



SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND)

**Staff
reviewer:**

*Yasmin
Trevelyan*

**Scrutinised
by link
Governor:**

Lewis Day

**Date signed
off at
Committee:**

**Date
approved at
Board:**

Nov 2025

**Next review
date:**

Nov 2028

1. Definitions

Assistant Headteacher	Assistant Headteacher (Pastoral) is also the SENDCo, who is responsible for the over-arching provision and support for students with SEND and for overseeing all pastoral care and support within EMS, including the pastoral curriculum, student welfare and standards of care for boarders. The Assistant Headteacher - Pastoral is a member of the Senior Leadership Team.
Assistant SENDCo	Assistant Special Education Needs and Disabilities Coordinator. Responsible for supporting the SENDCo and overseeing the day-to-day provision and support for students with SEND.
Bromcom	Management Information System (MIS), used for timetables, attendance, capturing Individual Learning Plans and Exam Access Arrangements.
CPOMS	Child Protection Online Monitoring System (CPOMS) is used for logging all student updates, capturing student voice, and staff concerns.
EAL	English as an Additional Language
EHCP	Education, Health and Social Care Plan
ILP	Individual Learning Plan
MIS	Management Information System (Bromcom)
Boarding Tutors:	Boarding Tutors support student wellbeing in collaboration with Teachers, Tutors, and the Assistant Headteacher (Pastoral), and directly supervise boarders.
SEND	Special Educational 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 them, namely provision **which is additional to or different from** that which is normally available in an adapted curriculum. Exeter Mathematics School regards students as having a Special Educational Need if they:

1. Have a significantly greater difficulty in learning than most students of the same age, or
2. Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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.

SEND link Governor	Member of the governing body who is responsible for ensuring SEND provision is effective, students' needs are met, and strategic duties are fulfilled.
Teacher	Subject Specialist Teacher
Tutor	Teacher responsible for overseeing their tutees' progress.

Area of need

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

Cognition and Learning

Students have diverse learning needs and may progress at different rates from their peers. Some students may benefit from additional support to develop literacy, numeracy, or conceptual understanding, while others may learn at a rapid pace and require adaptations to remain engaged and challenged.

Students with a specific learning difficulty (SpLD) may experience challenges related to one or more areas, such as dyslexia, dyscalculia, dyspraxia, and dysgraphia. Learning difficulties covers a wide range of needs, including:

- Moderate Learning Difficulties (MLD) — where students benefit from targeted support in certain areas of the curriculum.
- Severe Learning Difficulties (SLD) — where students may need consistent support across the curriculum and may have additional needs related to mobility or communication.
- Profound and Multiple Learning Difficulties (PMLD) — where students may experience severe and complex learning needs, alongside physical disabilities or sensory impairments.

Social, Emotional and Mental Health Difficulties

Students may experience a wide range of social and emotional needs, which can be expressed in different ways. These may include periods of withdrawal or being isolated, as well as behaviours that may appear as challenging or disruptive. Such behaviours can sometimes be linked to underlying mental health needs, including anxiety or depression, self-harm, substance use, eating disorders, or physical symptoms without a clear medical explanation.

Some students may also experience specific conditions such as attention deficit hyperactivity disorder (ADHD), or attachment-related difficulties.

Communication and Interaction needs

Students with Speech, Language, and Communication Needs (SLCN) may experience challenges in expressing themselves or understanding others. This can include finding it difficult to verbalise their thoughts, understand what is being said to them, or interpret and use the social rules of communication.

Autistic students may have specific challenges in social interaction. They may also experience differences in language, communication, and imagination, which can impact how they connect and engage with others.

Sensory and/or Physical needs

Some students benefit from additional educational provision due to a sensory or physical disability that affects how they access the learning environment. These needs may change over time and therefore their provision needs will require adapting over time.

Many students with vision impairment, hearing impairment, or sensory needs benefit from specialist support and/or equipment to be able to engage in their learning. Students with a multi-sensory impairment experience a combination of vision and hearing differences. Some students with physical disabilities may require ongoing support and adaptive equipment to access the full range of opportunities available to their peers.

