Special Educational Needs and Disabilities Policy

The Richard Huish Trust (schools)

Lead reviewer	Huish SENDCos
Approving board/ committee	RHT Board
Date approved	October 2026
Date implemented	October 2026
Review period	1 Year
Next review due	September 2027

Richard Huish Trust (RHT) Academy Details

Richard Huish Trust c/o Richard Huish College South Road, Taunton	**John Abbott, CEO** Phone number: 01823 320800 (ext. 203) Email address: joabbott@huish.education

Name of Academy	Name and Contact Details of SENDCo	Name of SEND Governor
Nerrols Primary School	Leah Challis send@nr.huish.education	Wendy Devereux
Lyngford Park Primary School	Helen Ingram sendco@lp.huish.education	Nicholas Saint
North Town Primary School	Becca Hampshire ntsend@nt.huish.education	Jessica Smith
North Curry C of E Primary School	Jo Littlechild sendco@nc.huish.education	Angela Shore
West Buckland C of E Primary School	Jo Littlechild senco@wb.huish.education	Adam Parkes

This policy has been created by the SENDCos from the RHT schools through a joint working party. All SENDCos have QTS and hold the NaSENDCo Award.

This policy makes reference to the following statutory legislation and guidance:
Children and Families Act 2014
Equality Act 2010
SEND Regulations 2014
SEND Code of Practice 2015

Related Policies, Procedures and Documents:
SEND Information Report
Accessibility Plan
Behaviour Policy
Relationships Policy
Inclusion Bases in Schools Policy
Anti-Bullying Policy
Suspension and Exclusion Policy
Medical conditions
Attendance Policy
Complaints Policy and Procedure
Safeguarding and Child Protection Policy
Pupil Premium Strategy
Equality and Diversity Policy
Allergen and Anaphylaxis Policy

The role of the SENDCo

SENDCOs must:

- Be able to support and advise the Headteacher and governing body in determining the strategic development of SEN policy/provision in the school – this is achieved most effectively by being a member of the Senior Leadership Team (SLT).
- Have day-to-day responsibility for the operation of the SEN policy and specific support to children and young people (CYP) with SEN, including those with an EHCP.
- Be a qualified teacher and working towards a National Award in Special Educational Needs Coordination within three years of becoming a SENCO.
- Provide professional guidance to colleagues and work closely with staff, parent carers and other agencies.
- Be aware of the Local Offer provision and provide support to families to ensure CYP with SEN receive appropriate support.
- Ensure your school keeps its record of CYP with SEN up to date.
- Compile an annual report for school governors about the provision for, and progress of, CYP with SEN.
- Have knowledge of the SEN budget and how it is used.
- Advise on the graduated approach to providing SEN support.
- Liaise with potential next providers of education to ensure a CYP and their parent carers are informed about options and a smooth transition is planned.
- Work with the Headteacher and SEN Governor to ensure that the school meets requirements under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make reference to the Somerset Graduated Response Tool in the school SEN Information Report.

Our values and vision for SEND

'All children and young people are entitled to an education that enables them to make progress so that they: achieve their best; become confident individuals living fulfilling lives; make a successful transition into adulthood' SEND Code of Practice 2015

Across Huish Schools, we are dedicated to putting children at the heart of educational excellence with a culture that cares about working collaboratively. We are committed to serving our local communities, through delivering continuous improvement in the quality of education to improve student outcomes and life opportunities for **all**.

Definition of SEND

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. A child of compulsory school age or a young person has 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 or mainstream post-16 institutions.*

In the SEND Code of Practice, all children receiving special needs provisions are to be referred to as receiving SEND support. Where children meet the criteria above, they will be placed on the school's SEND register and will receive appropriate support to meet their individual needs. Children with severe or complex needs may require an Education, Health and Care Plan (EHCP).

SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)

Definition of SEND provision/SEN Support

Special educational provision is educational or training provision that is additional to or different from that which is universally available for other children or young people of the same age, in the same setting.

Further information around Universal Provision and SEND Support can be found in the Somerset Graduated Response Tool, which all RHT schools use in order to identify the support needs of individuals and ensure appropriate provision at either Universal Provision and SEND Support level.

Somerset's Graduated Response Tool

Our objectives

Every school is required to identify and address the SEND of the pupils that they support. Through the implementation of this policy, we will:

- Use our best endeavours to make sure that pupils with SEND are identified in a timely manner and get the support they need to access our broad and balanced curriculum.
- Follow the Somerset Graduated Response Tool to provide appropriate provisions that meets the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil our statutory duties towards pupils with SEND in light of the SEND Code of Practice (2015)
- Promote disability equality and equality of opportunity, fulfilling our duties under the Equality Act 2010 towards individual pupils with disabilities.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that pupils with disabilities are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision - the SENDCo.
- Inform parents when we are making special educational provision for their child.

