



# SPECIAL EDUCATION NEEDS AND DISABILITIES SEND

<b>Staff reviewer:</b>	<b>Scrutinised by link Governor:</b>	<b>Date signed off at Committee:</b>	<b>Date approved at Board:</b>	<b>Next review date:</b>
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# 1 Definitions

Assistant SENCo	Assistant Special Education Needs Coordinator. Responsible for overseeing the day to day provision and support for students with SEND
EAL	English as an Additional Language
ECLST:	Exeter College's Learning Support Team
EHCP	Education, Health and Social Care Plan
IEP	Individual Education Plan
MIS	Management Information System (Electronic Data Base)
PAT:	Pastoral Accommodation Tutors work closely with Teachers, Tutors and the Pastoral Leader to support and oversee students' wellbeing. Also directly supervises boarders.
Pastoral Leader:	Responsible for overseeing all pastoral care and support within EMS, including the pastoral curriculum, student welfare and standards of care for boarders. The Pastoral Leader is a member of the Senior Leadership Team.
SENCo	Special Education Needs Coordinator. Responsible for the over-arching provision and support for students with SEND
SEND	Special Education Needs and Disabilities  Students have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her namely provision <b>which is additional to or different from</b> that normally available in a differentiated curriculum. Exeter Mathematics School regards students as having a Special Educational Need if they: <ol style="list-style-type: none"><li>1. Have a significantly greater difficulty in learning than the majority of students of the same age, or;</li><li>2. Have a disability which prevents or hinders him/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</li></ol> Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
SMEH	Social, Mental, and Emotional Health issues
SpLD	Specific Learning Difficulties
SpLDD	Specific Learning Difficulties and Disabilities

SST:	Student Support Team: Pastoral Accommodation Tutors, SENCo and Pastoral Leader, together with Exeter College's Learning Support Team.
Teacher	Subject Specialist Teacher
Tutor:	Teacher responsible for overseeing their tutees' progress. Other than those with Senior Leadership responsibilities, all teaching staff are also tutors.

## Area of need

Further to the definitions above - Under the SEND Code of Practice 2015 students identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

### Cognition and Learning

Students with learning needs may learn at a slower pace than other students and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs. Some students may learn at extremely high pace and require adaption to maintain interest and challenge.

Students with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalcula (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

### Social, Emotional and Mental Health Difficulties

Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or abnormal coping mechanisms. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other students may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### Communication and Interaction needs

Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every student with SEND is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Student with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### Sensory and/or Physical needs

Some students require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many students with vision impairment, hearing impairment, or a multi-sensory impairment will require specialist support and/or equipment to access their learning. Student with an multi sensory impairment have a combination of vision and hearing difficulties. Some student with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.

## 2 Purpose

Exeter Mathematics School (EMS) is committed to providing the structure for a student-centred process that engages student, family, school and other professionals in planning for and implementing high quality, needs led provision that is appropriate for our high attaining students and consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

This policy is in place to ensure that all staff accept responsibility for SEND and understand their roles in ensuring students can access the curriculum and flourish.

The SEND Policy of the Exeter Mathematics School reflects the principles of the 0-25 SEND Code of Practice (2015 Updated 2020). The aims of this special educational needs policy are to:

- Enable students with special educational needs to have their needs met.
- Take into account the views of the students with special educational needs.
- Encourage good communication and genuine partnerships with parents/carers of student with special educational needs.
- Facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for students with special educational needs.
- In conjunction with the Supporting Students with Medical Needs Policy, make arrangements to support students with medical conditions and to have regard to statutory guidance supporting students at school with medical conditions.
- Implement a graduated approach to meeting the needs of students using the Assess, Plan, Do, Review process.
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- Share expertise and good practice across the school and local learning community.
- Make efficient and effective use of school resources.
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs.
- Have regard to guidance detailed by our students' Local Authorities.
- Ensure the Equality Act 2010 duties for students with disabilities are met.

## 3 Policy

EMS believes that:

- High quality teaching is differentiated to meet the needs of the majority of students. Some students will need something **additional to** and **different from** what is provided for the majority of students; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.
- The special educational needs of all students are the shared responsibility of all staff.
- Students with SEND are entitled to a broad, balanced, coherent and relevant curriculum which is differentiated to ensure maximum progress.
- All staff, students and parents should work together to ensure that students are identified and given support in areas of the curriculum where they are not thriving as expected.
- There should be a flexible and staged structure of provision as well as additional resources, where appropriate, to meet the needs of students identified as having SEND.
- All staff should have maximum awareness of SEND and appropriate professional skills to identify and address students' individual needs.
- Meeting the needs of students with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, students, the SST and all other agencies.
- No student should be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against applicants for a reason related to their disability. We will use our best endeavours to provide effective educational provision. – For further details, please see our Admissions policy.

