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# THE LATYMER SCHOOL

Founded 1624

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## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND) STATUTORY

Policy produced by	Ms Gill Brander Head of Learning Support and Special Educational Needs Co-Ordinator (SENCo)
Policy Passed by Governors	July 2022
Review date of policy	July 2023

## Key staff

**Head of Learning Support and Special Educational Needs Co-ordinator (SENCo) -Ms Gill Brander** (National Award for Special Educational Needs Co-ordination-Postgraduate Certificate awarded in 2020)

Contact: [brn@latymer.co.uk](mailto:brn@latymer.co.uk)

**Senior Leadership Team member with SEND responsibility - Mr Pashley** (Assistant Head of Care, Guidance & Support)

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**SEND Governor - Matt Papasavva**

Contact: [governingbody@latymer.co.uk](mailto:governingbody@latymer.co.uk)

## Compliance

This policy complies with the statutory requirement laid out in the DfE SEND Code of Practice 0 - 25 years (July 2014) updated January 2015 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (June 2018)
- SEND Code of Practice 0 - 25 years (July 2014; updated January 2015)
- Schools SEN Information Report Regulations (2014)
- National Association for Special Educational Needs (nasen): Updating SEND policy for schools 2014

*\* Throughout this policy, 'parent' includes all those with parental responsibility, including parents and those who care for the student concerned.*

## Aims

The Latymer School believes that all children and young people with SEND are entitled to an education that enables them to make progress so that they:

- achieve their best and fulfil their academic and personal potential.
- become confident individuals living fulfilling lives and are helped to feel worthy and important members of the school community.
- make a successful transition into adulthood, whether into employment, further/higher education or training.

## Objectives

- To identify and provide for students who have special educational needs and disabilities.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a "High quality teaching" approach to the management and provision of support for SEND.
- To provide support and advice for all staff working with SEND students.
- To provide a Head of Learning Support who will work with students, staff, parents and outside agencies to deliver the SEND Policy.

## **Definition of Special Educational Needs and Disability (SEND) (Code of Practice 2014)**

A student has a Special Educational Need or Disability if he or she:

- Has a **significantly** greater difficulty in learning than the majority of others of the same age at The Latymer School, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age at The Latymer School.

### **Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age ability, disability and social circumstances.

### **Students with a disability**

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'.

This definition provides a relatively low threshold and includes more students than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing. Students with a long-term health condition such as asthma, diabetes, epilepsy, and cancer would also be covered by the school policy 'Supporting Students with Medical Needs.'

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and those students with SEN. Where a student requires special educational provision they will also be covered by the SEND definition.

## **What are the broad areas of SEND need? (Code of Practice 2014)**

### **Communication and Interaction**

Children and young people 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 they do not understand or use social rules of communication. The profile for every child with SLCN 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.

Children and young people with Autistic Spectrum Disorder (ASD) 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.

## Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), where children 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 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific Learning Difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

## Social, Emotional and Mental Health Difficulties

Children and young people 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 disturbing behaviour. 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 children and young people may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder.

## Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which 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 children and young people with Vision Impairment (VI), Hearing Impairment (HI) or a Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a Physical Disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas give an overview of the range of needs that need to be planned for. The purpose of identification is to work out what action The Latymer school needs to take, not just to fit a pupil into a category. Identification of SEND is often an important step in getting outside specialist services involved in supporting the child or young person concerned. We identify the needs of children and young people by considering the needs of the whole child.

## What is not SEN?

The following factors **do not**, on their own, mean a child or young person will be identified as having a SEN issue but The Latymer School recognises they may have an impact on progress and attainment;

- Disability (the Code of Practice 2014 outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Being a child of the Roma Community
- English as an Additional Language (EAL)

- Poor behaviour. Identifying ‘behaviour’ as a specific need will no longer be an acceptable way of describing SEN. (Code of Practice 2014). Any concerns relating to child or young person’s behaviour should be described as an underlying response to a need. The Latymer School investigates the underlying causes of poor behaviour which might be linked to an SEN issue.

## How do we identify possible SEND needs at The Latymer School?

The Latymer School uses a Graduated Approach for the identification of SEND as described in the Code of Practice, 2014. The Learning Support Team will follow the Graduated Approach Flowchart when identifying if a student will require additional support.

