Horizons Therapeutic Education Trust

SEND INFORMATION REPORT

2026-27

Statutory SEN Information Report

Misterton Learning Centre • Wellington Learning Centre / developing post-16 provision

Every young person deserves to feel safe, belong, learn and believe in a future beyond their current circumstances.

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Welcome to HTET's SEND Information Report

This report explains how Horizons Therapeutic Education Trust (HTET) supports pupils with special educational needs and disabilities (SEND), how families and young people are involved, and how we know whether support is making a difference. It is written for families and young people first, while also providing the statutory information required of an academy school in England.

HTET is an Alternative Provision Free School. Our pupils often arrive after disrupted education, significant barriers to attendance or participation, mental-health needs, changes in care or placement, or periods when previous provision has not been able to meet need. We therefore begin with the young person: their strengths, aspirations, relationships, educational starting points, barriers to access and the provision that will help them move forward.

Personalisation at HTET is not lower ambition. We adapt the route so that every pupil can access purposeful learning, qualifications, relationships, wider development and a credible next step.

How to use this report

The questions below follow the structure families most commonly need. Where a pupil has an Education, Health and Care (EHC) plan, the plan remains legally important and the specified provision must be considered alongside this report. This report describes HTET's arrangements; it does not replace an individual pupil's EHC plan, Personal Education Plan (PEP), Individual Healthcare Plan or safeguarding plan.

Our approach: Safety • Belonging • Ambition • Hope

- Safety: pupils are known, safeguarding is active, and education plans take account of risk, health and emotional wellbeing.
- Belonging: dependable relationships, a trusted adult and pupil/family voice are central to planning.
- Ambition: barriers are understood without allowing them to define or limit a pupil's future.
- Hope: pathways are designed towards qualifications, independence, community participation, further education, training or employment as appropriate.

Legal and regulatory basis

The Special Educational Needs and Disability Regulations 2014 require academy schools to publish an SEN information report on their website. Schedule 1 specifies the information that must be included. Department for Education guidance states that academy schools should update the report annually and update changes during the year as soon as possible. The SEND Code of Practice: 0 to 25 years is statutory guidance for relevant bodies in England. Equality Act duties, including reasonable adjustments and accessibility planning, sit alongside SEND duties.

Contents

1. What types of SEND does HTET provide for? 4
2. Who will support my child and what expertise is available? 4
3. What should I do if I think my child has SEND or an unmet need? 5
4. How does HTET identify and understand needs? 5
5. How will HTET assess and review my child's progress? 6
6. How will parents and carers be involved? 6
7. How will my child be involved in decisions? 6
8. How will teaching, curriculum and the learning environment be adapted? 7
9. How will HTET evaluate whether support is helping? 7
10. How are resources and funding secured? 7
11. How will my child be included in the wider life of HTET? 8
12. How do referrals and admissions work for pupils with SEND or disabilities? 8
13. How does HTET support disabled pupils and make reasonable adjustments? 8
14. How will HTET support mental health, emotional and social development? 9
15. How will HTET support transitions and preparation for adulthood? 9
16. What support is in place for looked-after and previously looked-after children? 9
17. How does HTET work with health, social care and other services? 9
18. How does HTET support pupils learning online, off-site or through commissioned provision? 10
19. What should I do if I am concerned or want to complain? 10
20. What support and information is available to families? 10
21. How is SEND provision governed, monitored and improved? 11
22. Glossary 12
23. Key sources and publication check 12

1. What types of SEND does HTET provide for?

HTET supports pupils whose needs and circumstances are complex and often overlap. We do not begin with a label or diagnosis. We look at how a pupil's needs affect communication, learning, relationships, regulation, participation, independence and access to education. A diagnosis is not required before a pupil can receive appropriate support or reasonable adjustments.

