



## **HAMILTON SCHOOL**

*(LINKED TO READING BOROUGH COUNCIL LOCAL OFFER)*

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## Contents

Hamilton School: Key People and Context.....	3
SEND Budget .....	3
Compliance.....	3
Aims.....	4
Inclusion and SEN at Hamilton School (Key Contacts) .....	6
Inclusive teaching .....	7
Identifying students who have difficulties with learning and/or special educational needs.....	8
Entering a student’s needs on their records .....	8
Planning for provision: a graduated response .....	9
Assessing needs and reviewing progress .....	9
Involving parents/carers and students in their child’s education.....	10
Working with other professionals and practitioners .....	11
Preparing for transition .....	12
Adapting the curriculum and learning environment for SEND .....	13
Possible intervention Programmes for SEND students .....	13
Arrangements for SEND students taking assessment and examinations .....	14
Accessibility of school facilities.....	14
Professional development of Hamilton School staff .....	14
Evaluating the effectiveness of our provision .....	14
Students’ social and emotional development .....	15
Arrangements for handling complaints about SEND provision.....	16
<b>Appendix A:</b> Reading Borough Council Special Educational Needs & Disability (SEND) Statement of the special education provision expected to be ordinarily available in Reading settings, schools and colleges for children with special educational needs and/or disability aged 0 to 25 .....	17
<b>Appendix B: Terms/acronyms</b> .....	24

## Hamilton School: Key People and Context

**Ms Sarah Concannon** – Head of School  
**Dr Jill Corfield** – Deputy Head Teacher and SENDCo  
**Mrs Teresa Johnson** – School Care Officer

**School phone number:** 0118 9375524

**Contact email:** hamadmin@maidenerlegitrust.org

Hamilton School is a specialist school for children with Social, Emotional and Mental Health (SEMH) needs for students aged 11 - 16.

The school caters for students from Reading and neighbouring authorities and the pupils come from a variety of socio - economic backgrounds. The school opened on its current site in February 2021.

Hamilton School is currently registered to support 64 students, on roll. All students have Hamilton school named on their Education, Health, Care plan, with Social, Emotional and Mental health needs as their primary need.

Hamilton School recognises 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.

## SEND Budget

As all children and young people at Hamilton School are registered as having SEND, all our school budget is a SEN Budget. We also receive additional funding, on an individual basis, for our more complex students.

We strive to provide high quality teaching and pastoral care and effective interventions to secure the best outcomes for all of our students. The overwhelming majority of our SEND funding funds staff (Teaching Assistants, HLTAs) and staff training for teachers and support staff to ensure this happens. In addition, the school funds SEN Leadership costs and provides additional resources as appropriate (e.g.: specialist IT and software, enlarged resources for visually impaired students etc). Our budget also funds a significant number of interventions, to help narrow gaps in learning, and support EHCP outcomes. Some activities such as RAW mentoring, Reading Football Club and Auto skills occur off-site.

## Compliance

This policy has been drawn up by the SENDCo in collaboration with other key staff/governors stated above. It complies with the statutory requirement laid out in **The Children and Families Act (2014)** and the associated guidance.

It should be read alongside the  
SEND Code of Practice 2014

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Reading Borough Council “Local Offer”

<http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3>

It has also been written with reference to the following documents:

[Statutory Documents](#)

[Hamilton School Documents](#)

Special Educational Needs (Information) Regulations (2014)  
Supporting students at school with medical conditions April (2014)  
Keeping Children Safe in Education (2014, updated 2018)  
Teacher Standards (2011, updated 2013)  
Equality Act (2010) and the Advice for schools (2013)

*(all available on the school website)*  
Admissions Policy  
Behaviour Policy  
Curriculum Plan  
Equality Policy and Accessibility Plan  
Funding Agreement  
Learning & Teaching Framework  
Physical Intervention Policy  
Safeguarding Policy

We aim to follow the guidance and meet expectations of the Local Authority's expectations in relation to provision for children with special educational needs and/or disability (appendix A).

## Aims

We aim to provide every student with access to a broad and balanced curriculum, expert pastoral care, Quality First Teaching, and a range of extra-curricular activities. We plan provision which removes barriers to learning e.g.: appropriate equipment and timely interventions (e.g.: classroom differentiation, additional programmes, small group and/or individual support, as appropriate). We ensure our young people have a provision that can meet their needs and life aspirations no matter what their background and SEN.

Our approach to SEND provision is focused on aspirational outcomes appropriate to each individual student and in line with the SEND Code of Practice. The outcomes focus on:

- Achievement (attainment and progress)
- Attendance and punctuality (e.g.: attendance in enrichment activities)
- Social skills (e.g.: consideration for others and how to live as independently as possible)
- Social behaviours (e.g.: understanding rights and responsibilities, personal safety, healthy living)
- Learning behaviours (e.g.: listening, collaborative and independent learning skills and resilience)
- Preparation for the next phase of education – either special school, mainstream or post 16
- Preparation for adult life, work and career pathways
- Engagement in education, following historical issues with schooling, as well as prolonged absence and suspensions.

## What needs are met at Hamilton School

The Code of Practice (2014) states:

*“A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.”*

At Hamilton School, our vision is to meet the needs of all our students through the provision we have available and ensuring our students have a curriculum that is able to meet their needs, ensuring a mix of interventions, academic learning, work experience and alternative provision. Where that is not reasonably possible, Hamilton School is committed to seeking the advice and support of other specialist professionals and practitioners.

## Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Although the needs of students often cross more than one 'area of need', the SEND Code of Practice uses four main categories of need:

- Communication and Interaction
- Cognition and learning

- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

We recognise that students with SEND do not form a fixed group and that the needs of individual students may vary over time. We currently have students with needs in each of the above categories in school.

We work hard with parents/carers to keep them up to date with their child's progress. This is done informally via weekly phone calls/emails home, formally at review points throughout the school year and as part of the Annual Review meeting.

### **The link between special educational needs and disability**

Many students who have special educational needs may also have a disability. The Equality Act 2010 defines disability as:

*"...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities".*

In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long-term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many students who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education.

### **"Conditions" are not special educational needs**

Certain other "conditions" are not special educational needs but may impact on progress and attainment. If assessment shows that these students require additional support, they will do so through departmental interventions and/or our Inclusion Structure. Such "conditions" are:

- Disability (the "reasonable adjustment" duty under Equality legislation means that this alone does not constitute special educational need)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of service personnel
- Poor behaviour (unless there is an underlying need which is impacting negatively on their behaviour)

### **Children Looked After**

Where students are 'looked after' (CLA) by the local authority we have an additional role as we are all corporate parents. It is important not to make assumptions based on a student's care status and in order to ensure that we are responding appropriately we:

- Have a Designated Lead for Children Looked After who champions these children in school and provides a point of contact to the students, carers, specialist agencies and to Virtual Schools. At Hamilton School this is Sarah Concannon.
- Monitor the progress of all our Looked After Children at least half-termly
- Collaborate on an up to date and easy to read Personal Education Plan with the relevant Local Authority

- Ensure close working with the specialist services who support CLA Students (e.g.: social worker, Virtual School Head Teacher)
- Normalise life and school experience wherever possible
- Ensure our CLA, are fully included in the activities available
- Provide tailored provision and support for these young people to ensure they can access education, removing any social and emotional barriers to access

### **Students with medical needs**

At Hamilton School a number of staff are First Aiders:

Sherlon Bartenbach – Teaching Assistant  
 Scott Versace – Transition Lead / Teacher  
 David Jones – Site Assistant / Driver  
 Gill Skates – Teaching Assistant  
 Jill Corfield – Deputy Head Teacher & SENDCo  
 Teresa Johnson – School Care Officer  
 Hayley Millward – Student Support Team

In the instance of us having a student with a specific medical condition that will impact on their school day, the SENCo will work with parents/carers to manage medical conditions in school.

Trained adults are allocated according to individual needs of students, and staff will take on training as needed to support the medical needs of any students. Whole school training will be organised by a member of senior staff, to ensure all staff working with a student are aware of their specific medical conditions.

All medication is stored safely and securely within the main office, but is available quickly if needed by the student. Written consent must be provided by parents/carers before the school is permitted to administer or store any medication. Hamilton School office will work with parents to ensure enough medication is on site and this medication is in date, more information can be found in the school medication policy.

To support students who need support with personal care (e.g., support to access toileting, eating etc.) we have:

- Individual toilets which are accessed anytime via staff unlocking them
- Quiet club available for lunch

Staff create personalised curriculums for students and use a range of excellent resources to engage children including laptops. We work hard to make learning fun, so that children are happy and make good progress, using the 5Es approach (Engage, Explore, Explain, Extend and Evaluate). Work is tailored to the child's interests and ability.

## **Inclusion and SEN at Hamilton School (Key Contacts)**

**Ms Sarah Concannon** – Headteacher  
**Dr Jill Corfield** – Deputy Headteacher and SENDCo  
**Mrs Teresa Johnson** – School Care Officer

**Miss Emma Conroy** – School Business Manager  
**Miss Joanne McFarthing** – Office Manager & PA to SLT  
**Mrs Rebecca Walker** – Finance and Admin Assistant  
**Mrs Gemma Nemeth** – SEN Admin Assistant  
**Mr Scott Versace** – Curriculum Leader  
**Mr Yogan Ramsay** – Timetable Lead & Anti Bullying co-ordinator  
**Mrs Preeti Anchan** -Teaching Assistant  
**Mr Sherlon Bartenbach** -Teaching Assistant/Key worker

**Miss Ema Begum** -Teaching Assistant  
**Mr Russell Besta** - Classroom Teacher  
**Miss Ailis Bourke** – Teaching Assistant  
**Ms Katie Haines** – Head of English  
**Ms Audrey Hutt** – Head of Art and Design Tech  
**Mr David Jones** – Site Assistant/Driver  
**Ms Medina Morbi** – Coach Mentor  
**Mr Michael Porter** – Site Controller  
**Mrs Abigail Russell** – Head of Science  
**Ms Gillian Skates** – Teaching Assistant/Key worker  
**Mrs Jennifer Gibbs** – KS4 Phase Key Leader  
**Ms Susan Tyrer** – Teaching Assistant/Key worker  
**Miss Mercedes Spence** – Teacher of Creative Arts  
**Miss Sammy Archer** – Teaching Assistant  
**Miss Charley Hill** – Primary Transition Teacher  
**Miss Tori Burford** – KS3 Phase Leader  
**Mr Josh Newman** – Inclusion Support Lead  
**Miss Hayley Milward** – Inclusion Support Worker  
**Miss Natasha Carroll** – Inclusion Support Worker

## Inclusive teaching

We expect teaching across the school to be of the highest quality and our overriding principle is that high quality teaching, differentiated for individual students, with staff ensuring they are aware of all their SEN needs, means we can deliver a high quality education for all our students.