2. Policy

Exeter Mathematics School is committed to a student-centred approach that involves students, families, school staff, and relevant external professionals in planning and delivering high-quality, needs-led provision. This ensures support is appropriate for our high-attaining students, consistent across the school, and promotes equity of access to learning and social development.

Our goal is to empower every student to reach their full potential and support them in developing strategies to enable them to successfully transition into adulthood, employment, training, or higher education.

This policy ensures that all staff understand their responsibilities regarding Special Educational Needs and Disabilities (SEND) and are equipped to help students access the curriculum and flourish in a supportive environment.

The EMS SEND Policy reflects the principles of the SEND Code of Practice: 0 to 25 years (2015, updated 2020) and aims to:

- Promote inclusive, high-quality teaching adapted to meet diverse needs, which is the foundation of effective learning. Some students may require additional and different support - this constitutes special educational provision, and we use our best endeavours to provide it.
- The special educational needs of all students are the shared responsibility of all staff.
- Students with SEND are entitled to a broad, balanced and relevant curriculum, tailored to ensure they make maximum progress and thrive.
- Ensure early identification of SEND and implement timely, effective support using the Assess, Plan, Do, Review approach.
- Involve students and their parents/carers in meaningful, collaborative decision-making to ensure that needs are identified early and targeted support is provided.
- Maintain high aspirations and set appropriate outcomes based on prior achievement and student voice.
- Provide staff with the training and resources needed to deliver adaptive teaching and support.

- Ensure access to a broad, balanced, and relevant curriculum, including for students with medical needs.
- Work in partnership with external agencies, e.g. Local Authorities, to enhance provision.
- Uphold the duties of the Equality Act 2010 and comply with statutory guidance from Local Authorities.
- Monitor, review, and continually improve SEND provision across the school.

EMS believes that all young people are entitled to an education that enables them to:

- Have the highest aspirations and be supported to achieve ambitious outcomes during their time at EMS.
- Achieve their best.
- Become confident individuals who live fulfilling lives.
- Make successful transitions into adulthood, including employment, training, or higher education.

3. Implementation

Identification

The primary aim of identification is to determine the actions the school must take to meet a student's individual needs. As outlined in the SEND Code of Practice, there are four broad areas of need:

- Communication and interaction,
- Cognition and learning,
- Social, emotional, and mental health,
- Sensory and/or physical,

At EMS, identification is holistic, considering the whole student, not just their special educational needs. Known SEND needs are identified through multiple channels, including the application and enrolment process, and information shared by previous schools or professionals. The SENDCo/Assistant SENDCo will seek to gather information for incoming Year 12 students during the admission process prior to enrolment. This typically is done via a meeting with the student and their parents/carers to discuss the student's needs.

EMS works in partnership with feeder schools to identify students who may benefit from early transition support, such as taster days or familiarisation visits to understand how learning is structured, and become comfortable with the environment, including boarding facilities where applicable.

Once enrolled, students identified with SEND will be placed on the SEND register and will have an Individual Learning Plan (ILP) developed in consultation with the student and, where appropriate, their parents/carers. The ILP includes:

- Identified need(s) and category of need
- Recommended teacher-led strategies and student-led strategies

The SEND Register, Students individual ILPs, and Exam Access Arrangements, are maintained on Bromcom and made accessible to staff to ensure consistent support and provision.

EHCP Consultation

Students with an Education, Health, and Care Plan (EHCP) may be referred to EMS by their Local Authority SEND team. The SENDCo will consult directly with the LA, following the guidance set out in the SEND Code of Practice (2015). The purpose of this consultation process is to provide tailored, individualised consideration of each application, ensuring we can meet the need(s) of the student, reasonable adjustments are made, and smooth transitions are arranged. The SENDCo will also evaluate whether the admission would impact the effective education or safety of other students. EMS is not an appropriate setting for learners who require physical restraint as part of a planned behaviour intervention, as the school is not equipped to safely meet such needs.