## 4 Implementation - A Graduated Response to SEND

### Identification

Liaison with the parents and prior schools of our students gives early notification of individual student needs. This is gathered by means of a questionnaire completed as part of the reference for admission. Students are also given the opportunity to highlight areas of need later in the application process for EMS.

Prior to entry, all students will have an interview with a member of EMS staff. Those who highlight a particular need will meet with a member of the SST to ensure EMS has appropriate provision in place prior to enrolment.

Information gained through this process is fed back to Year 12 Tutors, Teachers and other relevant staff by way of SST. A review of provision will take place early in the Autumn term to ensure provisions are appropriate and effective. It is further supplemented by information from parents at the end of the summer term before they transfer to EMS.

All teaching staff will be expected to demonstrate an awareness of the needs of students. Details of the support required for, or being made available to students with SEND will be accessed by Tutors and Teachers via the MIS unless this is of a confidential and sensitive nature, in which case, if further information is perceived necessary, this may be available on discussion with the SST.

EMS staff meetings include items to identify or discuss individual students who may require support.

All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual students. Where a student is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers.
- Match or better the student's previous rate of progress.
- Close the attainment gap between the student and their peers.
- Prevent the attainment gap growing wider.

Where students continue to make inadequate progress despite support and high quality teaching, the teacher will work with the SST to assess if a student has a significant learning difficulty and agree appropriate support. This may involve the use of specialists at Exeter College, for the formal identification of learning, processing or specific difficulties.

In some cases it may be necessary to seek assessment by or advice from a different external professional such as an educational psychologist. This will always involve discussion and agreement with the student's parents/carers.

When considering whether a student has a special educational need any of the following may be evident:

- Little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness.
- Shows signs of difficulty in developing further literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies.
- Sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Emotional or behavioural difficulties which substantially and regularly interfere with the student's own learning or that of the class groups.
- Pre-existing SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service.
- Communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.



## Provision of Support - Assess, Plan, Do and Review

Where a student is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. 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 student's needs and of what supports the student in making good progress and securing good outcomes. This is known as **the graduated approach – Assess, Plan, Do, Review**.

For students with low level special educational needs the cycle of **Assess, Plan, Do** and **Review** will fit into the regular assessment, planning and reporting cycle for all students. For those students with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set.

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### Graduated Response

#### Assess

- In identifying a student as needing **SEN support** the teacher, working with the Tutor and SEND team, should carry out a clear analysis of the student's needs. This should draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other areas of the school.
- The student's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the student's views and, if relevant, advice from external support services. These will be recorded on the MIS as an individual education plan. The SST and parents/carers will meet (and where appropriate, other agencies including those from Health and Social Care) to create and up-date the IEP.
- 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 student responds to an intervention.

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## Plan

- Students, with parents/careers, will meet with the Tutor and/or the Student Support Team to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded in our MIS with a date to review the plan. The date for review will depend on the level of need present.
- The IEP will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required.
- The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The IEP may involve a contribution by parents/carers/accommodation staff to reinforce learning at home.
- Where appropriate, the IEP will detail the support from other agencies and how this will support the student in achieving the desired outcomes.
- Parents/carers should be formally notified when it is decided to provide a student with SEN support (although parents/carers should have already been involved in the assessment of need). Exceptions to this may be made where needed to respect the privacy wishes of the student.

## Do

- The class teachers remain responsible for working with the student on a daily basis and will work closely with any support or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The student's tutor is responsible for working with them on a weekly basis as part of the academic tutorial programme.
- The Student Support Team will support the class teacher in the further assessment of the student's needs, in problem solving and advising on the effective implementation of support.
- **The class teachers are responsible for the daily implementation of, and will be asked to contribute to, the IEP.**

## Review

- There will be a review of the IEP on the date previously agreed. This should be in line with the standard progress review cycle. Where required these reviews may be on a shorter timescale.
- This review will evaluate the impact and quality of the support and interventions and include the views of the student 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.
- Where a student has complex needs involving more than one agency it will depend on the students' needs and the frequency of the educational reviews as to whether external agencies attend each educational review. This will be agreed at the initial IEP meeting.
- This review will feedback into the analysis of the student's needs, then the class teacher, working with the Student Support Team, will revise the support in light of the student's progress and development, with decisions on any changes made in consultation with the parent and the student.
- 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.