Our inclusive teaching is based on the following strategies:

- Understanding of the needs and aspirations of each student
- Deployment of expert and dedicated teachers and Teaching Assistants
- Targeted interventions and support if necessary
- Varied activities and resources – including the use of Alternative Provision activities where agreed as part of the Annual Review process.
- High quality, differentiated questioning
- A safe and orderly learning environment
- Clear, aspirational benchmarks and student targets

Where appropriate we also employ the following strategies:

- Differentiated activities.
- Visual support including pictures, writing frames or word banks.
- User friendly timetables.
- Personalised reward systems as well as the school Snapshot points system.
- ICT support.
- Small steps with specific achievable objectives.
- Multi-sensory approach to activities.
- Advice from outside agencies.
- Personalised timetables in line with student needs and aspirations

It is underpinned by:

- Regular monitoring
- On-going professional development and information for staff
- Liaison with parents / carers
- Appropriately challenging and supportive curriculum pathways
- Regular review meetings
- Appropriate progress reporting and data

The quality of teaching is monitored in a variety of ways: observing lessons, learning walks, book looks, auditing student views and looking at rates of attainment and progress.

### **Off-site Provision.**

A number of our students access a variety of activities to enable them to meet their outcomes and aspirations. These activities can happen any time during the school day and beyond, dependent on need, interest, aspiration, agreed funding and risk assessments.

To determine if specific access arrangements need to be made, we:

- Discuss support and risk control measures with parents/carers and involve them in decision making
- Take advice from the place to be visited in terms of their facilities and accessibility
- Review the students' Risk Assessments and Therapeutic Plans
- Talk with staff members to determine appropriate support

## Identifying students who have difficulties with learning and/or special educational needs

All students attending Hamilton School have had a large amount of intervention from their previous mainstream or special school. All of our students are registered as having additional needs, yet we continue to gather all of the following information and strategies to assess ability and potential need on entry:

- Key Stage 2 results
- Predicted GCSE results
- Information from parents/carers and students
- Reviewing the chronological events of a student's educational history
- Information gathered from previous school staff, including the school SENCo and pastoral staff
- Reviewing other external agency involvement such as Educational Psychologists or Children's Social Care
- We are working towards more robust baseline testing in reading, literacy, spelling, maths and handwriting

Identification of students who may need additional interventions, a more bespoke timetable or additional support, including off-site activities, is based on a range of information and a professional dialogue between all those that work with a child, and have worked with that child previously and SEN staff within school. Examples of sources of information and strategies used to help identify need include:

- Experiences shared from previous schools and settings
- On-going teacher observations, assessments, experience
- Information from parents/carers
- Outside agency reports
- Staff highlighting areas of concern
- Internal assessments
- Risk Assessments and Therapeutic plans

For students with higher levels of need, we would take into consideration information in reports from appropriate outside agencies.

## Entering a student's needs on their records

In line with the Code of Practice (2014), students whose needs are being met through effective personalised teaching and interventions/adjustments and quality pastoral support will be making adequate progress. Teachers and HTLAs will monitor progress and refer to the SENCO/Head Teacher if they have concerns about progress and/or well-being.



A learning support register is kept by the school, which is available to all staff. This is to provide staff with a quick reference to students' additional needs.

Where students are not making adequate progress over time, despite the above being in place, then there would be a review with parents/carers of the impact of what has already been put in place, alongside any information provided by outside agencies. A review of the provision on offer would take place in any circumstances; all stakeholders would be involved and this meeting would include a notetaker who would circulate a record of the meeting.

## Planning for provision: a graduated response

To support children, young people and their families the Children and Families Act (2004) requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to students who have SEND, and their families, how services can be accessed and any criteria for accessing them. Hamilton School contributes to the Local Offer in the Reading Borough.

For all students, we use a cycle of "assess, plan, do, review" which is typically overseen by tutors and phase leaders/and the SENDCo continually reviews the data and plan to see what changes need to be made to ensure progress.

This can be done informally as well as formally and means that staff have a clear and increasing understanding of students' SEND issues, and that these students receive the most appropriate interventions and support at any given time.

## Assessing needs and reviewing progress

Our 'graduated response' ensures that there is a detailed analysis of the student's needs using a range of data from the following:

- Data on progress, attainment, and engagement to learning
- On-going formative assessments shared with students through marking and feedback.
- Data from any additional testing
- A review of attitudes to learning
- A review of attendance/punctuality patterns
- A review of behaviour patterns
- The views of the student and their parent/carers
- Advice from any other support staff
- A summary of previous interventions
- A review of responses to prior interventions
- A review of information from former schools
- Information from the annual review process

This analysis is completed by SENDCo, phase and subject leads in collaboration with teachers and support staff who work regularly with the student.

Progress is reviewed using:

- End of term progress meetings
- Meetings to review issues and problems to look for resolutions
- On-going teacher assessment.
- Academic assessments.
- Progress meetings
- Annual Review meetings for all students – parents/carers and wider professionals invited to attend and contribute to a written report.

The class teacher retains the responsibility for the learning of the student in their subject even if the student is receiving support away from the rest of the class.

## Involving parents/carers and students in their child's education

### Parents/carers

Parents/carers are key partners in their children's education. Evidence shows that children make most progress when their key adults work together in partnership.

