



THE LATYMER SCHOOL

Founded 1624

Special Educational Needs and Disabilities School Information Report (September 2024) The Latymer School

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 and information report 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 SEN and disabilities, The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCPs), SEN co-ordinators (SENCOs) and the SEN information report.

Our vision:

"To provide a first-class, liberal education where pupils achieve their full potential and show consideration for others".

At The Latymer School, we aim:

1. To help pupils develop lively enquiring minds, apply themselves to tasks, and acquire practical skills and knowledge that are valued for their own sake and for the broader good of society.
2. To ensure that school life is valued for itself as well as a preparation for adulthood and employment.
3. To help pupils develop the ambition and self-esteem to realise their full potential.
4. To encourage pupils to be aware of and understand their own and others' feelings.
5. To assist pupils to develop an understanding of and respect for the beliefs and values of others.
6. To provide a wide range of opportunities for all pupils.
7. To help pupils understand the world and the interdependence of individuals, communities, and nations.
8. To help pupils understand the consequences for the environment of their actions and those of others.
9. To encourage pupils to contribute to the common good both now and in the future.
10. To be liberal is:
 - To encourage freedom of thought and an enquiring mind
 - To recognise that each pupil is unique

- To extend tolerance and respect towards others
- To recognise that the limits of personal freedom are set by the impact of one's actions on others
- To accept responsibility for one's actions.

1. What types of SEN does the school provide for?

The Latymer School is an 11-18 co-educational **selective** school. All students must reach the standard of a grammar school in the entrance examination to be considered for a place at the school. There is an entrance exam for year 7 and year 12. If places occur on an ad hoc basis, then an entrance exam is sat in line with the year group where the place has occurred.

All of our students are academically able, and this is reflected in the pace students work at. Below are some examples of the type of SEN the school provides for:

Area of Need	Condition
Communication and Interaction	Autism spectrum condition (ASC), Speech, language and communication (SLCN)
Cognition and learning	Specific learning difficulties, including Dyslexia, Developmental Coordination Disorder (DCD)
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD), Eating disorders
Sensory and/or physical	Visual impairment, Hearing impairment, Physical impairment, Multi-sensory impairment

2. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Students with Special Educational Needs and Disabilities are most welcome to sit the entrance examination and if special arrangements are required, please complete the necessary documents when applying (see <https://www.latymer.co.uk/north-london-grammar-school-admissions>). There is a document detailing how access arrangements for our entrance exam are considered: INFORMATION REGARDING REQUESTS FOR ADDITIONAL TIME ALLOCATION OR SPECIAL FACILITIES FOR THE ASSESSMENT TESTS (2025 ENTRY)

- SEND students with an EHCP automatically are eligible for an extra 25% time allocation in the entrance examination.
- Please be aware that students with SEND and/or an EHCP must sit the entrance examination to be considered for admission to the school. Naming The Latymer School on an EHCP does not bypass the entrance examination requirement or the catchment area requirement.
- The SEND Code of Practice determines the secondary transfer process to be different for children with EHCPs. Parents may express a preference for a school in the maintained sector (i.e. a school funded by a local authority) in the home or neighbouring boroughs. Once parental preferences have been expressed, the local Borough SEN team will begin the consultation process with schools to explore if needs can be met in line with the provision laid out in the EHCP.
- Pupils holding an EHCP at the time of registering for our assessment tests will be deemed selective if they are ranked within the top 700 applicants and reside within the Inner Area. Those applicants ranked within the top 700 will have their English paper

marked. Only applicants deemed selective will be admitted subject to consultation. There is no limit to the number of applicants admitted with an EHCP.

•We typically have approximately 70 students on the Inclusion and Inclusion Aware register for a range of needs

3. How are SEN students identified?

The Code of Practice, 2014 defines SEND as:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or,
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”

The Latymer School identifies SEN students in several ways:

1. Gathering information:

Information from primary/previous schools, external agencies and reports, information from teachers, the student and home.

2. Monitoring Progress:

Subject teachers identify students failing to make adequate progress and follow an ‘Assess, Plan, Do, Review’ cycle.

Teachers work with Heads of Department and, when required, the Learning Support Team (LST). Some students may then be added to the SEND Register.

3. Data Analysis:

Heads of Department, the SENCo and the Senior Leadership team analyse data termly to identify students of concern.

4. Parental and Student Involvement:

Parents and students can contact the Head of Learning and/or SENCo to raise concerns about potential SEND issues.

Clarifying Learning Difficulties:

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.

