



Our School Vision

In our school:

we love deeply, respecting everyone and treating them with dignity;
we aspire with confidence, working hard and embracing challenge;
we serve God and our community, following the example of Jesus, to create a better world.

"Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us."

Ephesians 5:2 (NLT)

Our School Values: Love, Aspiration, Service

Inclusion Policy 2026–2027

"Every Child Belongs. Every Child Achieves. Every Child Thrives."

Date: September 2026

Review Date: September 2027

1. Vision and Ethos

At Latymer All Saints C of E Primary School, we believe that every child is unique and deserves to feel welcomed, valued and included. Guided by our Christian values of Love, Aspiration and Service, we are committed to creating a school where every child can flourish academically, socially, emotionally and spiritually. This vision is rooted in the school's Christian ethos and values.

Inclusion is at the heart of everything we do. We believe that every child has strengths, talents and aspirations, and that it is our responsibility to remove barriers to learning so that every pupil can achieve their full potential.

We recognise that children learn in different ways and may require different levels of support at different times. Through high-quality teaching, adaptive practice and strong relationships, we aim to ensure that every pupil experiences success and develops confidence, independence and a lifelong love of learning.

At Latymer All Saints, inclusion is not simply about where children learn—it is about ensuring every child feels they belong, participates fully in school life and is supported to succeed.

2. Policy Statement

This policy sets out how Latymer All Saints C of E Primary School meets the needs of pupils with Special Educational Needs and Disabilities (SEND) and other vulnerable learners.

Our approach is based on the belief that high-quality teaching is the first and most important step in meeting the needs of all learners. Every teacher is responsible for the progress and achievement of every pupil in their class.

Where pupils require additional support, we use a graduated approach to identify needs early, provide appropriate support and regularly review its impact. We work closely with parents, carers, pupils and external professionals to ensure support is personalised and responsive.

We are committed to:

- promoting equality of opportunity
- removing barriers to learning
- celebrating diversity
- supporting independence
- ensuring pupils with SEND participate fully in all aspects of school life.

Our approach reflects the direction of national SEND improvement, which places inclusive mainstream education, adaptive teaching, early identification and strong partnership with families at the centre of effective SEND practice.

3. Aims

The aims of this policy are to ensure that:

- every child receives an ambitious education, regardless of need or starting point
- pupils with SEND are identified early and supported effectively
- teachers have high expectations for every learner
- adaptive teaching enables pupils to access the full curriculum alongside their peers
- pupils develop independence, resilience and confidence
- parents and carers are genuine partners in decision-making
- pupils' voices are listened to and valued
- support is regularly reviewed to ensure it has a positive impact
- staff receive high-quality professional development to meet the needs of all learners
- governors receive regular information about the quality and impact of SEND provision.

4. Legislation and Guidance

This policy has been written with regard to:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Supporting Pupils at School with Medical Conditions
- The SEND and Alternative Provision Improvement Plan (2023)
- Department for Education guidance on inclusive mainstream education and adaptive teaching.

Inclusion at Latymer

Our inclusive practice is built around three levels of support:

Universal Provision: High-quality adaptive teaching, strong classroom routines, visual supports and inclusive practice available to all pupils.

Targeted Provision: Additional support for pupils who require specific interventions, small group work or short-term personalised programmes.

Specialist Provision (Targeted+): Highly personalised support through external professionals, Education, Health and Care Plans (EHCPs), Trinity ASD Provision and Green Nest Nurture Provision where appropriate. Through this graduated approach, we aim to ensure that every child receives the right support, at the right time, in the right place, enabling them to achieve, participate and thrive within our inclusive school community. This reflects both our school vision and the principles set out in our SEND Information Report.

5-Roles and Responsibilities

At Latymer All Saints C of E Primary School, inclusion is everyone's responsibility. Every member of staff plays an important role in ensuring that pupils, including those with Special Educational Needs and Disabilities (SEND), receive the support they need to achieve, belong and thrive.

Our approach reflects the belief that every teacher is a teacher of pupils with SEND, with leadership, governors, support staff, parents and external professionals working together to achieve the best outcomes for every child.

Governing Body

The Governing Body has a strategic responsibility for ensuring that the school meets its statutory duties under the Children and Families Act (2014), the Equality Act (2010) and the SEND Code of Practice (2015). Governors will:

- promote an inclusive ethos where every child is valued and supported.
- ensure the school complies with statutory SEND duties.
- appoint a named SEND Governor to monitor SEND provision.
- receive regular reports on the progress and outcomes of pupils with SEND.
- monitor the effectiveness of SEND funding and provision.
- ensure sufficient resources are available to meet the needs of pupils with SEND.
- review and ratify this policy annually.
- challenge and support school leaders to continually improve outcomes for pupils with SEND.

The SEND Governor will meet regularly with the SENDCo to review provision, discuss priorities and monitor the impact of SEND across the school.

The Headteacher

The Headteacher has overall responsibility for ensuring that this policy is implemented effectively across the school.

The Headteacher will:

- promote a culture of inclusion and high expectations.
- ensure SEND remains a whole-school priority.
- deploy staffing and resources effectively.
- ensure staff receive appropriate professional development.
- work closely with the SENDCo and Governing Body to monitor the quality of provision.
- ensure statutory duties relating to SEND are met.
- promote positive relationships with families and external agencies.

Assistant Headteacher / SENDCo

Ms Elisabet Coffi Rope

Assistant Headteacher

Special Educational Needs and Disabilities Coordinator (SENDCo)

Deputy Designated Safeguarding Lead (DDSL)

Designated Teacher for Looked After and Previously Looked After Children

As a member of the Senior Leadership Team, the SENDCo provides strategic leadership for inclusion across the school and works closely with staff, governors, parents and external professionals to improve outcomes for pupils with SEND.

The SENDCo will:

Strategic Leadership

- Lead and monitor the school's inclusive practice.
- Promote high aspirations for all pupils.
- Ensure SEND remains central to whole-school improvement.
- Advise senior leaders and governors on SEND priorities.
- Oversee the effective use of the SEND budget.

