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

Latymer All Saints C of E Primary School SEND Information Report

Latymer All Saints Church of England Primary School and Nursery: We are a Church of England Voluntary Aided Primary School taking children aged 4 – 11 years and Nursery taking children aged 3 – 4 years.

How we support children with special educational needs or disabilities (SEND): At Latymer All Saints, our vision is rooted in our values of **LOVE**, **ASPIRATION** and **SERVICE**.

We are a welcoming, inclusive community where all children are treated with dignity and respect and where everyone is empowered to thrive and contribute fully. Inspired by Ephesians 5:2 — *"Live a life of love, following the example of Christ. He loved us and offered himself as a sacrifice for us"* — we commit to nurturing a school where compassion and inclusion shape every aspect of school life.

Our vision for pupils with Special Educational Needs and Disabilities (SEND) is that they are fully included in the life of the school and are supported to reach their full potential academically, socially and emotionally. We believe every child can flourish when teaching is adapted effectively, the environment is accessible and relationships are rooted in understanding and care.

We aim to support all learners to become increasingly independent, confident individuals who can participate meaningfully alongside their peers. We actively foster a culture where every voice is heard, and where every behaviour is understood as a way of communication — including spoken language, gestures, signs, visuals and other modes.

We are committed to equitable learning opportunities for all, recognising that some children may require additional support or personalised strategies to access the curriculum, thrive emotionally and feel a true sense of belonging. We create a safe, inclusive environment where all pupils — including those with SEND — are respected, feel secure and are seen as valued members of our community.

We also believe all children, regardless of need, have the potential to lead and succeed in their own way. We provide opportunities for all to contribute, influence, and grow into responsible, compassionate members of society — guided by our Christian ethos of love, aspiration and service

OFSTED report: Ofsted rated the school as a 'Good' School in December 2024. This was our most recent inspection.
"This is a highly inclusive school. Pupils are welcomed and valued as unique individuals"

How does our school ensure that children who need extra help are identified early: At Latymer All Saints, early identification of children with special educational needs is a key priority. We use a range of approaches to ensure that children who may need additional support are identified as early as possible. These include:

- Child performing below Age Related Expectations (ARE)
- Concerns raised by parents
- Concerns raised by class teachers, particularly where behaviour, emotional well-being or learning is affected.
- Liaison with external professionals such as Educational Psychologists or Speech and Language Therapists.
- Health-related diagnoses by paediatricians or other medical professionals.
- Identifying children with known physical, medical or sensory needs.
- Information shared by previous schools, nurseries or settings.
- Classroom observations by teaching staff, support staff and the SEND team.
- Home visits for children starting in Nursery or Reception to gather insight from parents and carers.

What Should I do if I think my child has SEND?

If your child already attends our school:

- Please speak first with your child's class teacher, who will listen to your concerns.
- The teacher will then involve the school's SENDCO, who will arrange a meeting with you to explore your concerns further.

If your child is due to join our school:

- Please contact our helpful office staff, who will support you through the admissions process and arrange a meeting with a member of our SEND Team.

Contact details:

- SENDCO: Ms Elisabet Coffi Rope
- Telephone: 020 8807 2679
- Email: ahtsenco@latymerallsaints.enfield.sch.uk

Who Is in the SEND and Pastoral Support Team?

- Miss Abigail Brown- Deputy Headteacher/DSL
- Ms. Elisabet Coffi Rope – SENDCO/DDSL/DT
- Ms. Dominique St. John & Ms. Sherilee Greenaway – Learning Mentors
- Ms Kesia Davis-Class Teacher/SENDCO Support

How will my child's needs and progress be explained to me?

- When concerns are raised, you will be invited to a meeting with your child's class teacher and the SENDCO to discuss how your child is doing, what their needs are and how they can be supported.
- Your voice matters — your perspective as a parent is valued in helping us understand your child better.
- If appropriate, your child will be invited to contribute their own views on what helps them in school.
- Your child's class teacher will continue to meet with you termly as part of the Assess–Plan–Do–Review cycle, where progress is reviewed, targets are set and support is adjusted as needed.
- These meetings will help you and your child be part of shaping the support they receive and setting goals for their learning and development.

