LATHOM HIGH SCHOOL
Glenburn Road, Skelmersdale,
Lancashire WN8 6JN
Tel: 01695 725653
Headteacher: Mr P. W. Livesley (BA Hons)

Lathom High School SEND Information Report

Date of Policy	**September 2025**
Date of Review	**September 2026**
SIP Priority	**1. Excellence in Teaching and Learning Through the ethos of work hard, be kind, deliver a high-quality, ambitious, and well-sequenced curriculum that equips all students (with a particular focus on those students who are disadvantaged) with the knowledge and skills needed for success at Lathom and beyond.** **2. A Positive and Inclusive School Culture that enriches lives Create a strong culture of Achievement and Belonging, maintaining high standards of behaviour, engagement, and well-being for all students and staff.** **3. Holistic Personal Excellence Ensure all stakeholders uphold PROUD values as part of their intrinsic character through our Personal Development Curriculum to build the skills and confidence for success in school and beyond, fostering pride in themselves and their community.**

Name of the Special Educational Needs/Disabilities Coordinator:

Mrs Catherine Carter: Special Educational Needs and Disabilities Coordinator - National Award for Special Educational Needs and Disabilities

Miss Sarah Voce: Assistant Special Educational Needs and Disabilities Coordinator

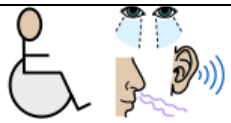
Contact details:
Email: c.carter@lathom.lancs.sch.uk
s.voce@lathom.lancs.sch.uk
Phone: 01695 725653
Lathom High School
Glenburn Road
Skelmersdale
Lancashire
WN8 6JN

The kinds of SEND we provide for.

Lathom High School is a mainstream secondary school that adopts a trauma informed approach. At Lathom, our students thrive within our highly inclusive community, which is committed to providing an ambitious but supportive curriculum, designed to be adaptable to meet the needs of all our students. We believe that all our students should be PROUD of all aspects of their learning, ensuring a culture of achievement and belonging for all that encourages and celebrates diversity and difference. Our school ethos ‘Work hard, be kind’ underpins all that we do. Our Life at Lathom offer aims to develop students into confident

and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

Special Education Needs and Disabilities are categorised into the following areas in the SEND code of practice (2014):

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

September 2025 SEND data information:

- Lathom currently has 815 students on roll.
- There are currently 151 students (18.5%) on the SEND register.
- 107 students (13.1%) at school SEND support level.
- 44 students (5.4%) with an Education and Health Care Plan (EHCP).

Each term the SEND register is reviewed and updated by the SENDCo.

How does the school know if children/young people need extra help and what should I do if I think my child/young person has special educational needs?

At Lathom High School we place emphasis on early identification for students experiencing difficulties accessing learning and general school life. Learners may experience these difficulties for several reasons. However, only those with a learning need that requires special educational provision that is 'additional to' and/or 'different from' what is met through quality first teaching will be identified as requiring school SEND support.

The SENDCO, Assistant SENDCO, Assistant Headteacher and Year 7 pastoral team work closely with local primary schools. Through our strong transition process, we ensure we are fully aware of each student's needs before they begin their journey at Lathom. Entry data including SATs and further baseline information such as CATs and subject assessments are all used to identify students who may require additional intervention to achieve. This allows the SENDCO and relevant staff to work out what action school needs

to undertake to support our students. Data is analysed regularly, and students are individually tracked so those experiencing difficulties are identified early and monitored closely. Students with identified complex needs are supported with extended transition sessions at Lathom to ensure their transition process is as smooth as possible. Similarly, when a child arrives at Lathom mid-term, we liaise closely with previous schools to ensure we have the knowledge and understanding of each student with SEND in order to put appropriate support in place.

