



THE LATYMER SCHOOL

Founded 1624

Special Educational Needs and Disabilities School Information Report (September 2021) 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 a rigorous entrance exam and have a high level of academic intelligence. However, there may be times in a student's school career 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. The Latymer School is committed to meeting the needs of those pupils with Special Educational Needs and Disabilities (SEND) with due regard to the SEN Code of Practice 2014 and the Equality Act 2010.

Our Ofsted rating in 2008: 'Outstanding'.

"Latymer is an outstanding school that provides an excellent all-round education for all of its students. Consequently, they develop into mature, confident and likeable young adults."

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 to:

1. Help pupils develop lively enquiring minds, apply themselves to tasks and acquire practical skills and knowledge that are valued both for their own sake and for the broader good of society.
2. Ensure that school life is valued for itself as well as a preparation for adulthood and employment.
3. Help pupils develop the ambition and self-esteem to realise their full potential.
4. Encourage pupils to be aware of and understand their own and others' feelings.
5. Assist pupils to develop an understanding of and respect for the beliefs and values of others.
6. Provide a wide range of opportunities for all pupils.
7. Help pupils understand the world and the interdependence of individuals, communities and nations.
8. Help pupils understand the consequences for the environment of their actions and those of others.
9. 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 a unique individual
 - 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 own actions.



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Type of school/college we are:

- The Latymer School is an 11-18 co-educational **selective** school. All students must reach a certain standard in the entrance examination to be considered for entrance to the school. There is an exam for entrance into year 7 and year 12. If places occur on a 'casual' basis then an entrance exam is sat in line with the year group where the place has occurred.
- 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.
- 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 issues 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 by-pass the entrance examination requirement or the catchment area requirement.
- We typically have approximately 60 students on the Inclusion and Inclusion Aware register for a range of needs. (ADHD, dyspraxia, and autism for example.) See our website for more detailed information on admissions and deadlines for applications. 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 (2022 ENTRY)

How we know if a child/young person has special educational needs:

The Code of Practice, 2014 defines SEND as: "A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability 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."

If a learner is identified as having SEND, we will provide provision that is additional to or different from the normal differentiated curriculum, intended to overcome the barrier to their learning.

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.

- Information from primary schools, external agencies, the student and family are used to identify those students who are currently receiving SEND Support or who may require it in the future. The SENCo will contact the previous school and family to discuss the student's needs and how best The Latymer School can support the young person with the transition process.



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- At any time in a student's career, failure to make adequate progress is quickly identified by the subject teacher. Subject teachers engage in an 'Assess, Plan, Do, Review' cycle specific to their subject in order to intervene and help the student catch up as quickly as possible. They work with Heads of Department in the first instance and, if progress continues not to be made, with the Learning Support Team (LST). In a small number of cases they may then be included on the SEND Register.
- 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.
- Students may also present with social, emotional or mental health difficulties. 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, substantial 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.
- Persistent absentees' who are unable to access their normal education will be jointly supported by the SENCo and the pastoral team.

Inclusion Registers

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

Inclusion register, Inclusion Aware register and Emotional, Health and Wellbeing 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.



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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 EHWB register. If a student has a Mental Health need, they will initially be added to the EHWB register.

What we do to help children/young people with special educational needs:

- The Latymer School has high expectations for all our students. All pupils follow a broad and balanced curriculum and have equal access to extra curricula activities, with support offered where required.
- SEND students are predominantly taught in mainstream, inclusive classrooms, with needs being met through High Quality Teaching. There may be in-class support from a Learning Support Assistant (LSA) if appropriate. We seek to reduce dependency on adult support whenever possible, with the aim of promoting student's independence.
- Subject teachers are responsible for the progress of all students in their classroom. They will personalise the learning for the student with a Special Educational Need and/or Disability according to the Inclusion/Teacher Guidance Profile.
- The Latymer School Inclusion Register and Inclusion Aware Register highlight to staff the key issues relating to students with Special Educational Needs and Disabilities.
- Students with Special Educational Needs and Disabilities have an 'Inclusion Profile' or a 'Teacher Guidance Profile' that staff refer to when planning and differentiating appropriately.
- Inclusion profiles are developed with the students themselves, ensuring pupils are involved in discussions and decisions about their individual support. Parent/carer views are included too, detailing what works well for their child. The 'Inclusion profile' also includes professional advice from the Learning Support Department. These profiles are viewed by staff to ensure differentiated teaching for students with SEND.
- A Teacher Guidance Profile will detail the students needs and offer some guidance on how best to support the student in lessons and reasonable adjustments that need to be made. These are updated yearly with student input.
- LST provide a bi-weekly drop in for staff, if they wish to seek advice or share good practice relating to an individual or a SEND.
- The SENCo delivers training sessions for staff each half term: The content will vary dependent on staff demand and training needs.
- The quality of teaching for all students, including those with SEND, is monitored by the Heads of Department and the Senior Leadership Team (SLT). The SENCo conducts SEN audits to review support, gather student views and ensure student needs are being met.
- LSAs are available to help both selected students and groups of students in and out of class. They are guided, in advance of the lesson, by the specialist subject teacher as to how they can help the student/students concerned.
- The SENCo will liaise with external specialist agencies to seek advice on a particular Special Educational Need and/or Disability issue. This advice is then passed to the subject specialist staff and LSAs to allow them to personalise the learning of that student. In 2021, the Latymer school had an Autism audit with Enfield Autism advisory.