How will the school support my child? At Latymer All Saints, we are committed to ensuring that all children, including those with special educational needs and disabilities (SEND), are supported to achieve their potential.

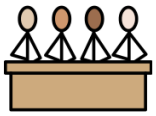
Whole-school support and planning: The SEND Team**,** alongside class teachers, Deputy Headteacher, and Assistant Headteachers' for Teaching and Learning**,** work together to monitor the progress and support needs of all pupils on the SEND Register**.** This is a confidential record of pupils who require additional or adapted support in their learning journey.

High-Quality, inclusive teaching:

- Class teachers plan and deliver lessons that are designed to meet the range of needs within the class. Tasks are adapted, not simplified, to ensure pupils can access learning with as much independence as possible.
- All SEND pupils are supported through access to Quality First Teaching — high-quality classroom instruction that is responsive to their individual learning styles and strengths.

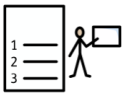
Additional Adult Support:

- Where needed, a Learning Support Assistant (LSA) may support your child in the classroom or in a small group or individual setting.
- This support is coordinated by the SENDCO and the class teacher, who remains responsible for your child's learning.
- The nature and frequency of this support will be explained to you when it begins and reviewed regularly through termly Assessment Cycle meetings**,** which include you and your child.



How are Governors involved in SEND provision?

- The Headteacher provides termly updates to the Governing Body**,** including a summary of progress made by pupils with SEND (this does not include names or identifying details).
- The school has a named SEND Governor**,** Mrs. Roberta Couchman, who meets regularly with the SENCO to review SEND provision and to ensure that it meets the needs of all pupils.
- The SEND Governor works with the Senior Leadership Team to review and agree priorities for how the SEND budget is used, ensuring it provides effective support across the school.
- If you have raised concerns with the SENCO and Headteacher and feel further support is needed, you may contact the SEND Governor through the school office.

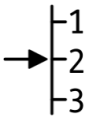


How do teachers match the Curriculum to an individual child's needs? At Latymer All Saints, we believe all children should access a rich and meaningful curriculum that reflects their individual strengths and learning needs.

- Class teachers use adaptive teaching approaches to ensure all pupils can access learning. This means planning lessons that are responsive to the needs, learning styles and interests of pupils in the class. Teachers make thoughtful adaptations to how learning is introduced, practised and demonstrated.
- Children may work in flexible groupings depending on the subject or skill being taught. This supports collaboration, peer learning and builds confidence.
- Where needed, additional or personalised programmes are offered to help children build the foundational skills they may need to access the full curriculum. These may include targeted interventions or pre-teaching of key vocabulary and concepts.
- The curriculum is designed to be engaging and inclusive**,** with a variety of ways for children to demonstrate their understanding — such as through visuals, role play, movement or practical tasks — ensuring that all children can participate and progress at their own pace.

How are the school's resources allocated and matched to children's special educational needs?

- The SENCO, as part of the Senior Leadership Team (SLT), regularly shares an overview of pupils' needs across the school. SEND provision is reviewed weekly, ensuring a responsive and flexible approach to supporting children through a variety of strategies — including small group interventions, adapted teaching, access to in-school interventions and adjustments to the environment, equipment or curriculum.
- The SEND team works closely with professionals such as Speech and Language Therapists, Occupational Therapists and Educational Psychologists, using their advice to help plan effective support for individuals and groups.
- A portion of the school's SEND funding is used to provide learning support assistants who work in classrooms to help deliver support programmes, facilitate inclusion and enhance learning experiences.
- The school allocates support based on individual needs**.** Pupils with more complex needs may receive higher levels of support, while ensuring that all pupils have equitable access to resources.



How is the decision made about the type and level of support a child receives?

- Decisions about support are made collaboratively**.** The class teacher, the SENDCO and SEND Team, relevant professionals and you as the parent/carer will be involved in planning the provision best suited to your child.
- Support is tailored to meet the needs of each child and will vary over time depending on progress and changes in need.

How do we know if the support is making a difference?