Broad area of need	How this may present and how HTET responds
Communication and interaction	Needs may include differences in social communication, autism-related needs, speech, language and communication needs, or difficulty understanding and expressing information. Support may include visual structure, communication adaptations, explicit teaching, specialist advice and consistent approaches across adults.
Cognition and learning	Needs may include significant gaps caused by disrupted education, literacy or numeracy difficulties, specific learning differences, memory or processing difficulties, and executive-function needs. Support is based on accurate starting points and carefully sequenced teaching rather than assumptions about ability.
Social, emotional and mental health	Pupils may experience anxiety, emotional dysregulation, low confidence, distress, difficulty sustaining relationships or learning, or the educational effects of trauma and adverse experiences. HTET uses relational educational practice alongside clinically governed input where appropriate.
Sensory and/or physical	Needs may include sensory processing differences, hearing or visual needs, physical or mobility needs, medical conditions or other access needs. Adjustments are planned individually and specialist healthcare or occupational-therapy advice is sought where needed.

Because HTET is an alternative provision setting, suitability is considered carefully for every proposed placement. We consider whether the Trust can safely and effectively deliver the education, SEND provision, safeguarding arrangements and any required health or specialist support. Where HTET cannot meet a need, we will say so clearly and explain the evidence for that view to the relevant commissioner or local authority.

2. Who will support my child and what expertise is available?

The Trust SENDCo

Ben Howarth is HTET's Trust SENDCo. He is also Head of Provision for Operations, Safeguarding, Attendance and Behaviour. He coordinates SEND provision, statutory SEN/EHC processes, reasonable adjustments and liaison with pupils, families, professionals and commissioners. Families can contact the SENDCo through the HTET office using the Trust's published contact details.

HTET maintains evidence of the training and qualification requirements applicable to the SENDCo role. We do not state qualifications or training in this public report unless they have been formally verified and remain current.

Education staff

Rich Williams leads teaching, learning, achievement and curriculum across the Trust. Hannah Morris, Education Manager, coordinates educational assessment, reporting, pathways, accreditation, PSHE/RSE, careers and pupil voice. Martin Durman, Educational Manager and Senior Deputy DSL, supports education implementation, safeguarding practice and record quality. Therapeutic Education Practitioners (TEPs), teachers and other staff work from individual plans and are supported through role-based professional learning and coaching.

Clinical and multidisciplinary expertise

HTET works in a multidisciplinary partnership with Somerset NHS Foundation Trust/CAMHS. Dr Chris Clinch provides senior clinical/psychological leadership within the clinical governance arrangements, and relevant CAMHS professionals may include occupational therapy, psychotherapy and other disciplines. Speech and language therapy, occupational therapy, educational psychology, healthcare, social care and other specialist input is secured or consulted where a pupil's needs require it and the relevant service is involved or commissioned.

Education and clinical accountability remain distinct. Clinical assessment, diagnosis and treatment belong to appropriately qualified clinicians. HTET remains accountable for education, SEND provision, curriculum, safeguarding and reasonable adjustments.

Staff development

Professional learning for 2026–27 includes SEND and inclusion, reasonable adjustments, relational and therapeutic practice, safeguarding, attendance and reintegration, curriculum adaptation, communication and sensory needs where relevant, medical/allergy arrangements, and safe use of online/off-site provision. Training is expected to change practice; attendance at training alone is not treated as evidence that pupils are benefiting.

3. What should I do if I think my child has SEND or an unmet need?

Please tell the member of staff who knows your child best, the Education Manager, Head of Provision or SENDCo. You do not need to wait for a diagnosis. We will listen to your concerns, hear your child's views and review the information already available, including previous school records, EHC/PEP information, attendance and participation, work, assessments, health or clinical advice and what helps your child to learn.

We will agree what needs to happen next, who will do it and when it will be reviewed. Where further assessment or specialist advice is needed, we will explain why and how this will be sought. Where a local authority decision is required, HTET can provide evidence and recommendations but cannot make that decision on the authority's behalf.

4. How does HTET identify and understand needs?

Many pupils arrive with identified needs or an EHC plan, but HTET does not assume that the existing paperwork tells the whole story. A pupil's needs may have changed, previous assessment may be incomplete, or barriers may become clearer once the pupil feels safe enough to engage. HTET therefore uses an integrated assessment and formulation approach.

