

Special Educational Needs Information Report

2023 – 2024



Latchmere School is committed to providing a nurturing and inclusive learning environment for all our students. We promote an atmosphere of encouragement, acceptance and respect for effort and achievements with sensitivity to the individual needs of all children. Our core aim is to ensure “excellence for all” through the quality of provision we offer, overcoming barriers to learning and by responding to pupils’ diverse needs. We are dedicated to improving outcomes and having high expectations for all children with Special Educational Needs and Disabilities.

This document is written in line with the requirements of:

- The Children and Families Act
- SEND Code of Practice 0-25
- The Special Educational Needs and Disability Regulations
- The Special Educational Needs (Personal Budgets and Direct Payments)
- The Equality Act 2010
- National Curriculum in England Key Stage 1 and 2
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

This document should also be read in conjunction with the following policies:

Behaviour Policy, Assessment Policy, Equalities Policy, Safeguarding Policy, Complaints Policy, Communication Policy and any other policies that are relevant to SEND issues in the school.

This document was developed in liaison with the governing body, school staff and parents of children with special educational needs. It will be reviewed annually.

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN 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 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.*

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

High quality teaching that is adapted and personalised will meet the individual needs of the majority of children and young people. Some children need educational or training provision that is additional to, or different from, that made generally for others of the same age. This is special educational provision under Section 21 of the Children and Families Act 2014. We strive diligently to ensure that a child with SEN receives the necessary support and actively participate in school activities alongside their peers who do not have SEN. Our approach to special educational provision is firmly rooted in the principles of quality first teaching. Every teacher is a teacher of SEND.

The SENCO at Latchmere School is **Hollie Sheehan**. She has completed her National Award for SEN Coordination.

The named governor for Special Educational Needs is Chenali Senanayake.

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1. Key Principles

Latchmere School is committed to providing an appropriate and high-quality education to all children. We believe that every child in our school is entitled to a broad and balanced curriculum. This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to: cognition and learning; communication and interaction; social, emotional and mental health; sensory and/or physical needs.

We recognise that pupils learn at different rates and that there are many factors affecting achievement. We believe that many pupils, at some point in their school career, may experience difficulties which affect their learning, and we recognize that these may be long or short term. At Latchmere School, we aim to identify these needs as they arise and offer support accordingly. We use regular assessment of children's needs to adapt targets and provision. It is possible for children to transition off the school SEN register if their needs have evolved and can be successfully met through quality first teaching without the need for specialised interventions.

2. Aims of the policy

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that pupil voice is obtained and reflected upon.
- To ensure that parents/carers' views and wishes are central to supporting their child's education.
- To ensure we have high expectations and aspirations of pupils with SEND.

3. Identifying Special Educational Needs

There are four main categories of need as outlined in the SEND Code of Practice 2014:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health (SEMH)
- Sensory/ physical needs

The purpose of identification is to determine what action needs to be taken to support the pupil. We assess the holistic needs of the child, carefully examining both their strengths and areas of need. A child is categorised as SEND only if, despite receiving all relevant interventions, adjustments, and high-quality personalised instruction, they do not make adequate progress.

The SEND Code of Practice (2014) describes adequate progress as:

- *Is similar to that of children of the same age who had the same starting point*
- *Matches or improves on the pupil's previous rate of progress*
- *When the attainment gap closes between the pupil and children of the same age*

It is important to identify what is **not SEND** but may also impact on progress and attainment.

- EAL
- Attendance and punctuality
- Health and welfare
- Being in receipt of pupil premium grant
- Being a looked after child

4. A Graduated Approach to SEND Support

At Latchmere School we have high expectations of all our children and firmly believe that pupils are entitled to quality first teaching. We monitor all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points such as the Year 1 phonics screening test, spelling and reading ages, and a range of universal assessments. We firmly believe that most children's needs can be effectively met through quality first teaching, ensuring that every child has equal access to a high-quality education. Our dedicated and skilled teaching staff employ a range of effective teaching strategies to create an inclusive classroom environment. This includes differentiated instruction, adapted learning, clear established routines, use of visuals and classroom adaptations. All classes use visual timetables to build predictability into the school day. The Zones of Regulation are also implemented across the school to support children to recognise, understand and regulate their emotions and behaviours.