• Review, prepare and publish important information about our school and its implementation of relevant SEND policies, including:

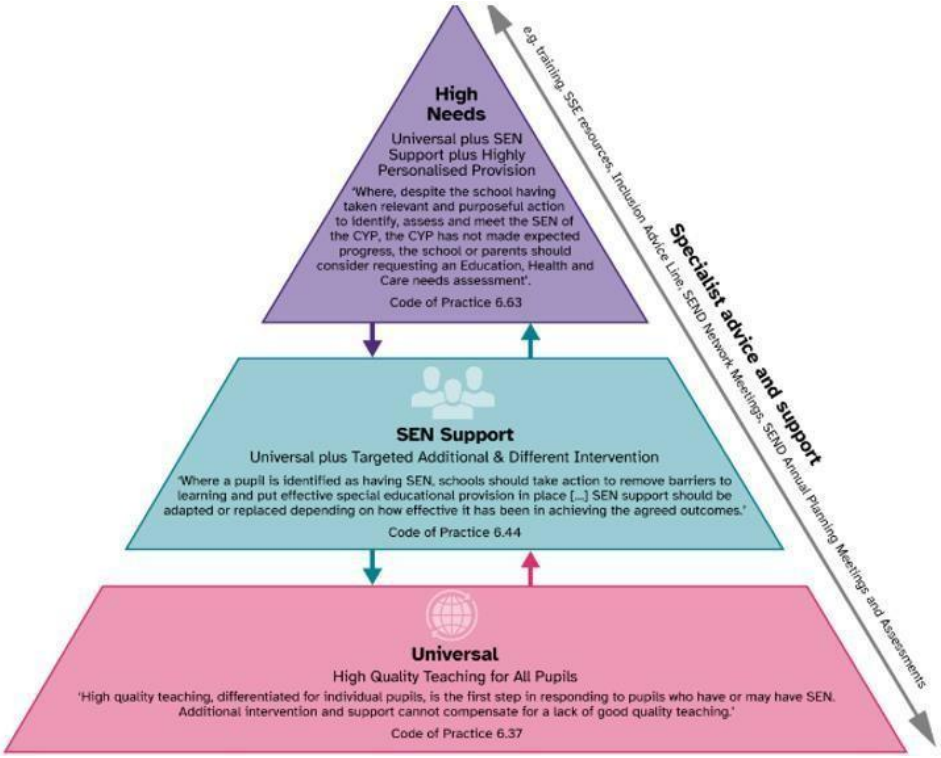
-Accessibility plans setting out how we plan to increase access to the curriculum and the physical environment for pupils with SEND.

-Information about the admission arrangements for pupils with SEND and the steps taken to prevent them being treated less favourably than others.

-Produce and publish a SEND Information Report that details the implementation of our policy for pupils with SEND

Our approach to identification of SEND

In our schools, a graduated response is part of whole school teaching covering universal, SEN support and high needs provision as laid out in the Somerset Graduated Response Tool.



Children are identified as potentially having SEND if:

- Their progress is significantly slower than that of their peers, starting from the same baseline
- Their progress fails to match or better their previous rate of progress
- The attainment gap between the child and their peers fails to close or widens

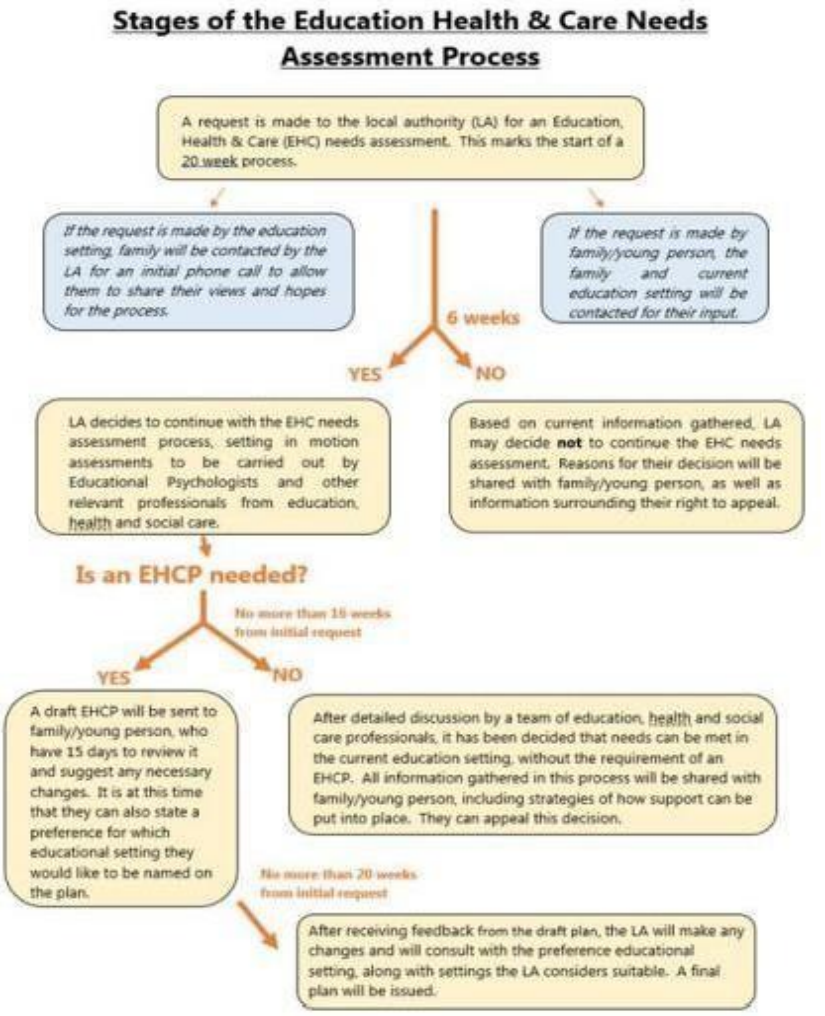
Using the Somerset Graduated Response Tool, areas of need (outlined below) are identified using assessment tools, and progress and provision is monitored using the Assess, Plan, Do, Review (APDR) cycle.