Any member of staff can make a referral to the SENDCO at any point throughout the academic year, to ensure our student's needs are identified and supported. Likewise, concerns raised by parents and carers will also be investigated and dealt with appropriately. A student, where concerns have been raised, will then be placed on the monitoring register and we begin to follow the graduated approach of 'Assess, Plan, Do and Review.' In identifying a student's needs, they may be assessed through:

- Observation by SENDCO, Assistant SENDCO or another specialist
- Reports collected from the perspective of teaching staff
- Specialised screening e.g. dyslexia screening, dyscalculia screening
- Referral to relevant external agencies if appropriate e.g. specialist teacher, CAMHS

After the appropriate cycles of Assess, Plan, Do and Review, the SENDCO will decide if a student needs to be placed on the SEND register in consultation with parents/carers. Targets that the student are working towards and the support they are receiving will be shared with the student and parents/carers. All students on the SEND register will have additional support through an Individual Support Plan (ISP), which is reviewed regularly throughout the year, along with the parents/carers and the student. Teaching staff contribute to ISP reviews and target setting during progress data collection. The SEND team use this data to update each students' ISP and progress is closely monitored.

Students that are making expected progress may then be removed from the SEND register if deemed appropriate by the SENDCO.

If a parent has concern about their child, then there are several staff members they can talk to. Whilst the SENDCO or Assistant SENDCO would be the key members of staff with whom parents are able to discuss their SEND related concerns with, other relevant members of staff include Head of Year, Assistant Head of Year, learning coaches, classroom teachers and the LSA team. Parents can raise these concerns at any point throughout the year but are also encouraged to speak to the relevant staff members at parents' evenings.

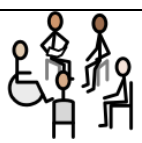
What arrangements does the school make for consulting with children/young people with special educational needs and disabilities about and involving them in their education?

At Lathom student views are particularly important; young people have a right to be involved in decisions about their education, and they are made aware of the support that surrounds them in school. All SEND support systems at Lathom are student centred and aim to develop the PROUD qualities throughout their time with us. Our students are fully involved and their views feed directly into all policies, procedures, and daily teaching of students with SEND.

If students feel that they are struggling with a specific area of their education, they can raise their concerns with the staff who support them, such as teaching staff, pastoral staff or the LSA team. Concerns will be listened to and recorded, shared with parents/carers, and will be acted on to see if any additional support is required.

Students are invited to take part in their annual reviews if they have an EHCP. Some students may feel less comfortable than others taking part in the meeting process and if this is the case, their views will be recorded and shared on their behalf. All students with Individual Support Plans (ISP's) meet regularly with a key member of the SEND team to contribute to their ISP's, so that their voice is heard. Within their ISP's, students record their strengths, aspirations, needs and how best to support them. The students reflect on their progress towards their current targets, and this is tracked within their ISP.

Students are given regular opportunities to:

		
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and review progress/interventions.

What arrangements does the school make for consulting with the parents & carers of children/young people with special educational needs and disabilities and involving them in their child's/young people's education?

At Lathom High School we work closely with parents/carers and recognise that they have much to contribute to our support for students with SEND. If we feel that a student has a Special Educational Need, which has not already been identified, parents/carers are informed and a course of action is set out, to ensure that the need is identified, and appropriate support is put in place.

Annual reviews are held for students with an Education, Health, and Care Plan (EHCP) in accordance with statutory guidance and parents/carers attendance at these meetings is an integral part of the review process. Advice is provided by the school, external agencies as appropriate, the student and the parents/carers and is shared in advance of the meeting where possible. Students are also asked to contribute and take part in these meetings, to ensure that their voice is heard. If students have an EHCP, parents/carers and the student are invited to be an active part of the planning process for interventions and are actively encouraged to be as involved as possible in their child's education through regular contact with school. These meeting are used to celebrate your child's learning, reviewing the progress they have made against the targets set, create new targets, and discuss next steps. The review and target setting process ensures students are aspirational in their successes at Lathom whatever the successes may be.

A parental portal via Synergy is also available for parents/carers to use, to gain an understanding of how their child is progressing in school. Additionally, parents/carers are invited to attend parents' evenings, transition evenings and any further meetings, to discuss their child's education. The SENDCO is available at parents' evenings to discuss any concerns with parents/carers. Students ISP's are also issued termly via synergy and if necessary, parents can arrange to meet with the SENDCO or other relevant members of staff to discuss any concerns they may have.