Identification and Assessment

- Coordinate early identification of pupils with SEND.
- Monitor the SEND Register.
- Coordinate the Assess–Plan–Do–Review cycle.
- Support referrals for Education, Health and Care Needs Assessments (EHCNA).
- Coordinate Annual Reviews for pupils with EHCPs.

Quality of Education

- Support teachers in delivering high-quality adaptive teaching.
- Promote Quality First Teaching across the school.
- Monitor classroom practice through learning walks, observations and pupil progress meetings.
- Support teachers to make reasonable adjustments.
- Ensure adaptations enable pupils to access an ambitious curriculum.

Provision

Lead and monitor specialist provision including:

- Green Nest Nurture Provision
- Trinity ASD Provision
- targeted interventions
- provision mapping
- specialist resources
- external agency involvement.

Staff Development

- Deliver high-quality CPD.
- Coach teachers and support staff.
- Develop staff confidence in adaptive teaching and inclusive practice.
- Share evidence-informed approaches to SEND.

Partnership Working

- Work closely with parents and carers.
- Coordinate support from external professionals.
- Work collaboratively with health, social care and education services.
- Ensure pupil voice is central to planning.

Monitoring Impact

The SENDCo will regularly evaluate:

- pupil progress
- attendance
- behaviour
- intervention impact
- provision maps
- adaptive teaching
- classroom practice
- parental feedback
- pupil voice.

Deputy Headteacher and Senior Leaders

Miss Abigail Brown (Deputy Headteacher)

Jessica Knott (Assistant Headteacher)

Kandece Beharry (Assistant Headteacher-EYFS)

Senior leaders will:

- promote an inclusive culture throughout the school.
- monitor the quality of teaching.
- support staff in implementing adaptive teaching.
- monitor behaviour, attendance and safeguarding.
- ensure vulnerable pupils receive appropriate support.
- work alongside the SENDCo to evaluate the effectiveness of provision.

Class Teachers

“Every teacher is a teacher of pupils with SEND”

Class teachers have day-to-day responsibility for the learning, progress and wellbeing of every pupil in their class, including those receiving additional support from teaching assistants or external professionals. This principle underpins our whole-school approach to inclusion and Quality First Teaching.

Class teachers will:

- know the needs of every pupil in their class.
- deliver high-quality adaptive teaching.
- maintain high expectations for all learners.
- plan lessons that enable every child to participate successfully.
- identify pupils who may require additional support.
- implement recommendations from SEND Support Plans and EHCPs.
- use Assessment for Learning to inform planning and next steps.
- make reasonable adjustments where appropriate.
- monitor progress and adapt teaching accordingly.
- work collaboratively with parents.
- contribute to Assess–Plan–Do–Review meetings.
- work closely with the SENDCo and Learning Mentors.

Teachers remain responsible for the learning and progress of all pupils, even when support is delivered by another adult.

Learning Support Assistants (LSAs)

Learning Support Assistants play an important role in supporting pupils' learning and independence.

They will:

- support high-quality teaching.
- promote pupil independence.
- deliver targeted interventions where appropriate.
- encourage pupils to develop confidence and resilience.
- provide feedback to teachers about learning and progress.
- contribute to review meetings where appropriate.
- work flexibly to meet the needs of the whole class.

The deployment of Teaching Assistants remains the responsibility of the class teacher. Support staff will not replace the role of the class teacher, but will work under the teacher's direction to enhance learning and remove barriers to participation.

Learning Mentors

Learning Mentors provide targeted pastoral support for pupils experiencing emotional, social or behavioural barriers to learning.

They will:

- build positive relationships with pupils and families.
- provide emotional wellbeing support.
- deliver targeted SEMH interventions.
- contribute to Green Nest Nurture Provision.
- support attendance and successful reintegration following absence.
- liaise with external agencies where appropriate.
- contribute to safeguarding and pastoral meetings.
- support pupils during times of transition.
- support teachers in the classroom reinforcing trauma-informed strategies.

Parents and Carers

Parents and carers are valued partners in their child's education.

We encourage parents to:

- share information about their child's strengths and needs.
- attend meetings and reviews.
- work with the school to agree shared outcomes.
- reinforce agreed strategies at home.
- communicate any changes that may affect their child's wellbeing or learning.
- celebrate their child's achievements with us.

We believe that positive relationships between home and school lead to the best outcomes for children. Our SEND Information Report emphasises the importance of listening to parents and involving them in the Assess–Plan–Do–Review cycle.

Pupils

Pupils are encouraged to be active participants in their learning by:

- sharing their views and aspirations.
- contributing to target setting.
- reflecting on their progress.
- identifying strategies that help them learn.
- developing independence and self-advocacy.
- participating in review meetings appropriate to their age and understanding. .

Working Together

Successful inclusion relies on strong partnerships. At Latymer All Saints we work collaboratively with:

- parents and carers
- governors
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS and Mental Health Support Teams
- Social Care
- Health professionals
- Early Help services
- Local Authority SEND Services
- specialist outreach teams.

Together we ensure that every child receives the right support, at the right time, so they can achieve their full potential in a safe, inclusive and nurturing environment.

6-Identifying and Meeting Pupils' Needs

At Latymer All Saints C of E Primary School, we believe that the earlier a child's needs are identified, the sooner the right support can be put in place. We recognise that every child is unique and that children learn and develop at different rates. Some pupils may require additional support at different stages of their education, either for a short period or throughout their time at school. Our aim is to identify barriers to learning as early as possible and provide timely, appropriate support so that every pupil can participate fully in school life, access an ambitious curriculum and achieve their full potential.

Support for pupils with SEND is not viewed as separate from teaching but as an integral part of our whole-school commitment to inclusive education. High-quality adaptive teaching remains the first response to meeting the needs of all learners, with additional support provided where necessary through a graduated approach. This ensures that provision is personalised, regularly reviewed and adapted to meet the changing needs of each child.

