

Maiden Erlegh Trust
**SEND INFORMATION REPORT
AND POLICY 2019/20**



MAIDEN ERLEGH
TRUST

HAMILTON SCHOOL

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Vision

A Place of Education, Growth and Opportunity

Mission Statement

Hamilton School's mission is to recognise each and every one of our students as individuals and to nurture their potential, developing the whole child by challenging and supporting them, intellectually, emotionally, socially and physically.

Objectives of Hamilton School's SEND policy

It is the purpose of Hamilton School's SEND policy to improve the learning opportunities and progress of pupils with SEND additional to SEMH. This complements our mission statement.

- All staff are encouraged to recognise their responsibility for the education of pupils with SEND and the importance of maintaining high and realistic expectations for all children. They recognise the importance of planning their lessons in ways that will encourage the participation and learning of all pupils.
- Hamilton School has regard to the provisions of the revised Code of Practice on the identification and assessment of pupils with SEND, in accordance with the changes of the SEN Code of Practice.
- Children with SEND require the greatest possible access to a broad and balanced education, including the National Curriculum (where this is relevant).
- It is the intention that at this school, children with SEND will always be educated alongside their peers wherever this is possible and it will only be in specific circumstances that individual, specialist tuition will be necessary (this currently takes the form of a variety of interventions and alternative provision).
- Views and experience of parents are vital. The effective assessment of provision for children with SEN can only be achieved when there is the greatest possible partnership between parents, their children, the school and other relevant agencies.
- The SENDCo and Designated Teacher for Children Looked After is Assistant Headteacher, Claudine Muller
- The Learning Support Assistant Co-ordinator is Teresa Johnson
- The Governor in charge of SEN is Ian May

The Role of the SENDCo

Hamilton School acknowledges the purpose of the SENDCo as being to take responsibility, with the support of the Headteacher/Deputy Head for the day-to-day operation of provision made by the school for pupils with SEN. This includes providing professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

It is recognised that to be effective, the SENDCo needs:

- The full support of the Senior Leadership Team and Governors
- Clearly defined responsibilities and expectations
- Appropriate status
- Appropriate training and qualifications
- The understanding and support of the whole staff
- SEN and whole school procedures to work as complementary systems
- The necessary time and resources to fill this complex role

The role of the SENDCo is to be responsible for:

- The day to day operation of the school's SEN policy
- Liaising with and advising other teachers

- Co-ordinating provision for pupils with SEN
- Maintaining the school's SEN register and appropriate provision
- Overseeing the records for all pupils
- Liaising with parents of pupils with SEN
- Conducting Annual Reviews (EHCP reviews)
- Arranging transitions into or within school for pupils in Year 6, Year 8 and Year 10.
- Contributing to the in-service training of staff
- Liaising with external agencies, e.g. Educational Psychologist
- Liaising with other school SENDCos and parents of new pupils
- Looking at data and trends to provide targeted support

Arrangements for co-ordinating educational provision for pupils with SEND

- Class teacher to identify concern and discuss with SENDCO
- SENDCo to complete appropriate assessment of needs
- SENDCo to advise on appropriate support or refer to internal or external professional
- Parents to be informed of extra provision by SENDCo where appropriate.

Admission arrangements

Pupils are referred to the school via the LA Special Educational Needs Department.

The prospective pupil's EHCP and previous school information are sent to Hamilton School for consideration.

A pre-placement interview is arranged with the Headteacher and SENDCo, in order to meet parents / carers and pupil.

Any specialist provision

Hamilton School is a specialist SEMH provider.

Identification, assessment and review procedures

The Code of Practice applies the term **Special Educational Needs** to any pupil who has a "learning difficulty, which calls for special educational provision to be made".

A **learning difficulty** means that the child has greater difficulty with learning than the majority of children of the same age, or a disability which hinders him/her from making full use of the educational facilities provided for children of the same age.

Special educational provision means that which is in '**addition to, or otherwise different from**' the provision generally made for children of the same age. In our setting it refers to a pupil with a need other than that of SEMH.

In describing pupils' needs it may be more helpful to refer to 'differently abled' rather than 'disabled'. This encourages people to be more concerned with individual differences in pupils as learners and how they interact with their learning environments. Such an approach broadens the range of ability; it includes more able pupils, and encourages the identification of factors not only within but beyond the individual. This is the view which staff adopt at this school and which affects the practice of identification and assessment of pupils' needs.

Hamilton School recognises that learning difficulties can arise at any time, e.g. because of new curriculum demands or home circumstances.

The school has adopted an approach in line with the revised SEN Code of Practice. The SEN register and provision maps are available to all staff.

