



Special Educational Needs and Disabilities Information Report

Staff reviewer:	Date:	Share with link governor for awareness:	Next review date:
Yasmin Trevelyan	November 2025	Lewis Day	November 2026

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

This Information Report is written in association with our existing policies and procedures, including, but not limited to, the following: SEND Policy, Supporting Students with Medical Needs and Disabilities, Child Protection and Safeguarding Policy, and Accessibility Plan.

What kinds of special educational needs are provided for at Exeter Maths School?	<p>At EMS we currently support students with a range of needs in the following categories:</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health • Sensory and Physical • Speech, Language and Communication needs; ADHD; Autism Spectrum Disorder • Dyslexia and Dyspraxia • Hearing or Visual Impairment • Medical conditions or physical disabilities <p>This list is not exhaustive; with the support of Exeter College, we will endeavour to meet the needs of all students who meet our entry criteria.</p>
How does the school identify students with special educational needs?	<p>Students are asked to share information about any identified needs as part of the application process. In addition, teachers from feeder schools are asked to provide similar information as part of their reference. Furthermore, on entry, all students are tested for literacy and numeracy to assist in identification of needs.</p> <p>Once students are attending EMS, staff are encouraged to be vigilant regarding needs that may not have been previously identified. Where a member of staff, student, or parent/carer believes a specific need may exist, students may be referred for a screening assessment at Exeter College and/or provided with in-house support coordinated by EMS SEND team. This includes, but is not limited to, the use of extra time, a word processor, rest breaks, resources such as coloured overlays and additional learning support from teachers.</p>
Contact details of SEND staff	<p>Yasmin Trevelyan is the SENDCo and supports Year 12 students yasmintrevelyan@exeterms.ac.uk</p> <p>Grace Strachan is the SEND lead for Year 13 and supports SEND students through the admissions process. gracestrachan@exeterms.ac.uk</p>
The Local Offer	<p>The purpose of the Local Offer is to provide a comprehensive list of the services available to families to support their children. The site offers guidance on how to seek advice and guidance regarding SEND. As EMS works with multiple Local Authorities, families should refer to the Local Offer provided by the authority corresponding to the student's home address.</p> <p>Please see the link below for our Local Offer:</p>

	About the SEND Local Offer - Find out about support for SEND in Devon
What are the arrangements for consulting with parents of children with SEND and involving them in their children's education?	<p>The school has an open culture and encourages parents/carers to get in touch regarding any concerns they may have. Several parent/carer engagement events are held throughout the year to strengthen communication between home and school. Many of our students can articulate clearly their specific needs and the type of provision they require. Students are encouraged to be independent; however, parents/carers are welcome to attend if their presence would help the student express their needs more effectively.</p> <p>If a student's needs are more complex, if a parent/carer has a particular concern or when students cannot fully communicate their needs, parents/carers will be invited to take part in review meetings. Parents are informed of the dates of SEND review meetings via the parent newsletter. This acts as a prompt for parents to get in touch to share any relevant information for the SEND review.</p> <p>Furthermore, parents/carers are invited to meet with a member of staff regarding a student's needs during each parents/carers evening. Staff roles can be found on the school website, or a member of the admin team will point queries in the right direction. Students will also be advised during induction week where and how to seek support.</p>
What are arrangements for consulting young people with SEND and involving them in their education?	<p>Our SEND reviews are held termly meaning each SEND student is met at least three times a year by the SENDCo in line with the Assess, Plan, Do, Review cycle. In these SEND reviews we complete each student's individual learning plan with them, ensuring the student voice is captured throughout.</p> <p>All students are asked to complete an annual feedback form in which they are asked about the support they receive; this can be anonymised which makes it a useful tool for capturing the student voice of those who lack confidence or worry their expectations are not in line with their peers or other members of the school community.</p> <p>In addition to the SEND reviews detailed above, any student with an EHCP will have an annual review, parents, the young person, their teachers (where possible), the SENDCo and other relevant professionals attend. At these annual reviews the student's voice is encouraged and celebrated. This can be done verbally in the meeting or as part of the information gathering for the review ahead of the meeting, our primary need is communication and interaction, so many of our students prefer to share their views in written form or via a trusted adult.</p>
How does the school measure the progress of students with	We will follow the graduated response to meet the needs of our students with special educational needs. The graduated response is a four-part cycle of assess, plan, do, review.

