

Special Educational Needs and Disabilities School Information Report (September 2023) 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 (EHC) plans, 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 both 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.

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 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.
- 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 bypass the entrance examination requirement or the catchment area requirement.
- We typically have approximately 70 students on the Inclusion and Inclusion Aware register for a range of needs
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 (2024 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.
- 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 and Wellbeing (EHWB) register. Not all children with mental health difficulties have SEN, and for most students, they will predominantly be 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' and emotionally based school non-attendeers, 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, 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.

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 extracurricular activities, with support offered where required.
- SEND students are predominantly taught in the 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, to promote student's independence.
- Subject teachers are responsible for the progress of all students in their classrooms. 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 'Profile Plan' or a 'Teacher Guidance Profile' that staff refer to when planning and adapting learning appropriately.
- 'Profile Plans' are developed with the students themselves, ensuring pupils are involved in discussions and decisions about their support. Parent/carer views are included too, describing what works well for their child. The Profile Plan also includes professional advice from the Learning Support Team. The profiles are viewed by staff to ensure student's needs are understood and met. Profile Plan are updated termly.
- A 'Teacher Guidance Profile' will detail the student's 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 and the Pastoral Support Officer may run intervention groups, depending on the needs of the cohort and/or individuals.
- Subject teachers may run intervention groups, depending on the needs of students.
- 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 depending 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 in some lessons for both selected individuals 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.
- The Latymer School is working closely with Enfield Communication Advisory Support Service (ECASS) as a target school and currently has access to training and support from a Speech and Language therapist and Occupational therapist.

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

- The Senior Assistant Headteacher (Care, Guidance and Support) works with the SENCo to allocate resources for students with SEND. This will include, for example, the 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, 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 child 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 Profile Plan's outcomes.

- Students on the Inclusion Register will have termly meetings to discuss and review outcomes. During this meeting, the Profile Plan will be updated to reflect changing needs.
- Parents/carers are welcome to email/phone the school at any time if they have concerns about the progress of their child. Any email must include the relevant form Tutor and Head of Learning.
- The student planner is also a way 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.
- Heads of Learning meet with both the Senior Assistant Headteacher (Care, Guidance and Support) and the Assistant Headteacher (Behaviour, Attendance and Enrichment) every fortnight or more often if needed, to discuss the year group, 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 enables all staff, beyond the pastoral team, to know, care, support and guide students appropriately.
- There is an Assistant Head Teacher (Behaviour, Attendance and Enrichment) responsible for Equality, Diversity and Inclusion who will 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.
- The pastoral teams, including a Pastoral Support Officer, provide additional targeted support for individuals or small groups. This may be to support well-being, and organisation or give academic guidance.
- If a student has a specific medical need, 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 three days a week and students can request to see them.
- All Enfield schools are signed up to an online counselling service, Kooth. This service is promoted by Heads of learning across the school.

- There are trained Sixth Form Mentors who work very successfully with younger students to support academic achievement.
- The Educational Psychologist may work with specific students to help them make better progress, as well as work with staff to ensure teachers 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 the Senior Leadership Team and have led several projects relating to issues that affect young people.
- The school is working with My Young Mind Enfield (MYME), a CAMHs Mental Health Support Team for schools, that offers students support from mental health practitioners.
- MYME work with focus groups of sixth-form students to understand the current concerns and difficulties young people face. MYME deliver workshops based on information gathered from the focus group.
- There are allocated 'Quiet rooms' at lunchtime for students to reflect and relax in a calm environment, as well as a Prayer room.

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
- 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

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
- Access Arrangements update 2023
- Speech, language and communication Progression tools
- An Introduction to Speech, Language and Communication
- Papyrus: Suicide Prevention
- Emotional Well-being and Mental Health
- Safeguarding and Child Protection

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 and the Senior Assistant Headteacher (Care, Guidance and Support) to consider if a detailed risk assessment is needed in order to support them. If a child is deemed vulnerable or at risk, a meeting will be held with parents/carers to assess the risk.

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 before naming The Latymer School on their application.
- The SENCo liaises closely with primary schools to ensure a smooth transition for SEND students and those who may require further assessment of need.
- Transition Meetings are held in Years 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 endeavour 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 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 resilience and will support students to work effectively with staff and peers.

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 weekly newsletter.
- Parents/Carers of children with identified needs are invited to contribute to the Profile Plan and Teacher Guidance plan. These are used by all Teachers and support staff to help optimise and personalise the learning experience.
- Year 7 and 12 Welcome evenings.
- Parent's 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.)

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: office@latymer.co.uk
Telephone No: 0208-807-4037

Please note: The Open Evenings for the school are extremely busy and very public. This is 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

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 2023.

It will be reviewed again in September 2024