Types of SEND need

The SEND Code of Practice 0-25 identifies four broad areas of Special Educational Need. The table below shows the SEND category of need along with the range of needs within each category.

Category of need	Range of needs within the category
Communication and Interaction	Speech, language and communication needs (SLCN) Autistic Spectrum Condition (ASC)
Cognition and Learning	General Learning Difficulties from moderate (MLD)to severe (SLD) or profound multiple learning difficulties (PMLD) Specific Learning Difficulties (SpLD) including Dyslexia, Dyscalculia and Developmental Coordination Disorder (DCD – previously known as dyspraxia)
Social, Emotional and Mental Health difficulties	Anxiety or depression Withdrawn or isolated behaviours Challenging or disturbing behaviour Attention Deficit Disorder (ADD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder
Sensory and/or physical needs	Visual impairment (VI) Hearing impairment (HI) Multi-sensory impairment Physical disability Sensory processing disorder

We recognise that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a child, some children may need provision above SEND Support level. In these cases, we will consult with parents, children (as appropriate) and external professionals when considering a request for an EHC needs assessment.



Our approach to involving parents/carers/children/young people

We believe that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision,
- Continuing social, emotional and academic progress of pupils with SEND
- Parent/carer views and/or concerns about their child's progress or needs, are considered and valued.

We encourage parent/carer involvement at all stages of the child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing feedback on progress through regular formal and informal meetings. We are committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress. Where a pupil is receiving SEND support, the school will liaise with parents in setting outcomes and reviewing progress. Pupils who have an Education Health Care Plan will also have an Annual Review where their needs, provision and outcomes are reviewed by the parents/carers, relevant school staff and professionals working with the pupil and their family.

We seek to gain the child's voice through developmentally appropriate approaches, to ensure their voice is heard.

Record keeping, monitoring and data management

All information about pupils will be kept in accordance with our Data Protection Policy.

Our records will:

• Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact

• Include details of SEND outcomes, actions, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.

• Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the Local Authority and Ofsted.

Funding

All mainstream schools are provided with core funding for all pupils and additional funding to provide high quality, appropriate support for students. This is called the notional budget. Children with Education Health Care Plans (EHCPs) should receive top up funding decided by the local authority to support the provision set out in the section F of the EHCP.

Working with external agencies

We will work collaboratively with external professionals where appropriate and available. There may be limitations to accessing external agency support due to restrictions in national funding. Please see the Somerset Local Offer. Somerset's SEND Local Offer

Supporting transition

We are aware of the importance of planning and preparing for the transitions between phases of education and preparing for adult life. Individual schools have their own internal transition processes which are detailed in their SEND information report.

Safeguarding

We recognise that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

• Have the potential to be disproportionately impacted by behaviours such as bullying.
• May face additional risks online, e.g. from online bullying, grooming and radicalisation.

• Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

We recognise that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

• Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.

- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The head teacher and local governing board will ensure that the school's Safeguarding and Child Protection Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's behaviour policy (physical intervention/restraint). Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries. These indicators will be investigated by the designated safeguarding lead (DSL) in collaboration with the SENDCo.

Staff training

We aim to keep all staff up to date with relevant training and teaching practice in relation to the needs of children with SEND, and in particular to each cohort of children. The SENDCos in all the schools regularly attend local and RHT SENDCo meetings to facilitate internal and external training opportunities for staff. Staff training opportunities are generally linked to the schools' quality improvement plans (QIPs) or in response to an identified training gap in staff knowledge.

Complaints process

RHT schools have published their Complaints Policy and Procedures on the school website.

SEND Information report

SEND Information reports are published annually. We will ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It will include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published.