What we look at	Why it matters
Educational starting points	Prior attainment, reading, literacy, numeracy, subject knowledge, work samples, qualification history and what the pupil can currently do.
SEND and statutory information	EHC plan outcomes and provision, SEN support information, reasonable adjustments, access arrangements and relevant professional advice.
Participation and attendance	Patterns of attendance, physical access, online/off-site participation, barriers to attendance, transport or placement changes and successful reintegration strategies.
Communication, sensory and functional needs	How the pupil communicates, processes information, experiences the environment, manages daily demands and what adjustments make access easier.
Mental health and clinical information	Clinically relevant information is considered where lawfully shared and needed for education. Clinical records remain under appropriate clinical governance.
Safeguarding and risk	What adults need to know to keep the pupil safe, including contextual risks, missing/absconding risk, online safety and any individual risk-management arrangements.
Strengths, interests and aspirations	The young person's interests, relationships, preferred ways of working, hopes, qualifications and future goals.
Family and multi-agency knowledge	Parents/carers, social care, Virtual School, health, CAMHS, previous settings and commissioners may all hold important information.

For relevant referrals, HTET's Assessment and Formulation Panel/route brings together appropriate educational, safeguarding and clinical perspectives. Where the law or commissioning arrangements create a duty to admit or another binding placement duty, an internal assessment process must not be used to delay or create an unlawful additional condition.

5. How will HTET assess and review my child's progress?

HTET follows an assess–plan–do–review cycle. For each pupil we aim to bring together educational starting points, EHC/PEP outcomes where applicable, clinical or functional information where relevant, pupil/family voice and a personalised pathway. The central question is not simply whether support was provided, but whether it reduced a barrier and enabled the pupil to learn, participate and move towards agreed outcomes.

Stage	What it means at HTET
Assess	Establish strengths, needs, barriers and credible starting points using the least burdensome assessment that will answer the question.
Plan	Agree meaningful outcomes, the provision or adjustment, who will deliver it, how often or under what conditions, and how success will be judged.
Do	Deliver the provision consistently. Teachers and education staff remain responsible for the pupil's educational progress, with SENDCo and specialist support as required.
Review	Use work, assessment, attendance/participation, pupil/family voice, EHCP/PEP outcomes and professional evidence to decide what is working, what is not and what needs to change.

Educational progress is reviewed through planned assessment points across the year and learner-level reviews. Evidence for Learning is used as one part of HTET's learning and evidence system, alongside pupil work, assessment records and other evidence. HTET keeps educational progress, attendance, participation, wellbeing and clinical change distinct so that improvement in one area is not automatically claimed as progress in another. Where a pupil has an EHC plan, HTET contributes to statutory annual review arrangements and provides evidence about progress towards outcomes and delivery of provision. The local authority remains responsible for decisions about maintaining or amending the plan.

6. How will parents and carers be involved?

Families know their child in ways school professionals cannot. HTET therefore treats parent and carer knowledge as evidence, not as an optional extra. We aim to maintain regular communication and to involve families in assessment, pathway planning, EHC/PEP reviews, changes to provision, transition planning and decisions that materially affect the pupil's education.

- You should know the outcomes being worked towards and the provision or adjustments being used.
- You should be told when significant concerns arise and when support needs to change.
- You can ask for a review if you believe provision is not being delivered or is not helping.
- We will record material actions and decisions and share appropriate information with you, subject to safeguarding, confidentiality and the young person's rights.

HTET's improvement and assurance arrangements include pupil and family voice at least across each of the Trust's short terms and at individual reviews. Themes are used to improve provision, not simply collected as feedback.

7. How will my child be involved in decisions?

Young people are active partners in their education. We adapt how we seek views to the pupil's age, communication needs, emotional state and preferred way of expressing themselves. This may include direct conversation, visual tools, one-page profiles, written or recorded contributions, supported meetings, surveys or a trusted adult helping the pupil prepare what they want others to know.

For older pupils, preparation for adulthood means increasing choice, agency and independence. From age 16, mental-capacity principles may also become relevant to particular decisions; capacity is decision-specific and is not assumed to be absent because a young person has SEND or an EHC plan.

