



# THE LATYMER SCHOOL

Founded 1624

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy produced by	Ms. Gill Brander Special Educational Needs Co-Ordinator
Policy Passed by Governors	Pupils and Personnel March 2025 Full Governing Body July 2025
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## Key staff

**SENCo**-Ms Gill Brander (National Award for Special Educational Needs Co-ordination-Postgraduate Certificate awarded in 2020, Patoss Assessing For Access Arrangements awarded in 2021)

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

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**SEND Governor** - Matt Papasavva

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## Compliance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs), and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' / trustees' responsibilities for pupils with SEND

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

## Statement of intent

We are proud to be an inclusive school, this is a value shared by all in The Latymer School community. As a grammar school, all students have passed an entrance exam and have a high level of academic intelligence. However, there may be times in a student's school journey that they will require some additional support to enable them to access the curriculum, whether it be for academic needs, physical support, or social and emotional challenges.

This policy outlines the framework for the school to meet its duty, obligation, and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND. Through successful implementation of this policy, the school aims to help students:

- 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 SENCo 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 pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

**Special educational provision** is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The Latymer school will make reasonable adjustments for pupils with disabilities so that they are not at a substantial disadvantage compared with their peers.

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

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that are co-occurring, and their needs may change over time.

### 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 Condition (ASC) are likely to have difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact 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) and 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 medically unexplained physical symptoms. 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 provisions because they have a disability that 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
- Slow progress and lower attainment than peers will not automatically mean a pupil is recorded as having SEN: All students have gained a place at an academic school indicating they can work above the national average.
- Health and Welfare
- Receiving Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Being a child of the Roma Community
- 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 a child or young person’s behaviour should be described as an underlying response to a need. The Latymer School may investigate the underlying causes of poor behaviour which might be linked to an SEN issue.

## **Equal Opportunities and Inclusion**

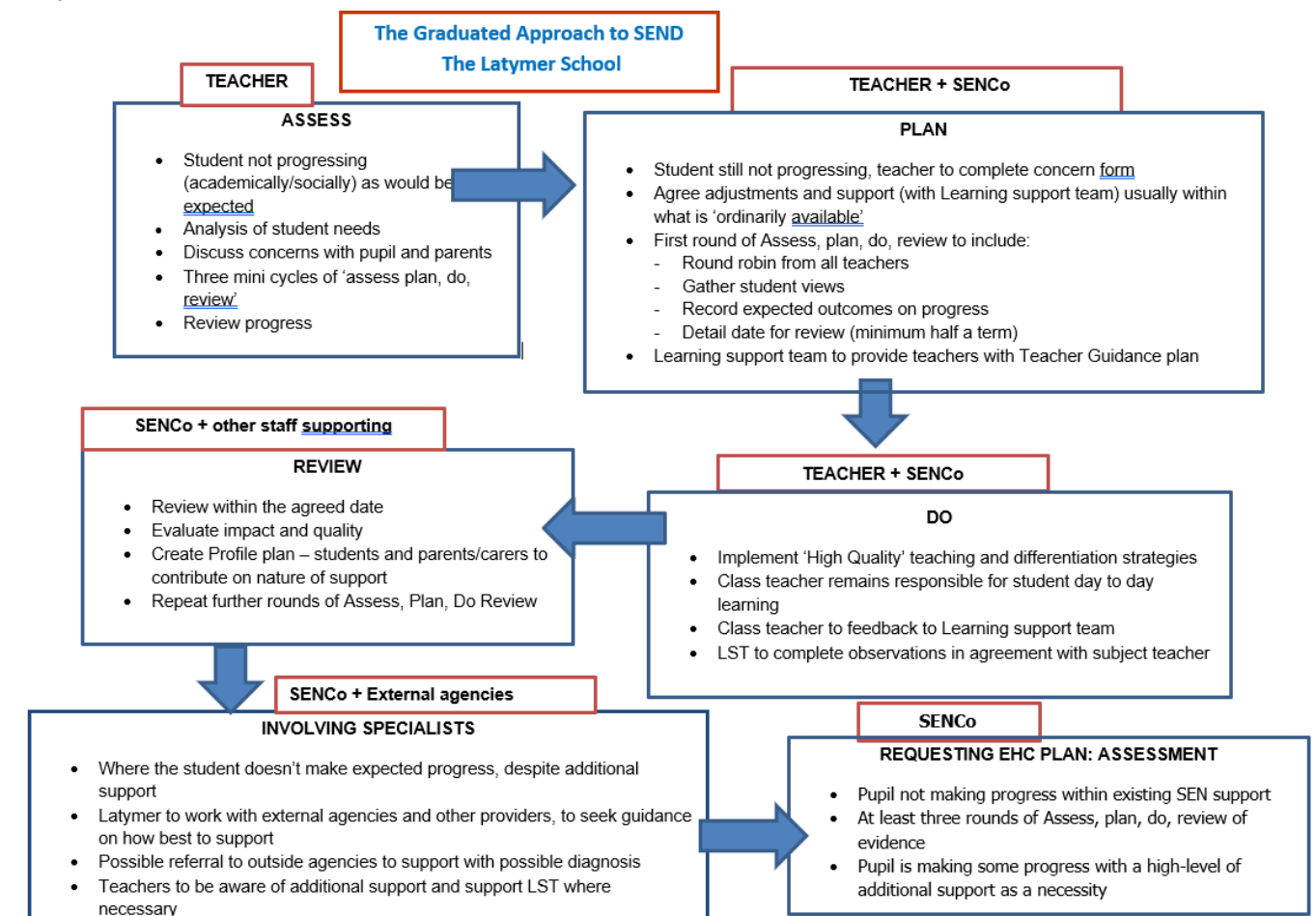
At The Latymer School, we strive to create an inclusive teaching environment that offers all pupils a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum, and the school environment to make sure that pupils with SEND are included in all aspects of school life.