Identification once on roll

All teaching staff are committed to understanding and supporting the diverse needs of our students. We aim to maintain an inclusive learning environment where every student can fulfil their potential. Tutors and teachers will have access to relevant information about the support available to SEND students via Bromcom and CPOMS. For information that is confidential or sensitive, staff can discuss further details with the Pastoral/SEND team, where appropriate.

Once on roll, additional needs may be identified through a variety of ways, including, but not limited to, staff observations, pastoral meetings, assessments and/or parent or student voice.

Our SENDCo, SENDCo Assistant, and subject teachers conduct regular assessments to monitor the progress of all students. This collaborative process helps to identify those whose progress is not in line with expectations, considering their age and individual circumstances.

Indicators of concern may include progress that:

- Is significantly slower than that of peers starting from a similar baseline.
- Does not match or exceed the student's previous rate of progress.
- Does not effectively narrow the attainment gap with peers.
- Results in a widening of the attainment gap.

Student progress is a standing item in EMS staff meetings, providing a forum to identify or discuss individuals who may require additional support. Teachers are responsible for continuously monitoring student attainment and achievement, delivering high-quality teaching that is adapted to meet individual needs. If a student is making less than expected progress or falls behind peers, additional support will be introduced.

When a student continues to face challenges despite targeted support and quality teaching, the teachers will work with the SENDCo/Assistant SENDCo to explore whether the student may have a learning need and to agree on the best course of action. This may include working with specialists at Exeter College to identify specific learning, processing, or developmental needs.

In some situations, it may be beneficial to involve external professionals, these decisions are always made in partnership with the student's parents/carers to ensure a cohesive and informed approach.

Indicators that a student may benefit from further support can include:

- Limited progress despite personalised and adapted teaching strategies.
- Ongoing difficulties in literacy or numeracy affecting attainment in key subjects.
- Persistent emotional or behavioural challenges not resolved by standard interventions.
- Sensory or physical needs that continue to impact progress even with specialist support.
- Communication and/or interaction difficulties that remain despite thoughtful curriculum adaptations.
- Behavioural or emotional needs that regularly affect learning for the student or their peers.
- Social communication challenges that create barriers to relationship-building and engagement with learning.

Factors that may affect progress but are not SEND:

It is important to distinguish between special educational needs and other circumstances that can influence academic progress. Whilst factors such as short-term illness, poor attendance or being a Looked After Child may require support or reasonable adjustments, they do not necessarily indicate a SEND. Similarly, students with English as an additional language, those receiving bursary support, or those from service families may face unique challenges, but these are not in themselves indicators of Special Educational Needs.

Provision of Support - Assess, Plan, Do and Review

When a student is identified as having SEND needs, we will take prompt action to support their learning by offering strategies that will work towards removing barriers and putting in place effective, tailored provision. This support follows the **graduated response** - a four-part cycle of **Assess, Plan, Do, Review** - through which decisions and actions are planned and implemented, reviewed, refined, and adapted as our understanding of the student's needs adapts. This process helps ensure that the student makes good progress and achieves positive outcomes.

For students with lower-level SEND, the Assess, Plan, Do, Review cycle is integrated into the school's regular assessment, planning, and reporting schedule. For students with more complex needs, or when more frequent monitoring is necessary, additional meetings will be arranged to ensure timely and effective support.

Graduated Response

A s s e s s

- When identifying a student as requiring SEND Support, the class teacher - working collaboratively with the Tutor and SEND team - should undertake a clear and thorough analysis of the student's needs. This process should be informed by the teacher's own assessments and observations, the student's previous progress and attainment, and additional information gathered from across the school.
- Consideration should also be given to the student's development in relation to their peers and national benchmarks. The views and experiences of parents/carers, the student's perspective, and, where relevant, input from external support services should also inform this analysis. All findings will be documented in the school's MIS as part of the student's Individual Learning Plan (ILP). The SEND Team will meet with parents/carers and, where appropriate, representatives from Health and Social Care or other agencies to develop and regularly update the ILP.
- This assessment will be reviewed regularly to ensure that the support and interventions remain appropriate and effective. Reviews will focus on identifying and addressing any barriers to learning, and on evaluating the impact of the support provided. In some cases, particularly with certain types of SEND, a clearer understanding of need may emerge through observing how the student responds to specific interventions.