- Regular review meetings are held, where parents, teachers and the SEND Team reflect on progress and set new targets through the Assess, Plan, Do, Review cycle.
- Progress is measured through both academic assessments and holistic outcomes, including emotional wellbeing, communication and social interaction. We may also use observations, feedback from specialists and parent/carer insight.
- When a child makes sustained progress and is able to access learning more independently, they may no longer need additional support and can be removed from the SEND register**,** though they will continue to be monitored.

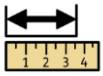
What opportunities will I have to discuss my child's progress?

- At Latymer All Saints, we actively encourage partnerships with parents and carers**,** recognising your vital role in your child's learning and development.
- You are welcome to meet with your child's class teacher to discuss progress, but please book an appointment in advance so they can dedicate focused time to you. If your concern is urgent, a member of the Senior Leadership Team will do their best to meet with you promptly.
- As part of our ongoing **'**Assessment Cycle', you will be invited to a termly meeting with your child's class teacher to review their progress, discuss their well-being, and set new learning targets.

- The SEND Team is also available to meet with you to talk through any questions about your child's learning, development, or additional support. Booking an appointment ensures we can give this conversation the time it deserves.

How will the school support me in helping my child at home?

- The class teacher, SEND team and support staff can suggest and provide practical strategies and resources to use at home to support your child's learning and independence.
- Where helpful, a Home–School Communication Book may be used to support ongoing dialogue between school and home, especially for children with more complex needs.
- During your child's Assessment Cycle meeting**,** you'll be involved in setting clear goals and outcomes. A record of these targets will be shared with you, helping guide how you can support your child between meetings.
- For children with an Education, Health and Care Plan (EHCP)**,** we will invite you to a formal Annual Review meeting to reflect on your child's progress and update the plan as needed. Additional meetings may also take place throughout the year, depending on your child's needs.



How do we measure your child's progress? At Latymer All Saints, we are committed to regularly reviewing each child's progress to ensure they are supported to achieve their full potential.

- Teachers assess learning every day through observations, marking and live in-class feedback. This helps identify where children are making progress and where they may need additional support.
- Your child's progress is tracked against nationally recognised Age-Related Expectations (ARE)**,** starting from their point of entry into the school through to Year 6. We use a range of tools to do this, including teacher assessments and, where appropriate, standardised tests.
- Termly Pupil Progress Meetings are held between class teachers and members of the Senior Leadership Team. These meetings ensure that any child not making expected progress is identified early, and additional support or changes to provision are discussed.
- If your child is on the SEND Register**,** their support is reviewed each term during the Assessment Cycle meetings. At these meetings, we reflect on the targets (aims/outcomes) that have been set and progress is measured using a clear scale (0–10).
- If a target has not yet been met, we will discuss why and adapt it where needed—breaking it down into smaller steps or exploring different strategies to help your child move forward.

What pastoral and social-emotional support is available to support my child's well-being?

At Latymer All Saints, our strong Christian ethos and core values of LOVE, ASPIRATION and SERVICE are central to everything we do and underpinning our inclusive approaches. We believe that a child's emotional well-being is essential for learning and we aim to support the whole child—socially, emotionally and spiritually—so that every child feels safe, valued and ready to learn.

Emotional and Pastoral Support

- We have a dedicated pastoral team, including two learning mentors, who run:
  - Social and emotional learning groups
  - Drop-in sessions for children who feel anxious, worried or just need someone to talk to

- We work closely with the Enfield Mental Health Support in Schools Team (MYME). This team supports our staff, pupils and parents by:

  - Delivering mental health awareness and wellbeing strategies
  - Offering one-to-one and group support for children and their families
  - Supporting the whole school community in promoting positive mental health

- We run a KS1 nurture group called the Green Nest, where children can develop their emotional literacy, build social skills, and grow in confidence in a safe, nurturing environment.

- We are proud to have a highly experienced and committed play therapist, who works with individual pupils to help them express and manage difficult emotions through creative play.