8. How will teaching, curriculum and the learning environment be adapted?

HTET's starting point is an ambitious curriculum with meaningful pathways, not a reduced curriculum because a pupil has SEND. Each pupil receives a profoundly personalised programme that may combine face-to-face teaching, carefully chosen live online learning, reading and literacy intervention, qualifications, practical or community learning, enrichment, personal development and preparation for adulthood.

- small-group and individual teaching where this is educationally justified;
- adjusted pace, chunking, pre-teaching, retrieval and explicit instruction;
- visual timetables, predictable routines and support with transitions;
- adapted language, communication aids and additional processing time;
- quiet or lower-stimulation spaces and sensory adjustments where needed;
- assistive technology, laptops, accessible formats and other auxiliary aids where reasonable;
- planned movement or regulation breaks that support learning rather than remove the pupil from it indefinitely;
- reading intervention, including Fresh Start where assessment indicates it is appropriate;
- exam access arrangements based on evidence of need and the applicable awarding-body rules;
- online or off-site education where this is suitable, safeguarded and part of a coherent plan;
- adjustments to timing, location or sequence where health, anxiety, transport or care-placement barriers make this necessary.

Any temporary narrowing or reduction in a programme must have a clear reason, be reviewed and remain directed towards increasing safe access. “Therapeutic” is not used as a reason to lower ambition or leave a pupil without sufficient education.

9. How will HTET evaluate whether support is helping?

We test the whole chain from need to impact: was the need understood; was the provision specific enough; was it actually delivered; did it reduce the barrier; and what should happen next?

Evidence	What HTET looks for
Evidence of delivery	Timetables, provision records, staff deployment, session or intervention records, online participation information and pupil/family account.
Educational effect	Work, assessment, reading/literacy progress, qualifications, progress towards EHC/PEP outcomes and ability to access a broader or more demanding programme.
Participation and belonging	Attendance patterns, programme hours, safe participation across delivery modes, reintegration progress, relationships and pupil voice.
Independence and future readiness	Increasing self-management, communication, travel/independence where relevant, careers engagement, work-related learning and destination planning.
Wellbeing and clinical outcomes	Clinical measures or therapeutic outcomes are interpreted by appropriately qualified clinicians and are not substituted for educational evidence.

Senior leaders review SEND/inclusion evidence through operational sampling, each-short-term improvement review and independent school-improvement assurance. Trustees receive proportionate information about inclusion, outcomes, risks, resourcing and exceptions. An activity is not closed as “complete” simply because it happened; HTET looks for evidence of implementation and pupil benefit.

10. How are resources and funding secured?

HTET’s current education funding model is £10,000 base funding per pupil/place plus a minimum top-up value of £18,000, giving a minimum education funding value of £28,000 per commissioned place. Individual commissioning or high-needs arrangements may require further clarification or agreement with the responsible local authority/commissioner.

Funding does not replace the duty to identify and deliver appropriate provision. HTET does not use a generic “first £6,000” threshold from mainstream-school templates as the basis for deciding whether a pupil receives support.

Resources are matched to assessed need and the agreed placement. This can include staffing, specialist teaching, equipment, assistive technology, environmental adaptations, staff training, external professional advice or additional commissioned support. Where provision depends on a local authority, health body or another commissioner, HTET will identify what is needed, provide evidence and escalate unresolved barriers through the appropriate route rather than promising resources it does not control.

11. How will my child be included in the wider life of HTET?

SEND or disability should not by itself prevent a pupil from taking part in enrichment, educational visits, physical activity, careers activity, community learning or wider personal development. HTET plans reasonable adjustments and individual risk management so that participation is maximised safely.

Because some pupils are educated across school sites, homes, community settings or live online provision, inclusion is judged by meaningful access and belonging, not only by being physically present in one building. Where a pupil cannot safely access an activity in its standard form, staff will consider reasonable alternatives or adaptations and review whether the barrier can be reduced over time.

