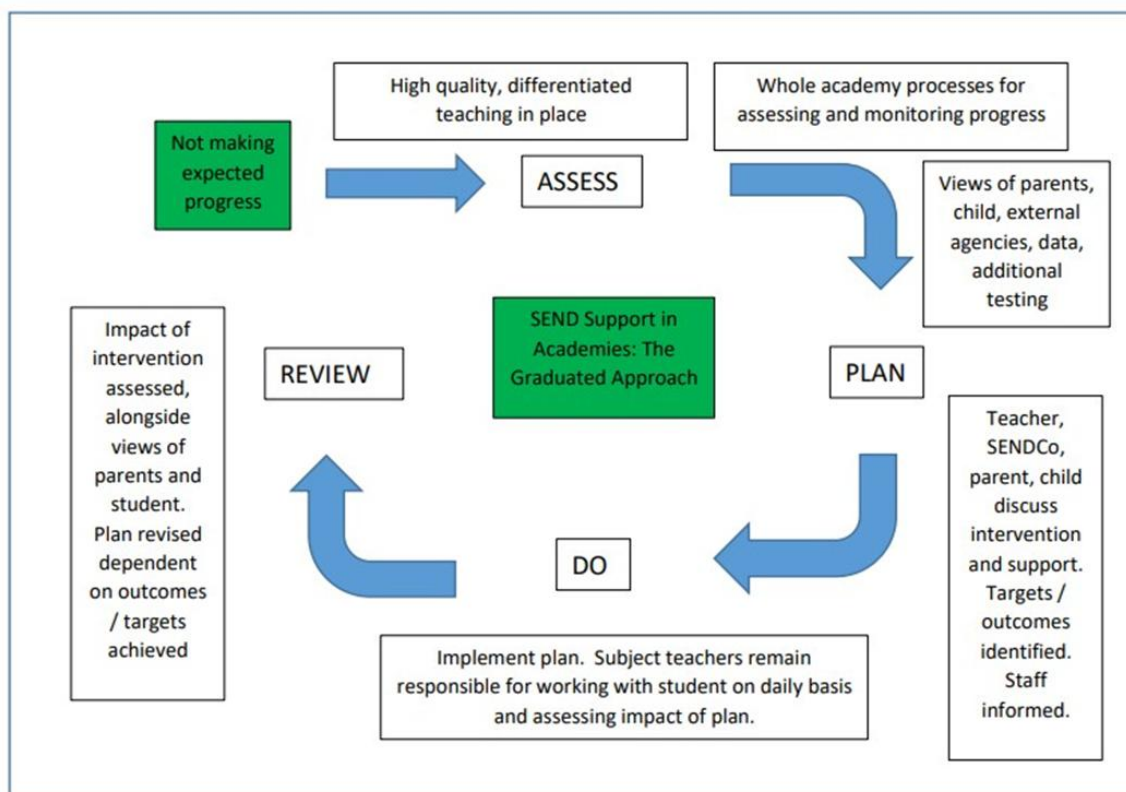
As part of the identification process, strong communication to classroom teachers is crucial. The SEND team share all key findings, whether from internal or specialist external reports, to students' classroom teachers via students' electronic records (Arbor), the SEN Register, email communication and through the use of Pupil Passports.

The Graduated Approach

What are the school's arrangements for assessing and reviewing students' progress towards outcomes?

The Assess, Plan, Do, Review Cycle:





The Assess, plan, Do, Review model is used to establish whether students are making the necessary improvements and achieving their outcomes. This is based on a pre-determined time frame to ensure sufficient time to embed new skills or knowledge. Each student is individual in their review period. 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 teachers are required to provide their input into students' review periods to gain a full understanding of a student's provision and progress. A holistic viewpoint of the student is always considered, which means social interaction, wellbeing, organisation and attitudes to learning are all considered when reviewing provision. When there is potentially a lack of progress after a longer set period of time and several amendments to provision, specialist advice may be sought to assess whether there are any further recommendations to implement for a student.

Success for SEND students at Huish Episcopi Academy is measured using a range of key performance indicators which are frequently reviewed and acted upon. We do not solely focus on academic success but also the positive experience of our students, ensuring they truly are included and happy with their school experience. We aim to reduce any gaps or disparities between students with SEND and those who do not have SEND; this includes reviewing academic progress, attendance, behavioural data and attendance of extra-curricular opportunities. This data does not, however, give us an insight into the experience or feelings of an individual, therefore student voice and parental contributions are also important to us in reviewing our provision. We aim for students with SEND in Year 11 and Year 13 to achieve the top grades within their GCSEs, demonstrating no limits and high ambitions. In order to achieve this, our culture of high expectations is embedded throughout KS3 to KS5.