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How we decide what resources we can give to a child/young person with special educational needs:

- The Assistant Headteacher (Care, Guidance and Support) works with the SENCo to allocate resources for students with SEND. This will include for example, deployment of learning support staff, equipment and aids, specialist services and staff training.
- Students who have an Education, Health and Care Plan have allocated resources which are used for that student. The SENCo will discuss the allocation of these resources with the family and student concerned.
- The SENCo will then decide who to progress to specialist services such as the Educational Psychologist or who will receive LSA help in class, liaising with Heads of Learning.

How we check that a child/young person is making progress and how we keep parents and students informed:

- 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.
- SLT, Heads of Department, Heads of Learning and the SENCo review termly data.
- 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, parents/carers will receive verbal feedback in the first term from LST to let them know how their student has settled.
- If a student has an Education, Health and Care Plan then there will be an annual review meeting in school, as well as termly meetings to review the Inclusion Profile's outcomes.
- Students on the Inclusion Register with more significant needs will have a review meeting during the Summer Term to which parents are invited. During this meeting, the Inclusion Profile will be updated to reflect changing needs. Students with lower level needs have the Inclusion Profile reviewed by email communication with parents.
- Parents/carers are welcome to email/phone 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 SENCo.
- The student planner is also a way that staff will keep parents informed about student progress.
- There may be additional meetings about individual students as required.

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

- The Form Tutor and the relevant Head of Learning will be looking after your child on a day to day basis. Students are encouraged to talk to the Pastoral Team if they are worried about anything, no matter how small.
- The school's Personal Development Curriculum (PDC) has modules which focus on safety, well-being, e-safety and how to report issues confidentially.



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- Heads of Learning meet with the Assistant Headteacher (Care, Guidance and Support) every fortnight or more often if needed, to discuss the year group as a whole as well as individuals.
- All staff are made aware of a student's vulnerability via our confidential Emotional, Health and Well-Being register (EHWB) which enable all staff, beyond the pastoral team, to know, care, support and guide students appropriately.
- The school has appointed an Equality, Diversity and Inclusion officer to work with young people and staff to ensure equal access.
- The Learning Support Team and the SENCo are also available for students to talk to if they are worried about an issue.
- For year 12 and 13 pupils, the SENCo provides additional targeted support for individuals. This may be to support well-being, organisation or give academic guidance.
- If a student has a specific medical need then a Medical Care Plan will be written by the School's Welfare Officer in conjunction with our link School Nurse from Enfield.
- 'Whisper' is a system for students to anonymously report problems or concerns. This is monitored by pastoral teams.
- There is a Welfare Office where students can go if they feel unwell. Within this room is a separate 'safe space' which may be used by students who need a little quiet time if they find the school environment overwhelming. The Welfare Officer is also part of the Safeguarding Team. Since September 2014, the school has been following the statutory guidance from the DfE in 'Supporting Students with Medical Conditions'.
- The School employs a counsellor for two days a week and students can request to see them.
- All Enfield schools are signed up to an online counselling service kooth.com, this service is promoted by Heads of learning across the school.
- There are trained Sixth Form Mentors who work very successfully with younger students on supporting academic achievement. (See Covid note)
- The Educational Psychologist may work with specific students to help them make better progress, as well as providing staff training to ensure staff are skilled at supporting the varied needs within the school.
- There is a School Council which is run by the Senior Pupils in the school and has representatives from all the year groups. They work closely with SLT and have led on several projects relating to issues that affect young people.
- 'Let's Talk' is an NHS service that have delivered workshops to some sixth form pupils to support their well-being and offer strategies to promote resilience.
- There are allocated 'Quiet rooms' at lunchtimes for students to reflect in a low-arousal environment.

Covid-19 additional response:

- Heads of learning have created recovery plans to reflect and review how we support students back to school, whilst considering how to manage any future lockdowns.
- There is a Pastoral Contingency plan detailing how the school will support the wellbeing and pastoral support of students in the event of further lockdowns.
- In the event of a lockdown, students on the Inclusion register will be invited to come into school to continue their studies.
- The sixth-form mentorship will not operate if there are Covid restrictions relating to mixing bubbles.