At Hamilton School we involve our parents/carers every step of the way in their child's educational provision. We recognise that parents/carers have had negative experiences with previous schools, we recognise the need to ensure that we work hard to support our them and keeping them involved and informed in their young person's education as much as possible. We provide progress information to all parents/carers through termly reports and regular progress meetings. All parents/carers have access to key contacts for their child. Key workers contact parents/carers weekly with positive aspects too. Class teachers will record positive incidents on CPOMS and these will be discussed during weekly tutor phone calls home.

All parents and carers:

- Are encouraged to discuss targets with their child
- Are encouraged to attend meetings and are given to tools to enable them to attend
- Can contact the school office to make an appointment to meet with their child's teachers, the SENDCo, or a member of senior leadership as requested or required
- Are kept up to date with progress via email or telephone

We commit to the following support for our student's parents and carers by:

- Naming a main contact
- Communicating any concerns with parents/carers proactively (e.g.: through formal or informal meetings, by email, telephone or home-school books)
- Identifying and communicating desired long- and short-term outcomes with parents/carers
- Involving parents/carers in planning adjustments, timetables, provision interventions and support
- Reviewing progress against benchmarks and outcomes with parents/carers through annual review meetings
- Being open and transparent about what we can deliver

If a parent/carer has a disability, in addition to the main communication mechanisms, the school will endeavour to accommodate the needs of parents on an individual basis.

Where parents/carers' first language is not English, we will endeavour to support communication e.g.: through an on-line service, using staff or students with a shared common language as appropriate. No parents/carers child will be left behind because of their needs.

### Guidelines for parents/carers contacting the school:

To discuss a child, a parent / carer would need to make initial contact with the child's tutor by contacting the school office.

All contact should be made via Hamilton School main office on 0118 9375524, where you will be directed to the appropriate person. If you wish to make contact via email please contact [hamadmin@maidenerleghtrust.org](mailto:hamadmin@maidenerleghtrust.org), ensuring you give the nature of your question/query so it can be forwarded onto the relevant person or department. Unless an emergency we aim to respond to all questions in 3 working school days, with an aim for a full response and/or resolution within 10 school working days.

Our School Care Officer is trained in specific support for parent and carers, with all of our staff having an awareness in parental support needs, with the ability and knowledge to signpost to services as required. For specific SEND related support parents can contact the Reading Information, Advice and Support Service on 0118 9373421 or via [www.readingclass.org](http://www.readingclass.org) for advice and guidance. Hamilton School tries to

keep up to date contacts for agencies and staff are always happy to help parents/carers find support groups as needed.

In order to support their child's education, we encourage parents to:

- Inform the school of any changes of circumstances that may impact on their child's day at school.
- Establish regular routines with regard to attendance at school and completion of work.
- Offer praise, rewards and incentives at home for success at school.
- Encourage their child to be as independent as possible.
- Work in partnership with the school.

## Students

All students are involved in the process of setting up their education package, and their views are always listened to during their transition and their time at Hamilton School. Students are given opportunities to review their social, emotional, and academic progress on an on-going basis as part of the formative feedback-student response cycle in lessons, as well as through daily, and weekly, key working sessions, 1:1s and involvement in meetings and reviews.

At Hamilton School we consult are students through:

- Student Council opportunities
- Supporting with attendance at meetings
- Talking with them and following through what has been discussed and agreed
- Involving them in decisions about their learning and programme
- Sitting with them and reviewing their own progress data

We ensure that students are encouraged and supported to make their views known, as part of their Annual Review meeting – the same is the case for children looked after, supporting them to contribute to their PEP meetings. Strategies we use may include written comments, talking to a preferred adult, friend or mentor, drawing etc.

Any interventions or support strategies will be explained and discussed with students, so they understand their purpose, and desired outcomes. Students are encouraged to monitor and judge their own progress towards those outcomes, reflecting what is important to, and for, the student.

## Working with other professionals and practitioners

At Hamilton School we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions and support whilst minimising duplication and disruption for students, families, and practitioners. In order to do this, we:

- Listen to parents and students about services they use and are valued by them
- Invite representatives of agencies working with students to relevant meetings and reviews
- Value the contributions from all parties
- Ensure we have positive relationships with all schools within the local area and work closely with leaders to enable successful transition to Hamilton School or out of Hamilton School into another provision

The school has access to the following support services:

- CAMHS
- Reading Borough Local Authority, Brighter Futures for Children
- Occupational Therapists
- In house Student Care Officer
- Physiotherapists
- Speech and Language Therapist
- Educational Psychologist
- Careers Advisors
- Opportunities to visit and attend further education environments – including university

- Attendance at career fairs and events
- Students have careers support from Year 9 onwards, although earlier support can be arranged
- Students are supported to attend interviews
- Support with applications and visits to college, jobs or apprenticeship
- Sensory Massage Therapy
- Number 5 Councillors
- Canine Assisted Learning
- Children's Social Care Services
- Children Missing Education Team – Brighter Futures for Children
- A range of off-site providers

Speech & language therapy, occupational therapy and massage therapy are provided in the following ways:

- In-school programmes provided by our staff on the advice of these services
- Programmes provided by specialists in school (occasional and depending on each student's needs)
- Timetabled small group and/or 1:1 support session
- Staff working alongside the Trust Speech and Language and Occupational Therapists

If a parent thinks that their child needs to be seen by a speech & language therapist, occupational therapist, or physiotherapist, they should seek a GP referral. An assessment may be arranged through the Trust services.

