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SEND Policy

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Introduction to the SEND Policy at Richard Huish College

At Richard Huish College, we are committed to fostering an inclusive and supportive learning environment where every student can thrive. Our Special Educational Needs and Disabilities (SEND) Policy outlines the college's approach to identifying, assessing, and supporting students with SEND, ensuring that all students have equal access to education and the opportunity to achieve their full potential.

This policy is rooted in our core values of inclusivity, equality, and mutual respect. It reflects our dedication to providing a consistent and fair framework for support, tailored to individual needs through a graduated response model. Whether a student has an Education, Health and Care Plan (EHCP) or requires additional learning support, our aim is to deliver high-quality, person-centred provision that empowers students to succeed both academically and personally, with the aim of increasing independence in preparation for adulthood.

The SEND Policy is reviewed regularly to remain aligned with current legislation and best practices, and it is implemented in collaboration with students, families, staff, and external agencies

As a mainstream educational setting, we acknowledge that there are some limitations to the support we can provide and by making reasonable adjustments wherever possible, we aim to ensure that all students have equitable access to opportunities that enable them to reach their full potential.

EHCP Consultation Process

Consultation regarding Education, Health and Care Plans (EHCPs) is a statutory process that applies to all post-16 education settings. Local Authorities are required to consult with prospective education providers before naming a placement in an EHCP, allowing providers to assess whether they can meet the young person's identified needs and provide an appropriate educational placement.

Therefore, applicants with an Education, Health and Care Plan (EHCP) are subject to a formal consultation process between the Local Authority (LA) and Richard Huish College. In accordance with the SEND Code of Practice, the College is unable to offer a place prior to the completion of this process. The College must first determine whether it can meet the needs outlined in the EHCP. All EHCP consultations are reviewed by the College's dedicated EHCP Panel.

Richard Huish College recognises the challenges that may arise from the Local Authority's processes, including instances where EHCPs may not fully reflect a young person's current strengths, needs, or circumstances. Nonetheless, the College is legally required to respond to the EHCP as presented. Through the consultation process, the College may identify elements of the plan, particularly those related to pre-16 provision that are not applicable in a post-16 setting.

Despite these complexities, the College remains committed to responding to all consultations with integrity and transparency. Each case is carefully considered to determine whether the necessary resources and support are available to meet the individual's needs effectively and appropriately.

Programme of Study and Learning Arrangements

All courses offered by Richard Huish College are listed on the College's official website [All Courses - Richard Huish College](#). The College does not provide bespoke, one-to-one teaching programmes or routinely deliver courses in small group settings. In exceptional circumstances, and subject to individual needs and available resources, a reduced study programme may be considered. This will be discussed during the IAG and transition process.

Richard Huish College does not provide long-term remote learning, but in certain short-term situations, it might be possible, with approval from our Senior Pastoral Board. All timetabled lessons typically occur between 09:00 and 16:40. Students are expected to engage in independent study during designated periods within their timetable.

Conditional Offers and Transition Support

Following a successful Information, Advice and Guidance (IAG) meeting, and where the College determines it can meet the needs of an applicant without an EHCP, a conditional offer of a place may be made. During this process, staff may identify the need for an extended transition, which can be supported through a range of activities, including:

- College experience days such as 'Welcome to Huish'
- Additional site visits with parents/carers or school staff
- Ongoing transition-focused communication with the Learning Support Team

Admissions and Safeguarding Considerations

Richard Huish College reserves the right to make admissions decisions based on the academic suitability and age of applicants as a 16-19 provision. The college entry criteria is the achievement of five GCSE grades at 9-4, including English and Maths and any subject specific requirements.

The College also retains the discretion to refuse admission where it is deemed necessary to uphold safeguarding best practices.

While the majority of our student body is aged 16–19, we do receive applications from individuals aged 19 and over. In such cases, safeguarding considerations are paramount. All applicants aged 19+ will be reviewed by the College's Safeguarding Team, and the College reserves the right to decline enrolment where safeguarding concerns arise. Recognising the distinct nature of a Sixth Form College compared to schools, we maintain a dedicated safeguarding policy tailored to our specific environment.

Graduated Response Framework

Overview

Richard Huish College follows a Graduated Response approach to Learning Support, designed to help students reach their full potential through tailored support based on

individual needs. All support is guided by this framework, which ensures consistency and fairness in how provision is offered.

Quality First Teaching

Quality First Teaching (QFT) is the foundation of Learning Support across the College. QFT is a cornerstone of supporting students with Special Educational Needs and Disabilities (SEND), but it benefits all learners. This includes a range of inclusive strategies such as differentiated resources, study skills guidance through tutorials, and support with exam access arrangements. Academic tutoring is also available through subject teachers to help students stay on track with their learning and progress.