Access to the Curriculum

Each pupil has the right to full access to all the subjects the curriculum contains at the appropriate level. It is recognised, however, that some subjects, or skills within some subjects, may be unsuitable for certain pupils with SEND (such as languages). In some circumstances, flexibility can be applied.

Hamilton School realises the importance of pupils being able to read at an adequate level and that their ability to access the curriculum is likely to be severely impaired if their reading level is below that expected in a particular year group.

For this purpose, pupils are assessed on their reading age; this ensures they can access the work given to them and that the curriculum can be differentiated accordingly.

How pupils with SEN are integrated within the school

Pupils are ability set and staff are made aware of any additional needs of pupils and the provision to be made for them. Interventions will be in place for Reading, Maths and Speech and Language. Staff will receive regular CPD in order to provide the best support possible for pupils.

Evaluation of the success of the school's SEND policy

Evaluation is through:

- The early identification of SEND
- Monitoring of pupils

Results/progress of pupils

Regular meetings take place at SLT level to discuss the success of the policy and provision for students.

SEND interventions to support pupils

The school day starts with ready to learn sessions. These are calming and quiet sessions during which pupils work with staff. These sessions help the pupils be ready for learning.

Pupils with Dyslexia are given specific interventions to help them to improve their English skills. Pupils are given coloured books and overlays to support them with their writing and reading. All pupils will have access to 'Catch Up' Literacy and Numeracy programmes. These are programmes to support pupils with learning needs linked to English and Mathematics. Pupils can also access an online reading programme called 'Read Theory' to improve literacy and comprehension.

HLTAs or LSAs are trained to deliver Catch Up Numeracy and Literacy programmes.

Hamilton School is also working closely with the Educational Psychologist to develop Emotional Literacy interventions for pupils with mental health issues, to support them with self-regulating and calming.

Pupils who have sensory needs will receive sensory intervention activities or resources, identified by the Occupational Therapist, once appointed. HLTAs and LSAs will be trained in delivering sensory interventions.

Pupils will have their SEMH needs met through a 'Therapeutic Thinking Schools' approach.

Arrangements for complaints about school's SEND policy

It is Hamilton School's wish to deal with complaints quickly and amicably. Initial concerns should be taken to the SENDCo. If there is still concern, this should be taken to the Headteacher. Should the matter still not be resolved, advice may be taken from an outside body.

Arrangements for SEND in-service training

Appropriate time is devoted to staff training on the subject of SEND. This may involve a presentation from an outside speaker on a particular topic or it may be by the SENDCo or other members of staff with certain areas of expertise. In the past this has included: Trauma Informed training, Therapeutic Thinking Schools training, Emotional Literacy support. Staff receive regular CPD in order to provide the best support possible for pupils.

Use of teachers, facilities and support services from outside the school

As a special school, Hamilton has links with many support services. These are contracted and used appropriately when this support is required. Pupils who join the school with this support in place will have this support continued during their time here.

Partnership with parents

Hamilton School values the contribution of parents in the process of identifying, assessing and meeting children's additional special educational needs. Parents have the right of access to information, such as that provided in EHCPs and the right to be involved in decision making. Parents are encouraged to approach the school about any concerns that they might have about their child's progress. The wishes and feelings of parents are represented and recorded at annual reviews.

Parents are given:

- Information on the school's SEND policy.
- The name of the SENDCo and any member of staff involved in supporting their child.
- Information on the support available in school for their child.
- Information on outside agencies who can offer support (where appropriate).
- The chance to meet with any outside agency or professional involved with their child.

Parents need to be given input into their child's programme, as it is recognised that pupils with SEN will need support at home, as well as at school, in order to meet their targets.

Links with other schools, including transfer and transition

Hamilton School has links with various primary and secondary mainstream schools through the transition of pupils into Hamilton School.

We are also linked closely with Holy Brook SEMH School which caters for pupils from Year R to Year 6. Holy Brook is usually the feeder school for Hamilton School and pupils transfer into Hamilton's Year 7.

Links with health, social services, educational welfare services and voluntary organisations

Health services are provided by the School Nursing Service. The school has appropriate links and access to services from: Educational Psychology Service; Speech and Language, Youth Offending, Educational Welfare, Children's Services at Brighter Futures for Children in Reading.

Looked After Children

The Designated CLA Teacher is Claudine Muller. Pupils who are designated CLA are tracked to ensure they are making suitable academic progress, as it is known that they can fall behind. (See Assessment Policy). Hamilton School is aware of the difficult circumstances and family backgrounds that these pupils face and provides a safe and secure environment which they can enjoy coming to learn in. Every attempt is made to provide the most appropriate curriculum for Children Looked After.