12. How do referrals and admissions work for pupils with SEND or disabilities?

HTET is an Alternative Provision Free School. Placements are normally made through referral and commissioning arrangements rather than ordinary mainstream admissions. The School Admissions Code does not apply to alternative provision settings in the same way as mainstream academies, so HTET does not reproduce mainstream oversubscription wording in this report.

Referral and admission decisions consider the legal/commissioning basis, the pupil’s needs and aspirations, safeguarding and risk, educational starting points, required disciplines or specialist advice, what HTET can provide and the intended purpose and review route for the placement. Pupil and family involvement is built into this process as appropriate.

Where an EHC plan consultation, statutory direction or other binding placement duty applies, HTET follows the relevant legal process. An internal assessment or formulation process cannot lawfully be used to delay or override a statutory duty. Where HTET considers that it cannot safely or effectively meet need, it will provide clear evidence to the responsible decision-maker.

13. How does HTET support disabled pupils and make reasonable adjustments?

Disability and SEND are related but are not the same. A pupil can be disabled under the Equality Act 2010 without having SEN, and a pupil can have SEN without meeting the legal definition of disability. HTET considers reasonable adjustments whenever a disability creates a substantial disadvantage, whether or not the pupil has an EHC plan.

- curriculum and teaching adjustments;
- changes to communication, routines, timing or the sensory environment;
- auxiliary aids, assistive technology and accessible information;
- physical access arrangements and individual evacuation planning where needed;
- adjustments for examinations and assessments where rules allow;
- reasonable changes to activities, visits or off-site learning;
- support for disability-related absence or barriers without treating these automatically as behaviour concerns.

HTET's Accessibility Plan 2026 sets out the Trust's longer-term work to increase disabled pupils' participation in the curriculum, improve access to the physical environment and improve accessible information. Paper or alternative-format copies should be provided on request where reasonably possible.

14. How will HTET support mental health, emotional and social development?

Mental health and emotional wellbeing are central to many pupils' access to education, but SEND support and clinical treatment are not interchangeable. Education staff provide dependable relationships, co-regulation, predictable routines, pastoral support, relational behaviour practice and adjustments that help pupils participate in learning. Clinicians provide assessment or treatment where this falls within their professional role and governance.

- a trusted key adult and consistent relational routines;
- daily/regular staff reflection and communication where this supports consistency;
- multidisciplinary review where education, safeguarding and clinical perspectives need to be brought together;
- individual strategies for regulation, communication, sensory needs and safe participation;
- anti-bullying and safeguarding responses to prejudice, exploitation or peer harm;
- planned reintegration where anxiety, health or other barriers have disrupted attendance;
- clinical referral or review where a clinician judges this appropriate.

Non-engagement with therapy or education is treated as information. Staff consider accessibility, relationship, communication, timing and the suitability of the approach rather than assuming unwillingness or blame.

15. How will HTET support transitions and preparation for adulthood?

Transitions are planned rather than left to the final weeks of a placement. For each pupil, HTET considers what information must transfer, which relationships need to be introduced, what reasonable adjustments are needed in the receiving setting and what the young person and family say will help.

- entry into HTET, including pre-entry information and visits/contact where appropriate;
- movement between sites, delivery modes or changes in care placement;
- reintegration to another school, college or education setting;
- Year 11 qualification and destination planning;
- post-16 study programmes, careers and work-related learning;
- independence, community participation, health transition and adult-service planning where relevant;
- post-18 planning for young adults who remain in education.

HTET is developing its Wellington/post-16 provision through explicit safeguarding, staffing, curriculum, commissioning and finance readiness gateways. Individual pupils will not be placed into a developing offer until the relevant arrangements are secure. Where a pupil remains with HTET aged 18 or over, education and reasonable-adjustment responsibilities continue while safeguarding routes change to the appropriate young-adult/adult framework.

16. What support is in place for looked-after and previously looked-after children?

Hannah Morris is HTET's Designated Teacher for looked-after and previously looked-after children. She works with the SENDCo, Virtual School, social worker, carers, education staff and relevant professionals so that SEND arrangements, the PEP and any EHC plan are coherent rather than running as separate systems.