Students with social, emotional, or mental health difficulties are initially placed on the Emotional, Health and Wellbeing (EHWB) register. Persistent and significant mental health needs may result in additional support from the Learning Support Team and added to the Inclusion Register.

Persistent absentees' and emotionally based school non-attendeess, who are unable to access their full education will be jointly supported by the SENCo, the pastoral team, and the school's Education Welfare Officer (EWO).

4. What is the Graduated Approach?

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. It is a four-part cycle:

Assess: Gather information and identify needs

Plan: Set outcomes and plan strategies to support the student

Do: Implement the plan and monitor progress

Review: Evaluate the effectiveness and adjust the plan

5. How are SEN students at The Latymer School supported with their learning?

High Expectations: All students, including those with SEND, follow a broad curriculum and have equal access to extracurricular activities with support (when required.)

Mainstream Inclusion: SEND students are taught in mainstream classrooms with High-Quality Teaching. Subject teachers adapt learning for SEND students based on the Inclusion/Teacher Guidance Profile.

Inclusion Registers: The Inclusion Register and Inclusion Aware Register highlight to staff key issues for SEND students.

Profile Plans: Students with SEND have a 'Profile Plan' or a 'Teacher Guidance Profile' to guide staff in planning and adapting lessons. These plans, developed with student and parent/carer input, are updated termly.

Intervention Groups: LST and the Pastoral Support Officer, as well as subject teachers, run intervention groups as needed.

Staff Support: LST offers bi-weekly drop-ins for advice and sharing good practices. The SENCo provides half-termly training sessions.

Monitoring and Audits: Teaching quality for all students, including those with SEND, is monitored by Heads of Department and SLT. The SENCo conducts audits to review support and gather student feedback.

LSA Support: LSAs assist in some lessons for selected individuals, guided by specialist subject teachers. The school does not routinely have LSAs in lessons due to the high level of academic ability of Latymer students.

Reasonable adjustments: Modifications or accommodations may be made to remove/reduce any barriers to learning that SEND students may face. This may include exam arrangements.

External Agencies: The SENCo liaises with external specialists for advice on specific SEND issues, which is shared with staff and LSAs to personalise students' schooling.

6. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Our school is clear about the need to actively support students with SEND and medical conditions to participate in school trips and visits, or in sporting activities, and not prevent them from doing so.

The school will consider what reasonable adjustments need to be made to enable these students to participate fully and safely on school trips, visits and sporting activities. We would actively encourage all students to participate in extra-

curricular activities, including trips, but some student's needs (SEND and non-SEND) might require a risk assessment to be carried out.

7. How does the school include parents/carers and SEND student's input into education?

Reports: Reports are sent home termly, informing parents/carers of progress.

Website and newsletter: Key information about the school is available on the school's website. The Headteacher sends an update of school activities, achievements and proposed changes to parents in the weekly newsletter. The SENCo writes a SEN Spotlight piece in the newsletter half-termly.

Additional events: Events, such as Welcome evenings for Years 7 and 12, PDC evenings, and Options evenings are held throughout the academic year.

Parents' evening: Staff meet either online or in person with parents/carers once a year to review progress and offer feedback.

Profile and Teacher Guidance Plans: Outcomes are set termly, with the parent and student, and strategies are reviewed for Profile Plans (for students on the Inclusion Register.) The Teacher Guidance Plan's strategies are reviewed annually with the student and sent to parents for review.

Communication: Parents are encouraged to contact the school with any concerns they have relating to SEN needs and concerns. Teaching and support staff make early contact with parents and students when there are concerns with any aspect of schooling.

Annual Review: For students with an EHCP, there is an Annual Review to evaluate the outcomes of the plan and the effectiveness of the provision.

Professionals' meetings: Parents/carers and students may be invited to meetings with other services such as Educational Psychology, and Enfield Autism Advisory.

Transition plan: For SEND students joining The Latymer School in years 7 and 12, additional visits to the school are organised and students and parents help plan the Profile plan.

Self-efficacy: 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. Students are asked to set their small-step targets on their Profile Plans and respond to individualised improvement prompts. We actively seek to promote self-efficacy and independence and will support students to work effectively with staff and peers.

8. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Additional intervention support
- Enhanced pastoral care
- Occasionally, there will be Learning Support Assistants in lessons
- Further training for our staff
- External specialist expertise

- Students who have an Education, Health and Care Plan have allocated resources that are used for that student. The SENCo will discuss the allocation of these resources with the family and student concerned.

9. How does the school make the environment accessible?

Full details can be found on the school's Accessibility Plan on the school website.