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## Exit Criteria

When a student 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/student as appropriate, the student will be removed from the schools SEN register.

## Individual Education Plan (IEP) and Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the student, the student has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of the Individual Education Plan will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a student has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate so Exeter Mathematics School will hold annual review meetings on the behalf of the Local Authority (LA) and complete the appropriate paperwork for this process. Please see Appendix 1 for an excerpt of the SEN code of practice.

## Supporting Students 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 parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their student's needs are identified properly and met as early as possible.

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

At Exeter Mathematics school we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their student.
- Recognise and fulfil their responsibilities and play an active and valued role in their student's education.
- Understand procedures and documentation.
- Make their views known about how their student is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a student with SEN support will have the opportunity to meet with the SST as part of the normal progress review cycle. The SEN Team is also happy to meet with parents/carers, on request, whenever possible.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Parent Partnership (DPP) and Devon Information Advice and Support (DIAS). These are able to provide impartial and independent advice, support and information on special educational needs and disabilities.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website [www.devon.gov.uk/send](http://www.devon.gov.uk/send) (or the equivalent local offer of their local authority). This website provides valuable information about different agencies, services and resources for students, young people with SEND and their families in addition to school resources and information.

## Student in Care

When a student 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 Students.

## Student Voice

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students are able to share their views in a number of different ways.

These views are welcome at any time but are specifically sought as part of an annual review, if appropriate, as part of their progress review cycle and at the end of a targeted intervention. We expect all students normally to be the dominant voice in the setting of their own outcomes.

## Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The schools 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.

## Transition

A change of school, class and staff can be an exciting, yet anxious time for all students. We recognise that this can be very challenging for some students with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to students and families.

## Meeting Medical Needs

The Student and Families Act 2014 places a duty on schools to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students.

Where students and young people also have SEN, their provision should be planned and delivered in a co-ordinated way using the Local Authority paperwork. For those students with an Education, Health and Care (EHC) plan, this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and sporting extra curricula activities (where possible). Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. ***Please see the schools Supporting Students with Medical Needs Policy for further details.***

## Student in Hospital

The student support team will liaise with other agencies and professionals\*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

\* E.g. *medical agencies,*

## Allocation of resources

- Resources are allocated to support students with identified needs in line with this policy.
- This support may take the form of differentiated work in class, support from SST in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that help the student may be purchased where appropriate, and as required.

## Personal Budgets

Personal Budgets are only available from a LA to students with an Education, Health and Social Care Plan (EHCP) or students who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a

personal budget for them to commission their own provision for their student under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCo.

## SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for students with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

## 5 Monitoring, Review and Evaluation

This policy is a working document, will be the subject of review and will be updated a minimum of once a year. The SENCo will be responsible for this process, evaluating the effectiveness of the SST by considering:

- Student and Parent feedback
- Tracking data for students with SEND
- Feedback from school staff
- Liaison with Exeter College resources
- Updates to guidelines
- Research into best-practice

## Roles and Responsibilities

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Headteacher and Student Support Team, all members of staff have important responsibilities.

## 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 student with SEN gets the support they need – this means doing everything they can to meet students Special Educational Needs.
- Ensure that students with SEN engage in the activities of the school alongside students who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENCo.
- Ensure that parents/carers are informed when the school is making special educational provision for a student.
- Supervise the production of an SEN information report. This should detail the school arrangements for the admission of disabled students, the steps being taken to prevent disabled students from being treated less favourably than others, the facilities provided to enable access to the school for disabled students and the accessibility plan showing how the school plans to improve access progressively over time.

## Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for student with special educational needs. The Headteacher will ensure that the Governing Body is fully informed on Special Educational Needs issues. The Headteacher will work closely with the SENCo and the Governors.

## Pastoral Lead & SENCo

In collaboration with the Headteacher and governor responsible for SEND, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

The SENCo takes responsibility for the operation of the SEND policy and the provision for individual students, 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 students with special educational needs.

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

The SENCo liaises and collaborates with the Assistant SENCo, class teachers and the Student Support Team so that learning for all students is given equal priority.

The principal responsibilities for the SENCo include:

- The provision for SEND students and reporting on progress.
- Advising on the graduated approach to providing SEN support and the local offers of the relevant education authorities.
- Advising on the deployment of the school's resources to meet students' needs effectively.
- Monitoring and contributing to relevant SEN CPD for all staff.
- Overseeing the records of all students with special educational needs.
- Liaising with parents/carers of students with special educational needs when necessary.
- Being a point of contact with external agencies, especially the local authority and its support services.
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for students with SEND.
- Leading on the development of high quality SEND provision as an integral part of the school improvement plan.



