



# THE LATYMER SCHOOL

Founded 1624

## Special Educational Needs and Disabilities School Information Report

### The Latymer School

#### HOW WE SUPPORT STUDENTS WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES (SEND)

##### 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.

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.

The Latymer School is committed to meeting the needs of those pupils with Special Educational Needs and Disabilities (SEND) so far as is reasonably practicable and compatible with the provision of the efficient education of other students. The Latymer School has due regard to the SEN Code of Practice 2014 and the Disability Discrimination Act 2001.

#### **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, of course, welcome to sit the entrance examination and if special arrangements are required then you should contact the admissions officer at the school.

(See website for more detailed information on admissions.)

#### **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.”* OSTED 2008

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

- Records from previous schools as students transfer to us in year 7 and 12.
- 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.
- The English department do a literacy screening test for year 7 in the first few weeks of the autumn term.
- Staff at The Latymer School can do a referral to the Learning Support Department at any time if they are concerned about a student. The Learning Support department will then investigate the issue further.
- Termly reports can highlight issues 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.
- 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.

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

- The Latymer School Inclusion register highlights 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' that staff read. This has the student view on it as well as the parent/carer. Students have a very good idea about what works for them in the class room. This 'Inclusion profile' also includes professional advice for the Learning Support Department.
- 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. (SLT)

- It is very rare at The Latymer School that students are withdrawn from the classroom 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 help available in the classroom from 'Learning Support Assistants' (LSAs). They are guided, in advance of the lesson, by the specialist subject teacher as to how they can help the student concerned.
- 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.
- Students with SEN and with disabilities may need extra help and support to access GCSE and A-level examinations. The Head of Learning Support and the Exams Officer work together to provide these students with any reasonable adjustments for examinations. The JCQ (Joint Council for Qualifications) guidance is used to help us provide the support allowed.
- 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.

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

- 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.
- Students who have 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.
- 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. 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 will then decide who to progress to specialist services such as the Educational Psychologist or who will receive LSA help in class. Subject teachers will also get feedback and advice about the student concerned.

#### **How we check that a child/young person is making progress and how 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
- 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 then parents will also receive a brief report from the Learning Support Team (LST) by the end of the first half-term to let them know how the student has settled
- 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.
- The parents of students on the Learning Support Register, with significant needs, will be invited to a review meeting in the Summer Term.
- If a SEND student has been allocated an Adult Mentor then the mentor will feedback to the parents 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 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 PSHE curriculum has modules which focus on safety, well-being, e-safety and how to report issues confidentially
- 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 Pastoral Profiles which enable all staff beyond the Pastoral Team to know, care, support and guide students appropriately
- The Learning Support Team and the Head of Learning Support are also available for students to talk to if they are worried about an issue.
- If a student has a specific medical need then a Care Plan will be written by the School's Welfare Officer in conjunction with our link School Nurse from Enfield.
- There is a Welfare Office where students can go if they feel unwell and this room is also used by students who need a little quiet time as they find the school environment stressful. The Welfare Officer is also part of our Child Protection Team.
- From September 2014, the school will follow statutory guidance from the DfE in Supporting Students with Medical Conditions.
- The School employs two counsellors who visit every week and students can ask to see them.
- The Educational Psychologist also works with specific students to help them make better progress and to give strategies on how they could moderate their behaviour.
- There is a strong student voice in the School through the School Council. This is run by the Senior Pupils in the school and has representatives from all the year groups.
- The school has made Mental Health a priority development area for 2014/15 and aims to have in place a whole school Mental Health Policy by September 2015. This will be developed by staff and students with input from parents.

### **Specialist external services we use when we think extra help is needed**

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

- Advisory Service for Autism (ASA) provided by Enfield.
- Speech and Language service in the Local Authority
- Child and Mental Health outreach service
- Educational Psychologist for assessment and intervention
- Hearing Impairment Team
- School Nurse
- Education Welfare Officer
- School Counsellors
- Enfield National Autistic society
- NASEN (National Association of Special Educational Needs)-we are School members.
- Enfield SEN services.
- Enfield Childrens' Services and Social Care
- Other London Boroughs' Childrens' Services and Social Care departments

### **The training our staff have had or are getting**

- Autism spectrum training (Asperger syndrome)
- Advanced Bilingual Learners
- Emotional Well-being and Mental Health
- New SEN code of Practice 2014
- Building Emotional resilience in teenagers.
- Safeguarding and Child Protection

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

- Safety is considered at all times. Risk assessments are completed prior to all trips.
- We have an inclusive policy at The Latymer School and we think it is of absolute importance that all of our students are able to access all of the activities and trips our school offers.
- The school provides additional support for SEND students, if required for a trip or activity.
- A list of all student participants in a trip is sent to the Head of Learning/Assistant Headteacher (Care, Guidance and Support) to consider what detailed risk assessment needs to occur in order to support them.

### **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 is 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.

### **How we prepare for children/young people joining our school and leaving our school**

- Parents can speak to the Head of Learning Support at the Open Evenings in July of Year 5 and make an appointment to come into school another time to discuss any SEN issues in private.
- Records from previous schools as students transfer to us in year 7.
- 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.
- The Learning Support Team and the Year 7 Pastoral team will prioritise certain students to visit in their current primary school.
- Students with SEND and parents/carers are invited into school, during the summer term of year 6, to meet with a member of the Learning Support Team. This helps us to build up picture of the student concerned and how they like to learn. A draft copy of the 'Inclusion profile' is sent shortly afterwards for the student and family to look at and approve.
- Students with SEND are offered extra visits to the school in order they become familiar with the building and key staff.
- Students with SEND have access to a specialist SEN Careers' advisor who helps them to plan the next stages in their life as they leave school.
- The Latymer School has many strong links with Universities and will liaise with them as a SEND student moves from year 13 to Higher Education.

### **How parents are involved in school life**

- 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 and in specific Year Rooms on the VLE which parents have access to
- The Headteacher sends an update of school activities, achievements and proposed changes to parents in their half-termly letter home
- Parents help the Learning Support team to write a profile on their child.
- Year 7 Welcome parent evenings.
- Parent evenings for each year group.
- PSHE 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](mailto:office@latymer.co.uk). Information can then be forwarded to relevant staff.
- The contact details for the Head of Learning Support is:

Heather McIsaac-Hall [mhh@latymer.co.uk](mailto:mhh@latymer.co.uk) 0208-807-4037

If a parent wished to seek independent, confidential and impartial advice, we recommend:

- <http://www.enfieldparents.org.uk/>

The Ark, Marsh House  
500 Montagu Road  
London N9 0UR

Enfield Parent Partnership Service  
020 8373 2700  
Please direct email enquiries to:  
Deena Sookia  
Prafula Katkoria

General Information  
020 8373 2726  
[enquiries@enfieldparents.org.uk](mailto:enquiries@enfieldparents.org.uk)

From the 1<sup>st</sup> of September 2014 The Enfield Local Offer is available at

[www.enfield.gov.uk/SEND](http://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 last updated in July 2016.**

**It will be reviewed again in January 2017**

