

Latchmere School

SEND Information Report

Reviewed: October 2024

With Senior Leadership Team and shared with governors

Next review date: October 2025

Table of Contents

Introduction.....	3
Definition of Special Educational Needs and Disability (SEND)	3
What kinds of special educational needs can be provided for at Latchmere School?	3
What is the admissions policy at Latchmere School for children with SEND?	4
How does Latchmere School know if children need extra support?	4
How does Latchmere School evaluate the effectiveness of its provision?.....	5
What is an EHCP?	5
What is Latchmere School's approach to teaching pupils with special educational needs?6	
How does Latchmere School adapt the curriculum and learning environment for pupils with special educational needs?	6
What additional support for learning that is available to pupils with special educational needs at Latchmere School?	6
How does Latchmere School enable pupils with special educational needs to engage in the activities outside the classroom?	7
What support is available for improving the social, emotional and mental health of pupils with special educational needs?	7
Who can I talk to about my child's difficulties with learning, SEN or disability?	8
What training do staff at Latchmere School have to help them support children with SEND?	8
What arrangements are there for consulting parents of children with SEN and involving them in their child's education?	9
What arrangements are there at Latchmere School for consulting children and young people with SEN and involving them in their own education?	9
What arrangements are there at Latchmere School for assessing and reviewing children and young people's progress towards outcomes?	9
What are the arrangements for making a complaint relating to SEND at Latchmere School?	10
How does Latchmere School prepare and support my child to transfer to another school or stage of education?.....	10
What external support services are available for the parents of pupils with SEND?	11
Richmond & Kingston SENDIASS - SEND Support (rksendiass.co.uk)	11

Introduction

In line with Latchmere School's vision and values of, "Celebrating uniqueness, unlocking potential, encouraging excellence!" children are at the centre of everything we do. Latchmere School is committed to providing a nurturing and inclusive learning environment for all our students.

We are dedicated to improving outcomes and having high expectations for all children with Special Educational Needs and Disabilities (SEND). At Latchmere School, we meet the needs of Looked After Children (LAC) as well as those with SEND.

Definition of Special Educational Needs and Disability (SEND)

The Special Educational Needs Code of Practice 2014 states that 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 if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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.

What kinds of special educational needs can be provided for at Latchmere School?

Latchmere School is committed to providing support for all students with Special Educational Needs and Disabilities (SEND). We are equipped to make provision for every kind of frequently occurring need, including those related to the four broad areas of SEND:

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

What is the admissions policy at Latchmere School for children with SEND?

Admissions of pupils with SEND are considered on the same basis as those without SEND. The School Admissions Code of Practice requires children and young people with SEN to be treated fairly.

We consider applications from parents of children who have SEND on the basis of our published admissions criteria and as a part of normal admissions procedures.

We never refuse to admit a child because they have SEND.

We never refuse to admit a child on the grounds that they do not have an Education Health and Care Plan (EHCP).

Latchmere School is an inclusive school. We welcome pupils with a variety of additional needs and aim to cater to their specific needs.

How does Latchmere School know if children need extra support?

At Latchmere School, the Senior Leadership Team and each Year Group Leader monitors the progress of all pupils termly. This data is reviewed in pupil progress meetings.

We use a range of universal assessments with all pupils. These include, but are not limited to: Reception baseline assessments, Year 1 Phonics Screening Check, Year 4 Multiplication Tables Check, Key Stage 1 and Key Stage 2 SATs.

When children join our school, we monitor progress and achievements and follow the principle of early identification of need. Some children join our setting with additional needs already identified. If these identified needs cannot be supported through Quality First Teaching (QFT), we will implement a SEN Support Plan. We will liaise closely with any previous setting, parents/guardians or professionals already involved.

For any child, where progress is slower than expected, we put extra support in place. The Special Educational Needs Coordinator (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.

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 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. The SEN Support Plan includes the pupils' and parents' voices. 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.

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 Child and Adolescent Mental Health Services (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.

How does Latchmere School evaluate the effectiveness of its provision?

Latchmere School regularly evaluates the effectiveness of its SEND provision through a combination of ongoing assessment, monitoring, and review processes. Teachers and support staff closely track the progress of pupils with SEND against their individual targets, adjusting interventions as necessary. The school also uses data analysis, feedback from pupils and families, and input from external professionals to ensure that the provision is meeting the needs of all pupils and leading to positive outcomes.

What is an EHCP?

An Education, Health, and Care Plan (EHCP) is a legal document that details the specific support required for a child with special educational needs and/or disabilities (SEND) to succeed in their education. It is developed following a comprehensive assessment, involving education, health, and social care professionals. While EHCPs are essential for children with more complex needs, the majority of children can be supported effectively through a range of school-based interventions without requiring an EHCP.