7-Early Identification

Early identification is central to our inclusive practice. Teachers continually assess pupils through high-quality classroom practice and use their professional judgement to identify any emerging barriers to learning. Concerns may arise from daily classroom assessment, teacher observations, pupil progress

meetings, attainment that is significantly below Age-Related Expectations, or difficulties relating to communication, language, social interaction, emotional wellbeing, attendance or behaviour. Information shared by parents and carers, previous educational settings, health professionals and external agencies also plays an important role in building a full understanding of a child's needs. Advice from specialists such as Educational Psychologists, Speech and Language Therapists and Occupational Therapists is sought where appropriate to support identification and planning.

No single assessment or piece of information determines whether a child has Special Educational Needs. Decisions are based on a range of evidence gathered over time and are made collaboratively with parents, carers, school staff and, wherever possible, the pupil themselves.

8-The Graduated Approach

At Latymer All Saints, we follow the **Assess – Plan – Do – Review** cycle, as outlined in the SEND Code of Practice, to ensure that support remains responsive to each child's individual needs and leads to positive outcomes.

The process begins with **ASSESSMENT**, where the class teacher, supported by the SENDCo where appropriate, gathers information about the pupil's strengths, needs and barriers to learning. This information is informed by Assessment for Learning, classroom observations, assessment data, work scrutiny, discussions with parents and carers, pupil voice and, where appropriate, advice from external professionals. This holistic understanding enables staff to identify appropriate next steps and determine whether additional provision is required.

Following assessment, the **PLANNING** stage involves working collaboratively with parents, carers and, where appropriate, the pupil to agree clear outcomes and identify the most effective support. This may include adaptive teaching strategies, reasonable adjustments, targeted interventions and clearly defined responsibilities for staff, parents and the child. Agreed provision is recorded through SEND Support Plans, provision maps or Education, Health and Care Plans (EHCPs), where appropriate.

During the **DO** stage, the agreed provision is implemented by the class teacher and supporting staff. The class teacher remains responsible for the learning, progress and wellbeing of every pupil in their class, including where support is delivered by a Teaching Assistant or another professional. Teaching Assistants work under the direction of the class teacher to reinforce learning, promote independence and support pupils to access the curriculum. Their role is to complement high-quality teaching rather than replace it.

The **REVIEW** stage ensures that support remains effective and responsive. Progress towards agreed outcomes is monitored through Assessment Cycle meetings, pupil progress meetings, intervention reviews, parent consultations, Annual Reviews for pupils with EHCPs, provision map evaluations and pupil voice. The impact of support is carefully evaluated, and provision is adapted where necessary to reflect the child's progress, changing needs and aspirations. This ongoing cycle of assessment, planning, implementation and review enables us to provide timely and effective support, ensuring that every pupil receives the right provision at the right time.

At every stage of the graduated approach, we work in close partnership with families and external professionals, recognising that collaborative working is essential in achieving the best possible outcomes for our pupils. Through this approach, we aim not only to support academic progress but also to promote confidence, independence, wellbeing and a genuine sense of belonging within our school community. The graduated approach is embedded throughout the school and supports staff in making informed decisions about provision. It ensures that support is carefully planned, regularly reviewed and adapted to meet the changing needs of each child.

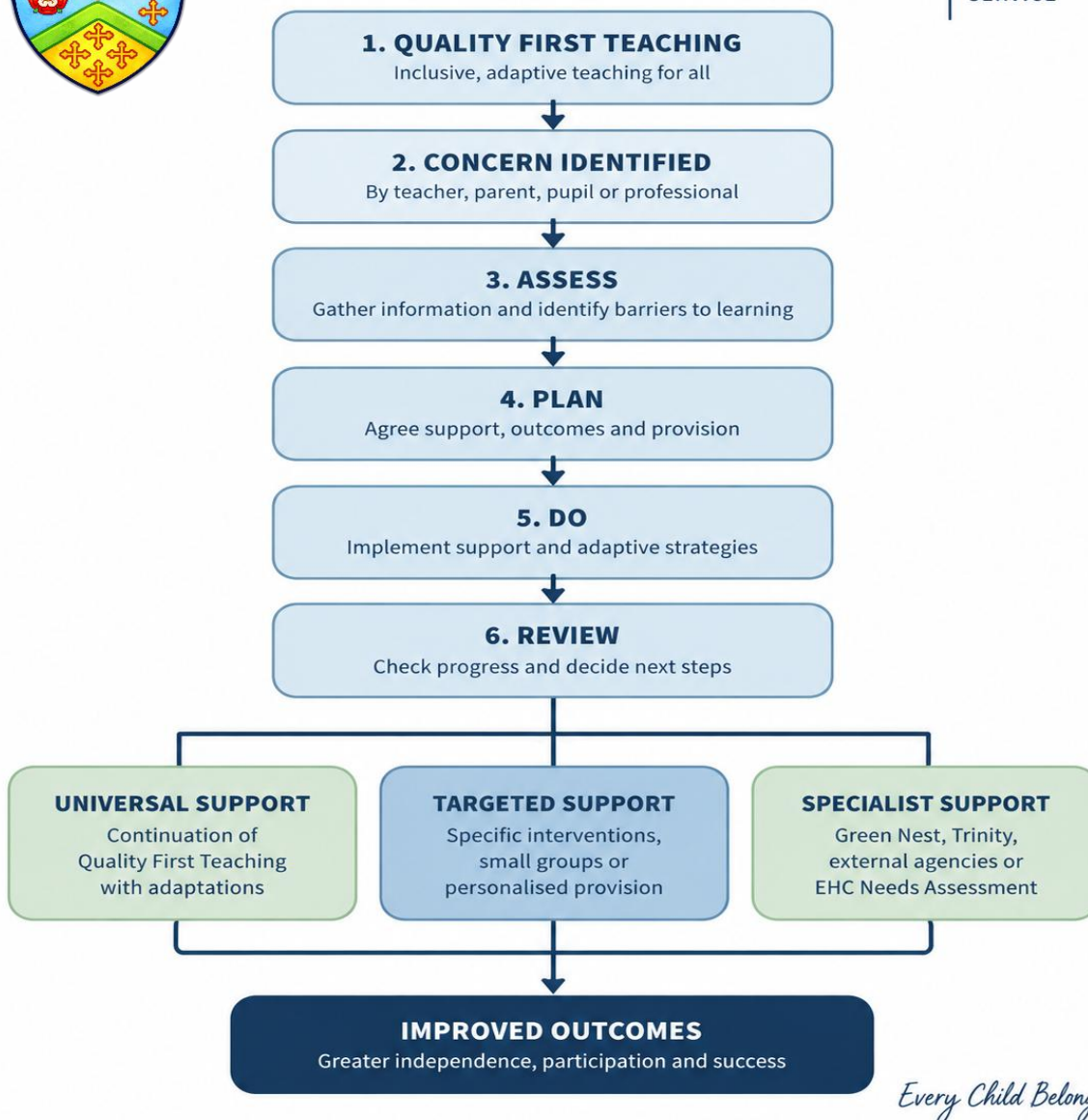
"The Latymer Graduated Response"