- Records from previous schools as students transfer to us in Year 7 and 12.
- Students may have in place an Education, Health and Care Plan (EHCP) in which their needs and necessary support are detailed.
- The Latymer School also requests that primary schools fill in a special transition report on each student transferring to us. It is in these transition reports that Special Educational Needs and Disabilities issues are picked up by the SENCo. The SENCo will then contact the previous school and the family to discuss the issue and how best The Latymer School can support the student concerned.
- The English department undertakes a literacy screening test for Year 7 in the first few weeks of the autumn term, which may highlight pupils with an additional need. For the 2020 cohort, due to Covid procedures, the screening was in the form of a written assessment in class.
- The Latymer School uses a Graduated Approach for the identification of SEND as described in the Code of Practice, 2014. The Learning Support Team will follow the Graduated Approach Flowchart when identifying if a student will require additional support.
- Staff at The Latymer School can complete a ‘Cause for Concern’ form to the Learning Support Team at any time if they are concerned about a student. The Learning Support Team will then investigate the issue further, and may commence an Assess, Plan, Do, Review cycle.
- Termly analysis of data by Heads of Department may highlight a pupil of concern.
- Parents may email the relevant Head of Learning and/or SENCo to raise a concern about a possible issue to do with Special Educational Needs and Disabilities: A child who finds a particular subject difficult does not necessarily have a "learning difficulty" in the legal sense of that expression; there will often be disparities in the speed with which children learn, in their skill at solving problems and in their general acumen.
- If a student has a Mental Health need, they will initially be added to the Emotional Health & Wellbeing register. Not all children with mental health difficulties have SEN, and for most students they will be predominantly supported by the pastoral team. However, serious and persistent mental health needs may require support that is above what is ordinarily available. If additional support from the Learning Support Team is given, students with Mental Health difficulties will be added to the Inclusion Register and parents/carers will be informed.

## What happens next?

- Students who already have an Education, Health and Care Plan (EHCP) have allocated resources which are used for that student. The Head of Learning Support will discuss the allocation of these resources with the family and student concerned based on the desired outcome for that child or young person.

- If several students have been referred to the Learning Support Department, then they are discussed at a Learning Support Departmental meeting and put in rank order based on the level of need from the evidence provided. As mentioned above, this evidence will include progress data, reports, comments from all the subject teachers of that student and lesson observations made by the Learning Support Department.
- The Head of Learning Support will then decide who to progress to specialist services such as the Educational Psychologist or who will receive Learning Support Assistant (LSA) help in class. Some of this support will require parental permission, such as the Educational Psychologist, and some support will just be normal part of the teaching approach at The Latymer School. Parents and students are consulted about any support offered and will help us to shape the most appropriate support.
- Where a parent or student has raised a concern, the Learning Support Team (LST) will gather information from their subject and form teachers. Any further referral to external services must be supported with school evidence. If teacher views do not match parent/student views, the student will continue to be monitored by LST.
- The Assistant Head of Care, Guidance & Support works with the Head of Learning Support to allocate resources for students with SEND. This will include for example, LSA time, equipment and aids, specialist services and staff training.
- Students may be added to either the Inclusion, or Inclusion Aware register. The Inclusion register is for those students who require additional support from the Learning Support Team. Students on the Inclusion Aware register are having their needs met through high-quality, differentiated classroom teaching.
- If the level of need for a particular student is high enough a request may be made for Statutory Assessment to the relevant London Borough with the purpose of getting an Educational, Health and Care Plan (EHCP) for the student.

## How do we support students with identified SEND at The Latymer School?

### High Quality Teaching

This is The Latymer School's main philosophy when supporting SEND students. 'High quality teaching' is the approach where teaching is made as best as it can be for all students including those with SEND. It acknowledges that the best person to teach a SEND student is the qualified subject specialist teacher. SEND students, may however, need a more adaptive and personalised approach to teaching and learning. It is the role of the Learning Support Team to enable and support subject teachers to teach SEND students in the classroom alongside their peers. All students with SEND have access to a broad and balanced curriculum and equal access to all areas of school life.

There are three ways of highlighting a pupil's need to staff:

Inclusion Register, Inclusion Aware Register and Emotional, Health and Well-Being Register.

**Inclusion Register:** A need has been identified and the student is receiving support from the Learning Support Team, in addition to what is ordinarily available to other students. An identified student will receive a Profile Plan detailing the pupil's needs, parent and pupil views, termly outcomes and guidance for teaching staff. Places on the Inclusion Register are not fixed and permanent: Where a student is making good progress in line with their peers, the support given will be reviewed with possible removal from the Register. Students in receipt of an EHCP will automatically be placed on the Inclusion Register. Parents will be informed in writing if their child is removed from the Register.

A diagnosis does not automatically mean that a student will be added to the Inclusion Register; it will be determined based on the level of support required.

**Inclusion Aware Register:** A need/diagnosis has been identified which is not currently a barrier to learning or other aspects of school life. The student's needs are being met through high-quality classroom teaching. Pupils will continue to be monitored closely by subject teachers to ensure progress is being made. Teachers will be provided with 'Teacher Guidance' detailing how to support the student. Parents/carers will be informed if their child will require additional support.

**Emotional, Health and Well-Being (EHWB) Register:** A student may have a pastoral, medical or well-being need that has been identified. Staff will be informed with a brief description on the EHWB Register. If a student has a Mental Health need, they will initially be added to the EHWB Register.

