

# The Latimer Arts College

## Learning Support Department

We realise that for young people with individual needs, the transition to secondary school is a big deal and we want you to feel positive and prepared as you embark on your KS3 journey.

We realise that for parents/ carers, it is important to feel confident that the school understands your child's individual needs and reassured that these needs will be catered for via a whole college approach.

As we are not able to meet you in person to discuss individual needs or show you around our site, we hope this gives you an insight into SEND provision here at Latimer.



# Cognition and Learning Needs



- This includes students with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.
- The level of support required will depend on the severity of the difficulty.
- Most frequently, we are asked how we support students with specific learning difficulties such as dyslexia, dyspraxia and dysgraphia.
- We take on board all recommendations within diagnostic reports and put together support strategies to share with all teaching staff via a one-page profile, which at Latimer is known as a 'Pen Portrait'.
- This will take into account other difficulties such as low self-esteem, organisational issues and social needs.
- For dyslexia in particular, we recommend the use of the 'open dyslexia' font; an off-white background and dark blue font (unless specific colours have been recommended); chunking text and highlighting key information; accompanying information with visuals and making use of appropriate recall strategies.
- Where identified by a professional, we provide coloured books/ overlays to support learning.
- Students have access to a set of netbooks for use where access to a word processor is deemed appropriate. We enrol students onto an online programme: [IDL Cloud](#) to offer multi-sensory intervention and touch-typing practise.
- Additional support may take the form of small group work, peer group support or 1:1 intervention and regular, positive feedback will be provided.

# Communication and Interaction Needs



- This area of need includes students with **Autism Spectrum Condition** and those with **Speech, Language and Communication Needs**.
  - We work with students, parents/ carers and external professionals to ensure we communicate the relevant information and support strategies to our teaching staff via a personalised **Pen Portrait**.
  - We provide students with personalised resources to support their day-to-day activity around the college such as: meet and greets; a visual timetable; ready to learn checklists; home-school journal and safe space/ access to support staff.
- We work alongside **Speech and Language Therapists** to ensure the relevant programmes are delivered, as recommended, according to each student's needs.
  - We sometimes refer a student to our dedicated **SEN** learning mentor who can deliver recommended/ necessary interventions to support a student's individual needs.
  - We establish a close home-school liaison to ensure nothing is missed and we are all working together.

# Social, Emotional and Mental Health Needs



- This includes students who have an emotional, social or mental health need that is impacting on their ability to learn.
- We work collaboratively with external professionals, our Pastoral team and our Student Support Officers to ensure we meet the needs of our students with SEMH needs.
- A Pen Portrait will be devised to inform teaching staff of particular needs and supporting strategies.
- We sometimes refer a student to our dedicated SEN learning mentor who can deliver recommended/ necessary interventions to support a student's individual needs.
- We liaise with external agencies such as CAMHS, SSS, the School Nursing Team to ensure we have explored all possible support strategies, alongside others in the Local Offer.
- Additional support may take the form of small group work, peer group support or 1:1 intervention and regular, positive feedback will be provided.

# Sensory and/ or Physical Needs



- This area of need includes students with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.
- We have experience at Latimer of dealing with a range of sensory and physical needs so please speak to us about your individual circumstance and we can advise on specific provisions.
- We work alongside specialists such as: Teacher of the deaf; Physiotherapists; Occupational Therapists; Visually Impaired Team staff to ensure students receive the necessary provision to access education.
- Our LSA team have experience in providing Physio as per specialist guidance, in our dedicated Physio suite.
- We have lift access in most of our buildings.
- We have risk assessments and PEEPs in place to ensure the safety of our Physically impaired students.
- We devise a Pen Portrait to communicate the needs of our students to all teaching staff.
- Where necessary, a meet and greet and transition between blocks can be arranged (see later slide for more info about our site).

# Meeting Individual Needs



## ■ The Graduated Approach

Early identification of individual needs is key and we follow the graduated approach to ensure the correct support is in place. Through the assess, plan, do, review cycle, actions are reviewed and refined as understanding of a student's needs and the support required to help them secure good outcomes increases.

## ■ Quality First Teaching and Differentiation

Differentiation is key to making the curriculum accessible to all. At Latimer we routinely differentiate by task, outcome and / or time. We accommodate different preferences, such as learning styles and we differentiate our feedback, allowing us to set individual targets and activities to close the gap to allow for personalised success.

## ■ Northants SEND Descriptors

We refer to the SEND descriptors to ensure we provide the expected provision for students according to their individual needs.