If a parent thinks their child needs support from one of the other services, they should contact their child's key worker, in the first instance, who will assess and make a referral as necessary based on performance in school. Parents/carers are also able to make their own referrals directly.

## Preparing for transition

A key aim of our transition processes is to:

- (a) Ensure that students develop the skills they will need for the next part of their education
- (b) Prepare them for adulthood and the world of work

### Preparing students for joining Hamilton School

When a student is joining Hamilton School due, following a successful consultation from the Local Authority, we ensure we implement a robust procedure to ensure students transition in successfully, that includes:

- An initial 'tour and chat' with a member of senior staff, or the SENDCo, creating a next steps action plan and setting out school information and expectations
- Follow up tours as necessary.
- Meeting and communication with external professionals, and previous school placements, as required to discuss individual needs of family and young person
- Visits to sites that will be accessed and off-site providers that will be accessed before starting
- Photos of key areas and key staff can be taken by children during their visits
- Welcome packs with school information are provided.
- Assessments

### Preparing students to move on to a new school setting

Where required, Hamilton School will always support families and students with moves to other settings due to a placement breakdown, re-location or for any other circumstances. These occasions are rare, but the school will do all it can to ensure a smooth transition, and that all paperwork is sent within a timely manner. Hamilton School is always willing to meet with any new setting.

## **Preparing students for the transition to further education or employment**

Hamilton School has a Careers Lead, Scott Versace, who will support all students within the school to move onto further education. This preparation includes, but is not limited to:

### **Accountability**

Many of our students work with a variety of external professional bodies, who are encouraged to share information with the school. We will support parents/carers through the Annual Review process.

### **Preparing students for adulthood**

Preparing students for adulthood involves working towards outcomes which will support independence and choice making. Some of the ways we do this are:

- Providing practical and lifelong learning subjects such as financial awareness and cooking
- Work on organisational skills
- Transport and travel training accessed through Brighter Futures for Children
- Small group input or support, as deemed necessary and at the discretion of the school.
- Life Skills programme covering e.g.: managing money, relationships, keeping yourself safe

We provide opportunities for students to practise developmental and transferable skills, which will prepare them for life as members of their community, and for success in the world of work. This is done continuously throughout a young person's time at Hamilton School.

## **Adapting the curriculum and learning environment for SEND**

At Hamilton School we adapt the curriculum and learning environment where necessary and all our students are treated as individuals, with individual needs.

The delivery of the curriculum is differentiated by the subject teacher within the classroom, based on each individual student's need, taking in to account teacher assessment and advice from outside agencies. Short term, small group, 1:1 or specific interventions may be employed, when deemed necessary by the school.

The school aims to provide resources as reasonable to support our students. Any resources and equipment that a student needs will be considered based on recommendations made by specialist services.

Where necessary and reasonable, we will make physical adaptations to the learning environment to support students with physical needs (see Equality Policy and Accessibility Plan).

## **Possible intervention Programmes for SEND students**

Where appropriate and necessary, we provide a range of interventions for all our students. School can offer the following specific interventions:

- My On
- Massage Therapy
- Canine Assisted Learning (CAL)
- Speech and Language Therapy (SALT)

We are working towards offering:

- A phonics programme (Read Write Inc)
- Touch typing programme

However, class teachers differentiate and adapt all teaching based on the needs of the young people within their class, a number of ad hoc and classroom based interventions happen as part of daily learning.

## Arrangements for SEND students taking assessment and examinations

The Joint Council for Qualifications (JCQ) publishes a comprehensive guide with regard to Access Arrangements, which outlines their criteria and threshold for qualifying for concessions. For a concession to be awarded, the student must meet the stringent criteria outlined by the JCQ. Hamilton School employs an assessment process in line with JCQ criteria to assess qualification. The Centre's decision is final and external professional reports can only be used as supporting evidence.

The following are some of the concessions available: extra time; scribe; reader; laptop; prompter; practical assistance; supervised rest breaks. More information is available at [www.jcq.ork.uk](http://www.jcq.ork.uk)

## Accessibility of school facilities

Every effort is made to ensure all students can access the school's facilities (see our Equality Policy and Accessibility Plan on the website).

The majority of the school site is fully accessible to students with restricted mobility as it is a modern building with a lift to the upper floor.

## Professional development of Hamilton School staff

Across the Maiden Erlegh Trust, we provide a continued programme of professional development to all our staff and have high levels of expertise in the school.

SEND professional development is provided for teachers through regular CPD meetings, sharing information, external speakers, coaching and professional discussion. All of our staff have access to all training opportunities, with our Senior and Middle Leaders having an extensive knowledge of SEND, trauma and behaviour leadership.

SEND training is provided staff as follows:

- Training with individual staff, teams and phases as required based on need and requirement
- All staff are included in whole school training day programmes. Recently there have included Team Teach, Zones of Regulation, Invigilation and First Aid.