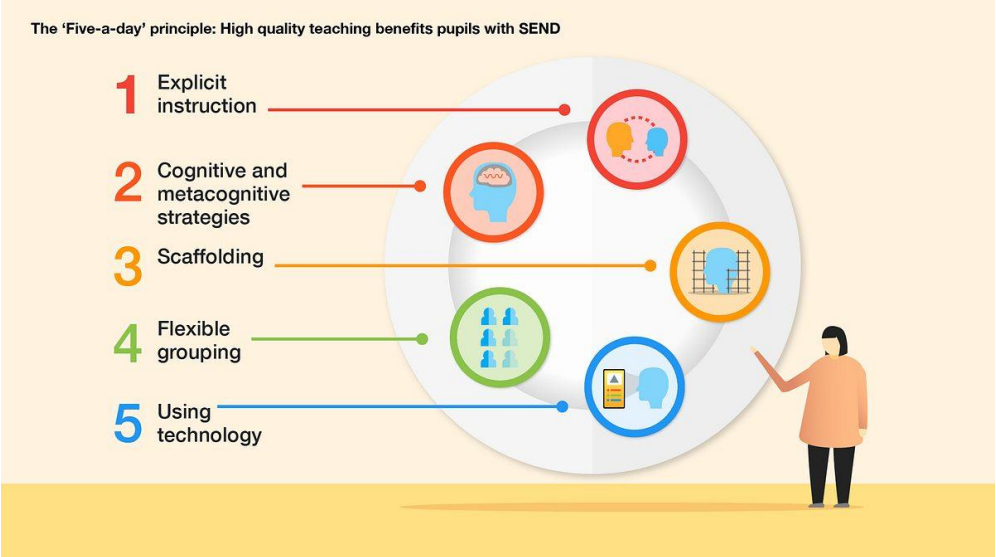
Parents are welcome to join the 'Parents Forum'. This is a group of parents and staff at Lathom High School. Parents/carers, family, and friends of Lathom High School meet regularly to discuss school development, how the group can work with the school and promote Lathom within the community.

How will the curriculum be matched to my child/young person's needs?

At Lathom High School, we are a fully inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups. Quality first teaching strategies are employed by all teachers in the classroom to offer an inclusive approach to learning

which allows all our students to access the learning environment. The curriculum at Lathom is ambitious for all learners and has broad and balanced content, supports student's to access the options they desire at and after Lathom, and ensures that all students including those with SEND are equipped with the knowledge and skills they need for life after Lathom.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



However, we recognise that even with these strategies in place, some students may require additional support. This can be given through classroom-based support via the classroom teacher, from a team of LSAs, or through small group or 1:1 intervention sessions, with a qualified member of staff. As a school, we prioritise literacy, numeracy, and touch-typing interventions, to ensure students have the skills to access the curriculum and be independent in their learning. Additionally, we offer more specialised interventions to support specific areas of need such as dyslexia, social communication needs and emotional regulation difficulties. This layer of specialised support may be offered by a member of the SEND team or from the coaching team in small groups or 1:1 depending on the needs of the student.

Additionally, students may find it beneficial to have specialist equipment, such as overlays, pen grips, ear defenders and assistive technology to support their learning. When needed, we will also consult with outside agencies to seek advice regarding the needs of certain students, to ensure we are employing relevant strategies to support our students with their learning.

How accessible is the school environment?

Lathom High School is one main building across three floors. Each floor has a direct accessible exit to ground level. Accessible parking spaces are at the front and to the side of the building. Ramps are provided for all exits from the school. There is an accessible toilet in school located near the main entrance.

Each floor of the school building is connected by an accessible lift. All corridors and classrooms are wheelchair friendly. Some corridors and stairways are narrow so there is potential for congestion at lesson changeover in some areas, so movement requires careful handling. However, our CALM routines and staff corridor presence support students to move around the site in a safe manner. In extreme cases, it may be possible for a student to leave a lesson before the end to support safe navigation of the site.

The majority of rooms have good acoustics, as they are carpeted and have window blinds and wall displays. There are speaker systems in most classrooms. Some areas such as the canteen and sports halls are poor acoustically. Staff are aware of sensory impaired students and provision is made for them through quality first teaching and support from Specialist Teachers where appropriate. Steps and other key areas around the school site have been painted using fluorescent paint to help those with visual impairments travel around school safely.

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

How is the decision made about the type and quantity of support my child/young person receives?