Parental and Social Support

- Our Parent Support Adviser offers:

  - Workshops and coffee mornings to help build strong home-school partnerships
  - Support for parents around parenting strategies, routines and children's emotional development
  - Signposting to services for financial advice, housing or social care support

Health and Medical Support: The school works in partnership with healthcare professionals to support children with medical needs, including:

- Care plans created in partnership with families and health practitioners
- Trained first aiders and staff trained in managing specific conditions such as asthma, diabetes or allergies
- Regular contact with school nurses and other relevant health services

Well-Being through the Curriculum: The school delivers a Personal, Social, Health and Education (PSHE) curriculum across all year groups. This includes:

- Learning about friendships, respect, emotional regulation and staying safe

- Promoting a strong sense of belonging, empathy and responsibility

What support is in place for behaviour, avoiding exclusion and improving attendance? At Latymer All Saints, our behaviour and attendance support strategies are built on strong relationships, early intervention and a deep understanding of pupils and families' individual needs.

Positive Behaviour Support:

- We follow a whole-school behaviour policy rooted in restorative practices, where the focus is on understanding behaviour, rebuilding trust, and repairing relationships.
- As an attachment aware and aspiring Trauma Informed school, all staff receive ongoing training to support pupils with social, emotional and mental health (SEMH) needs in a compassionate and supportive way.
- We work proactively with children who are showing signs of behavioural difficulty, ensuring early intervention to prevent escalation.

Working in Partnership with Families

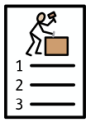
- Families are essential partners for the LAS community. If a pupil is experiencing emotional or behavioural challenges, parents and carers are contacted regularly to work collaboratively on support plans.
- Honest, respectful communication is key – even when discussions are difficult, we prioritise joint problem-solving to benefit the child's long-term wellbeing.

Specialist support and tailored plans

- With parental consent, we may involve specialist services such as:

  - SWERRL (Strengthening wellbeing, emotional health, relationships and readiness for learning) team
  - Educational Psychology Service (EPS)
  - CAMHS (Child and adolescent mental health services)

- These services help us understand a child's underlying needs and tailor appropriate, meaningful interventions.



Individualised planning and support

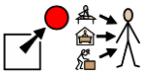
- Children with SEMH needs will have an Assessment Cycle in place, with clear aims and outcomes developed in partnership with their class teacher and the SEND Team.
- For more complex cases, a pastoral support plan (PSP**)** is created, often with guidance from external agencies such as SWERRL.
- In serious cases, a meeting will be held with parents, a member of the Senior Leadership Team and the SENCO to explore the situation and plan next steps. The focus remains on understanding, adapting and preventing further incidents.

Preventing Exclusion and Promoting Inclusion

- Exclusion is always a last resort. We strive to understand and address the causes of behaviour, rather than punish the symptoms.
- If a fixed-term exclusion does occur, a reintegration meeting with the SLT and SENCO ensures that provision is reviewed and support strengthened to reduce the risk of recurrence.
- Our pastoral systems actively promote attendance and inclusion, ensuring that children with SEMH or other additional needs feel supported to be in school, ready to learn and thrive.

How will my child be able to contribute their views? At Latymer All Saints, we believe that every child's voice matters**.** We are committed to listening to our pupils and ensuring they feel heard, valued and actively involved in their learning journey.

- We celebrate and respect each child's views on all aspects of school life, including their learning, friendships, and emotional well-being.
- Pupils who have Assessment Cycles are encouraged to take part in setting their own aims and outcomes and to reflect on what helps them learn best. These conversations take place with their class teacher and are shared with parents/carers.
- If a child has an Education, Health and Care Plan (EHCP)**,** their views are central to the Annual Review process. They will be supported to express what is working well, what they are finding challenging, and what they would like to achieve.
- For children with communication difficulties**,** we use visual and accessible tools such as **'**Talking Mats' or child-friendly surveys to help them express their opinions in a way that suits them best.
- Pupil voice is also encouraged through school councils**,** circle time and everyday classroom interactions, where children are supported to contribute ideas and feedback.



