



THE LATYMER SCHOOL

Founded 1624

Special Educational Needs and Disabilities School Information Report (September 2026) The Latymer School

We are proud to be an inclusive school, and this is a value shared by everyone in The Latymer School community. As a grammar school, all our students have passed an entrance exam and demonstrate a high level of academic ability. However, we recognise that there may be times during a student's educational journey when they require additional support to access the curriculum. This may be due to academic needs, physical challenges, or social and emotional difficulties.

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 outlines schools' responsibilities for pupils with special educational needs and disabilities
- The Special Educational Needs and Disability Regulations 2014, which detail the requirements for Education, Health and Care Plans (EHCPs), SEN Coordinators (SENCOs), and the SEND 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 and to accept responsibility for one's actions.



"The school is a truly inclusive environment, where pupils know that they belong and are respected. The education that pupils receive at this school consistently sets them up for success in their future lives."

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

The Latymer School is an 11–18 co-educational selective grammar school. All students must meet the academic standard set by the entrance examination to be considered for a place. Entrance exams are held for entry into Year 7 and Year 12. If a place becomes available during the academic year, an entrance exam is administered in line with the year group of the vacancy.

All students admitted to The Latymer School have demonstrated the academic standard required for entry, which is reflected in the pace and level at which the curriculum is delivered. However, we recognise that some students may have additional needs that require support. The school supports students with a range of Special Educational Needs (SEND), including but not limited to the following:

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

2. How does the school ensure the admissions process is fair for pupils with SEND or a disability?

The Latymer School warmly welcomes applications from students with Special Educational Needs and Disabilities (SEND). All applicants are required to sit the entrance examination; however, reasonable adjustments may be made to enable students with SEND to access the assessments fairly.

If your child requires special arrangements for the entrance test, please ensure the appropriate documentation is submitted during the application process. Further details can be found on our website. Please note:

- Children with an EHCP follow a different admissions route, as outlined in the SEND Code of Practice. Parents can express a preference for a maintained school (i.e., one funded by a local authority), and the relevant Borough SEND team will consult with the school to determine whether the child's needs can be met, in line with the provision specified in their EHCP.
- For 2027 entry, pupils with an EHCP who register for our assessment tests will be deemed selective if:
They are ranked within the top 700 applicants; and
They reside within the Inner Area.
These applicants will then have their English paper marked. Only applicants deemed selective will be admitted, subject to successful consultation.
- There is no cap on the number of students with an EHCP who may be admitted, provided they meet the selection criteria.

3. How are SEND students identified?

The SEND Code of Practice defines a child or young person as having Special Educational Needs or a Disability (SEND) if they:

- 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.”

At The Latymer School, students with SEND are identified through a combination of the following methods:

Gathering Information

We collect and review relevant information from:

- Primary or previous schools
- Parents and carers
- External agencies and professional reports
- The students themselves
- Classroom teachers and support staff

Monitoring Progress

- Subject teachers monitor student progress continually and identify those not making expected academic or personal development gains.
- Teachers follow the Assess – Plan – Do – Review cycle and work collaboratively with Heads of Department (HoDs) and Heads of Learning (HoLs). They may then seek support from The Learning Support Team (LST).
- Where appropriate, students may be added to the SEND Register for additional support and monitoring.

Data Analysis

- The SENCo, Heads of Department, and members of the Senior Leadership Team (SLT) review progress data regularly.

Parental and Student Involvement

- Parents or carers are encouraged to contact the Head of Learning or SENCo if they have concerns regarding their child's learning, development, or potential SEND needs.
- Similarly, students are supported in self-advocating and raising any concerns they may have.

Clarifying Learning Difficulties:

A child who struggles with a particular subject does not necessarily have a learning difficulty in the legal or educational sense of the term. Children naturally vary in how quickly they learn, how they approach problem-solving, and in their general cognitive abilities. It is also important to recognise that lower academic attainment, especially when judged against a high-achieving peer group such as that found in The Latymer School, is not itself evidence of a special educational need.

Students with social, emotional, or mental health difficulties are initially supported by the pastoral team. Persistent and significant mental health needs may result in additional support from the Learning Support Team (LST) and added to the Inclusion Register.

Students who are persistent absentees or who experience Emotionally Based School Non-attendance (EBSNA) are supported collaboratively by the SENCo, the pastoral team, and the school's Education Welfare Officer (EWO). The goal is to identify barriers to attendance and implement targeted strategies to support attendance to school.