(<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/send-information-for-professionals/send-descriptors/Pages/default.aspx>)



## Exam Access Arrangements

Using information about a student's normal way of working gathered from KS2 assessments and throughout KS3 including: teacher feedback; monitoring and observation; data analysis, we assess relevant students for EAAs no earlier than year 9. EAAs aim to ensure students with a disability or whose needs have a significant and long term effect on their ability to carry out day to day activities have reasonable adjustments in place to ensure their needs to not impede their ability to access the exams they are due to undertake.

## ■ External Professionals/ Services

■ We regularly work with professionals including:

- Educational Psychology Service; SALT;
- Specialist SEND Support Service;
- CAMHS;
- School Nursing Team

And access services within the Local Offer when necessary.  
(<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>)

# Learning Support (LS) @ Latimer: Our Team

- Our Learning Support team is made up of dedicated and friendly individuals, with a range of skills and experience, who work together to ensure that you can be the best you can be!

## Ms Pankhania: SLT Link

Ms Pankhania is the Assistant Principal who looks after the LS department.



## Mrs Hawkins: SENCO

Mrs Hawkins works with you, your teachers and support staff to ensure your needs are met.



## Mrs Oliver: LSU Manager

Mrs Oliver looks after the Learning Support Unit and the LSAs. She will liaise with you, your parents/ carers and your teachers to ensure you are happy and successful!



## Mrs Squires: SEN Mentor

Mrs Squires is our SEN mentor. She meets with students to go through interventions to support individual needs. She is a great listener and problem solver!

# The LS Team continued...

- We are lucky enough to have a dedicated SEN Administrator and a team of six fabulous Learning Support Assistants.



Miss Giacobbe:  
SEN Admin



Mrs Dark  
LSA



Miss Fishlock:  
LSA



Miss Ghayour:  
LSA



Mrs Smith:  
LSA



Miss Strudwick:  
LSA




Mrs Angel:  
LSA



On entry to the college, we conduct our own baseline assessments within subject areas and assess each student's reading and spelling age.

We analyse this data in the first few weeks, alongside KS2 data, and for a small number of pupils who require literacy intervention to support progress across the curriculum, we offer the opportunity for them to be removed from MFL lessons to join our Ignite group. Planned, personalised interventions also take place in Ignite, tailored to students individual needs.



**Mrs Perrott: Teacher of** 

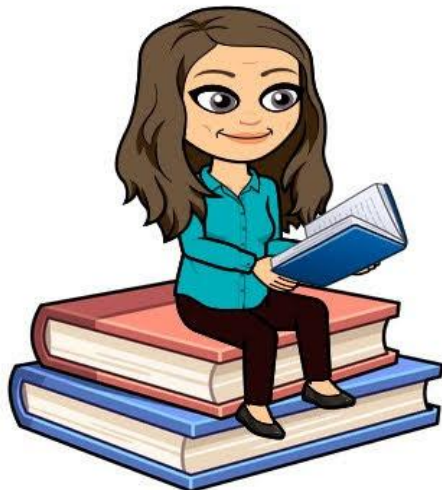
Mrs Perrott teaches both Ignite and English.

If you have Ignite in Years 7 and 8, she will help you to shine across the curriculum, focusing on pre-teaching and overlearning to help ensure you are curriculum ready.

## Mrs Brooking: LRC Manager

Mrs Brooking is our college librarian.

She has a **HUGE** range of books to suit your interests and is always happy to take recommendations for new titles.



## The Learning Resource Centre

Books are available to all students and the LRC is open at break and lunchtimes. Some students use this space during unstructured time.



### Accelerated Reader

Year 7 and 8 students are enrolled in the Accelerated Reader programme. After an initial assessment, books of an appropriate level are recommended and progress is tracked via 'quizzing' at regular intervals.

### Drop Everything and Read (DEAR)

We have a rolling DEAR timetable for Years 7 and 8 students, during which they drop everything and read for the first 15 minutes of a specified lesson each day to encourage independent reading for pleasure.

# (Some of) Our Site



The main College entrance



Entrance to our new Sports centre



Our Performing Arts centre



Entrance to our new Science Learning centre



A classroom inside our new Science Learning centre

- The Latimer Arts College is spread across a wide area, with many buildings ranging from rather old to brand sparkling new!
- Each learning zone is equipped with facilities to support your learning experiences.
- Most buildings have lift access to upper floors.
- We have a dedicated Physio suite.
- You will soon get to know your way around!



**#teamlatimer**



**We are all here to  
support your  
individual needs.**

**Together we will be  
the best that we  
can be!**

**If you have any questions:  
Please email  
[lgiacobbe@latimer.org.uk](mailto:lgiacobbe@latimer.org.uk) who  
will ensure they are  
directed to the relevant  
member of the Learning  
Support team who will get  
back to you.**