The Latymer Graduated Approach

RIGHT SUPPORT • RIGHT TIME • BRIGHTER FUTURES

LOVE
ASPIRATION
SERVICE



Quality First Teaching

At Latymer All Saints we believe that Quality First Teaching is the first response to meeting the needs of pupils with SEND. Teachers should know their pupils well and use assessment to identify the next steps in learning. High-quality teaching benefits every learner, not only those with SEND.

Adaptive Teaching

Rather than lowering expectations, teachers should adapt how learning is presented so that all pupils can access the same ambitious curriculum.

Adaptive teaching may include:

- breaking learning into smaller steps
- modelling
- scaffolding
- visual supports
- pre-teaching vocabulary
- practical resources
- flexible grouping

- reducing cognitive load
- adapted questioning
- repetition and overlearning
- opportunities for retrieval practice
- additional processing time
- communication supports
- sensory adjustments
- reasonable adjustments
- 4 4 ALL (sorting, labelling, sequencing and matching)
- Mission Monday (Teachers focus group on specific learners)

The Latymer 4 4 ALL Framework

At Latymer All Saints we have developed our own whole-school adaptive teaching framework known as **4 4 ALL**. The framework provides simple strategies that can be used across every classroom and curriculum area to remove barriers to learning.

These adaptations support all learners, including pupils with SEND, EAL learners and children requiring additional scaffolding.

Strategy	Purpose	Examples
Labelling	Supports understanding and vocabulary development	Labels, diagrams, communication boards, word banks
Matching	Develops understanding by making connections	Pictures to words, symbols to objects, questions to answers
Sorting	Encourages classification and deeper thinking	Categories, shapes, vocabulary, mathematical concepts
Sequencing	Supports organisation, memory and independence	Visual timetables, story maps, instructions, routines

Reasonable Adjustments

Where appropriate, the school will make reasonable adjustments to ensure that pupils with SEND can access learning, participate fully in school life and make progress alongside their peers. Adjustments are tailored to the individual needs of each pupil and may include adapted resources, alternative methods of recording work, movement breaks, sensory support, adapted seating, communication aids, visual timetables, access arrangements, additional adult support and adaptations to routines.

Reasonable adjustments are considered as part of the school's inclusive and graduated approach to meeting need. They are reviewed regularly in consultation with the pupil, parents/carers and relevant staff, where appropriate, to ensure that they remain effective, proportionate and responsive to the pupil's changing needs.

9-Assessment and Measuring Impact

Assessment for Learning is at the heart of effective teaching. All teachers must use ongoing assessment to identify misconceptions, check pupils' understanding, adapt teaching, measure progress and inform the next steps in learning. A range of assessment strategies are delivered within everyday classroom practice, including targeted questioning, observations, discussions, marking and feedback, retrieval practice, live feedback, cold calling and the use of mini-whiteboards. These approaches enable teachers to respond promptly to pupils' needs, address gaps in understanding and ensure that teaching remains inclusive, responsive and appropriately challenging.

The effectiveness and impact of SEND provision are monitored through a cycle of assessment, review and evaluation. This includes analysing pupil progress and attainment, Assessment Cycle meetings, Provision Map reviews, learning walks, lesson observations, book looks, pupil voice, parental feedback, attendance and behaviour data, intervention evaluations, SEND reviews and governor monitoring. These processes enable the school to evaluate the quality of provision, identify barriers to learning and determine whether

the support in place is making a measurable difference to pupils' outcomes. Monitoring will focus on the quality of teaching, the effectiveness of provision and the progress and wellbeing of pupils with SEND. Where progress is limited, provision is reviewed and adapted through the graduated approach of Assess, Plan, Do and Review, ensuring that interventions and reasonable adjustments remain appropriate and effective.

Our commitment is not simply to provide additional support, but to ensure that this support has a meaningful and measurable impact. We aim to secure improved outcomes, close gaps in learning, develop pupils' confidence and independence, and promote greater participation in all aspects of school life, enabling every child to achieve their full potential.

10-Provision and Support

At Latymer All Saints, we believe that every child should have access to high-quality teaching and the support they need to achieve success. Provision is carefully planned around the individual needs of each pupil and is regularly reviewed to ensure it is making a positive difference. We recognise that children may require different levels of support at different times during their education. Support is organised through a graduated approach and falls within three broad levels of provision:

- Universal Provision
- Targeted Provision
- Specialist Provision (Targeted+)

The majority of pupils' needs are met through high-quality adaptive teaching within the classroom.

Universal Provision

Universal Provision is available to all pupils and forms the foundation of inclusive practice at Latymer All Saints C of E Primary School. Through high-quality, inclusive classroom practice, teachers seek to anticipate and remove potential barriers to learning so that every pupil can participate, achieve and develop independence.

