



THE LATYMER SCHOOL

Founded 1624

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

Policy produced by	Mrs McIsaac-Hall, Special Educational Needs Co-Ordinator
Policy Passed by Governors	October 2016 (To replace 2007 Policy)
Review date of policy	

Key staff

Head of Learning Support-Mrs Heather McIsaac-Hall (National Award for Special Educational Needs Co-ordination-Postgraduate Certificate awarded in 2012)

Contact: mhh@latymer.co.uk

Senior Leadership Team member with SEND responsibility-Mr Pete Hampson (Deputy Head-Teaching and Learning)

Contact: hsn@latymer.co.uk

SEND Governor - Jackie Hardie

Contact: governingbody@latymer.co.uk

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- NASEN: Updating SEND policy for schools 2014

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

Aim

The Latymer School believes that all children and young people with SEND are entitled to an education that enables them to make progress so that they:

- 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 provide 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 Head of Learning Support 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 student has a special educational need or disability if he or she:

- has a **significantly** greater difficulty in learning than the majority of others of the same age at The Latymer School, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age at The Latymer School.

Students with a disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'.

This definition provides a relatively low threshold and includes more students than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing. Students with a long-term health condition such as asthma, diabetes, epilepsy, and cancer would also be covered by the school policy 'Supporting children with medical needs.'

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled students and those students with SEN. Where a student requires special educational provision they will also be covered by the SEND definition.

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

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 ASD (Autistic Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on 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), 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 physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which 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, or habilitation support. 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 an 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
- Health and Welfare
- Being in receipt of 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 child or young person’s behaviour should be described as an underlying response to a need. The Latymer School investigates the underlying causes of poor behaviour which might be linked to an SEN issue.

How do we identify possible SEND needs at The Latymer School?

- Students may transfer to The Latymer School already with an Education, Health and Care plan (EHCP)/Statement of Special Educational Needs.
- SEND needs can be raised with us by previous schools as students transfer to us in year 7 and 12.
- SEND needs can be raised with us by parents as students transfer to us in year 7 and 12. This is done through the documentation sent by the school office and filled in by parents.
- The Latymer School also requests that primary schools fill in a special 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 Head of Learning Support. The Head of Learning Support will then contact the previous school and the family to discuss the issue and how best The Latymer School can support the student concerned.
- Staff at The Latymer School can do a referral to the Learning Support Department at any time if they are concerned about a student and they think it might be linked to a possible SEND issue. The Learning Support department will then investigate the matter further. (Using progress data, reports, comments from all the subject teachers of that student and lesson observations made by the Learning Support Department.)
- Parents can email the relevant Head of Learning and/or Head of Learning Support to raise a concern about a possible issue to do with Special Educational Needs and Disabilities.
- Staff can also email Heads of Learning with concerns about students which can then be sent to the Head of Learning Support for further investigation.
- Termly reports can highlight issues to do with Special Educational Needs and Disabilities.
- The English department do a literacy screening test for year 7 in the first few weeks of the autumn term which along with other evidence may indicate students with dyslexic tendencies.
- The Learning Support department also use a screening programme for dyslexia to see if individual students need referral for further diagnostic testing.

What happens next?

- Students who already have a Statement of Special Educational Needs or an Education, Health and Care plan have allocated resources which 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.
- If several students have been referred to the Learning support Department then they are discussed at a Learning support Departmental meeting and put in rank order based on the level of need from the evidence provided. As mentioned above, this evidence will include progress data, reports, comments from all the subject teachers of that student and lesson observations made by the Learning Support Department.

- The Head of Learning support will then decide who to progress to specialist services such as the Educational Psychologist or who will receive LSA help in class. Some of this support will require parental permission, such as the Educational Psychologist, and some support will just be normal part of the teaching approach at The Latymer School. Parents and students are consulted about any support offered and will help us to shape the most appropriate support.
- The Deputy Head (Teaching and Learning) works with the Head of Learning Support to allocate resources for students with SEND. This will include for example, LSA time, equipment and aids, specialist services and staff training.
- 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 for the student.

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. It acknowledges that the best person to teach a SEND student is the qualified subject specialist teacher. SEND students, may however, need a more differentiated and personalised approach to teaching and learning. It is the role of Learning Support to enable and support subject teachers to teach SEND students in the classroom with all the other students.