Evidence-Based Interventions

What additional support outside of high-quality teaching can students and parents access at Huish Episcopi Academy?

For students identified as having additional needs, the SEN team will identify the students' needs and suitable provision. The range of provision offered Huish Episcopi Academy ranges depending on students' individual needs. Support can be provided in-class through Quality First Teaching strategies, in small groups or working 1:1. Following the Education Endowment Foundation research which advised that 1:1 teaching assistants in the classroom are less impactful than high quality teaching supported by effective targeted interventions, we rarely have 1:1 teaching assistants in the classroom. If students are registered as having SEND, regular assessments are carried out to monitor progress and adjust the provision if necessary. Huish Episcopi Academy works in partnership with external agencies to provide personalised support, in addition to classroom teachers, Learning Coaches and our specialist assessor.

Our Teaching and Learning policy is underpinned by *Rosenshine's Principles* and the approaches of Doug Lemov's *Teach like a Champion* and therefore rests on incredibly well researched and proven pedagogical strategies which are particularly important for supporting students with SEND. Therefore, it is through classroom-based Quality First Teaching which has been adapted to meet the needs of students with SEND that the majority of additional needs will be met. However, for a minority of students with SEND, there will be a need to provide evidence-based interventions which take place outside of the classroom.

There are a range of interventions we offer to which are in short cycles as part of the Assess, Plan, Do, Review cycle. Some of the examples of interventions we offer are:

- Forest School
- ELSA
- Social skills
- Zones of regulation
- Handwriting support
- Soft landings
- Literacy support
- Numeracy support
- Speech and support

Whether a child is identified as SEND or has an EHCP, the intervention offered to them will be personalised and based upon the graduated response of Assess, Plan, Do and Review. Provision is evaluated against the progress of the student and whether it is achieving the desired outcomes. Most interventions involve an entrance and exit assessment to measure a student's progress during the dedicated sessions for that particular intervention.

Progress within the classroom and around the school site is also measured and considered to review success. For certain students, reasonable adjustments need to be made for their medical diagnoses, for example, surrounding uniform or the curriculum. These adaptations will be reviewed regularly, and targets set in order to support the individual student.

Mental Health Support

What additional support is available for social, emotional and mental health needs?



Due to the increasing need for SEMH provision, Huish Episcopi Academy has invested significantly in both staff and external resources to meet the needs of our students.

Huish Episcopi Academy offers a tiered mental health support package. The first tier is Quality First Teaching and the delivery of the Mental Health aspects of statutory Relationships and Sex Education. Support is available for students through workshops on topics such as exam wellbeing, understanding mental health, and strategies for self-care.

As part of our second tier, students can also access one-to-one Cognitive Behavioural Therapy (CBT) interventions with our in-house counsellors and pastoral staff who are ELSA trained. The school has a trained Senior Mental Health Lead who oversees the mental health provision, coordinates support according to individual needs and works with staff and external agencies to ensure students, who may need to progress to tier 3 support, receive the appropriate level of intervention and care.

Finally, we run a mental health survey every year, where we measure protective and risk factors that might impact mental health and feelings of wellbeing. The data is used to inform CPD for all staff, as well as inform choices of interventions for our pupils. Staff benefit from training opportunities focused on areas including emotion coaching and supporting students with anxiety, helping to develop a consistent and informed approach across the school. Parents and carers are offered workshops covering topics such as transition, anxiety, and emotion coaching, enabling them to support their child's emotional wellbeing at home.

Exam Access Arrangements

How are students with additional needs supported in exams?

At Huish Episcopi Academy we endeavour to ensure that students who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working.

Information about JCQ rules and regulations around access arrangements can be found here:

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

Belonging

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

We have a wide-ranging and engaging Education with Character programme at Huish Episcopi Academy. In alignment with the United Learning pupil charter, we aim to offer the following to all students:

Each year all students will:

- Be encouraged to take part in at least one co-curricular club, within or outside of school, attending for the duration of the club (or for a minimum of one term across several clubs).
- Represent their House/tutor group/class in individual and team activities.
- Share their views on the school through student leadership structures.
- Reflect on their aspirations and personal development goals with an adult in the school.
- Hear from an inspirational speaker or coach.