What specialist services and expertise are available at or accessed by the school? Our school is committed to supporting all children's diverse needs through a strong network of professionals. We work in partnership with a wide range of external agencies to ensure pupils and their families receive the right support at the right time. These services provide valuable assessments, advice and interventions tailored to each child's needs. The professionals we may work with include:

- General Practitioners (GPs) and the School Nurse
- Clinical and Educational Psychologists
- Paediatricians
- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- SWERRL (Strengthening Wellbeing, Emotional Health, Relationships and Readiness for Learning) Team
- Child and Adolescent Mental Health Services (CAMHS)
- Social Services**,** including Cheviots Children's Disability Service
- Outreach teachers from local Special Schools
- Enfield Advisory Service for Autism
- Hearing and Visual Impairment Services
- Young Carers Support Services
- MYME (Mental Health Support in Education) Team
- Specialist Bereavement Nursing Services
- PINS Partnership for Inclusion of Neurodiversity in Schools (PINS)
- OUR VOICE: Enfield organisation aiming to improve services for children & young people with disabilities or special educational needs.
- The Enfield DBV (Delivering Better Value) in SEND team is part of a Department for Education (DfE) nationwide initiative implemented by Enfield Council to support children and young people with Special Educational Needs and Disabilities (SEND) DBV-

What training have staff supporting children with special educational needs received or are currently undertaking? At our school, we are committed to continuous professional development to ensure staff are well-equipped to meet the diverse needs of all learners. Training is a key part of our inclusive ethos and supports staff in delivering high-quality, adaptive teaching and pastoral care. Our staff training includes:

- **Speech & Language interventions**: Several staff members are trained by Speech and Language Therapists to deliver bespoke programmes within the classroom and in small group settings.
- **Autism awareness**: Many staff members, including teachers and support staff, have attended training to better understand and support autistic pupils.
- **Trauma-Informed practice**: All teachers have received training in trauma-informed approaches, with a focus on attachment, emotional regulation and supporting children who have experienced adversity.
- **Zones of Regulation**: All Key Stage 1 teachers are trained in using this framework to help children recognise and manage their emotions.
- **Learning mentors**: Our Learning Mentors are trained in a wide range of social and emotional needs, including attachment difficulties, bereavement, self-harm, eating disorders, and building self-esteem.
- **Inclusive PE opportunities**: Our PE Coordinator organises workshops and inclusive competitions for pupils with SEND, ensuring every child can participate in physical activity.
- **Specialist SEND training**: Throughout the academic year, our teachers and support staff receive training on a range of SEND areas.

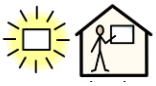
- **Weekly in-house CPD (Continuing Professional Development)**: All teaching and support staff participate in weekly CPD focused on high-quality inclusive teaching, adaptive behaviour strategies, assessment for learning and SEND-specific support.
- **Positive Behaviour Support (PBS):** a person-centred, evidence-based framework that aims to improve the quality of life for individuals by understanding and reducing challenging behaviours by identifying the function and purpose of these behaviours, developing proactive strategies to prevent them.

How will my child be included in activities outside the classroom, including day and residential trips? We are committed to making sure that all children, regardless of their needs or abilities, are fully included in all school activities. This includes activity days, educational visits, extra-curricular clubs and residential trips.

- **Inclusive planning**: Every effort is made to ensure children with SEND can take part in off-site activities. This may involve increased adult support, adapted transport or smaller group trips tailored to children's preferences and needs.
- **Collaboration with families**: We work closely with parents, class teachers and Year Group Leaders when planning trips to ensure each child's needs are met. Parents are often invited to accompany trips if it helps their child feel more confident and supported.
- **Safety and wellbeing**: Risk assessments are carried out prior to all trips to ensure the health and safety of all pupils. If a particular activity is assessed as unsuitable or unsafe for a child, we will arrange an alternative learning experience that offers similar educational value.

How accessible is the school environment? We aim to ensure that our school environment is accessible to all children, including those with physical disabilities or medical needs.