All classrooms should provide Quality First Teaching and adaptive teaching, supported by consistent routines, Assessment for Learning, clear learning intentions and success criteria, and high expectations for every pupil. Teaching should carefully scaffolded incorporating visual supports where appropriate, explicit vocabulary development, and regular opportunities for retrieval and overlearning to strengthen understanding and secure learning.

Positive relationships are central to our universal provision, creating safe, supportive learning environments in which pupils feel valued and confident to participate. Adaptations are made where appropriate to ensure that pupils can access the full curriculum alongside their peers, while maintaining appropriate challenge and promoting increasing independence.

Targeted Provision

Some pupils require additional, targeted support beyond Quality First Teaching to address specific barriers to learning and enable them to make progress. Targeted provision is planned carefully in response to each pupil's individual strengths and needs and is reviewed regularly to evaluate its effectiveness and impact. Targeted provision may include small-group interventions, pre-teaching and overlearning, precision teaching, social communication groups, emotional literacy support, speech and language programmes and Learning Mentor support. Where appropriate, pupils may also benefit from personalised timetables, sensory regulation strategies, adapted resources and additional adult support.

Provision is not intended to create dependency. Support is carefully planned and adapted to provide the right level of scaffolding at the right time, with opportunities for support to be gradually reduced as pupils develop their skills and confidence. The impact of targeted provision is monitored through the **Assess, Plan, Do, Review** cycle, with adjustments made where strategies are not resulting in the expected progress.

The overall aim of targeted support is to remove barriers to learning, improve outcomes and participation, and develop pupils' confidence and independence, enabling them to access learning and school life as successfully as possible.

Specialist/Targeted+

Some pupils have complex, significant or persistent needs and require a highly personalised level of support beyond Quality First Teaching and targeted provision. At Latymer All Saints C of E Primary School, Targeted+ provision reflects a more intensive and coordinated approach, bringing together specialist school-based provision, Education, Health and Care Plan (EHCP) provision and, where appropriate, support from external professionals and agencies.

Targeted+ provision may include access to Trinity, our specialist ASD provision, or Green Nest, our nurture provision, alongside highly personalised interventions, individualised or adapted timetables, specialist communication approaches, sensory regulation programmes, intensive speech and language support, enhanced pastoral or Learning Mentor support, specialist resources and increased adult support. For pupils with an EHCP, provision is planned and delivered in accordance with the outcomes and provision identified within their plan and reviewed through the statutory Annual Review process.

Where appropriate, the school works collaboratively with external agencies and specialist professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, mental health services, Early Help and other local authority or specialist SEND services. Professional advice is incorporated into pupils' provision and used to inform strategies, interventions, reasonable adjustments and next steps.

Targeted+ provision is monitored through the Assess, Plan, Do, Review cycle, alongside provision mapping, pupil progress information, professional recommendations, pupil and parent voice and SEND or EHCP reviews. Where a pupil does not already have an EHCP and continues to experience significant barriers despite sustained and appropriate support, the school may consider requesting an Education, Health and Care needs assessment (EHCNA).

Whether support is delivered through Trinity, Green Nest, an EHCP, specialist intervention or multi-agency involvement, the focus remains on measurable impact. Our aim is to remove barriers, improve outcomes, promote emotional wellbeing and communication, increase participation and enable pupils to develop the greatest possible level of confidence and independence.

Education, Health and Care Needs Assessment

Where a pupil continues to experience significant and persistent barriers to learning despite sustained, appropriate and carefully reviewed support through the graduated approach, the school may consider requesting an Education, Health and Care Needs Assessment (EHCNA).

The decision to request an assessment is made collaboratively, with parents and carers at the centre of the process, alongside the pupil where appropriate, the SENDCo and relevant external professionals. The Local Authority will then consider the request and determine whether a statutory assessment is required. Evidence gathered through the Assess, Plan, Do, Review cycle will support the request and demonstrate the pupil's needs, the provision and reasonable adjustments already implemented, advice from professionals, the impact of interventions and the pupil's response to support. Pupil and parent/carer views are also an important part of the evidence.

Where an EHC needs assessment is agreed, the school will continue to work closely with the family, the pupil, external professionals and the Local Authority throughout the assessment process. If an Education, Health and Care Plan (EHCP) is subsequently issued, the school will ensure that the specified provision and outcomes are incorporated into the pupil's individual provision and reviewed through the statutory Annual

Review process. Advice from professionals is shared with staff and incorporated into classroom practice, SEND Support Plans and provision maps.

At Latymer All Saints, we are committed to continually improving the quality of education for pupils with Special Educational Needs and Disabilities (SEND). We regularly monitor and evaluate our provision to ensure that support is effective, resources are used appropriately and pupils make good progress from their individual starting points.

11-Professional Development

We recognise that high-quality teaching depends upon knowledgeable and confident staff.

Professional development is planned according to school priorities and identified staff needs.

Training may include:

- adaptive teaching
- autism
- speech, language and communication
- emotional wellbeing
- behaviour as communication
- trauma-informed practice
- safeguarding
- reasonable adjustments
- supporting sensory needs
- use of visual supports.

Staff receive ongoing coaching, modelling and opportunities to work alongside specialist professionals to continually develop inclusive practice.

12-School Improvement

SEND is a whole-school priority and is closely linked to the School Improvement Plan.

Leaders use monitoring information to identify priorities for improvement and evaluate the impact of actions taken.

Current priorities include:

- embedding adaptive teaching consistently across all classrooms
- developing staff confidence in meeting a wider range of needs
- strengthening the use of Assessment for Learning to inform adaptations
- strengthening SEND leadership
- ensuring all pupils access an ambitious curriculum
- increasing pupil independence
- further developing Green Nest and Trinity Provision
- strengthening partnership with parents.

13-Equality of Opportunity

At Latymer All Saints we are committed to ensuring that every child has equal access to learning, regardless of need, disability, background, culture, language, religion, gender or circumstance.

We celebrate diversity and believe that inclusive education benefits every member of our school community.

All pupils are encouraged to participate fully in the academic, social, cultural and spiritual life of the school through appropriate support, reasonable adjustments and high expectations.