In Key Stage 3, all students will:



- Have the opportunity to represent the school in a sporting, cultural or academic event.
- Have the opportunity to perform in a class production to an audience.
- Watch a theatre production.
- Volunteer time to serve the local community.
- Have the opportunity to stay away from home and bond with classmates on a residential.
- Have the opportunity to demonstrate leadership.
- Deliver a presentation to an audience.
- Celebrate people, cultures and cuisine from a foreign country.
- Visit a Top Third university.

In Key Stage 4, all students will:

- Watch a live professional performance, production, sporting or cultural event.
- Volunteer time to serve the local community.
- Demonstrate leadership to the wider school.
- Apply for or elect students to senior leadership positions.
- Deliver a presentation to an audience.
- Experience a professional workplace.
- Visit a Top Third university (if not possible in KS3).

These goals encapsulate the core experiences that we would like all students to achieve beyond the classroom.

Extra-Curricular Offer

As per United Learning's framework for excellence, we actively encourage Education with Character, with students experiencing and taking part in events within their local community. This includes trips, team events, charity work and student leadership. We aim to reduce any barriers that could limit students with SEN being able to attend and participate in such events.

We would support creating adjustments and provision for students with SEND to participate in events, whether this is through keyworker support, further risk assessments, flexibility or further training.

Transition

Transition is carefully planned at Huish Episcopi Academy both upon entry and exit.

Primary School Transition

Building trusting relationships is key for students with additional needs, and attempts are made to introduce key staff to students with SEND before the start of Year 7. This includes having SEND representation at parent and student events both before and after students have started at Huish Episcopi Academy. We also offer additional orientation days for those students whom primary schools recommend as needing additional support with transition into secondary school. We liaise closely with the Pastoral Team and other teams across the school e.g. Safeguarding, to ensure that all key staff have access to the information they need to support students effectively from the first time they attend our school.

KS3 to KS4 Transition

Students are supported to select their GCSE 'Options Subjects' in the Spring Term of Year 9. All students are expected to complete GCSE studies in the 'Core' subjects: English, Maths, Science and Ethics. In addition, students will select 3 further subjects giving them a broad and balanced curriculum that is shaped by their interests, aspirations and planned next steps.



SEND students are supported with advice throughout this process, and additional meetings and conversations are held as necessary. Reasonable adjustments can be made to the curriculum that students follow, if necessary. Decisions around reasonable adjustments are made on a case-by-case basis and will always be guided by the principle of ensuring that the student follows an aspirational curriculum that is matched to their needs.

Post 16 Transition

At the end of year 11, students with SEND are supported with their transition. This may include meetings with SEND teams at their Post-16 provider to share crucial information on their needs, current provision and exam arrangements. It can also include supporting students with interviews and liaising with any other interested parties to ensure that students move on from us with as much support as possible. To support students with the next stage of their education, preparing for adulthood outcomes and targets are considered for students with SEND over their time with us, including building resilience, self-regulation and independent learning.

Training

What training do staff undertake at Huish Episcopi Academy to support students with SEND?

CPD and staff commitment to upskilling is incredibly strong at Huish Episcopi Academy for all staff.

Teaching staff are regularly updated on SEND information via staff briefings and inset training sessions. All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support (every teacher is a teacher of SEND).

Identification and accountability are the pillars in our approach to SEND support. Our SEN support staff team are highly skilled and trained in their specialist areas and offer bespoke support for classroom teachers on individual support strategies for students. This ensures quality teaching for all students.

Sharing of good practice at all levels is promoted. We are fortunate enough to draw on specialist settings and professionals in our local area, via outreach work. Educational psychologists, Speech and Language therapists and other trained professionals are crucial in upskilling our staff and ensuring every student's need is met.

Communication and Complaints Process

How do I communicate with the school about my child's special educational needs?

At Huish Episcopi Academy, we encourage all parents, carers and families to communicate early. This means that special educational needs can be identified and adaptations made as early as possible and any problems can be resolved before they have a chance of becoming more significant.

The easiest way to communicate with the SEN department is via email to HuishSEN@hea.ac.uk. All emails will receive a response within 5 working days.

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the Huish Episcopi Academy [Complaints Policy](#). If there continues to be disagreement regarding SEND provision, the Local Authority should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements between parents/carers and Huish Episcopi Academy. This includes access to mediation before tribunal. Parents/Carers have a right to appeal certain decisions about their child's Special Educational Needs made by their Local Authority. Such an appeal is made to a SEND tribunal. A decision made by a school cannot be appealed to the SEND tribunal.



Accessibility Plan

Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

[Accessibility Plan](#)

Links to other Useful Policies

- [SEND Policy](#)
- [Safeguarding Policy](#)
- [Behaviour Policy](#)
- [Admissions](#)