Core Learning Support Offer

Students at Richard Huish College can access the Core Learning Support Offer. This includes short-term, targeted study skills sessions are generally delivered in the format of a workshop. Topics may include:

- Using assistive technology
- Revision techniques
- Organisation and time management
- Creating a study timetable
- Essay planning and structure

Needs-Based Support

Some students may require additional support beyond the core offer. This applies to those with a diagnosed Special Educational Need or Disability (SEND), or where the College has identified a learning need that requires extra provision. This support is delivered on a 1:1 or small group basis by a member of the Learning Support Team.

Learning Support Plan

For students receiving Needs-Based Support, a Learning Support Plan (LSP) will be created. This plan outlines the student's needs, recommended classroom strategies, and any additional support such as wellbeing input. It is developed collaboratively with the student, the Learning Support Team, and, where appropriate, curriculum staff, pastoral staff, and parents/carers. The plan is shared with relevant staff and reviewed during the academic year as part of the Assess Plan Do Review (ADPR) cycle.

EHCP Support

Students with an Education, Health and Care Plan (EHCP) will receive support in line with the provision specified in their EHCP, and the College will regularly monitor and review progress towards the outcomes identified in Section E.

Each student is assigned a designated Learning Support Officer who is their allocated key person from the Learning Support Team and helps with the transition into college, provides study skills support, and monitors progress and outcomes throughout their time at Richard

Huish. This support is delivered weekly at agreed times, based on the student's needs and schedule.

**Richard Huish College
Graduated Response Tool**

EHCP Support

Needs-Based Support

Core Learning Support Offer

Quality First Teaching

Quality First Teaching

A teaching approach that focuses on providing high-quality, inclusive teaching for all students in a classroom.

Core Learning Support Offer

This offer helps students build confidence and independence via a flexible programme of short-term, targeted study skills sessions.

Needs-Based Support

Individualised strategies and extended support sessions for those with a diagnosed SEND or college identified learning need.

EHCP Support

Student-centred support aligned with the provision and outcomes set out in the student's Education, Health and Care Plan.

Implementation

At Richard Huish College, the Core Learning Support provision emphasises Quality First Teaching, complemented by short-term study skills interventions. These interventions are designed to help students build a personalised 'toolkit' to strengthen their independent learning abilities and support strategies. A Learning Support Officer delivers these sessions, and student progress is regularly monitored and communicated with the wider student circle. Learning Support can be requested during the transition process by students or their parents/carers. Additionally, a referral can be made by staff during the academic year. If a student misses two or more scheduled Learning Support sessions, their access to this service may be discontinued. Before any withdrawal, careful consideration will be given, and relevant communication will be shared with the student circle and parents/carers where appropriate.

All Learning Support requests are reviewed by the Learning Support Team. The referrer must inform the student if a referral has been made on their behalf.

Exam Access Arrangements

Richard Huish College has a dedicated Exam Access Arrangements Team who conduct all necessary evaluations and complete the associated documentation. The team are contactable via the following email address should students, parents/carers and staff have any Exam Access Arrangements queries: examaccess@richuish.ac.uk

Diagnosis of a SEND

Richard Huish College is not authorised to diagnose any Special Educational Needs or Disabilities (SEND).

The College is able to provide students with general support strategies through its Core Learning Support Offer, which addresses a broad spectrum of needs. Additionally, referrals to external agencies may be facilitated through the Needs-Based Learning Support Offer, subject to suitability and individual circumstances.

Where appropriate, the College may support students and families in pursuing referrals to the local Neurodevelopmental Pathway and may contribute relevant information and evidence to inform new, existing, or privately sought assessments and referrals. Information supplied by the College as part of this process will be provided directly to the assessing professional or organisation and will not be issued separately to students or their families.

Monitoring, Review, and Evaluation

The Director of Student Services and the Learning Support Manager hold joint responsibility for overseeing the review and implementation of the SEND Policy. This is carried out through the college's Self-Assessment Report (SAR) and Quality Improvement Plan (QIP) processes, supported by the systematic collection and analysis of relevant data.

The statutory outcomes for students with an Education, Health and Care Plan (EHCP) are continuously monitored throughout the academic year using a dedicated tracking system. This data informs the annual review process, enabling a thorough evaluation of progress and outcomes.

In preparation for student transitions, the college collaborates closely with local authorities and feeder schools to gather essential information for prospective students with SEND. This ensures that appropriate support is in place from the outset. Ongoing data collection continues throughout the academic year, with termly reports developed to support the continuous monitoring, review, and enhancement of the college's SEND provision.

Supporting Services & Information

[Young people 16 years and over](#)

[Somerset's Graduated Response Tool](#)

[Somerset adult attention deficit hyperactivity disorder \(ADHD\) service - Somerset Adult Attention Deficit Hyperactivity Disorder \(ADHD\) Service \(somersetft.nhs.uk\)](#)

[Somerset Autism Spectrum Service | Somerset NHS Foundation Trust \(somersetft.nhs.uk\)](#)

[Somerset Dyslexia Association](#)

[Early Help Assessment \(EHA\) \(somerset.gov.uk\)](#)