- Working with the Headteacher, Examinations Officer 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.

## Assistant SENCo

The Assistant SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual students, working closely with staff, parents/carers and external agencies. The Assistant SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for students with special educational needs.

Through analysis and assessment of students' needs, and by monitoring the quality of teaching and standards of students' achievements and setting targets, the Assistant SENCo helps staff to develop effective ways of overcoming barriers to learning and sustaining effective teaching.

The Assistant SENCo liaises and collaborates with class teachers and the Student Support Team so that learning for all students is given equal priority.

The principal responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy.
- Assisting in the co-ordination of provision for SEND students.
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review.
- The preparation and review of Individual Education Plans (IEPs) for students who require academic support.
- The preparation and review of IEPs for students with SMEH and medical requirements.
- Contributing to relevant SEN professional development for all staff.
- Overseeing the records of all students with special educational needs and ensuring they are up to date.
- Liaising with parents/carers of students with special educational needs.
- Liaising with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
- Monitoring the impact of interventions provided for students with SEND
- Contributing to the development of high quality SEND provision as an integral part of the school improvement plan.
- Working with the SENCo and the Examinations Officer to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

## Tutors:

Tutors are responsible for:

- Responding to initial concerns highlighted by parents, teachers or students.
- In consultation with SST, assisting in the preparation and review of Individual Education Plans (IEPs) for students who require academic support.
- In consultation with SST, preparing and recording of IEPs for students with SMEH and medical requirements.
- Referring concerns to SST.
- Supporting students with SEN by following advice and procedures outlined by SST and in associated policies.
- Making provision for students as outlined in their IEP.

## 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 students with special educational needs.
- Teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- Teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' 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 the student's needs, drawing on the teacher's assessment and experience of the student as well as previous progress and attainment.

## Monitoring and Evaluation of SEND

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

Where students are not making sufficient progress additional information is sought and appropriate action taken.

## Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users, with the exception of two teaching spaces and

has disabled toilet facility. Timetables will be adjusted to account for the reduced access rooms. Exeter Mathematics School works hard to develop accessibility and the school's "Accessibility plan" detailing how this is being developed can be accessed from the school website.

### Storing and Managing Information

Student SEND records will be kept Securely on the CPOMS platform where they can be accessed by approved members of staff. Any paper copies (eg for exam access arrangements) will be kept in a locked filing cabinet in Pascal.

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284301/statutory\\_schools\\_policies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf))

### Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND 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 a right to appeal to a SEND tribunal at any stage.

## 6 Associated Documentation

- Request for Additional Learning Support Form
- Request for Screening/Assessment Form
- SEND Report
- Accessibility Plan
- SEND Code of Practice 2015

## 7. Equality Analysis

The following equality analysis section should be completed by the policy holder as part of every policy review and carries the same date as the main policy. EAs are particularly helpful in revealing any unintended, indirect discrimination.

Under the Equality Act (2010) we have a duty to;

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

We need to consider each protected characteristic individually and in combination. The interaction of different layers of characteristics is called intersectionality. This recognises that the barriers for each group are not homogenous, and instead are a combination of layers of identity interacting. For further detail or to support the completion of the following, please see our equality and diversity policy.

**1. Evidence considered** *What data or other information have you used to evaluate if this proposal is likely to have a positive or an adverse impact upon protected groups when implemented? Where were information gaps, and what steps can you take to remedy these gaps? Can the RM intelligence Dashboard (student counts) provide any insight into which protected characteristics are likely to be affected by the changes?*

In particular, the use of assistive services has been considered in the writing of this policy – with the extensive working online there is need to ensure that screen readers, filters, etc are not accidentally blocked by filtered or that the students are isolated from their learning..

**2. Consultation.** *How have you consulted staff and student communities and representatives including those from protected groups? What were their views? Who else has been consulted in this proposal?*

I have consulted with SLT, SEND providers in other institutions, including Exeter College, to incorporate their experience of SEND provision into this policy. Exeter College have worked with people from minority groups which have informed their own policy making. Students' and parents' views are taken into account when determining SEND provision for individuals and when reviewing, evaluating and developing this policy.

**3. Promoting equality.** *Does this policy have a positive impact on equality? What evidence is there to support this? Could it do more?*

In general the approach taken supports equality through a promotion of healthy practice and strict prohibition on discriminating behaviour. The policy allows us to be equitable in our provision – eg, allowing and promoting the provision of devices where possible.