- **Single-level access**: The entire school building is on one level, making it wheelchair accessible throughout.
- **Toileting facilities**: There are accessible toilets near the main office and in the Welfare Room, which also has a changing mat. The Nursery has a purpose-built area for changing children in nappies.
- **Equipment and adaptations**: The school uses the SEND budget to purchase specialist equipment based on professional advice and input from families. We consider the individual needs of each child when selecting resources and adapting the classroom environment.
- **Ongoing review**: We regularly review the accessibility of our site to ensure that reasonable adjustments are made to support every child's learning and independence.



How will the school prepare and support my child when joining the school or transferring to a new school? Our school is committed to ensuring a smooth and supportive transition for every pupil moving on. This is especially important for children with Special Educational Needs and/or Disabilities (SEND). We follow the principles and guidance set out in Enfield's new

Transitions Policy, which promotes effective, child-centred and well-planned transitions across all Enfield schools.

Key Steps in the EYFS Transition Process:

- **Pre-Visit opportunities:**
  We encourage all new children to visit the school prior to starting with us. These visits allow children to familiarise themselves with the environment, meet their new teachers and begin to feel comfortable in their new surroundings.
- **Phased transitions for SEND pupils:**
  For children with Special Educational Needs and/or Disabilities, we may suggest a phased transition**.** This approach allows children to gradually settle into their new routine, reducing the impact of change and providing tailored support to meet their specific needs. This may include:
  - Shorter school days initially
  - Gradual introduction to the classroom and key adults
  - One-on-one support as needed during the transition period
- **SENDCO involvement:**
  Our Special Educational Needs Coordinator (SENCO) will arrange a visit to the child's current school or nursery before they join us. This visit helps the SENDCO gain a clear understanding of the child's needs, any existing support plans and how best to support the child's transition into the EYFS setting.

Key steps in the primary to secondary transition process:

- **Early planning**: Transition is planned well in advance, beginning in Year 5 where needed for children with additional needs, in line with Enfield's expectations for early identification of support.
- **Extra visits**: Where appropriate, we arrange additional visits to secondary schools, allowing children to become familiar with the new environment, meet key staff, and reduce any anxieties.
- **SENDCO-to-SENDCO liaison**: Our SENCO meets directly with the secondary school SENCO to discuss your child's strengths, needs, and what support has worked well, ensuring no information is lost during the move.
- **Pupil voice**: In line with Enfield's policy, we make sure the child's views are central to the transition process. Pupils are involved in conversations about their move and what support they feel they may need.
- **Parental involvement**: You will be involved throughout. If your child has an EHCP**,** we will organise a Transition Review Meeting**,** inviting the new school's staff, parents/carers, and relevant professionals to jointly plan for the move.
- **Documentation**: All records, including SEND Support Plans, 'Assessment Cycles', pastoral notes, and professional reports, are shared with the receiving school in a timely and confidential manner, following Enfield's secure protocols.
- **Social & emotional preparation**: With support from our Learning Mentors, we help children build resilience, independence and coping strategies for their next steps—especially important for vulnerable pupils.

In line with Enfield's transition priorities, we focus on:

- Continuity of support
- Collaboration between primary and secondary colleagues
- Personalised and realistic preparation
- Promoting pupil confidence, well-being and belonging from day one

"A well-supported and personalised transition can make a positive difference to long-term engagement and achievement."
– Enfield Primary to Secondary Transition Policy, 2025-2027

If you'd like a copy of Enfield's policy or further advice, the SEND Team can provide this during your child's final year at our school.

How parents are involved in school life: We recognise that when parents are involved in their child's learning, children feel supported both at school and at home. This partnership between school and home helps to ensure that children's emotional, social and academic needs are met. By working together, we can create a positive and inclusive environment that fosters each child's growth and development.