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Specialist external services we use when we think extra help is needed:

We have a range of external services that The Latymer School draw on to support our students:

- Advisory Service for Autism (ASA) provided by Enfield.
- Speech and Language service in the Local Authority
- CAMHs
- Educational Psychologist for assessment and intervention
- Hearing Impairment Team
- Exam Access Arrangements assessor
- School Nurse
- Education Welfare Officer
- School Counsellors
- National Autistic society
- Enfield SEN services
- Let's Talk Enfield
- Kooth.com
- Enfield Children's' Services and Social Care
- Other London Boroughs' Children's' Services and Social Care departments

The training our staff have had or are getting:

- Good Autism Practice
- All about me (Autism training)
- Supporting teenagers with autism
- Introduction to ADHD
- Helping students with hearing loss
- NASENCo
- Patoss: Assessing for Access Arrangements
- Papyrus: Suicide Prevention
- Emotional Well-being and Mental Health
- Safeguarding and Child Protection
- New SEN code of Practice 2014

How we include children/young people in activities and school trips:

- We have an inclusive ethos at The Latymer School, and we think it is of absolute importance that all our students can access the full range of activities and trips our school offers. We encourage and support students with SEN to be active members of the school community.
- Students are assisted as necessary with practical issues, including a Welfare (Medical) Room, lift access, wheelchair access, and assistance accessing the school buildings. They are also supported as necessary with social, emotional or behavioural issues to allow equal access to activities and trips.
- A list of all student participants in a trip is sent to the Head of Learning/Assistant Headteacher (Care, Guidance and Support) to consider if a detailed risk assessment is needed in order to support them.



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Our school environment:

- 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.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society:

- Families of children with SEND, living within the designated postcodes, may request a meeting and tour of the school with a member of LST prior to naming The Latymer School on their application.
- The SENCo liaises closely with primary schools to ensure smooth transition for SEND students and those who may require further assessment of need.
- Transition Meetings are held in Year 9, 11 and 13 with the involvement of Careers Guidance professionals as appropriate for students with an Education, Health and Care plan. Students are supported in researching suitable courses as well as completing College, 6th Form and University applications as appropriate.
- The SENCO liaises with post 16 course providers as appropriate to ensure that the student and provider are as prepared as possible. We make our best endeavours to support our students in becoming as independent as possible in preparation for adulthood.
- LST and the Year 7 Pastoral team may prioritise certain students to visit in their current primary school.
- Students with SEND are offered additional visits to the school in order they become familiar with the building and key staff.
- The SENCo will endeavour to attend the Year 6 Annual Review for a pupil with an EHCP.

Arrangements for consulting young people with SEND and involving them in their education:

- Students with SEND are invited to attend all SEND review meetings where this is considered appropriate by the school and family.
- Students are invited to collaborate on their Pupil Profiles and SEN Support Plans. Students have a role in the assessment and review of their progress and support, in meetings and in lessons.
- Students are asked to set their own small-step targets on their Profiles 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.

HEADTEACHER:
Maureen Cobbett

Tel: 020 8807 4037



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Arrangements for consulting parents of children with SEND and involving them in their child's education:

- Parents are encouraged to email/contact the school if they have any concerns or questions.
- 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 half-termly letter home.
- Parents/Carers of children with identified needs are invited to contribute to the Pupil Profile or SEN support plans. These are used by all Teachers, Learning Mentors and Teaching Assistants to help optimise and personalise the learning experience.
- Year 7 and 12 Welcome evenings.
- Parent evenings for each year group; some students may receive a pastoral appointment.
- PDC evenings.
- Education Psychologist meetings.
- Speech and Language meetings.
- Parents are invited to be members of the APFLS. (Association of Parents and Friends of Latymer School.)
- Governor meetings, as Parent governors.

Who to contact for more information or to discuss a concern:

- 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: brn@latymer.co.uk
Telephone no: 0208-807-4037

Please note: The Open Evenings for the school are extremely busy and very public. This is a not a suitable environment to have a confidential discussion about a child with SEND issues. It is best to email the SENCo with any questions or concerns you have. A separate meeting could then be arranged if necessary.

If any Enfield parent wishes to seek independent, confidential and impartial advice, we recommend:

SENDIASS

Community House

311 Fore Street

London N9 0PZ

020 8373 6243

enquiries@epandc.org.uk

HEADTEACHER:
Maureen Cobbett

Tel: 020 8807 4037



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The Enfield Local Offer for SEND is available at: www.enfield.gov.uk/SEND

This school Information about children with special educational needs and disabilities at The Latymer School was originally prepared in July 2014 and has been updated annually. It was last updated in September 2021.

It will be reviewed again in September 2022