## Evaluating the effectiveness of our provision

A similar process of "assess, plan, do, review" takes place at whole school level as part of the school's Self-Evaluation and this informs the school's Improvement Plan and SEND strategy and ensures we are able to meet the needs of the students in our care. The school evaluates the overall effectiveness of its Inclusion/SEND provision by analysing a range of data e.g.:

Appraisal review	3 times a year
Attendance data	daily
Behaviour for learning data	daily
Continuing Professional Development Review	annually
Discussions with students/parents/carers	Variable and frequent
Examination data	annually
Intervention impact data	half-termly/end of short course
Lesson observations	on-going
Parent surveys	annual and as required
Progress data	half-termly
Recommendations from outside agencies	variable

Student surveys	variable
Targeted questionnaires	variable
Work scrutinies	on-going

## Students' social and emotional development

### Pastoral care

All students at Hamilton School are in a tutor group. Tutors are overseen by phase leaders and aim to provide the following:

- Care for the well-being of all students
- Promote all aspects of a student's development
- Monitor personal development, behaviour, academic progress, and attendance
- Help with personal and learning problems when the need arises
- Provide guidance in making choices, e.g. for GCSE options, careers etc.
- Support the delivery of personal, social and health education and careers education programmes
- Celebrate student achievement and success both in and out of school

### Anti-bullying

Hamilton School has a zero tolerance on bullying and our expectation is that all of our students should feel included, and be included, in the everyday life of our school. No student should experience discrimination or bullying. Our ethos of inclusion underpins our Anti-Bullying Policy which can be found on the school's website.

To help our SEND students learn to make and maintain positive relationships with others we offer:

- Opportunities to mix with others during break, lunch and before school
- Enrichment activities within a group
- Mediation between students experiencing issues with each other
- Social skills and emotional support
- A nurture-based approach to the curriculum

### Behaviour and good conduct

Being able to follow our Code of Conduct is an expectation of all students; we ask that students are safe, respectful, and ready to learn. It is important for the progress and well-being of individual students, but also because poor behaviour impacts on the education and well-being of others. It is also an important life-skill which students need to demonstrate before they go on to post-16 provision and the world of work.

To support and make reasonable adjustment students who find meeting our expectations challenging, and to endeavour to prevent exclusions we offer:

- Regulation activities
- HLTA and/or TA Support
- Risk Assessments
- Quiet room / sensory room
- Safe room/space
- External support where appropriate
- Staff trained in de-escalation techniques
- A Therapeutic Thinking Schools Approach
- Ensuring all our staff are trained in trauma; we pride ourselves on being a trauma-informed school
- Off-site Provision

## Arrangements for handling complaints about SEND provision

If for any reason you feel the need to complain about the school's SEN support, you should do it while your child is still registered at the school. This includes complaints that the school has not provided the support required by your child's SEN Education, Health, and Care (EHC) Plan.

In line with the Trust Complaints Policy which can be found on the website, you should follow these steps in order and move on to the next step if your complaint is not resolved.

1. Make contact with the School Office with your concerns
2. Follow the school's complains procedure
3. If your complaint is about SEN statement or an EHC plan you should contact SEN service in the issuing Local Authority. Otherwise, you should complain to the Education Funding Agency.



**Appendix A:** Reading Borough Council Special Educational Needs & Disability (SEND) Statement of the special education provision expected to be ordinarily available in Reading settings, schools and colleges for children with special educational needs and/or disability aged 0 to 25



**Reading Borough Council**

**Statement of the special education provision expected to be ordinarily available in Reading settings, schools and colleges for children with special educational needs and/or disability aged 0 to 25**

***Taken from the special educational needs code of practice 0-25 years- statutory guidance (2015) Section 1.24 p25***

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Settings, schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.*

This statement is underpinned by the principles outlined in **Section 19 of the Children and Families Act 2014** that makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

1.2 These principles are designed to support:

- the participation of children, their parents and young people in decision making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN

- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

**Local authority responsibilities:**

- Ensure sufficiency of provision for pupils with SEND and keep under constant review.
- Co-produce provision and policy with families of children with SEND and with children and young people with SEND.
- Make arrangements for the statutory assessment of pupils and maintain and review statements of SEND and Education, Health and Care (EHC) plans.
- Publish information on SEND funding and provision.
- Monitor the progress of children and young people with SEND and work with schools to resolve issues regarding the progress of Reading children and young people with SEND wherever they are educated.
- Provide information, advice and support to parents of children and young people with SEND and young people themselves, including the provision of a statutory information, advice and support service (Reading IASS for SEND) along with mediation and resolution services, and the Local Offer.
- Maintain an overview of how far education settings are accessible for pupils with SEND.
- Prepare and maintain an accessibility strategy in order to;
  - increase the extent to which disabled pupils can participate in the settings, schools or colleges' curriculums;
  - improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools;
  - improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

**The responsibilities of governors, early years providers, schools and colleges**

- Identify pupils with SEND and ensure provision is made in line with the SEND Code of Practice 2015 and complying with the Children and Families Act 2014
- Aim to meet the range of children and young people's needs in their locality as far as is appropriate
- Work with families of children and young people with SEND and children and young people themselves to shape provision and policy
- Publish an SEN Information Report, an SEND policy and an accessibility plan on the school website
- Publish information on SEND funding and provision and monitor expenditure
- Appoint a SEND governor and SEN Co-ordinator (*see SEN regs 2014*)
- Maintain a record of pupils with identified SEND
- Ensure SEND provision is integrated into the organisational improvement or development plan

- Ensure that staff have the requisite skills, training and understanding to meet the needs of children and young people with SEND
- Monitor the progress of children and young people with SEND to ensure the provision specified in EHC plans or statements of SEN is in place and the child or young person is making progress
- Keep arrangements for prospective and current pupils with a disability under constant review