This policy should be read alongside the school's:

- Equality Information and Objectives
- Accessibility Plan
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Supporting Pupils with Medical Conditions Policy.

14-Monitoring the Implementation of this Policy

The Governing Body and Senior Leadership Team are responsible for ensuring that this policy is implemented consistently across the school.

Activity	Frequency	Led by
Learning Walks	Half-termly	AHT/SENDCo & SLT
Book Looks	Half-termly	SLT
Pupil Progress Meetings	Termly	SLT
Provision Map Reviews	Termly	SENDCo
Intervention Reviews	Half-termly	SENDCo
Parent Meetings	At least Termly	Teachers/SENDCo
Annual Reviews	Annual	SENDCo
Governor Monitoring	Termly	SEND Governor
SEND Information Report Review	Annual	SENDCo
Inclusion Policy Review	Annual	Governors

Monitoring information will be used to celebrate strengths, identify priorities and inform future school improvement. New staff receive SEND induction as part of the school's induction programme.

Complaints

The school encourages parents and carers to discuss any concerns at the earliest opportunity. Concerns should initially be raised with:

1. Class Teacher
2. SENDCo
3. Assistant Headteacher
4. Deputy Headteacher
5. Headteacher

Where concerns cannot be resolved informally, parents may follow the school's Complaints Policy. Information regarding mediation and disagreement resolution is available through the Local Authority SEND Information, Advice and Support Service (SENDIASS).

Policy Review

This policy will be reviewed annually by the Assistant Headteacher/SENDCo in consultation with the Headteacher and Governing Body.

It may also be reviewed earlier if:

- there are changes to statutory guidance
- local procedures change
- school practice develops
- monitoring identifies areas requiring amendment.

The Latymer Inclusion at a Glance



LATYMER ALL SAINTS
C of E PRIMARY SCHOOL

LOVE
ASPIRATION
SERVICE

Inclusion at a Glance

EVERY CHILD BELONGS • EVERY CHILD ACHIEVES • EVERY CHILD THRIVES

*Together
for a brighter
future*

Our Vision

At Latymer All Saints, we believe every child deserves an ambitious education where they feel safe, valued and included. Through our Christian values of Love, Aspiration and Service, we remove barriers to learning so that every pupil can achieve their full potential.



LOVE

We build positive relationships where every child feels safe, respected and valued.



Positive relationships



Pupil voice



Parent partnership



Safeguarding first



ASPIRATION

We have high expectations for every learner and believe all children can succeed with the right support.



Ambitious curriculum



High quality teaching



Adaptive teaching



Independence



SERVICE

We work together with families, staff and professionals to provide the right support at the right time.



Green Nest Nurture Provision



Trinity ASD Provision



Partnership with families



Working with external professionals

The Latymer Graduated Approach

1. Quality First Teaching

Inclusive, adaptive teaching for all

2. Identify Need

By teacher, parent, pupil or professional

3. Assess

Gather information and identify barriers

4. Plan

Agree support, outcomes and provision

5. Do

Implement support and adaptive strategies

6. Review

Check progress and decide next steps

Targeted Support

Interventions, Green Nest, Trinity or Education, Health and Care Needs Assessment

4 4 ALL

Simple adaptations that make learning accessible for every child.



Labelling
Support understanding and vocabulary



Matching
Make connections



Sorting
Organise thinking



Sequencing
Build independence

Every Classroom Will Provide

- ✓ High quality teaching
- ✓ Adaptive teaching
- ✓ Assessment for Learning
- ✓ Clear routines
- ✓ Visual supports
- ✓ Positive relationships
- ✓ High expectations
- ✓ Opportunities for independence
- ✓ A calm and inclusive environment

Every Child Will Experience

- ♥ Belonging
- 🏔 Challenge
- 🛡 Feeling safe
- 👥 Positive relationships
- ★ Success
- 📖 An ambitious curriculum

Our Promise

At Latymer All Saints, inclusion is everyone's responsibility. We believe every child deserves the opportunity to learn, belong and flourish.

LOVE • ASPIRATION • SERVICE

*Every
Child Belongs*





Latymer All Saints C of E Primary

4 4 ALL

Simple adaptation strategies for every learner

1. LABELLING

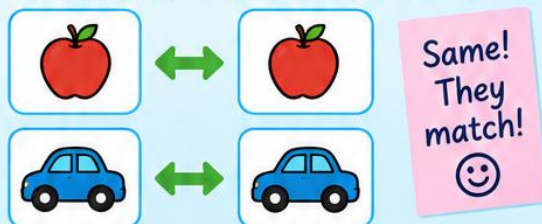
Use clear labels to support understanding.



- ✓ Use words and/or pictures (e.g. Widgeit).
- ✓ Label equipment, areas and resources.
- ✓ Support key vocabulary and independence.
- ✓ Keep labels clear and consistent.

2. MATCHING

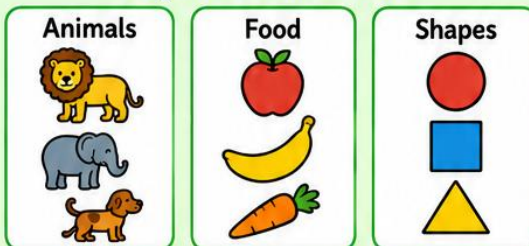
Help children make connections between the same or similar items.



- ✓ Use real objects, pictures or symbols.
- ✓ Start with identical items, then move to similar.
- ✓ Develops attention, memory and understanding.
- ✓ Use in phonics, maths, routines and everyday learning.

3. SORTING

Support children to group and organise information.



- ✓ Sort by colour, size, shape, category or function.
- ✓ Use real objects or pictures.
- ✓ Builds thinking, attention and vocabulary.
- ✓ Progress to more complex sorting as confidence grows.