While quality first teaching forms the foundation of our provision, we understand that some students may require additional support beyond the universal strategies. As a school we regularly review the quality of teaching for all pupils including those who are at risk of underachievement. If concerned about a child's progress, a class teacher will refer the child to the Latchmere inclusion team. The class teacher's concerns will be discussed with the SENCO to review strategies that are in place. The school may use additional tests or questionnaires to ascertain areas of need and they will meet with parents/carers to discuss their concerns while they are monitoring the child. The school will follow a termly cycle of assess, plan, do and review and monitor the progress before placing a child on the SEND register. Parents/carers will be involved in this process through consultation, target setting and review meetings.

Once a child is placed on the SEND register, class teachers and SENCO will keep the child's SEN Support Plan up to date. Pupil and parent voice forms part of the SEN Support Plan. Clear outcomes for every term will be set and shared with everyone involved in the child's education. Outcomes will be reviewed in SEN Support Plan meetings.

The SENCO will advise on suitable interventions. All interventions are monitored and

reviewed to identify what impact they have had on a pupil's educational progress.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

For higher levels of need, we may draw upon specialist external assessments from CAMHS, Educational Psychologists, Speech and Language therapists and Occupational Therapists. We will work with parents/carers to make referrals and share feedback. Latchmere School also works closely with the Achieving for Children outreach team; we will seek support and recommendations from the team if we feel this is necessary.

5. Education, Health and Care Plans (EHCPs)

At Latchmere School, we can generally make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP). There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice.

If the school identifies that additional funding and support are required to support a child on the SEND register then we will use the information from the LA SEND threshold guidance on the local offer to support an application for an Education, Health and Care Plan (EHCP). This will involve parents/carers, pupils, teachers and external agencies.

The admission arrangements for pupils with an Education, Health and Care Plan (EHCP) do not discriminate against or disadvantage disabled children or those with special educational needs. The local authority will consult with Latchmere School directly to discuss placement and whether we are a suitable setting for your child.

6. Reasonable adjustments

All clubs, trips and activities offered to pupils at Latchmere are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. The school also provides additional lunch and playtime cover as appropriate for children with SEN.

7. Specialist Resource Provision (SRP)

Topaz is our Specialist Resource Provision (SRP). It was opened in September 2008 and expanded in September 2018. The SRP is for children who have Social Communication Needs, including high-functioning Autism. Topaz offers 14 spaces across the school, usually two per year group. Places are **not** allocated by the school. A Local Authority Panel decides on place allocation and children are presented to the panel by professionals that already know them. Children enrolled at Latchmere do not take priority for a place in the SRP. Most children in the SRP join in Reception and remain in Topaz until the end of Year 6; it is unusual for spaces to become available in other year groups.

Specialist staff based in Topaz run afternoon interventions. These group sessions are open to children in the mainstream classes who the SENCO believes may benefit from this additional support. Intervention groups include: Zones of Regulation; Social Thinking; Reading Comprehension support; Steps to Eating and Lego Therapy.

The SRP lead is Norma Goodyear.

8. Complaints

Complaints about SEN provision in a Latchmere Academy Trust school should be made to the class teacher, year group leader, SENCO, deputy head or head of school in the first instance. They will then be referred to the school's complaints policy

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admissions
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

9. Disagreement resolution - independent support and advice

All parents, carers and young people have access to free independent support and advice through the local KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS) or the national KIDS Disagreement Resolution Service. You can approach these services at any time to ask for advice or support.

[KIDS Richmond and Kingston SEND Information, Advice and Support Service \(SENDIASS\) \(opens a new window\)](#)

[Kids Disagreement Resolution Service \(opens a new window\)](#)

[Other local and national organisations who may also be able to offer support and advice \(opens a new window\)](#)



Visit [Richmond and Kingston local offer](#)



Visit Richmond and Kingston's [Mediation service](#)

contact

Contact is a charity for families with disabled children. They support families, bring families together and help families take action for others.



The IASS network provide information, advice and support to children and young people with SEND and their parents.



IPSEA is a charity which offers legal advice, support and training to ensure children and young people with SEND access the right education.



Family Fund is a charity providing grants for disabled children and their families.