Resources are allocated based on individual need. These resources are usually listed as a required provision in a student's EHCP. However, if a student does not have an EHCP, the allocation of resources will be determined by the SENDCO and Assistant SENDCO in consultation with relevant staff. Parents/carers will be informed if their child requires any additional resources. As a school, we record additional provision and resources through the student ISP's which are shared with all teaching staff and parents/carers. Each student's ISP is updated regularly throughout the year.

With regards to exam access arrangements, teaching staff are required to identify students which have a learning difficulty or disability who they feel have shown a need for additional arrangements in exams through their normal way of working in the classroom. Evidence is collected by the SENDCO and Assistant SENDCO, and students are put forward for testing if they do not already have a diagnosed medical need. Exam access arrangements are then only given once the students have qualified through the testing

process. Access arrangements can vary dependent on the 'normal way of working' and subject assessed. Parents/carers are informed of any access arrangements their child will receive before the GSCE examinations take place.

How will both you and I know how my child/young person is doing and how will you help me to support their learning?

Annual Reviews are held for students with EHCPs and during these meetings, the student's progress towards their outcomes will be reviewed. Additionally, for students with an EHCP and for students who are identified as SEND support, progress is reviewed regularly, in line with subject progress assessments.

Students are tracked by progress leaders and by the SENDCO and Assistant SENDCO. For those who are below target in specific areas, appropriate action is taken, and parents/carers are alerted to this. Progress reports are shared with parents/carers during the school year, and parents/carers also have the opportunity to meet with classroom teachers, progress leaders and the SENDCO at parents' evening. SEND review meetings can take place in addition to parents' evenings through contact with the SEND team.

Parents also have access to the parent portal via Synergy, which they can use to monitor how their child is progressing on a day-to-day basis. Parents can also request an additional meeting with the SEND team or other relevant members of staff to discuss any concerns they have related to progress.

What training have the staff supporting children/young people with SEND had or may they have?

What specialist services or expertise are available at or accessed by the school?

At Lathom we have a fully qualified SENDCO who holds the National Award for Special Educational Needs and Disabilities and an Assistant SENDCO.

All staff at Lathom undergo regular training with regards to supporting students with a wide range of needs across each academic year which also includes regular safeguarding training. The LSA team and coaching team are additionally trained to deliver specific interventions to our students and are trained in the specific needs to best support the individuals they work with. The SENDCO and Assistant SENDCO also provide in house training for all staff and information relating to specific special educational needs is shared regularly throughout the year. The pastoral team are Team Teach trained to support and implement de-escalation strategies as required. Trained staff may use as necessary

positive behaviour handling strategies to ensure safety for all. All staff approach situations and students through a trauma-informed lens.

To ensure that staff are aware of medical conditions, training is offered to the whole staff body each year. If a student joins us, with us having no prior understanding of their condition, we will engage with relevant agencies and professionals to ensure the relevant training is provided.

At Lathom the SENDCO has regular access to an external specialist teacher and an educational psychologist. This additional layer of support is used as required to aid the graduated approach of Assess, Plan, Do and Review to ensure individual needs are being met. We also work closely with an outside mental health support agency called Compass Bloom that offer 1:1 sessions and some group sessions to targeted students at Lathom. The SENDCO and Assistant SENDCO consult closely with other health agencies such as Speech and Language Therapy, Occupational Therapy and Physiotherapy to ensure any recommended actions are embedded into school.

How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

At Lathom we proudly work closely to form strong professional relationships with both primary schools and colleges. We appreciate that moving on from primary school or high school is something which needs to be carefully planned, especially for our learners with SEND.

As part of our robust transition process the SENDCO, Assistant SENDCO and Assistant Headteacher meet with each primary school during the summer term to discuss in detail each student that will be transitioning to Lathom. Students that are highlighted as requiring additional transition are then invited in to attend extended transition sessions with the SEND team. This process supports identified students to build relationships with key staff, make new friends and become more familiar with their new school environment. We also offer a summer school to further support the transition offer as well as a full transition day with the whole year group in the summer term. The SENDCO or Assistant SENDCO will also attend transition reviews as requested for EHCP students.

