



Special Educational Needs and Disabilities

Special Education Needs for which provision is made at EMS

In the 2023-2024 academic year, EMS has made provision for students with:

- Specific Learning Difficulties such as dyslexia
- Autism
- Anxiety and other Social, Emotional and Mental Health (SEMH) issues
- Complex medical needs including chronic fatigue and disability.

This does not constitute an exhaustive list of all the needs that we are able to cater for: with the support of our sponsor, Exeter College, we will endeavour to meet the needs of all students who meet our entry criteria.

We have a number of students with an Educational Health Care Plan, and we work with their respective SEND Statutory 0-25 team ensuring that we attempt to meet the students' needs.

Identification of SEN

Students are asked to provide us with information regarding already 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.

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 and/or parent/carer believes a specific need may exist, students are referred for a screening assessment at Exeter College and/or provided in house support coordinated by the SENDCo, 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. Students with prior identification of needs are usually also referred for screening so that the information we use to provide support is relevant and current.

Provision:

a) Evaluating Effectiveness of Provision

Each student with SEND has an Individual Learning Plan (ILP) that is reviewed termly, to ensure provision continues to be effective. This review takes place between the student and the SENDCo. If a student wishes parents/carers to attend, then they are welcome to do so. Parents/carers are also invited to talk to a designated member of staff regarding the students' needs on each parents/carers evening.

Students with an Educational Healthcare Plan (EHCP) will have their plan reviewed every year, with parents or carers and a representative from the 0-25 SEND team invited to participate. In

the event of an emergency review, this will be arranged in consultation with the student and their parents or carers.

b) Assessing and Reviewing Progress

Screening Assessments are conducted by experienced members of the Exeter College Student Support team. Depending on the outcome of this assessment, students may choose to see an educational psychologist for further assessment. Students with SEN have their academic progress tracked to ensure it is in line with other students at the school. This data is used to inform decisions made at review meetings.

c) Teaching students with SEN

All students are taught in mainstream classes with class sizes typically under 18 students. Teachers are expected to adapt their resources and practice to enable all students to flourish; for example, changing the colour of handouts and their computer screen for a student with traits of dyslexia needing this access arrangement in order to be able to interact with the materials effectively.

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.

d) Adaptations to the curriculum for students with SEN

Whilst the majority of our student's study three or four subjects at A level and complete an additional enrichment programme of study, this can be adapted to meet a student's need. For example, a student with Autism, severe pain or related fatigue may be permitted regular lateness and alterations to the timetable to allow for better rest. Staff are informed of any changes that need to be made within the classroom to aid the learning of those with SEN, for example making sure any videos that are used have subtitles. Equipment or facilities needed to support an SEN student have been purchased, for example, coloured overlays, noise cancelling headphones, sensory aids etc. further resources can be obtained when necessary.

e) Additional support for learning

Additional support for students with specific learning needs and for those that find organisation challenging is provided in house and supported by Exeter College. Students' tutors and the pastoral team are able to provide structure and support to their tutees. If a student has particular needs that are not met by this mainstream support, the school will endeavour to use appropriate external agencies to provide the required support. This will be arranged on a case by case basis.

f) Enabling students to engage in school activities

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 enable students with sensory needs to access our school without becoming too exhausted from continuous social interaction and a "Chill out" room for those with high anxiety. Within the confines of our building's listed status, the school building has been adapted to provide access for those with disabilities, if necessary, timetable alterations can be used to overcome access issues.

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.

g) Support for emotional, mental and social development

Our pastoral curriculum supports all students and is designed to help support their mental and emotional health. A culture of support for one another is embedded in the school. Students have access to counselling services externally, EMS pastoral staff also signpost students to external agencies that can provide support for example, Young Devon, CAMHS, GP etc. In school, the pastoral office is available for students throughout the day, they can relax here or speak to a member of staff. Pastoral staff are available during the day to provide additional support for students who need it.

h) Supporting Students with Physical Disabilities

Students who have physical needs will have these assessed and where possible appropriate provision will be arranged, prior to them joining the school. As with all students, appropriate adjustments will be made to the curriculum and support arrangements will be made to ensure disabled students' needs are met. The school is committed to providing support for students to be able to access the school and its curriculum with as much independence as possible.

Special Education Needs and Disabilities Coordinator - SENDCo

Yasmin Trevelyan is the SENDCo and supports year 13 students, and Grace Strachan is the SEND lead for year 12 and supporting SEND students through the admission process. EMS works closely with experienced staff from Exeter College and outside agencies to ensure provision for all students is appropriate and effective.

Staff Training and Expertise

EMS benefits greatly from securing expert advice and support from the learning support team at Exeter College. In addition, all EMS staff take part in training to ensure they are equipped to meet students' needs. EMS staff have taken part in training to better provide for Autistic and SEMH students. As part of the role of SENDCo appropriate training is acquired annually based on the SEND needs of the current cohort and staff. The Pastoral Lead is the designated safeguarding lead which allows much dovetailing of the SEMH issues forming the bulk of our provision.

Consulting Parent/carers

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 run throughout the year to aid communication with home. Many of our students are able to articulate clearly their specific needs and the type of provision they require. Students are encouraged to be independent, but they are also informed that their parents or carers are welcome to attend if they believe their presence would help the student express their support needs more effectively. If a student's needs are more complex, if a parent/carer has a particular concern or when students are not able to fully communicate their needs, parents/carers will be invited to take part in review meetings.

Furthermore, parents/carers are invited to meet with a member of staff regarding a student's needs during each parents/carers evening, during this time or by contacting the school throughout the year to ask questions regarding their child's needs and how they are being met and signposted to support services where necessary. Roles of staff 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.

Consulting Students

Students are at the centre of all we do. It is of paramount importance that their voice is heard. Students always attend review meetings and are given the opportunity to review documents such as Individual Learning Plans prior to sharing these with staff. SEND reviews aim to be held once a term and no decisions are made without consulting the students they concern.

Treatment of complaints

Complaints regarding the provision of SEN are recorded and considered in line with our Complaints Policy, published on our website.

Transfer from School to EMS and from EMS to adult life

Feeder schools are given the opportunity to identify their students' SEN. All students with an identified SEN will have an interview prior to joining EMS to ensure we have effective provision in place and to ease their transition. For students with significant needs, a meeting with feeder-school staff will be sought to provide further details and share support strategies. Students may be given the opportunity to attend such meetings and are given the opportunity to provide their own perspective. Throughout their time at EMS, students are prepared for independent living and, most likely, higher education. Students with specific learning needs may be referred for a reassessment to ensure they have their needs accurately assessed and met when attending higher education. For Students with an Educational Healthcare Plan, the respective 0-25 SEND team will consult the school in addition to EMS admission process.

Further information and support

The schools accessibility plan can be found in the policies section of the website

<https://www.exetermathematicsschool.ac.uk/policies/>

The support charity DIAS is an excellent resource for all parents/carers and students with SEND, their website is here: <https://www.devonias.org.uk/>

The Devon local offer is available here:

<https://www.devon.gov.uk/education-and-families/send-local-offer/>

Other counties local offers available and used where appropriate or necessary