At Latchmere School, we typically provide for common special educational needs without an EHCP. However, if additional support and funding are necessary, we will refer to the Local Authority's SEND threshold guidance to support an EHCP application, in collaboration with parents/carers, pupils, teachers, and external agencies. EHCPs are designed for a small minority of children and involve a detailed evidence-gathering process, which can take up to 20 weeks once the evidence has been collated. The plan includes a description of the child's SEND, the views of the child and their family, identified outcomes, and the provision required to achieve these outcomes, with input from education, health, and social services.

Admission arrangements for pupils with EHCPs are non-discriminatory, and the local authority will consult with Latchmere School to determine if we are a suitable setting for the child.

What is Latchmere School's approach to teaching pupils with special educational needs?

Latchmere School adopts an inclusive approach to teaching pupils with special educational needs, ensuring they have full access to a broad and balanced curriculum alongside their peers. Teaching is adapted to meet the diverse needs of each pupil, with lessons tailored to individual strengths and areas for development.

We firmly believe that most children's needs can be effectively met through Quality First Teaching (QFT), 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 Latchmere Academy Trust Inclusion Charter outlines six focus areas which are reflected upon daily in the classroom to ensure pupils can fully participate and succeed.

How does Latchmere School adapt the curriculum and learning environment for pupils with special educational needs?

At Latchmere School we expect all teachers to consider the learning needs of all the children in their class and to adapt their teaching accordingly.

At the start of a new topic, teachers send home 'knowledge organisers' for all learners with SEND. This is to support the recognition and comprehension of new vocabulary and aid opportunities at home for pre and post teaching. Pre teaching is a strategy that involves teaching children concepts or skills before they are covered in class. Post teaching involves reviewing and assessing key concepts and skills.

We adapt the curriculum and learning environment to meet individual needs through a range of strategies and resources that promote Quality First Teaching (QFT). For pupils with sensory and physical needs, we offer sensory breaks, flexible seating options, and access to equipment like concentration tools, ear defenders, and adjustable desks to support engagement and comfort. Pupils with processing difficulties benefit from the use of visual aids and chunked instructions. Additionally, small group interventions are available to support targeted learning.

What additional support for learning that is available to pupils with special educational needs at Latchmere School?

At Latchmere School, we provide a range of additional support to ensure that pupils with SEND can access the curriculum and reach their full potential. We offer evidence-based interventions such as Little Wandle Rapid Catch-Up sessions, precision teaching, Lego therapy, Social Thinking, support with fine and gross motor difficulties,

and colourful semantics. These are all designed to target specific areas of need. Additionally, we have a team of trained teaching assistants who work alongside class teachers to support small group work and provide targeted interventions. Our approach is not based on a 1:1 model but focuses on providing support within the classroom environment, ensuring that pupils are integrated and participate fully in lessons. Small group support promotes independence.

How does Latchmere School enable pupils with special educational needs to engage in the activities outside the classroom?

All clubs, trips, and activities provided to pupils at Latchmere School are equally accessible to students with SEND. In certain cases, it may be necessary to implement 'reasonable adjustments' to ensure full participation. These adjustments are made in collaboration with children, families and carers.

Examples of reasonable adjustments previously made for school trips and residential journeys include: the use of personalised social stories to help prepare a child for a new or unfamiliar experience; providing access to quieter spaces during specific moments of a trip; careful and considered groupings of children; ensuring additional adult supervision and regular check-ins; arranging alternative travel, such as having parents drive a child to the destination instead of using group transportation; allowing parents to stay nearby during residential trips; or offering a reduced timetable for the duration of the trip or residential.

Additionally, all children with SEND at Latchmere School have the same opportunities to participate in school assemblies and are afforded equal opportunities to take on special responsibilities, such as serving on the school council.

What support is available for improving the social, emotional and mental health of pupils with special educational needs?

At Latchmere School, we are committed to supporting the well-being of every child, not just academically but also socially, emotionally, and mentally. Social, Emotional, and Mental Health (SEMH) support is designed to help children understand and manage their feelings, build positive relationships, and develop resilience.

Wave One: Universal support across Latchmere School

One of the key tools we use to help children understand and manage their emotions is the Zones of Regulation framework, which is explicitly taught and referenced throughout the school. The Zones of Regulation teaches children how to recognise and manage their feelings and behaviours. It groups emotional states into four colour-coded "zones," helping students become more self-aware and improve their ability to self-regulate. The four zones are blue, green, yellow and red.

Wave Two: Targeted Social Emotional Mental Health (SEMH) intervention at Latchmere School

1. Nurture groups offer a supportive environment where children can express their worries. These groups focus on building confidence and enhancing self-esteem, providing children with the opportunity to share their thoughts in a small, secure setting. Nurture groups are evaluated every half term. Following discussions between the members of staff delivering nurture groups, your child's class teacher, and the SENCo, a decision will be made regarding your child's continuation in the program for the next half term. Nurture groups are intended as a short-term intervention, and there may be waiting lists for new participants.
2. ELSAs are Emotional Literacy Support Assistants. They are a specialist teaching assistant who is trained and regularly supervised by the Educational Psychologists. ELSAs can support with: loss and bereavement, emotional literacy, self-esteem, social skills, friendship issues, managing strong feelings, bullying, and growth mindset (the belief that you can improve your skills and abilities through effort, learning and persistence). Most ELSA sessions take place on a 1:1 basis. Typically, children will be offered 6 to 8 sessions, and they can vary in time according to the age of a child. The ELSA will carefully plan bespoke sessions for a pupil.
3. Latchmere School also work closely with the Mental Health Support Team (MHST) and are supported by Education Wellbeing Practitioners throughout the year. Referrals can be made by school staff to the MHST following an initial consultation.