For a looked-after child, changes in care placement, transport, contact arrangements or other system factors can have a direct effect on access to education. HTET records these barriers accurately, keeps the child's safety and education visible, and works with the responsible local authority/corporate-parenting services to resolve them. A public-body or system barrier should not be treated as a family's choice or as evidence that the pupil is disengaged.

17. How does HTET work with health, social care and other services?

HTET's model depends on effective multidisciplinary working while keeping accountability clear. Depending on the pupil, partners may include CAMHS, psychology, occupational therapy, speech and language therapy, healthcare professionals, social workers, Virtual School colleagues, local-authority SEND teams, commissioners, residential or foster carers, careers services and other education providers.

The MDT brings together information to improve understanding and coordinate support. It does not allow one profession to take decisions that belong to another. Clinical staff do not replace the SENDCo or DSL; education staff do not diagnose or make clinical treatment decisions; and commissioners/local authorities retain the decisions and duties that belong to them.

Information is shared on a lawful, necessary and proportionate basis. Clinical records remain under the relevant clinical governance; HTET records the educational implications and agreed recommendations needed to support the pupil.

18. How does HTET support pupils learning online, off-site or through commissioned provision?

A pupil's SEND entitlement and HTET's oversight do not disappear when learning happens away from an HTET classroom. Where appropriate, a personalised pathway may include live online learning, currently including Nisai for some pupils, community learning, learning delivered in a home or care setting, or other commissioned provision.

- HTET decides whether the provision is suitable for the individual pupil and reviews that decision;
- safeguarding responsibilities and escalation routes are explicit;
- the pupil's EHC/SEND provision and reasonable adjustments are considered in the placement plan;
- curriculum, teaching, work and progress remain subject to HTET oversight;
- provider participation records are considered alongside, but are not automatically treated as, the school's statutory attenda nce register;
- non-engagement prompts a barrier review and welfare response, not simply a missed-login count;
- there is a planned next step, transition or exit rather than an open-ended placement by default.

19. What should I do if I am concerned or want to complain?

If you are concerned about your child's SEND provision, please raise it as early as possible with the key adult, Education Manager, Head of Provision or SENDCo so that the issue can be understood and, where possible, resolved quickly. If you remain dissatisfied, the matter can be raised through HTET's published Complaints Policy.

Some decisions are not made by HTET. Complaints or appeals about local-authority EHC needs assessment or EHC plan decisions follow the statutory disagreement-resolution, mediation and First-tier Tribunal routes. Disability-discrimination claims concerning a school may also fall within the jurisdiction of the First-tier Tribunal (SEND). Somerset SENDIAS can provide free, confidential and impartial information and support about these processes.

A safeguarding concern must never wait for a complaints process. Safeguarding concerns are dealt with immediately through HTET's safeguarding procedures and the appropriate external route.

20. What support and information is available to families?

HTET will support families to understand the pupil's plan, the education being provided, what support is in place and what the next review or decision point is. Families can also obtain independent information and advice.

Service	What it offers
Somerset Local Offer	Information about SEND services, education, health, care, support and preparation for adulthood across Somerset.
Somerset SENDIAS	Free, confidential and impartial information, advice and support for children and young people with SEND and their parents/carers. Phone: 01823 355578; email: somersetsendias@somerset.gov.uk.
Somerset Parent Carer Forum	Independent parent-carer voice, peer support and participation in the development of local SEND services.
IPSEA and other national organisations	Independent legal information and national SEND support may also be useful. HTET does not endorse one external organisation as the only route for advice.

Somerset Local Offer: Somerset Local Offer

Somerset SENDIAS: Somerset SENDIAS

21. How is SEND provision governed, monitored and improved?

The Trust Board retains collective accountability for the academy trust. Executive and operational responsibility is delegated to named leaders, but delegation does not remove Board accountability. SEND/inclusion is considered through the Trust's wider assurance arrangements alongside curriculum, achievement, attendance, safeguarding, wellbeing, post-16 and clinical/MDT impact.