**Policy and Provision: Core standards for all pupils in our settings, schools and colleges**

*The quality of teaching is fundamentally important to the achievement and life chances of every child. It is the responsibility of the setting, school or college to provide good teaching for all pupils. It is particularly important that pupils who have the most difficulty with their learning have access to the highest quality teaching.*

**Whole setting/school/college response to SEND**

<p><b>The setting, school or college identifies any special educational needs as early as possible and puts in place relevant provision to meet those needs</b></p> <ul style="list-style-type: none"> <li>• A range of appropriate assessment tools are available, either in-house or through an external agency, accurately to identify pupils' precise barriers to learning and achievement.</li> </ul>
<p><b>The setting, school or college aims to meet the needs of all pupils in their community</b></p> <ul style="list-style-type: none"> <li>• The setting, school or college has an Equality Scheme and Accessibility plan that ensures that current and prospective pupils with SEND and their families have as full an access to the life of the setting, school or college as possible to enable good progress in learning and well-being. Access includes access to the curriculum and access to information in addition to physical access.</li> </ul>
<p><b>Assessment information and pupil data is used to make sure all pupils make good progress</b></p> <ul style="list-style-type: none"> <li>• Thorough analysis of pupils' assessment data is used to inform teaching and SEN provision to ensure progress of all children and young people with SEND, including academic progress, emotional and social aspects of development, and their well-being.</li> </ul>
<p><b>The setting, school or college ensures smooth transitions within the setting, school or college and when children and young people move on</b></p> <ul style="list-style-type: none"> <li>• The setting, school or college ensures that pupils with SEND and their families are well prepared and supported throughout all transitions.</li> <li>• The setting, school or college ensures that staff are well trained and the learning environment is supportive to all learners, offering a curriculum and accreditation pathways that meet the full diversity of learning needs and prepares them effectively for adulthood.</li> </ul>
<p><b>Teachers make their teaching accessible and appropriate for all pupils in their classes</b></p> <ul style="list-style-type: none"> <li>• All teachers have an understanding and a level of skill that ensures they understand how to make teaching accessible for learners with high incidence SEND and a willingness and</li> </ul>

<p>expectation to undertake training in teaching children with low-incidence SEND should the need arise.</p> <ul style="list-style-type: none"> <li>• All teachers use the graduated approach (an Assess, Plan, Do review cycle) for pupils who have been identified with a special educational need.</li> <li>• Teachers have the confidence and capability to take account of individual children's learning needs and to adjust their teaching accordingly.</li> <li>• Teachers can demonstrate high quality teaching (i.e. where the large majority of pupils make good progress as evidenced in the setting, school or college's regular scrutiny of the quality of teaching and learning).</li> </ul>
<p><b>The Equality Act 2010 is embedded in all policies and practice in the setting, school or college</b></p> <ul style="list-style-type: none"> <li>• All staff understand the overarching teaching and learning policy which reflects Equalities legislation and accessibility requirements.</li> <li>• Policy and practice in the setting, school or college actively promote overcoming barriers to learning for all children and young people, taking into account individual differences (SEND or otherwise) and promoting understanding, tolerance and acceptance in the peer group.</li> </ul>
<p><b>The setting, school or college works in partnership with parents/carers of children and young people with SEND</b></p> <ul style="list-style-type: none"> <li>• Parents / Carers of children with SEND are involved in the development and review of whole-setting/school/college SEND policies and practices</li> <li>• Parents / Carers are viewed as full partners in their children's education</li> <li>• Teachers and parents together plan and agree the SEN provision to be put in place for the child or young person</li> <li>• Parents / Carers have clear pathways for information, advice and support in the setting, school or college</li> <li>• Teachers should meet with parents / carers of children with SEND at least three times each year.</li> <li>• Families have an identified person to go to if they have concerns about their child.</li> <li>• Parents have access to support and resources from the setting, school or college so that they can help their child's learning at home.</li> </ul>
<p><b>Interventions and other SEN provision are matched to the child or young person's needs and are focused on helping the child or young person to achieve his or her outcomes</b></p> <ul style="list-style-type: none"> <li>• All pupils are assessed regularly throughout the year and their progress monitored. Where insufficient progress is identified, the quality of teaching is reviewed and, where this is found to be of a high quality, additional interventions are put in place.</li> <li>• All additional interventions are evidence-based and chosen to match the precise learning needs of the individual pupil.</li> <li>• Where support from an additional adult is implemented as part of a child's SEN provision, that support is closely monitored for the impact on progress and well-being. All individual support from an additional adult is time-limited and reviewed at least annually.</li> </ul>
<p><b>Care plans can be implemented</b></p> <ul style="list-style-type: none"> <li>• Staff implement and maintain a care plan for pupils who require one to maintain their health.</li> </ul>
<p><b>The environment in the setting, school or college is positive, with staff able to respond flexibly to meet unexpected needs</b></p> <ul style="list-style-type: none"> <li>• The setting, school or college provides a warm, safe and empathetic ethos where children and young people can have confidence to share their concerns and know that they will be</li> </ul>