- There are disabled toilets and changing facilities for the Sports Hall and disabled toilets in the main building. There is a lift to the first floor of the music block and Sports Hall building.
- There are gender-neutral toilets within the school.
- There is a lift to the first floor to access the main building containing the Art Department and Seward Studio, as well as a lift in the PE block.
- The ground floor of the main school building is wheelchair accessible.
- Timetabled rooms may be changed in some circumstances.
- Seating plans and exam locations are considered carefully by all staff to ensure any SEND needs are supported.

10. Who will support my child and what training have they received?

SENCo

The SENCo is an experienced, qualified teacher. They Achieved the National Award in Special Education Needs Coordination (NASENCo) and Patoss Level 7 Assessing For Access Arrangements. They are responsible for the coordination of SEND provision across the school.

Learning Support Assistants

We have two Learning Support Assistants who are trained to deliver SEND provision and interventions. They attend training from external providers such as Enfield Autism Advisory, as well as receiving in-house training.

Class/subject teachers

All of our teachers receive in-house SEND training and are supported by the SENCo to meet the needs of pupils who have SEND. Teaching staff also may attend training provided by external services.

Senior Leadership Team

The Senior Leadership Team attends in-house training as well as specific leadership training on aspects of SEND. This supports policy planning and school procedures, to ensure inclusivity in the school structure.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Advisory Service for Autism (ASA) provided by Enfield.
- Speech and Language Service in the Local Authority
- CAMHs
- My Young Mind Enfield
- Enfield Psychology Service
- ECASS
- Sensory Support Team
- School Nurse
- Education Welfare Officer
- School Counsellors

- National Autistic society
- Enfield SEN services
- Let's Talk Enfield
- Kooth
- Papyrus
- The Samaritans
- Children's' Services and Social Care

11. Support we offer for children's/young people's health and general wellbeing:

Pastoral Care: The Form Tutor and Head of Learning oversee daily student welfare. Students are encouraged to speak with the pastoral team about any concerns.

Personal Development Curriculum: Includes modules on safety, well-being, e-safety, and confidential reporting.

Regular Meetings: Heads of Learning meet fortnightly with senior staff to discuss year groups and individual students.

Vulnerability Awareness: Staff are informed of student vulnerabilities via the confidential Emotional, Health, and Well-Being (EHWB) register.

Inclusion: The Assistant Headteacher for Behaviour, Attendance, and Enrichment ensures equality, diversity, and inclusion.

Support Teams: The Learning Support Team and SENCo are available for student concerns. Pastoral Support Officers provide additional targeted support.

Medical Care: The Welfare Officer, in conjunction with the School Nurse, creates Medical Care Plans for students with specific needs.

Anonymous Reporting: Students can use 'Whisper' to report concerns anonymously, monitored by pastoral teams.

Welfare Office: Includes a 'safe space' for students needing quiet time and is staffed by the Welfare Officer, who is part of the Safeguarding Team.

Counselling Services: There are two on-site counsellors available and students have access to Kooth, an online counselling service.

Sixth Form Mentors: Trained mentors support younger students' academic achievement.

Student Voice: The School Council, run by Senior Pupils, includes representatives from all year groups and collaborates with the Senior Leadership Team on youth issues.

Mental Health Support: Collaboration with My Young Mind Enfield (MYME) to provide mental health support and workshops based on student feedback.

Quiet and Prayer Rooms: Available at lunchtime for student reflection, regulation and relaxation.

12. Who do I contact if I have a concern about SEND support, or want information of services that can help?

The main point of contact for your child is their Form Tutor in the first instance and for more serious concerns the Head of Learning for that year group. The best email address on which to make contact with the school is office@latymer.co.uk
Information can then be forwarded to relevant staff.

The contact details for the SENCo are:

Gill Brander

Email address: office@latymer.co.uk

Telephone No: 0208-807-4037

If a parent wishes to seek independent, confidential and impartial advice, they can contact:

SENDIASS

Community House

311 Fore Street

London N9 0PZ

020 8373 6243

enquiries@epandc.org.uk

The Enfield Local Offer for SEND is available at:

www.enfield.gov.uk/SEND

National charities that offer information and support to families of children with SEND are:

➤ [IPSEA](#)

➤ [SEND family support](#)

➤ [NSPCC](#)

➤ [Family Action](#)

➤ [Special Needs Jungle](#)

Further Policies can be found at [The Latymer School - Our policies](#)

This report at The Latymer School was originally prepared in July 2014 and has been updated annually. It was last updated in September 2024.

It will be reviewed again in September 2025.