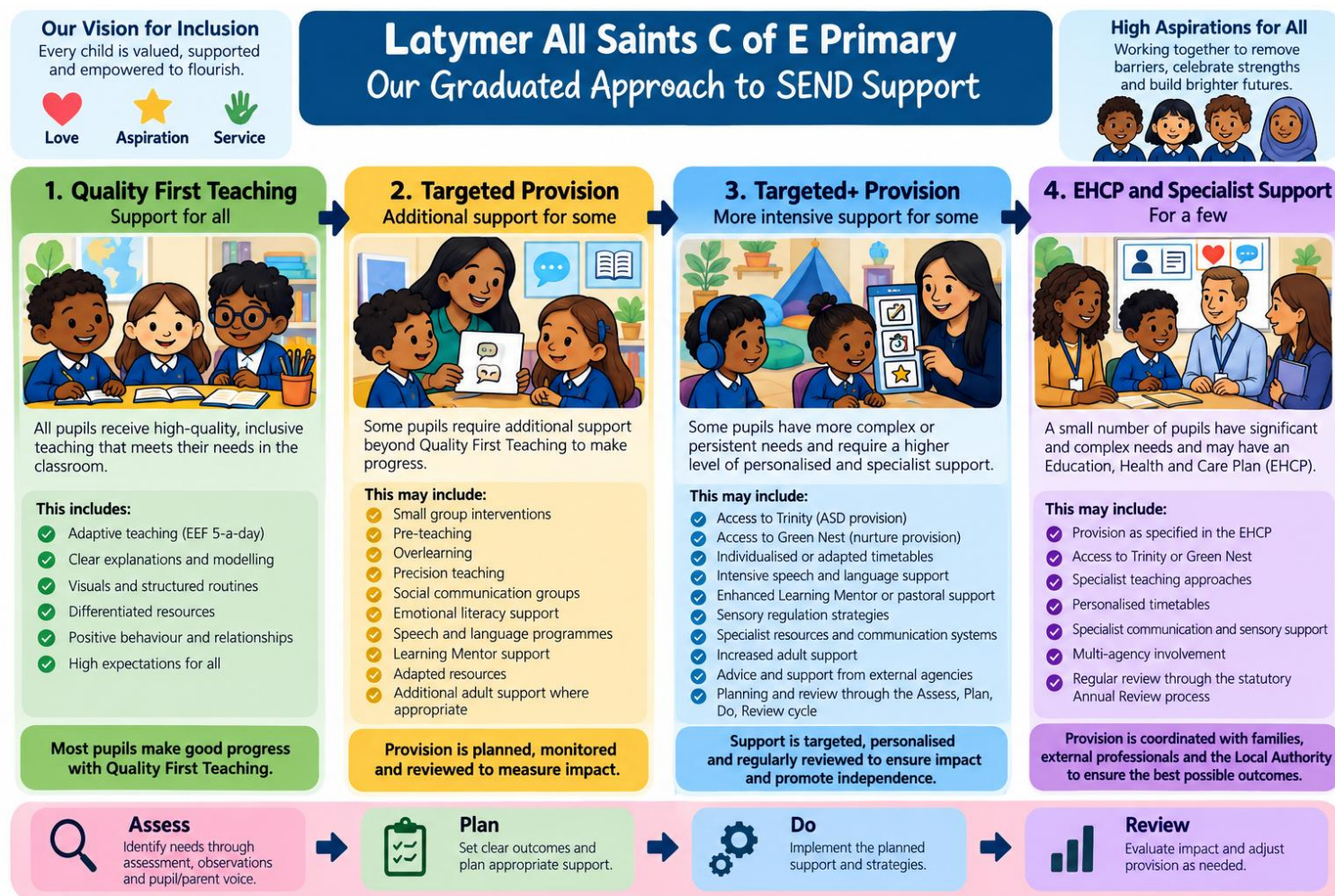
4. SEQUENCING

Support children to understand an order and what happens next.