P l a n

- Students will meet with the SENDCo/Assistant SENDCo and/or Tutor to agree on appropriate interventions and support strategies. These will be designed to promote progress and development, with clear expectations for impact. The agreed plan will be recorded on CPOMS/Bromcom and shared with staff.
- The ILP will clearly outline the student's areas of need, the intended outcomes, and the specific support and resources to be provided. This includes any relevant teaching strategies or approaches.
- All support and interventions will be carefully chosen to align with the student's identified outcomes and will be based on evidence of effectiveness. Provision will be delivered by staff with the necessary expertise and training to ensure quality support.
- The ILP may include a role for parents/carers or boarding staff in reinforcing learning at home, supporting a consistent and collaborative approach.
- Where applicable, the ILP will also specify the involvement of external agencies and detail how their input will contribute to the achievement of the student's goals.
- Parents/carers should be informed when a decision is made to place a student on the SEND Support register. In exceptional cases, where necessary to respect the student's wishes regarding confidentiality, discretion may be applied.

**D
o**

- Class teachers hold primary responsibility for the daily teaching and support of students. They will work closely with any additional support or specialist staff to plan, deliver, and evaluate the impact of interventions, ensuring they are effectively integrated into everyday classroom practice.
- The student's tutor plays a key role in providing ongoing academic and pastoral support, meeting with the student on a weekly basis as part of the academic tutorial programme.
- The SENDCo/Assistant SENDCo will assist class teachers in any challenges related to learning and progress, and offer guidance on the effective delivery of support strategies.
- Class teachers are also responsible for the consistent implementation of the Individual Learning Plan (ILP) and will be asked to contribute meaningfully to its development, review, and refinement.

**R
e
v
i
e
w**

- The Individual Learning Plan (ILP) will be reviewed on the previously agreed date, in alignment with the school's standard progress review cycle. Where necessary, reviews may be scheduled more frequently to reflect the level of need.
- The review will evaluate both the quality and impact of the support and interventions in place. It will also incorporate the views of the student and their parents/carers to ensure a well-rounded understanding of progress.
- Parents/carers will receive clear information about the outcomes of the support provided, enabling them to contribute meaningfully to planning the next steps. Where appropriate, input from other agencies will also be sought to inform this review.
- For students with complex needs involving multiple agencies, the decision about agency attendance at each review meeting will depend on the nature and frequency of the student's needs. This will be agreed at the initial ILP planning meeting.
- Review outcomes will feed back into the ongoing assessment of the student's needs. The class teacher, in collaboration with the SEND Team, will update the support plan based on the student's progress and development. Any changes will be discussed and agreed with the student.
- If a student continues to make limited or no progress over a sustained period, the school may seek additional advice or support from a specialist or external agency. This step will always be taken in consultation with parents/carers.

Education Health Care Plans

If the SENDCo/Assistant SENDCo or parents/carers feel that, despite Exeter Mathematics School (EMS) taking appropriate and purposeful steps to identify, assess, and address their child's needs, the expected progress has not been made, they have the right to request an Education, Health and Care Plan (EHCP) Assessment.

Parents/carers can contact the SENDCo to discuss this further.

The following people have the right to request an EHCP assessment for a young person aged 0 to 25:

- The young person's parents/carers.
- The young person themselves, if aged 16 or over but under 25.
- A person acting on behalf of a school with the young person's knowledge.

For students who have an existing Education, Health and Care Plan (EHCP), the Local Authority is required to review the plan at least once every twelve months. As part of its statutory duties, EMS will liaise with the Local Authority and parents/carers to ensure that annual review meetings are held and all the necessary paperwork is completed. For further details, please refer to Appendix 1, which includes an excerpt from the SEND Code of Practice.

Exit Criteria

When a student has made sustained and meaningful progress in their area of need and no longer requires support that is additional to or different from high-quality, differentiated teaching, they will no longer be identified as requiring SEND Support. At this stage and following careful review and agreement with the student and, where appropriate, their parents/carers, the student will be removed from the school's SEND register. This reflects the success of targeted support and the student's growing independence in their learning journey.