# 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. Ways we identify SEND needs:

- Records from previous schools as students transfer to us in years 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 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 need and how best The Latymer School can support the student concerned.
- Staff at The Latymer School can complete a form for the Learning Support Team at any time to highlight 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 discuss possible issues to do with Special Educational Needs and Disabilities: A child who finds a particular subject difficult does not necessarily have a "learning difficulty"; 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 experiences Mental Health challenges, they will initially be added to the Emotional Health & Wellbeing register. Not all children with mental health difficulties have SEN, and most students 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.



## Planning next steps and collaboration with agencies, parents, and students

- When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. We will notify parents of support that has been added and if their child has been placed on the SEN register.
- Where a parent or student has raised a concern, the Learning Support team 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.
- Students with SEND are invited to attend all SEND review meetings where this is considered appropriate by the parents/carers.
- Students are invited to collaborate on their Profile Plans and Teacher Guidance Plans and are asked to set their small-step outcomes on their Profile Plans and respond to individualised improvement prompts.
- We actively seek to promote self-efficacy and resilience and will support students to work effectively with staff and peers.
- The Head of Learning support along with the pastoral team, will decide who to progress to specialist services such as the Educational Psychologist. Some of this support will require parental permission, such as the Educational Psychologist, and some support will just be a normal part of the teaching approach at The Latymer School. Parents and students are consulted about any support offered and this will help us to shape the most appropriate support.
- Students who already have an Education, Health and Care plan have allocated resources that 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.
- The Headteacher works with the SENCo 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. Both registers are fluid and there may be movement throughout a child's education.
- 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. Parents may also request a statutory assessment through their local borough.

## 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. High-quality teaching 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. All students with SEN 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

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. The support may be group or 1-2-1 interventions, enhanced pastoral support, and sometimes a student may have some in-class LSA support. 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 and the student will be placed on the Inclusion Aware register. Students in receipt of an EHCP will automatically be placed on the Inclusion 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 that is currently not a barrier to learning, progress, 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 a 'Teacher Guidance' profile, detailing how to support the student. Parents/carers will be informed if their child will require additional support.

## **Emotional, Health and Wellbeing Register**

A student may have a pastoral, medical or wellbeing need that has been identified. Staff will be informed with a brief description on the EHWP register. If a student has a Mental Health need, they will initially be added to the EHWP register.

## **Support available**

- The teachers are responsible for the progress of all students in their classroom. They must adapt the learning/environment/interaction for the student with a Special Educational Need and/or Disability according to the student's profile. The quality of teaching is monitored by the Heads of Department and the Senior Leadership team.
- Teachers are provided with Profile and Teacher Guidance plans to support adapted learning for SEN students.
- It is very rare at The Latymer School that students are withdrawn from the classroom for specialist support. Most of the help given to students with a Special Educational Need and/or Disability is by the specialist teacher of the subject concerned within the mainstream classroom.
- 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.
- Adaptations may be made to the class environment and resources.
- Staff are encouraged at any time to seek the advice and help of Learning Support in relation to a particular student with SEND.

## **Training**

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 on how to support them in lessons.
- The SENCo delivers training on different areas of Special education throughout the academic year.
- School support staff have access to Autism training.
- 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. They are invited to attend additional training throughout the year.
- The school's SENCo regularly attends Enfield's SENCo network meetings 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 Heads of Department (HOD) meet with their senior leadership 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 feedback 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 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 and discussed with parents/carers and the student.
- Parents are welcome to email the school at any time if they wish to discuss the progress of their child. Any email must include the relevant form Tutor, Head of Learning, and the Head of Learning Support.
- The student planner is also a way for staff to 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 SEND Code of Practice (2015) 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 an 'Individual Healthcare plan' to look after their medical needs.

## 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.

## Roles and responsibilities

### SENCo

The SENCO at our school is Gill Brander.

The SENCo will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching



- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school, or institution promptly
- Work with the Headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **The Governing Body**

The Governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Ensure SEND students receive a broad and balanced curriculum and have equal access to extracurricular activities
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children from being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

### **The SEND link governor**

The SEND link governor is [Matt Papasavva].

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

### **The Headteacher**

The headteacher will:

- Work with the SENCo and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCo, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **Subject teachers**

Each teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs
- The progress and development of every pupil in their class
- Working closely with any Learning support assistants to plan and assess the impact of support
- Working with the SENCO to review each pupil's progress and development
- Ensuring they follow this SEND policy and the SEN information report and have read student profiles

## **Complaints**

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

If this does not resolve the situation then the complaint can be sent to the Headteacher:

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

## **Developing, Monitoring and Evaluating this policy**

This Policy was developed by the SENCo with input from the Senior Leadership Team and then ratified by The Governing Body. The Governing Body publish the policy on the school's website. We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives. Half

termly meetings are held with the SENCo, headteacher and other members of the leadership team where SEN students, provisions and policies are discussed and reviewed. Parent and pupil views that have been shared with us are also evaluated in these meetings. Please feel free share any suggestions with the school.

## **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)