Who	Role in SEND assurance
SENDCo – Ben Howarth	Coordinates SEND provision, statutory processes, reasonable adjustments and operational inclusion; escalates barriers that cannot be resolved within the Trust.
Education leadership – Rich Williams / Hannah Morris	Leads curriculum, teaching, educational assessment, progress, qualifications, pathways and the education contribution to multidisciplinary planning.
Clinical partnership – Dr Chris Clinch / relevant CAMHS leads	Provides clinical assessment, formulation, supervision and clinical-governance input where appropriate; clinical accountability remains within the relevant health arrangements.
CEO – Trystan Williams	Executive accountability for organisational performance, commissioning and implementation; escalates material resource or partnership risks.
Trust Board / Standards and Scrutiny arrangements	Scrutinises evidence of inclusion, progress, provision, pupil/family experience, resources and material risks without taking over day-to-day management.
Independent school-improvement partners	Provide external challenge and assurance across inclusion, therapy, curriculum, attendance, safeguarding and pupil experience according to their remit.

The report itself is reviewed at least annually and sooner if arrangements materially change. Public wording is updated only when the underlying position is evidenced. The existence of this report is not treated as proof that provision is effective; HTET tests implementation through pupil-level records, work, progress information, staff knowledge, pupil/family voice and external assurance.

22. Glossary

Term	Meaning
Access arrangements	Approved arrangements that enable a pupil to access an assessment or examination without changing what is being assessed.
Annual review	The statutory process for reviewing an EHC plan at least annually.
CAMHS	Child and Adolescent Mental Health Services.
Disability	For the Equality Act 2010, a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities.
EHC plan / EHCP	Education, Health and Care plan: a statutory plan describing a child or young person's needs, outcomes and specified provision.
Evidence for Learning	One of HTET's systems for recording and evidencing aspects of learning and progress.
Graduated approach	A cycle of assess, plan, do and review used to understand and respond to need.
MDT	Multidisciplinary Team: professionals from different disciplines working together within clear decision and accountability boundaries.
PEP	Personal Education Plan for a looked-after child.
Reasonable adjustment	A change made to avoid or reduce a substantial disadvantage experienced by a disabled pupil.
SEN	Special educational needs.
SEND	Special educational needs and disabilities.
SENDCo/SENCO	Special Educational Needs and Disabilities Coordinator / Special Educational Needs Coordinator.
TEP	Therapeutic Education Practitioner, an HTET role within the education team.
Local Offer	Information published by a local authority about SEND services and provision available to children, young people and families.
Participation	Taking part in learning. This is related to, but not always the same as, statutory attendance.
Provision	The education, intervention, support, adjustment, equipment or specialist input provided to meet identified need.

23. Key sources and publication check

This Board draft has been prepared against HTET's current 2026–27 organisational evidence and the following national/local sources. It should be checked again if the law, statutory guidance, HTET provision or named roles change before publication.

Source	How it is used
Special Educational Needs and Disability Regulations 2014	Regulations 51–52 and Schedule 1: content and publication of the SEN information report.
SEND Code of Practice: 0 to 25 years	Statutory guidance for England; school SEN information report requirements are addressed in chapter 6.
DfE: What academies and further education colleges must or should publish online	Confirms academy publication expectations, annual updating and additional disability/accessibility information.
Children and Families Act 2014	Statutory framework for SEND and EHC plans.
Equality Act 2010	Disability discrimination, reasonable adjustments and accessibility planning duties.
Somerset Local Offer and Somerset SENDIAS	Current local information, advice and family support routes.
HTET Accessibility Plan 2026	Trust plan for curriculum participation, physical access and accessible information.

Source	How it is used
HTET Roles, Responsibilities and Accountability Framework 2026–27	Current named leadership and accountability arrangements used in this report.
HTET Trust Improvement Plan / SEF / SIP evidence 2026–27	Current operational and improvement arrangements used to describe HTET's model; improvement actions are not presented as completed impact unless evidence supports that.

National sources: SEND Code of Practice | Academy publication guidance | SEND Regulations 2014

Documentary coverage is only one layer of assurance. HTET will continue to test whether provision is delivered, whether barriers reduce and whether pupils experience better access, learning, safety, belonging and future readiness.