Supporting Students and Families

We value and appreciate the important role that parents/carers play in supporting the student's education, whilst also recognising the importance of developing the student's independence. Parents/carers are actively encouraged to engage with the school to discuss their child's needs and educational support. Their partnership is highly valued, and their contributions are seen as an integral part of every student's learning journey.

For further information about how we work with parents/carers, please see our SEND Information report, which can be found on our website.

Parents and carers are also encouraged to explore the Devon County Council Local Offer website at www.devon.gov.uk/send (or the equivalent Local Offer of their own local authority). This resource offers information on agencies, services, and support available for students and young people with SEND and their families.

Student Voice

We highly value the views of our students and recognise that genuinely hearing their views is key to promoting the best possible outcomes. Students have multiple ways to share their views throughout their time at EMS. Whilst student views are welcome at any time, they are specifically sought during SEND reviews, as part of the regular progress review cycle, and at the conclusion of targeted interventions. We expect students to be the primary voice in setting their own learning outcomes wherever possible. For further information about how we capture student voice, please see our SEND Information Report, which can be found on our website.

Meeting Medical Needs/Conditions

The Children and Families Act 2014 places a duty on schools to make appropriate arrangements to support students with medical conditions. Individual Healthcare Plans (IHCs) will usually specify the type and level of support required to meet these medical needs.

Exeter Mathematics School recognises the importance of appropriately supporting students with medical conditions to ensure they have full access to education, including school trips

and extracurricular sporting activities, wherever possible. Some students with medical conditions may also be classed as disabled, and in these cases, the school will comply with its duties under the Equality Act 2010. For further information, please refer to the school's Supporting Students with Medical Conditions Policy.

Students in Hospital

The SENDCo 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 and professionals*,

For further information about how we support students in hospital, please see our Supporting Students with Medical Conditions Policy.

Allocation of resources

- Resources are allocated to support students with identified needs in line with this policy.
- This support may take the form of adapted work in class, academic support on a 1:1 or group basis, support from the Pastoral Team for individuals.
- Specialist equipment, books and/or other resources that help the student may be purchased where appropriate, and as required.

Personal Budgets

Personal Budgets are only available from a Local Authority to students with an Education, Health and Social Care Plan (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 SENDCo.

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 SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

4. 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, SENDCo, and Assistant SENDCo, all members of staff have important responsibilities in supporting students with SEND.

Governing Body

The Governing Body plays a key role in ensuring that the SEND provision in school follows the guidelines stated in SEND Code of Practice (2015) and the Equality Act (2010) by:

- Designating an appropriate teacher to be responsible for co-ordinating SEND provision - the SEND co-ordinator, or SENDCo.
- Supervising the production of an SEND 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.
- Carrying out scrutiny visits to ensure that the school SEND provision is supporting students to be able to access the curriculum and extra-curricular activities in line with peers.

Headteacher

The Headteacher oversees the way the school delivers education to all students. Part of this responsibility includes line management of the SENDCo, oversight of the SEND Policy, and development of the curriculum and school systems to ensure the needs of all students, including those with SEND, are met. The Headteacher will work closely with the SENDCo and the Governors to ensure that the provision is effective and meeting the needs of our students and fulfilling our statutory duties.

Assistant Headteacher (Pastoral) / SENDCo

In collaboration with the Headteacher and Governor responsible for SEND, the SENDCo determines the strategic development of the SEND policy and provision with the continual aim of raising the achievement of students with SEND.

The SENDCo 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 SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for students with special educational needs.

The Assistant Headteacher (Pastoral) will work with the Assistant Headteacher (Academic) to undertake analysis and assessment of students' academic progress and monitor the quality of teaching and standards of students' achievements.

The SENDCo liaises and collaborates with the Assistant SENDCo, class teachers, and the Pastoral Team, to ensure that learning for all students is given equal priority.