special educational needs?	<p>Our students have three assessment points over the academic year; their progress is reviewed in collaboration with the SENDCo and teaching staff. At this point appropriate interventions are planned and implemented, the student's progress will then continue to be monitored and reported to relevant staff, the student and their parent/carer where required. We will also continually review logs made by staff on CPOMS. This includes, but is not limited to, attendance data, academic observations and behaviour reports.</p> <p>At the termly SEND review, any interventions and reasonable adjustments are reviewed, and any necessary changes are explored. If this review shows that a student has made appropriate progress they may no longer require SEND support.</p>
Arrangements for supporting children and young people moving between phases of education and in preparing for adulthood.	<p>Prior to students starting with us, we contact previous schools to gather relevant SEND information. As part of this communication, we can offer an enhanced transition, such as additional visits to the school setting, visits to our boarding provision and meetings with key members of staff prior to their start date. In addition, we will meet SEND students and their parents/carers during the interview process to ensure that we have appropriate provision in place prior to starting.</p> <p>Typically, our students go onto university, degree apprenticeships or employment. We will support students in seeking out relevant support services for their setting.</p>
What is the approach to teaching children with SEND?	<p>All students are taught in mainstream classes, typically with fewer than 18 students. Teachers are expected to adapt their resources and practice to enable all students to flourish; for example, changing the colour of handouts or the computer screen for a student with traits of dyslexia who needs this access arrangement to be able to interact with the materials effectively.</p> <p>Teaching staff share strategies for support and students are encouraged to provide feedback as to what works best for them throughout their time at EMS.</p>
How does school ensure that staff have the relevant training to support students with SEND?	<p>Each teacher is aware that they have responsibility for all their students and has a detailed picture of students with SEND.</p> <p>All new teaching staff have an induction session, which includes sharing detailed information about the particular needs of SEND students. INSET days provide an opportunity to specifically focus on teaching and learning. This provides a forum for sharing best practice around supporting students with SEND. Teachers Around the Child' meetings are frequently held to share and develop strategies to support our students with the most complex needs. Support and advice are provided by the SENDCo and Assistant SENDCo and strategies are incorporated into the student snapshot.</p>
How does the setting evaluate the	<p>The Senior Leadership Team follows a yearly schedule of scrutiny with governors, including visits led by a named SEND link governor.</p>

effectiveness of its provision for learners with SEND and how often does it do this?	<p>These reviews consider SEND data, evaluate provision, and capture the student voice.</p> <p>Both student and parent surveys include questions about SEND provision, and feedback is acted on promptly.</p> <p>Interventions and support are reviewed throughout the year using assessment data to evaluate their effectiveness. This typically takes place during “Progress and Intervention” meetings, held within a fortnight of each assessment cycle.</p>
How do you ensure that learners with SEND are included in non-classroom based activities?	<p>Students’ needs are assessed on a case-by-case basis. As a small school, we will endeavour to adapt the wider environment to meet the needs of each cohort. For example, we have set up quiet zones in the school to support students with sensory needs. Within the confines of our listed building status, the school has been adapted to improve access for those with disabilities. Where necessary, timetable alterations can be used to overcome access issues.</p> <p>When necessary, students will be supported to travel between Exeter College and EMS for lessons. To ensure fair access to trips and events, students’ potential needs are considered throughout the planning stage as well as throughout the course of the trip.</p>
What support is available for improving social and emotional development including pastoral support arrangements for listening to the views of children with SEND?	<p>Our pastoral curriculum supports all students and is designed to help support their mental and emotional health. EMS pastoral staff signpost students to external agencies that can provide support, for example, Young Devon, CAMHS, GPs etc. In school, pastoral staff are available during the day to provide additional support for students who need it.</p> <p>Pastoral Accommodation Tutors are available for Boarding students during the mornings before school and evenings, they can offer support and guidance. All pastoral staff, including in Boarding, receive training in supporting students with mental health difficulties. A member of the Safeguarding team is on duty each night.</p>
How does school involve other agencies in meeting students’ SEND and supporting their families?	<p>The support of outside agencies is sought on an individual basis. The SENDCo has strong links with professionals from a range of external agencies including the Multi-Agency Safeguarding Hub, local Autism support agencies, the Transition to Adulthood Team, and appropriate medical professionals.</p>
What arrangements are there for handling complaints from parents of children with SEND about the provision?	<p>Complaints about the SEND provision are recorded and handled in accordance with our Complaints Policy.</p>
What are the arrangements for the admissions of pupils with SEND?	<p>As a selective school, we have an admissions process that includes an entrance test and interview. All students with approved Exam Access Arrangements will have these in place during their timed entrance test to meet their needs.</p>

	<p>In addition to this, students and parent/carers are asked to outline their SEND needs in their application to ensure that we can put the appropriate support in place prior to enrolment. This will be followed by a meeting with the SENDCo to further establish reasonable adjustments that need to be considered. These needs are not used as part of the decision-making process with regards to allocation of places.</p> <p>Prior to enrolment we gather SEND information from feeder schools where possible and offer additional transition support if needed. Students with an Education, Health and Care Plan will have a consultation period with EMS via their local authority.</p>
What is the school's accessibility plan?	An accessibility plan aims to help pupils with disabilities access the curriculum, school facilities, and information more easily. Our accessibility plan can be found on the school website.