#### 4. Identifying the impact of policies

Identify any issues in the document which could have an adverse impact on the following groups who are protected by the Equality Act 2010:

1. People from different age groups [age]
2. Disabled people [disability]
3. Women and men [sex]
4. Transgender people [gender identity]
5. Lesbians, gay men and bisexual people [sexual orientation]
6. Women who are pregnant or on maternity leave [pregnancy and maternity]
7. People who are married or in a civil partnership [marriage and civil partnership]
8. Religious people or those with strongly held philosophical beliefs [religion and belief]
9. Black and minority ethnic people [ethnicity]

<b>Issue Assessed</b> <i>E.g. policy section or practice.</i>	<b>Protected Group</b>	<b>Impact and Evidence</b> <i>What are the possible impacts on people from the protected groups above, and explain how you have made that assessment. Are these impacts positive or negative?</i>	<b>Justification</b> <i>Can the issue be justified for academic or business reasons? Please explain.</i>	<b>Proposed Action/Timeline</b> <i>If this has a negative impact, what will you do to reduce, minimise or eliminate negative impact?  If this has a positive impact, how will you promote, develop or utilise this opportunity?</i>	<b>Person responsible for action(s)</b>
Disablist discrimination	2	This policy is in place, in part, to ensure adequate provision is made for students with disabilities. Equality of access to all aspects of the curriculum for disabled students informs this policy.			JR
Discriminatory language	All	This policy has been checked for discriminatory language and is used to inform the behavioural policies of EMS			

Pregnancy	6	This policy allows for an adapted timetable for pregnant students			
<p><b>5. Monitoring</b> <i>How will you monitor the actual impact that your proposal has had following its implementation? When will you do this?</i></p> <p>The Pastoral Lead will monitor issues arising in student council, surveys and through the safeguarding and pastoral channels</p>					
<p><b>6. Summary</b> <i>Summarise the outcome of this Equality Assessment, and state any actions you will be taking as a result.</i></p> <p><b>This policy is equitable</b></p>					

## Appendix 1 – Excerpt from COP.

Reviews where a child or young person attends a school or other institution

9.173 As part of the review, the local authority and the school, further education college or section 41 approved institution attended by the child or young person must cooperate to ensure a review meeting takes place. This includes attending the review when requested to do so. The local authority can require the following types of school to convene and hold the meeting on the local authority's behalf:

- maintained schools
- maintained nursery schools
- academy schools
- alternative provision academies
- pupil referral units
- non-maintained special schools
- independent educational institutions approved under Section 41 of the Children and Families Act 2014 9.174

Local authorities can request (but not require) that the early years setting, further education college or other post-16 institution convene and hold the meeting on their behalf.

There may be a requirement on the post-16 institution to do so as part of the contractual arrangements agreed when the local authority commissioned and funded the placement.

9.175 In most cases, reviews should normally be held at the educational institution attended by the child or young person. Reviews are generally most effective when led by the educational institution. They know the child or young person best, will have the closest contact with them and their family and will have the clearest information about progress and next steps. Reviews led by the educational institution will engender the greatest confidence amongst the child, young person and their family. There may be exceptional circumstances where it will be appropriate for the review meeting to be held by the local authority in a different location, for example where a young person attends programmes of study at more than one institution.

9.176 The following requirements apply to reviews where a child or young person attends a school or other institution:

- The child's parents or young person, a representative of the school or other institution attended, a local authority SEN officer, a health service representative and a local authority social care representative must be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited, including youth offending teams and job coaches where relevant
- The school (or, for children and young people attending another institution, the local authority) must seek advice and information about the child or young person prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting
- The meeting must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided to help them achieve 197 those outcomes, or whether changes are needed to the outcomes themselves. Children, parents and young people should be supported to engage fully in the review meeting
- The school (or, for children and young people attending another institution, the local authority) must prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other institution's recommendations and those of others attending the meeting
- Within four weeks of the review meeting, the local authority must decide whether it proposes to keep the EHC plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parent or the young person and the school or other institution attended
- If the plan needs to be amended, the local authority should start the process of amendment without delay (see paragraph 9.193 onwards)
- If the local authority decides not to amend the plan or decides to cease to maintain it, they must notify the child's parent or the young person of their right to appeal that decision and the time limits for doing so, of the requirements for them to consider mediation should they wish to appeal, and the availability of information, advice and support and disagreement resolution service