CLA reviews are attended where possible (or a report sent) and PEPs (Personal Education Plans) are completed within school. Every effort is made to maintain a close working relationship with Social Workers and Parent / Carers.

In accordance with the new government guidance, the school reports to the governing body on an annual basis regarding the progress, provision and support given to looked after pupils.

Behaviour, Emotional & Social Development

All pupils attending the school have SEMH difficulties, including many who have experienced early trauma and adversity and many have attachment difficulties. These include those who are adopted from care, in the care of the Local Authority, or live with parents who cannot, for whatever reason, adequately meet their needs.

Hamilton School is committed to providing an educational environment within which children and young people who have experienced adversity, can heal, thrive, play, and learn.

All staff have good knowledge of the needs of children and young people who have experienced adversity and of the strategies and resources that are available to meet such needs. This awareness of how to support children and young people's emotional needs and development is a key factor in promoting better learning and mental/physical health outcomes for all learners.

Strategies and interventions include:

- Allocation of Pastoral Support Workers to the most emotionally vulnerable pupils
- Therapeutic Thinking in Schools is a Reading wide framework, which aids staff in monitoring, understanding and responding to pupils' social and emotional needs
- Whole school use of strategies to support difficulties with executive functioning
- Whole school use of strategies to facilitate regulation
- Intervention programmes to support social and emotional development, e.g. social stories and 1:1 pastoral support sessions.

Gifted and Talented

Hamilton School encourages pupils to recognise and celebrate their talents. At Hamilton School we believe all pupils are gifted and talented.

Our school aims to meet the needs of all academically able and talented pupils through a balanced and relevant curriculum. We will seek to develop the potential and ability of these pupils and raise their aspirations and achievements by developing their:

- Range of knowledge
- Ability to learn
- Core skills
- Intellectual curiosity
- Creativity
- Specific talents

Prior knowledge of potential pupils will be taken into account, particularly at the interface between KS2 and KS3. Links will be established/extended with other organisations. A resource base of extension and enrichment materials will be developed.

Definition

A gifted student is one who demonstrates a significantly higher level of ability than most students of the same age in one or more curriculum areas or in any of the following:

- Physical talent
- Artistic talent
- Technological ingenuity
- High intelligence
- Creativity

Gifted pupils can be:

- Good all-rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but with poor writing skills
- Very able with short attention spans
- Very able with poor social skills
- Keen to disguise their abilities

Strategies

Institutional level

Opportunities for extension and enrichment are built in to all our Schemes of Work.

We aim to:

- Create an ethos where it is acceptable to be 'gifted and talented'.
- Encourage all pupils to become independent learners.
- Be aware of the effects of ethnicity, gender, special needs (i.e. Dyslexia, Asperger's Syndrome etc), and special circumstances relating to learning and high achievement.
- Use a variety of whole-school strategies including: enrichment weeks/special activities (when normal timetable is suspended and cross-curricular projects are pursued which offer pupils more choice and responsibility).
- Provision for the exceptionally able (e.g. mentoring).
- Recognising achievement (teacher praise, record of achievement, commendation etc).

Classroom level

We are alert for the bright but unmotivated pupil who could achieve excellent results if motivated and challenged.

Finally, we are aware of the dangers in assuming that gifted pupils are easier to teach than other pupils. The following strategies can be used where appropriate:

- Varied and flexible grouping, sometimes allowing pupils to work together, sometimes allowing them to take particular roles in mixed-ability groups

- Differentiation by task (including differentiated homework).
- Differentiation by outcome
- Setting individual targets

Finally, and most importantly:

- Encouraging all pupils to become independent learners
- Organising their own work
- Carrying out unaided tasks which stretch their capabilities
- Making choices about their work
- Developing the ability to evaluate their work

SMSC

Every pupil, regardless of race, religion, ethnicity, sexuality, disability or SEN within this inclusive school has an entitlement to fulfil his/her optimum potential. To achieve this, we believe the spiritual, moral, social and cultural aspect of education to be an important focus for all our pupils. SMSC plays a major part in their ability to achieve and learn and prepares them for the opportunities, responsibilities and experience of adult life. These aspects are embraced in every aspect of school life: making sure we provide the best services for both learning progress as well as the Spiritual, Moral, Social and Cultural development.

Safeguarding

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.

UN Convention on the Rights of the Child

We have written this policy taking into consideration the following Articles:

Article 2 - The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.

Article 3 - All organisations concerned with children should work towards what is best for each child.

Article 12 – All children should have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 23 – Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 25 – Children who are looked after by their local authority, rather than their parents, should have their situation reviewed regularly;

Article 36 – Children should be protected from any activities that could harm their development.

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