The principal responsibilities for the SENDCo include:

- The provision for SEND students and reporting on progress.
- Advising on the graduated approach to providing SEND 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 SEND 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 other schools and external agencies, such as the local authority and its support services.
- 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) regarding reasonable adjustments and access arrangements.

Assistant SENDCo

The Assistant SENDCo 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 SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for students with special educational needs.

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

The principal responsibilities for the Assistant SENDCo 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 SEND support - Assess, Plan, Do, Review.
- The preparation and review of Individual Learning Plans (ILPs) for students as required.
- Contributing to relevant SEND professional development for all staff.
- Overseeing the records of their assigned 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 SENDCo and the Examinations Officer to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.

Tutors:

Tutors are responsible for:

- Responding to initial concerns highlighted by parents/carers, teachers and/or students.
- Assisting in the preparation and review of Individual Learning Plans (ILPs), in consultation with the SENDCo/Assistant SENDCo, for students who require academic support.
- Referring concerns to the SENDCo/Assistant SENDCo.
- Supporting students with SEND by following advice and procedures outlined by the SENDCo/Assistant SENDCo and in associated policies.
- Making provision for students as outlined in their ILP.

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, adapted 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 SEND 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 SENDCo 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.
- Provide evidence of a students' normal way of working to support Exam Access Arrangement applications.

Accessibility

Exeter Mathematics School is fully compliant with the Equality Act 2010 and relevant accessibility legislation. The school site is largely accessible to wheelchair users, apart from two teaching spaces. A disabled toilet is available on site, and student timetables are adjusted as needed to accommodate any limitations in room access. The school is committed to continually improving accessibility for all members of its community. Details of ongoing and planned developments can be found in the school's *Accessibility Plan*, which is available on the school website.

Storing and Managing Information

Student SEND records will be kept securely on the Bromcom/CPOMS platform where they can be accessed by approved members of staff. Any paper copies (e.g. for exam access arrangements) will be kept in a locked filing cabinet in the SENDCo's office.

Responding to Complaints

In the first instance, any concerns or complaints from parents/carers or students regarding the provision or organisation of SEND support are addressed through the procedures set out in the school's *Complaints Policy*.

If concerns remain unresolved, and there is ongoing disagreement regarding SEND provision, the Local Authority can facilitate further support. This includes planning for independent persons to help mediate and resolve disagreements between the school and parents/carers. Access to formal mediation is available prior to any tribunal proceedings. Parents and carers also have the right to appeal to the SEND Tribunal at any stage in the process.

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 SENDCo will be responsible for this process, evaluating the effectiveness of the SEND provision by considering:

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

6. Associated Documentation

- Request for Additional Learning Support Form
- Request for Screening/Assessment Form
- SEND Information Report
- Accessibility Plan
- SEND Code of Practice 2015
- Supporting Students with Medical Conditions Policy,

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 CPOMS 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 or accessibility tools are not accidentally blocked by filters 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?*

EMS has consulted with SLT, SEND providers in other institutions, including Exeter College, to incorporate their experience of SEND provision into this policy. Students' and parents'/carers' views are considered 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 – e.g. 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]

Issue Assessed <i>E.g. policy section or practice.</i>	Protected Group	Impact and Evidence <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>	Justification <i>Can the issue be justified for academic or business reasons? Please explain.</i>	Proposed Action/Timeline <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</i>	Person responsible for action(s)

				<i>utilise this opportunity?</i>	
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.			YT
Discriminatory language	All	This policy has been checked for discriminatory language and is used to inform the behavioural policies of EMS			YT
Pregnancy	6	This policy allows for an adapted timetable for pregnant students			YT
<p>5. Monitoring <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>6. Summary <i>Summarise the outcome of this Equality Assessment and state any actions you will be taking as a result.</i></p> <p>This policy is equitable</p>					

Appendix 1 - Excerpt from SEND Code of Practice.

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/carers or young person, a representative of the school or other institution attended, a local authority SEND 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 EHCP, and on what changes might need to be made to the support that is provided to help them achieve 197 of those outcomes, or whether changes are needed to the outcomes themselves. Children, parents/carers 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 EHCP 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 EHCP 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.