For students with complex SEND needs, such as those with an EHCP or students that will particularly struggle to make the transition due to their SEND needs, we offer a transition class called 627. This model provides a bridge for our students moving from year 6 to 7. In 627 the students are supported by a smaller class size, within a ‘home’ class base and are supported by additional adult support. The students in 627 experience specialist subject teachers within their ‘home’ base and will also move to subject specialist areas for practical subjects such as PE, DT, computing, and Science. In addition, the curriculum in 627 offers timetabled intervention lessons that focus on emotional regulation support and

social skills to ensure our students not only make the academic progress they need but also the social emotional progress they need to transition to year 8 successfully.

In order to ensure that our students are fully prepared for life after Lathom, we ensure the following:

- Y9 option choices for SEND students are overseen by the SENDCO to ensure that students are making choices which will give them the best opportunities when they leave school.
- Every student receives careers support from our fully trained and dedicated careers advisor via careers interviews, and this is discussed at annual reviews in Years 10 and 11 for students with EHCPs.
- Y10 work experience is essential for all students and placements for students with SEND are carefully considered. Both parents and students are asked to contribute to the planning of such placements.
- Students are provided with numerous opportunities in KS4 to visit post 16 providers. This provides transition support and allows our students to explore options for their continued learning journey.
- An extended transition for some students with SEND such as 1:1 tours of colleges can be arranged.

How will my child/young person be included in activities outside the classroom, including school trips?

At Lathom High School all students are encouraged to participate fully in activities and trips and will be provided with the necessary support to allow them to do so. Information regarding trips and activities is communicated via Synergy. Residential educational visits are preceded by a parental meeting to convey relevant information and offer the opportunity for individual concerns to be addressed. Staff will consult with parents/carers and, if necessary, health professionals to ensure individual needs can be met. Any additional advice will be disseminated to the staff leading the activity in order for it to be incorporated into the Risk Assessment. On occasion, bespoke trips are offered to support SEND students to ensure our offer is inclusive and attractive to all students.

During the school day, there are several extra-curricular activities available for students to participate in, and all staff encourage the attendance of students with SEND. We are PROUD of our inclusive and extensive extra-curricular offer and attendance of SEND students is high. In addition, there are several SEND specific sporting events which take place over the academic year for our students to engage with. We also offer homework club every day in the library after school which is staffed by the LSA team specifically to support our students with their homework.

For students who require a nurturing environment during social times, 627 and the SEND space within the library is open for students to eat their lunch and socialise with their peers in an environment that they can feel safe and secure. Students who find the start and the end of the day overwhelming can access in and out of school through the front of the school to avoid the crowds. Students are also encouraged to attend the library for morning club and homework club to support their transitions between home and school.

What support will there be for my child/young person's overall well-being?

At Lathom High School, we pride ourselves in developing a culture in which talking emotions and feelings, mental health and well-being is accepted and asking for help is a strength. The first point of contact for all students during the school day is their pastoral support team which includes their form tutor, Assistant Head of Year and Head of Year. Each student's pastoral team are available to support their well-being on a day-to-day basis. However, some students benefit from additional support, and this can be offered by several different staff in school depending on the required need.

At Lathom attendance and punctuality to school is high priority for all our students to access their learning and to prepare our students for life after Lathom. We have a team of pastoral staff that work with students and families to improve attendance and a Safeguarding and Attendance Officer who supports, through interventions and close liaison with parents/carers for students experiencing Emotionally Based School Avoidance (EBSA). All students receive regular incentives to support their attendance to school. Thrive, our internal alternative provision, is a space in school which is used to support identified students with their social, emotional, mental health and attendance.

For students who require medicines, these are locked away within the medicine cabinet and are administered only by key staff. Any medicines will only be given to students who have signed consent from a parent/carer and verbal consent must also be given. For students who have more complex health needs, a health care plan may be required.

As detailed in our anti bullying policy any incidents of bullying are recorded and taken seriously. Bullying is not tolerated, and any concerns raised are dealt with quickly and effectively by the pastoral team. To ensure inclusivity our students are regularly taught about diversity and acceptance of others and we celebrate neurodiversity at various points in the academic year.

Students with SEND are encouraged to contribute to all parts of school life and are further encouraged to apply for positions such a school council, librarians, and the prefect team.