<p>respected and addressed.</p> <ul style="list-style-type: none"> <li>• All staff are committed to supporting children’s emotional and social development and well-being.</li> <li>• Teachers are able to respond to unpredicted need by flexible use of the environment both inside and outside the classroom, e.g. space for ‘time out’.</li> </ul>
<p><b>Monitoring and action plans put into place</b></p> <ul style="list-style-type: none"> <li>• The setting, school or college policies take into account the learning and behavioural needs of all children and young people.</li> <li>• Exclusions for children and young people with SEND are used as a last resort and are carefully monitored.</li> <li>• Where exclusion is being considered, it is always preceded by a robust plan to assess and respond to the needs of the child, which is likely to include the involvement of behaviour support services and, in the case of a child with an EHCP or a statement, an early annual review.</li> <li>• Where exclusions for pupils with SEND exceed those for other pupils, a clear action plan is put in place to improve staff understanding and to support pupils and their families.</li> </ul>

**Targeted Support for individuals and small groups: Short term interventions**

*In addition to the whole setting/school/college response to SEND*

<p><b>Small group interventions implemented using information from a whole setting/school/ college perspective</b></p> <ul style="list-style-type: none"> <li>• Additional assessment/ information is obtained to inform understanding of any lack of progress (based on the graduated approach) and to inform the choice of interventions and composition of groups.</li> <li>• Advice and/or support from outside agencies.</li> <li>• A provision map that includes a range of small group interventions suitable for high incidence needs.</li> <li>• Time-limited, evidence based interventions will include SMART targets so that they can be led by trained staff with minimal adaptation. They may include training the pupil to be competent and independent in the use of curriculum aids, e.g. software, writing frames, etc..</li> <li>• The location of any additional group tuition is carefully considered to provide optimal conditions for learning.</li> <li>• All learning from additional interventions is consolidated and generalised by the teacher into the classroom context.</li> </ul>
<p><b>Staff have relevant training to support and implement interventions appropriate for the range of SEND in the setting, school or college</b></p> <ul style="list-style-type: none"> <li>• Some staff have undertaken relevant specialist training in high incidence needs in order to understand the range of assessments available, the most effective strategies to learning and provide individual and group tuition where indicated.</li> <li>• Teachers are trained to identify additional needs early and implement short term interventions to secure improved outcomes for children, enabling them to benefit from whole class teaching, and promote emotional and social development.</li> </ul>

**All interventions are regularly monitored by the senior leadership team (SLT)**

- The effectiveness of interventions is regularly evaluated by the teacher and monitored by the SENCO and SLT to determine impact on pupils' academic and personal development.
- All interventions should result in accelerated progress with a review every short term.
- The SLT applies a greater level of scrutiny of pupil progress throughout additional interventions to ensure that learning is sustained and consolidated back in the classroom.
- The selection of targeted interventions for any individual pupil will be relevant and complementary to the teaching offered at whole class level.
- Teaching assistants and other support staff add value to the work of teachers rather than replace them.

**The graduated approach cycle of assess, plan, do and review is recorded in the child's Support Plan, IEP or provision map**

- The impact of all SEN provision is captured in an SEN Support Plan, IEP or costed provision map.
- Other than in exceptional circumstances, pupils will have access to at least two cycles of the graduated approach before being referred for top-up funding or statutory assessment. Cycles of the graduated approach will vary in length and, for some children, each cycle may be very short.

**Personalised / Individualised learning: Longer term interventions**

***In addition to the Whole Setting/School/College Response and Targeted Support for individual and small group short-term interventions***

- Pupils *may* have an EHC Plan or statement of SEN which describes the provision and strategies required to meet needs, some of which may need to be delivered on an individual basis. This will include detailed planning on the use of individual funding and delegated funding, with an agreed joint action plan. An annual review will be required which tracks progress towards the outcomes in the EHC plan or statement.
- When a pupil is referred to an external support service, evidence will be required of in-house assessments and the impact of actions already taken to meet needs, where appropriate. External support arising from health or physical needs will require recommendation from health colleagues only.
- Plus evidence that any previous external advice given in reports for individual pupils has been implemented effectively by the setting, school or college.
- For pupils with a need which is likely to be long term and low incidence (with no peers requiring the same intervention), the planning for the intervention is personalised and specifically formulated to take account of the unique individual need.
- A Common Assessment Framework (CAF) may have been completed in conjunction with parents / carers for a pupil who has additional needs and requires the support of the team around the child. The lead professional may be a member of the staff.
- Staff are able to create and implement a care plan for pupils who require one to maintain their health, which is then monitored by specialist staff.

**Low Incidence Need:** SEN that does not occur frequently, e.g. severe learning difficulties such, severe visual/hearing difficulties.

**High Incidence Need:** Special educational needs that occur more frequently, e.g. specific learning difficulty, communication difficulties, autism spectrum conditions, emotional, social and mental health difficulties, sensory impairment, etc.

## Appendix B: Terms/acronyms

ADHD	Attention Deficit Disorder
AHT	Assistant Head teacher
ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
CSP	Classroom Support Plan
EAL	English as an Additional Language
EHCP	Education Health and Care Plan (will replace Statements over next 4 years)
EWO	Education Welfare Officer
HLTA	Higher Level Teaching Assistant
HOY	Head of Year
K	SEND Support (will replace School Action & School Action Plus)
LAC	Looked After Children
MLD	Moderate Learning Difficulty
NSA	No Specific Assessment (e.g. student who we support but who does not have a diagnosis)
OH	Occupational Health
Pupil Premium Grant	Additional funding for schools to raise the attainment of disadvantaged students & close the gap between them and their peers.
SENCO	Special Educational Needs Co-ordinator
SMEH	Social, Mental and Emotional Health
SpLD	Specific Learning Difficulties (e.g. dyslexia, dyspraxia)
TA	Teaching Assistant