- The teachers are responsible for the progress of all students in their classroom. They must personalise the learning for the student with a Special Educational Need and/or Disability according to the 'Inclusion Profile'. The quality of teaching is monitored by the Heads of Department and the Senior Leadership team.
- It is very rare at The Latymer School that students are withdrawn from the classroom for specialist support. The vast majority of the help given to students with a Special Educational Need and/or Disability is by the specialist teacher of the subject concerned.
- Where there is a requirement for additional support in the classroom from 'Learning Support Assistants (LSAs)', they are guided, in advance of the lesson, by the specialist subject teacher as to how they can best help the student concerned. Learning Support Assistants are **not** there to replace the role of the subject specialist teacher.
- The Head of Learning Support will liaise with external specialist agencies to get advice on a particular Special Educational Need and/or Disability issue. This advice is then passed to the subject specialist staff to allow them to personalise the learning of that student.
- Small intervention groups, or 1-2-1 support, may be offered to students to support specific aspects of learning and school life.
- Staff are encouraged at any time to seek the advice and help of Learning Support in relation to a particular student with SEND.
- The Head of Learning Support is also responsible for staff In-Service Education & Training (INSET) on SEND issues and keeping staff up-to-date on SEND issues.

## Training

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This will include training on SEND issues.
- At the beginning of the academic year, the SENCo will offer all staff information on any new students with SEND along with advice how to support in lessons.
- The SENCo delivers half-termly training on different areas of Special Education to staff, alongside whole school training.
- School support staff have access to Autism training.
- Our Educational Psychologist has provided training for Heads of Learning outlining how best to support students and their families with ongoing SEND and emotional challenges.
- All new teachers and LSAs undertake induction on taking up a post and this includes a meeting with the Head of Learning Support to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

- The school's Head of Learning Support regularly attends Enfield's SENCo network meetings in order to keep up to date with local and national updates in SEND.
- Specialists outside providers are sometimes used to provide training around SEND issues.

## **How do we check that a child/young person with SEND is making progress?**

- The progress of students with SEND lies with the subject specialist teacher and they will track progress and give feedback in accordance with departmental and school policy.
- The progress of all SEND students is considered alongside all other students every half-term when each Head of Department (HOD) meets with their Senior Leadership Team (SLT) link.
- Parents receive a termly report and there is an annual parents evening for each year group.
- If a year 7 or a year 12 student is on the Inclusion Register then parents will also receive a brief report in the first term from the Learning Support Team (LST) to let them know how the student has settled.
- If a student has an Education, Health and Care Plan (EHCP) then there will be a formal annual review meeting in school, as well as termly meetings to review the Inclusion Profile's outcomes.
- Students on the Inclusion Register have termly outcomes set and their profile is reviewed each term, discussed with parents/carers and the student.
- Parents are welcome to email the school at any time if they have concerns or compliments about the progress of their child. It is important that any email includes the relevant form Tutor, Head of Learning and the Head of Learning Support.
- The student planner is also a way that staff will keep parents informed about student progress.
- There will also be additional meetings or telephone calls about individual students as required.

## **Students with medical conditions**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have Special Educational Needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and in these instances the DfE SEND Code of Practice (2015), updated April 2020, is followed.
- Students with long-term medical conditions and SEN will also be looked after according to the 'Supporting Students with Medical Needs Policy' and will have a 'Individual Healthcare Plan' (IHP) to look after their medical needs.

For further details please refer to The Latymer School policy available on The Latymer School website: 'Supporting Students with Medical Condition Policy'.

## Accessibility

- There are disabled toilets and changing facilities for the Sports Hall and disabled toilets in the main building.
- There are gender-neutral toilets within the school.
- There is a lift to the first floor of the music block and Sports Hall building. There is also a lift to the first floor to part of the main building containing the Art Department and Seward Studio.
- The ground floor of the main school building is wheelchair accessible.
- There is one part of the school building that is not accessible by wheelchair; upstairs in the South Block. Timetabling of lessons and rooming would then be looked at to accommodate wheelchair users.

## Role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any student identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these students and ensure that funds and resources are used effectively

## Bullying

- Bullying can be defined as “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017).
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.
- We, (the students and staff) do not tolerate bullying or harassing of any kind, whether face to face, written, online, by phone or other means. (This includes any bullying of students linked to SEND issues.)
- The Latymer School community is accepting of others regardless of gender, sexual orientation, race, religion, culture, appearance, ability or disability.
- The Personal, social, health & economic (PHSE) Curriculum includes modules on disability, attitudes to disability and disability discrimination in order to educate students about disability issues.

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For further details please see the The Latymer School policies “Anti-bullying” and “Peer-on-Peer Abuse Policy” (or Child-on-Child Abuse Policy) available on The Latymer School website. Note-check title of document available on website.

## Complaints

Any concerns about SEND provision should be addressed in the first instance to the Head of Learning Support and SENCo - Gill Brander [brn@latymer.co.uk](mailto:brn@latymer.co.uk)

If this does not resolve the situation then the Assistant Head of Care, Guidance & Support - Mr Pashley  
Contact: [pas@latymer.co.uk](mailto:pas@latymer.co.uk)

## Other useful sources of Information

- SEND School Information report-The Latymer School is available on the website <https://www.latymer.co.uk/school/learningsupport>
- The Enfield Local Offer for SEND is available at [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)