How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

The effectiveness of the provision for SEND students is reviewed termly, and appropriate strategies are put in place to ensure the provision for students remains strong within their ISP. A review will evaluate the impact of the intervention given to the students with SEND and is completed with the student and a member of the SEND team to ensure student voice remains central to this process. In addition, ISP targets are tracked by class teachers and this data forms part of the target setting process for each student on the SEND register.

For students with an EHCP, a formal review is conducted annually with documentation sent to Lancashire County Council. This meeting is student focussed and involves the student, parents/careers, relevant school staffing and any external agencies that may be involved. Paperwork is shared concerning the strengths and the needs of their child. Student voice is a central part to this review.

All students have a progress report which is sent out to parents/carers. There are opportunities for parents to communicate with school during parent evenings and parent drop-ins (face to face or virtually) as well as pre-arranging meetings with the SEND team and/or pastoral team to discuss needs of students.

KS4 GCSE data is scrutinised at the beginning of each academic year and is shared with all teaching staff. After every data input, including GCSE examinations, the SENDCO and SLT conduct a progress meeting to analyse the progress of SEND students and evaluate the effectiveness of provision so that outcomes for students with SEND are aspirational.

How do you involve other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of children/young people with SEND and in supporting their families?

At Lathom High school we endeavour to maintain the strong links with other agencies. Some of the agencies we work alongside are listed below:

- Independent, Advise and Support Liaison Officers
- Inclusion Team at Lancashire County Council
- Local Children's Centres

- Children's Social Care
- School Nurse Team and Specialist Nurses
- Educational Psychologists
- Specialist Teachers
- Child and Adolescent Mental Health Service (CAMHS) including the Complex Needs Team
- Speech and Language therapists
- Occupational Therapy
- Physiotherapy
- SENDIAS
- ADHD Northwest
- Compass Bloom

We use the Early Help Assessment process and Team Around the Family (TAF) Meetings to facilitate links with other agencies where necessary.

Relevant professionals are invited to take part and contribute towards the EHCP annual reviews. The support of services involved with students are also drawn upon when required.

What arrangements do you make in relation to the treatment of complaints from children/young people and their parents/carers with special educational needs concerning your provision made?

If you should have any concerns or complaints regarding the treatment of your child or the provision available to them, you should contact school immediately. We aim to support at every level so year teams (form tutor, head of year or assistant head of year) can be contacted as well as Mrs Catherine Carter (SENDCO).

All complaints will be dealt with seriously and sensitively in order to support the needs of the child and their family. For more information on this process, you can find the school's complaints policy on the school's website.

Who can I contact for support for the parents of children/young people with SEND?

Lead Practitioner for SEND and SENDCO: Mrs Catherine Carter
Email: c.carter@lathom.lancs.sch.uk

Assistant SENDCO: Miss Sarah Voce
Email: s.voce@lathom.lancs.sch.uk

Assistant Headteacher & Senior Designated Safeguarding Lead: Mrs Jayne Stanton

Deputy Designated Safeguarding Lead: Mr Matthew Coles

Designated Teacher for Children Looked After: Mrs Caroline Pickering

Children with Medical Needs: Mrs Janet Marshall

Contact school on 01695 725653 or enquiries@lathom.lancs.sch.uk and ask for the relevant staff member.

LCC Special Educational Needs and Disability Case Manager: Louise Birchall
SEND Helpline: 01772 533900

There are several services which offer support to families of children with SEND. These include:

The Lancashire Family Information Service (FIS) which aims to provide quality, accessible and impartial advice and guidance on a full range of childcare and family support services, resources and issues led by the needs of children and their families, carers, employers, professionals and local and national government and their agencies. Information and advice are available via their helpline on: 0800 195 0137 or by email: LancsFIS@lancashire.gov.uk

The SEND Information Advice and Support Service also provides help and guidance for families. Information and advice are available via their helpline on: 0300 123 6706 or by email: information.lineteam@lancashire.gov.uk

Where can I find information on where the local authority's local offer is published?

For more information about supporting SEND please visit the local offer:

Lancashire County Councils Local Offer - http://www.lancashire.gov.uk/send

SEND Helpline: 01772 533900