Who can I talk to about my child's difficulties with learning, SEN or disability?

The SENCos at Latchmere School are Hollie Sheehan and Carolyn Coles. They have completed the National Award for SEN Coordination.

The named governor for Special Educational Needs at Latchmere School is Jo Franklin.

Contact details: 02085467181; inclusionlead@latchmereschool.org

What training do staff at Latchmere School have to help them support children with SEND?

At Latchmere School, we ensure that all staff are equipped with the knowledge and skills necessary to support pupils with SEND. Our commitment to professional development includes regular, targeted training. From January 2025, all teaching staff

will participate in Attachment Aware training, enhancing their understanding of how attachment can impact learning and behaviour. Last academic year, all staff received comprehensive training on Pathological Demand Avoidance (PDA), equipping them with strategies to support pupils who exhibit this profile. In addition, our staff have received training on Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), and how to support pupils with specific literacy needs.

Regular learning walks are conducted to ensure that the principles of our Latchmere Inclusion Charter are consistently applied in practice across all classrooms, promoting an inclusive environment where every pupil can thrive. These ongoing professional development opportunities ensure that our staff are up to date with the latest research and best practices in SEND support.

What arrangements are there for consulting parents of children with SEN and involving them in their child's education?

At Latchmere School, we believe that strong partnerships between home and school are essential for supporting pupils' SEND. The class teacher is the first point of contact for parents, as all teachers are teachers of SEND. We encourage parents to communicate with the class teacher via the class email, and meetings can be arranged as needed to discuss their child's progress, concerns, or any specific support strategies. We work closely with parents to share information and updates on their child's development, and we actively encourage feedback to ensure that our support is tailored to each child's needs.

What arrangements are there at Latchmere School for consulting children and young people with SEN and involving them in their own education?

At Latchmere School, we are committed to ensuring that children with SEND are actively involved in their own education, and that their voices are heard in decisions about their learning and support. We use a range of strategies to gather pupil views, including observations, interviews, and informal conversations with trusted adults.

Regular pupil voice activities, such as surveys and feedback sessions, help us to adapt our provision based on the individual needs and preferences of each child, ensuring that they are active participants in their learning journey.

What arrangements are there at Latchmere School for assessing and reviewing children and young people's progress towards outcomes?

At Latchmere School, we have a clear and structured approach to assessing and reviewing the progress of children's SEND towards their individual outcomes. For children on a SEN Support Plan, their targets are reviewed on a termly basis to ensure progress is being made and to adapt support where necessary. We use a clear progress

scale to assess targets: +2 for significantly more than expected progress, +1 for more than expected progress, 0 for expected progress, -1 for less than expected progress, and -2 for significantly less than expected progress. This system allows us to track and measure progress in a clear and consistent way.

For children with an Education Health and Care Plan (EHCP), their outcomes are reviewed alongside their SEN plan, as EHCP targets are typically longer-term and span across key stages. Progress is assessed through teacher judgement, which includes observations, the completion of learning tasks, and levels of independence demonstrated by the child. This comprehensive assessment approach ensures that children are supported appropriately and that any necessary adjustments to their provision can be made in a timely manner to help them achieve their targets.

What are the arrangements for making a complaint relating to SEND at Latchmere School?

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.

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.

[First-tier Tribunal \(Special Educational Needs and Disability\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/first-tier-tribunal-special-educational-needs-and-disability)

How does Latchmere School prepare and support my child to transfer to another school or stage of education?

At Latchmere School, we understand the importance of smooth transitions for children with SEND and ensure that all necessary support is provided when moving to another school or stage of education. Our transition process begins well in advance, with detailed planning and collaboration between parents, staff, and any relevant external professionals. For children transferring to secondary school or a new setting, we invite secondary school staff to visit Latchmere School. We also accommodate visits to the new school, where children can meet key staff, explore the environment, and get familiar with routines. We ensure that all necessary information, such as SEND support plans, EHCPs, and key strategies, are shared with the receiving school to ensure continuity of care and support.

What external support services are available for the parents of pupils with SEND?

[Richmond & Kingston SENDIASS - SEND Support \(rksendiass.co.uk\)](http://rksendiass.co.uk)

[AfC Info website - Kingston and Richmond :: Local Offer / Information and advice / Involving children, young people, parents and carers / Special Educational Needs and Disabilities \(SEND\) Parent and Carer Engagement Team](#)

[Autism Services And Support | Express CIC | England](#)

[Welcome - home page - ADHD Embrace](#)