



SEN Report - July 2018

Special Education Needs for which provision is made at EMS

Currently in our fourth year, EMS has made provision for students with:

- Specific Learning Difficulties such as dyslexia;
- Autism;
- Anxiety and other Social, Mental, and Emotional Health (SMEH) issues;
- Complex Regional Pain Syndrome;
- Physical disability including restricted mobility.

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.

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. On entry all students are tested for literacy and numeracy in order 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 or parent believes a specific need may exist, students are referred for a screening assessment at Exeter College.

Provision:

a) Evaluating Effectiveness of Provision

Each student with SEN has an Individual Education Plan, which is reviewed termly, to ensure provision is effective. This review takes place between the student and the SENCO and may also include parents.

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 be referred to an educational psychologist for further assessment. A charge is made for this service but the school has a bursary fund to support those students who are unable to afford this intervention.

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. Teachers are expected to adapt their resources and practice to enable all students to flourish; for example, providing a written printout of information for a student who struggles to read from the board.

Teaching staff share strategies for support and students are encouraged to provide feedback on what works best for them.

d) Adaptations to the curriculum for students with SEN

Whilst the majority of our students study three subjects to 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 or CRPS related fatigue may be permitted regular lateness to allow for better rest.

e) Additional support for learning

Additional support for students with specific learning needs and for those who find organisation challenging is provided by Exeter College. Students' tutors and the pastoral team are also able to provide structure and support to their tutees. If a student has particular needs, which 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 met on a case by case basis. As a small school, we are able to adapt the wider environment to meet the needs of each cohort. For example, we have set up silent zones in the school to enable students with Autism 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.

If required, 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 at the planning stage.

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 at Exeter College and the full range of student support services. EMS pastoral staff also signpost students to external agencies that are able to provide support.

In school, the pastoral office is available for students where they can relax or speak to a member of staff. Our lead Pastoral Accommodation Tutor is 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 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.

Our plans to make further adaptations in the coming year are published in our Accessibility Plan.

Special Education Needs Coordinator - SENCO

The Deputy Headteacher, Joe Rowing, is the line manager responsible for SENCO. Grace Strachan is the day to day SENCO. 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 SEND team at Exeter College. In addition, all EMS staff take part in training to ensure they are equipped to meet students' needs.

All members of EMS staff have taken part in training to better provide for Autistic and SMEH students. Teaching and Pastoral staff completed a higher level course to equip them to meet the needs of students with Autism.

The Deputy Headteacher is the designated safeguarding lead which allows much dovetailing of the SMEH issues forming the bulk of our provision. In addition to the above he is trained in dealing with transition specific issues for those with Autism, and supporting Transgender students.

Consulting Parents

The school has an open culture and encourages parents to get in touch regarding any concerns they may have. Several parent 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. Their independence is encouraged and therefore parents are not always invited to take part in IEP reviews.

If a student's needs are more complex, if a parent has a particular concern or when students are not able to fully communicate their needs, parents will be invited to take part in review meetings.

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 Education Plans prior to sharing these with staff.

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 is held to provide further details and share support strategies. Students 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, university study. 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.