We value our relationship with parents and encourage their active participation in making school a vibrant, supportive and engaging place for every child. Ways Parents Can Get Involved:

- **'Assessment Cycles' and regular reviews:** Parents are an essential part of our 'Assessment Cycles', where we meet to review their child's progress, set new goals, and discuss the next steps. For children with Education, Health, and Care Plans (EHCPs)**,** we conduct Annual Reviews to ensure that the support provided is effective and remains tailored to the child's needs. Parents are always consulted and actively involved in these discussions, helping to shape their child's learning and development.
- **Open doors event**: At the start of each school year, we hold an open evening where parents are invited to meet staff and learn more about the curriculum and the year group their child is in. This is also an opportunity for parents to ask questions and get to know the SEND Team, ensuring that communication is open and that we are working together to support the child's learning and progress.
- **Fortnight newsletters:** Parents receive fortnight-newsletters from the school. These newsletters provide updates on school events, community activities and useful resources or support services. It is a way to keep parents informed about school life and opportunities for engagement.
- **Senior leadership team (SLT)** SLT members are available in the playground almost every day of the year to have informal chats with parents. This is a great opportunity for parents to ask questions, raise any concerns, or seek advice in a relaxed and approachable setting.
- **Language support for non-English speaking parents:** We understand the importance of clear communication with all parents, including those who may not speak English as their first language. We have staff members who speak a range of languages to provide support for non-English speaking parents during meetings or discussions. If additional language support is needed, we can arrange interpreters through the family or translation Services to ensure that all parents are fully included in the school community.

- **Our Voice:** We work really closed with this parent-led organisation that provides support and advocates for families of children and young people with special educational needs and disabilities (SEND) in the London Borough of Enfield.

Social Events and Celebrations: We also believe in celebrating our school community through social events that bring families together, build relationships and celebrate diverse cultures. Some of the events that parents and children can enjoy throughout the year include:

- **Fireworks night:** A festive evening filled with family-friendly activities and a stunning fireworks display to celebrate the season.
- **Movie night:** A cosy, fun-filled event where pupils can enjoy a movie together, creating a sense of community and relaxation.
- **Neurodiversity Day:** To create a more balanced view of neurodiversity by challenging stereotypes and fostering understanding.
- **Easter parade:** A creative and fun event where children can showcase their Easter bonnets and the whole school can come together to celebrate the season.
- **Mc Millan Coffee morning:** One of our most important fundraising event to support people living with cancer and most needed further research.
- **Prayer meetings:** They provide an opportunity to share their faith to one another and pray for healing. As well as encouraging endurance and unity among believers.

- **Black History month events:** Throughout October, we organise a range of activities and workshops that celebrate and educate our school community about the rich history and achievements of Black individuals.

Who can I contact for further information or to discuss a concern? We want to ensure that you feel supported and that you have clear points of contact within the school community If you have any concerns or require further information, please feel free to reach out through the following:

- **Your child's class teacher:** The first point of contact for any concerns or questions about your child's progress or well-being is their class teacher**.** You can arrange a meeting or discuss your concerns through the school's communication methods.
- **SENDCO (Special Educational Needs Coordinator):** If your concern is related to your child's special educational needs or you need specific advice about the support they are receiving, you can contact the SENCO. The SENCO can help answer any questions you have and guide you through the support processes.
- **Other SEND team members or Senior Leadership Team:** You can also arrange to meet with other SEND Team members or a Senior Leadership Team (SLT) member if your concerns are more specific or require additional input. The SLT is available to discuss school-wide issues and ensure that all needs are being met effectively.
- **SENDIASS (Special Educational Needs and Disability Information, Advice, and Support Service):** If you need independent advice or support outside of the school, you can contact SENDIASS**,** a service that provides confidential, impartial information and support for families of children with special educational needs and disabilities.

- **SENDIASS Website:** www.enfieldsendiass.org.uk
- **Phone:** 020 8373 6283
- **Email:** sendiass@enfield.gov.uk

- **School Contact Details:**

  - **Phone:** 020 8807 2679
  - **Email:** office@latymerallsaints.enfield.sch.uk
  - **Website:** https://www.latymerallsaints.enfield.sch.uk

  - Please click on the link below to find out more about the Local Authority offer should you require any more information about what is available for SEND pupils in the borough: https://new.enfield.gov.uk/services/children-and-education/local-offer/
  - To view our accessibility plan please click the link below: LAS accessibility plan 2024-2026

Our offer to children with special educational needs and disabilities was prepared in September 2026 and will be reviewed in September 2027.

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.
Ephesians 5:2 (NLT)
"Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us."