



# SEND PROFILE

## Hamilton School

### Key Contacts

**SENCo:** Scott Versace

**SAB:** Emma Bliss



### SEND Key Priorities

- Enhance quality assurance of monitoring and tracking interventions
- Training for teaching assistants to support in class

### SEND Strengths

- Strong leadership of SEND
- All staff have regular high quality CPD
- Parents and carers are engaged in important decisions

### Staff Training

- Autism and ADHD
- SEMH in the Classroom
- Attachment and Trauma

### Interventions

SEND CoP Area of Need	Intervention	Targeting	Impact
<b>Cognition &amp; Learning</b>	Read Write Inc	Writing/ Spelling/ Reading	<ul style="list-style-type: none"> <li>• Improved reading ages</li> </ul>
<b>Communication &amp; Interaction</b>	Canine Assisted Learning	Conversation skills, Self-confidence	<ul style="list-style-type: none"> <li>• Improved conversation skills</li> </ul>
<b>Social, Emotional &amp; Mental Health</b>	Building Resilience in Young Minds	Emotional regulation, Self-reflection, relationship building	<ul style="list-style-type: none"> <li>• Increased independence in emotional regulation</li> </ul>
	Canine Assisted Learning		
	Thrive		
<b>Physical &amp; Sensory</b>	Massage Therapy	Sensory awareness, Self-regulation	<ul style="list-style-type: none"> <li>• Improved awareness of sensory needs &amp; regulation strategies</li> </ul>



**Context**

EHCP: 100%



**Attendance**

SEND: 64.82%

### KS4 Outcomes



54% of students achieved at least one Level 1 qualification or 0.5

31% of students achieved 5 qualifications of level 1 or 0.3



**Prevalence of need**

SEMH - 100%  
 ASC - 43%  
 C&L - 51%  
 SLCN - 10%