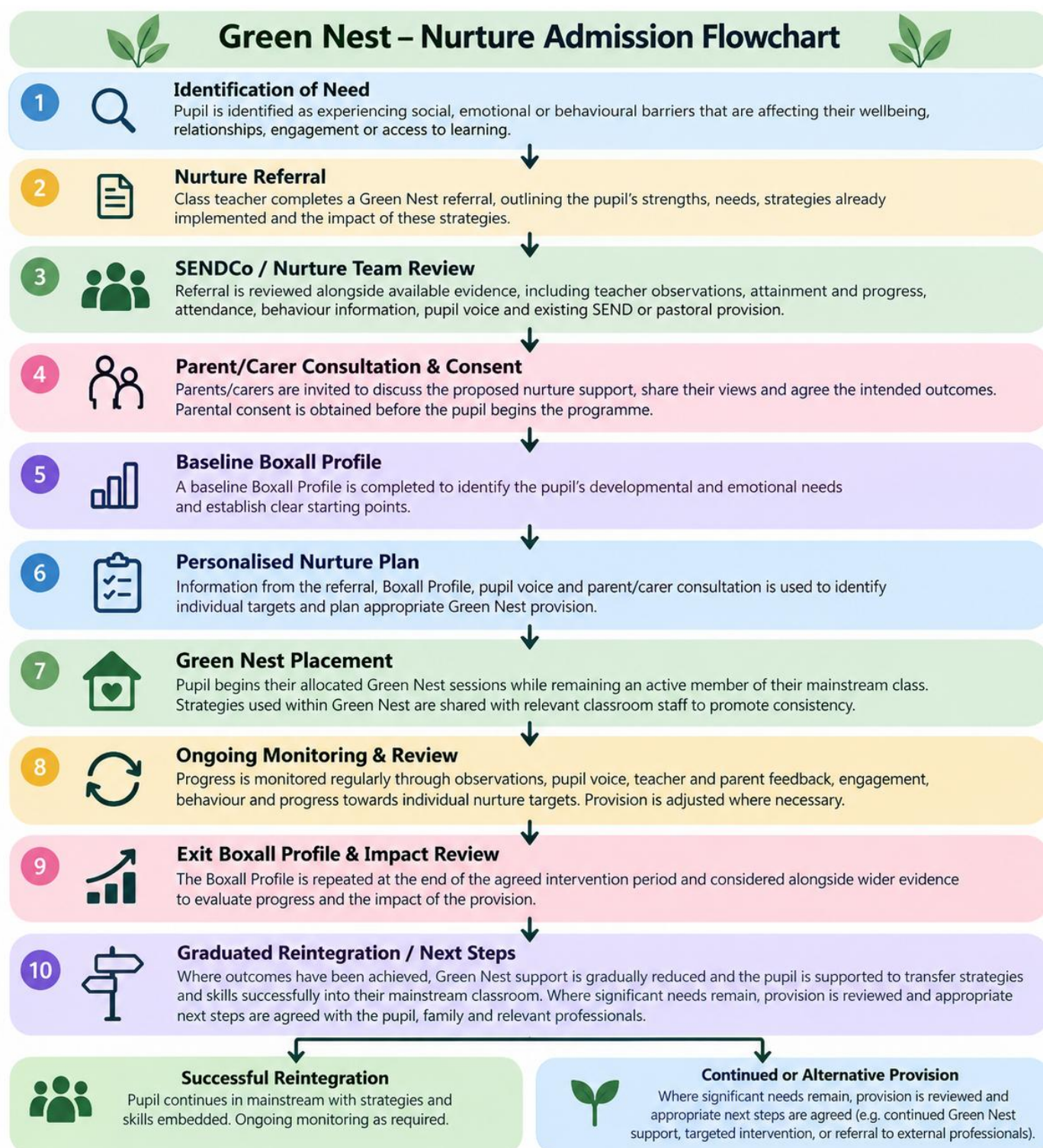


- ✓ Use pictures, symbols or real objects.
- ✓ Break tasks into small steps.
- ✓ Supports routines, transitions and independence.
- ✓ Use across the curriculum and daily life.

Appendix C – The Latymer Graduated Approach



Appendix D – Green Nest Journey



Appendix – E - Provision map

Latymer All Saints C of E Primary Provision Map – Summary of Support			
 Love  Aspiration  Service			
Area of Need	Universal All pupils, where appropriate	Targeted Additional support for some pupils	Targeted+ Specialist support for pupils with complex needs
Communication and Interaction 	- Adapted curriculum planning, activities and resources (explicit instruction, scaffolding, assessment for learning, flexible seating, metacognition) - Use of Walkthrus strategies - Visual timetables - Information on the child's needs – one page profile - Access to Verbo	- Support programmes in 1:1 and groups overseen by Speech and Language Therapist - Individual assessment cycles - Talk Boost Intervention (EYFS) - Individual workstations - Flexible timetable - Visual prompt cards - Social stories - Language for Thinking - Lego Therapy	- Input from NHS Speech and Language Therapist to set targets and review individual programme (EHCP only) - Input from ECASS Team or EASA Team - Trinity Provision 
Cognition and Learning (Literacy & Maths) 	- Colourful Semantics - Visual timetables - Adapted curriculum planning, activities and resources (explicit instruction, scaffolding, assessment for learning, flexible seating, metacognition) - Use of Walkthrus strategies - Information on the child's needs – one page profile - Little Wandle phonics (Lower school – Speed sound charts and mats) - Task Planners (whole class format) - Manipulative resources	- Phonic intervention groups e.g. Little Wandle 1:1 reading - Maths booster and intervention groups - Coloured overlays/coloured exercise books - Reading fluency interventions - Lexia - NELI - PIRA - MELSA	Educational Psychologist for cognitive assessments 
Social, Emotional and Mental Health Needs 	- Whole school behaviour policy - Consistent whole school / class routines - Good To Be Green system - Dojos points - Positive praise - Whole school assembly – certificates and prizes - PSHE activities - Zones of Regulation - Talked boxes - Safe spaces in all classes	- Individual Behaviour Plan - Risk Assessment and Support Plan - Individual timetables - Social stories - Lego Therapy - Play Therapy - Nurture room – Green Nest	- Inclusion Support - Individual counselling via Play Therapy - Mental Health Lead support - Support from EP service - Attendance officer / EWO - Transition Support Programme - Trauma Informed Approach (ARC Framework) - Referrals to Enfield Educational Psychology Service; SWERRL (Strengthening Wellbeing, Emotional health, Relationships and Readiness for Learning); EYSI; My Young Mind Enfield (Enfield Mental Health Support Team in schools); Enfield CAMHS 
Sensory and/or Physical Needs 	- Flexible teaching arrangements - Medical support - Staff awareness and understanding - Mobility access – ramps, lift access - Providing alternative pens, pencil grips, writing slopes - Access to equipment such as sensory boxes	- Handwriting BOOSTER - Access to environments which are as free from distraction as possible - Specific resources e.g. ear defenders - Sensory room - ICT	- Waverley School Outreach team - Enfield (HSNT) Higher Support Needs Team - Physiotherapy programme - OT referral 1:1 adult support to access the school environment and learning 1:1 medical support to give medication and monitor blood sugar levels / food intake etc for pupils with diabetes - Access to trained staff to support medical conditions 

Appendix – E – External Agencies

At Latymer All Saints we value the expertise of external professionals and work collaboratively to ensure children receive the most appropriate support.

Depending on individual need, we may work with:

- Educational Psychology Service
<https://www.enfield.gov.uk/educationalpsychologyservice/home>
- Speech and Language Therapy
<https://www.royalfree.nhs.uk/services/community-services-enfield/early-years-speech-and-language-therapy-service>
- Local Offer
<https://www.enfield.gov.uk/services/children-and-education/local-offer>
- Occupational Therapy
- Physiotherapy
- CAMHS
<https://enfielddirectory4all.co.uk/young-people/camhs-child-and-adolescent-mental-health-service/>
- Enfield Mental Health Support Team (MHST)
- School Nursing Team
- Social Care
- Early Help
- Advisory Teachers
- Autism Outreach Services
- Hearing and Vision Support Services.