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. LST 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 SEND students at The Latymer School supported with their learning?

High Expectations

All students, including those with SEND, follow a broad and balanced curriculum and are encouraged to participate fully in school life. They have equal access to extracurricular activities, with reasonable support and adjustments provided where necessary. The school maintains high expectations for all students while recognising that some may require additional support to access learning and achieve their potential.

Mainstream Inclusion

Students with SEND are taught in mainstream classrooms and benefit from High-Quality Teaching. Subject teachers adapt their teaching approach based on each student's Inclusion Profile or Teacher Guidance Profile.

Inclusion Registers

The Inclusion Register (SEND support) and Inclusion Aware Register (Monitoring) are used to highlight key information about SEND students, ensuring that all staff are aware of their needs and recommended strategies.

Profile Plans

Students with identified SEND, or a diagnosis, have either a Profile Plan or a Teacher Guidance Profile, developed in collaboration with students, parents/carers, and staff. These plans guide teachers in planning and differentiation and are updated termly or yearly.

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

Staff Support: LST offer bi-weekly drop-ins for advice and sharing good practices. The SENCo provides training sessions on different areas of SEND.

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, this includes lesson visits, bookwork reviews and teacher discussion.

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.

External Agencies: The SENCo liaises with external specialists to seek advice on specific SEND needs. Relevant guidance is shared with teaching staff and LSAs to help personalise support and enhance students' learning experiences

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

At The Latymer School, we actively encourage all students, including those with SEND, to participate fully in school trips, visits, sporting activities, and extracurricular clubs. We are committed to making reasonable adjustments, in line with the Equality Act 2010, to remove barriers and ensure that no student is disadvantaged because of their needs. Where appropriate, individual risk assessments are carried out to identify the best ways to support safe and full participation, always focusing on enabling inclusion. If participation in extracurricular activities affects a student's academic progress or attendance, we work closely with the student and their parents or carers to find a balanced and supportive way forward. We are committed to ensuring that every student can benefit from the full range of experiences offered by the school and make it a priority to ensure that every student is included. Only on the rarest occasions, and in discussion with relevant stakeholders, will a child be excluded from an activity; this will be after all reasonable adjustments have been explored to ensure a child can safely participate.

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 SEND 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 if they wish to discuss their child's SEND needs. 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 contribute to the Profile plan. We support transitions between year groups, key stages and higher education through pastoral support, careers guidance, information sharing, and additional planning meetings where appropriate.

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?

Your child's needs may require the school to secure:

- Extra equipment or facilities
- Additional intervention support
- Enhanced pastoral care
- Occasionally, LSAs in lessons
- Further training for staff
- External specialist expertise

For students with an EHCP, specific resources are allocated to meet their needs (as detailed in their plan.)

9. How does the school make the environment accessible?

Full details are available in the school's Accessibility Plan on the website. Key features include:

- Disabled toilets and changing facilities in the Sports Hall and main building
- Lifts to the first floors of the Music Block, Sports Hall, Art Department, Seward Studio, and PE Block
- Gender-neutral toilets on site
- Wheelchair access to the ground floor of the main building
- Flexibility to change timetabled rooms when needed
- Careful consideration of seating plans and exam locations to support SEND needs

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

There are 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

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 within the school structure.

External agencies and experts

Sometimes we need additional help to offer our pupils the support 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
- Enfield Behaviour Support Service
- 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
- 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.

Equality and Diversity ambassadors: L.E.A.P (Latymer Equalities Action Project) has both student and staff representatives to raise and address issues around diversity and inclusion within the school. The project also provides a valuable platform for student voice and ensures that all groups within the school community have the opportunity to contribute their perspectives and ideas, helping to shape school practices and policies and fostering a more inclusive environment for everyone.

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 a not on sims, and teachers are informed. A safety plan may be required and distributed to relevant staff.

Inclusion: The Senior 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 creates Medical Care Plans for students with specific needs.

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

Wellbeing ambassadors: Each year group has ambassadors who support positive wellbeing, promote activities that enhance students' mental health and emotional resilience, and provide a platform for student voice by raising any issues or suggestions from their peers within the year group.

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 an online counselling service, Kooth.

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

Student Voice: Senior Pupils collaborate with the Senior Leadership Team on relevant 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.

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 (Centre 404)

Tel: 07494280063

sendiassenfield@centre404.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 [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 2026.

It will be reviewed again in September 2027.