- The Latymer School has an 'Inclusion Register' that highlights to staff the key issues relating to students with Special Educational Needs and Disabilities. The Head of Learning Support in consultation with parents will make the decision as to whether a student should be added to the Inclusion Register. It is the professional duty of all staff to look at the Inclusion register and any associated Inclusion Profiles. The Inclusion register is reviewed in the summer term of each academic year. If a student is making good progress and it is felt that they no longer benefit from being on the Inclusion Register then they will be removed from it. This will be done in consultation with the student concerned, parents and teaching staff.
- Students with significant Special Educational Needs and Disabilities have an 'Inclusion profile' that staff read. This has the view of the student on it as well as the parental view. Students have a very good idea about what works for them in the class room. This 'Inclusion profile' also includes professional advice from the Learning Support Department which may include advice from any outside professional agencies. (Educational Psychologist, Autism Outreach, CAMHS, the Hearing Impairment Team, Speech and Language services etc.)
- Students and parents help us to write these 'Inclusion profiles'.
- All students with an Inclusion profile have an annual review in July when parents are invited into school.
- The teachers are responsible for the progress of all students in their class room. They must personalise the learning for the student with a Special Educational Need and/or Disability according to the 'Inclusion Profile'. The quality of teaching is monitored by the Heads of Department and the Senior Leadership team.
- It is very rare at The Latymer School that students are withdrawn from the class room for specialist support. The vast majority of the help given to students with a Special Educational Need and/or Disability is by the specialist teacher of the subject concerned.

- There is extra help available in the class room 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 teach the student instead 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.
- Adult mentors are assigned to specific students to help them in coping with life at secondary school.
- Small groups run, when needed, to help students with social skills and managing emotions.
- Staff are encouraged at any time to seek the advice and help of Learning Support in relation to a particular student with SEND.
- The Head of Learning Support is also responsible for staff INSET on SEND issues and keeping staff up-to-date on SEND issues.

Training

- In order 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.
- All SEND course are available to all staff.
- All teachers and support staff 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.
- The school’s Head of Learning Support regularly attend Enfield’s SENCO network meetings in order to keep up to date with local and national updates in SEND.
- The school is a member of NASEN. (National Association of Special Educational Needs.) This helps the school to keep up to date with local and national information on SEND issues.
- Specialists outside providers are sometimes used to provide training around SEND issues. We have a good working relationship with Enfield National Autistic Society.

How do we check that a child/young person with SEND is making progress?

How do we keep parents 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.
- The progress of all SEND students is considered alongside all other students every half-term when each Head of Department (HOD) meets with their SLT link.
- The Senior Leadership Team and the Head of Learning Support will track the progress of SEND students using a range of internal and external data sources.
- Parents receive a termly report and there is an annual parents evening for each year group.
- If a student is on the Inclusion register then parents will also get an annual review with the Learning Support Department. This is to ask how things are going from the family’s perspective, the student’s perspective and to review the Inclusion Profile.

- If a student has a Statement of Special Educational Needs or an Education, Health and Care plan then there will be a termly review meeting in school.
- If a SEND student has been allocated an Adult Mentor then the mentor will feedback every week about the student concerned.
- Parents are welcome to email 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 Head of Learning Support.
- The student planner is also a way that staff will keep parents informed about student progress.
- There will also be additional meetings 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 a Statement, or Education, Health and Care (EHC) plan 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 pupils with Medical Conditions Policy' and will have a 'Individual Healthcare plan' to look after their medical needs.

(For further details please see the full school policy on 'Supporting pupils with Medical Conditions'.)

Accessibility

- 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 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.

Bullying

- Bullying is defined as any action that makes someone feel unhappy or uncomfortable because of their gender, sexual orientation, race, religion, culture, appearance, ability or disability.
- We, (the students and staff) do not tolerate bullying or harassing of any kind, whether face to face, written, online, by phone or other means. (This includes any bullying of students linked to SEND issues.)
- The Latymer School community is accepting of others regardless of gender, sexual orientation, race, religion, culture, appearance, ability or disability.
- The PHSE Curriculum includes modules on disability, attitudes to disability and disability discrimination in order to educate students about disability issues.
(For further details please see the full school policy on bullying.)

Complaints

Any concerns about SEND provision should be addressed in the first instance to the Head of Learning Support-Heather Mclsaac-Hall mhh@latymer.co.uk

If this does not resolve the situation then the Deputy Head (Teaching and Learning) should be contacted-Pete Hampson hsn@latymer.co.uk

Other useful sources of Information

- SEND School Information report-The Latymer School is available on the website.
<http://web.latymer.co.uk/Learning-Support>
- The Enfield Local Offer for SEND is available at www.enfield.gov.uk/SEND