

Hamilton School is a SEMH (Social, Emotional, and Mental Health) Special School in Reading catering for up to students with Education, Health and Care Plans (EHCP), with aims to grow to 96 students over the coming years. Students travel from Wokingham, Hampshire, West Berkshire, Oxfordshire and the Royal Borough of Windsor & Maidenhead. The students are both boys and girls and most are from a White British background. 75% are disadvantaged.



The curriculum at Hamilton School is balanced and carefully constructed to underpin a learning environment that is relevant, ambitious and accessible for all. Hamilton School aims to deliver a high quality curriculum through the 5E lesson structure (Engage, Explore, Explain, Elaborate and Evaluate) that suits the academic needs along with the pastoral needs of all students.


Key Principles

- Rigour, high standards, coherence
- A core of essential knowledge and skills in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- A rigorous programme for personal development and character education (including SRE and preparation for life in modern Britain)
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students

Reading at Hamilton School

Hamilton School recognises that reading is basic skill which forms a fundamental part of the curriculum. Every day students are exposed to reading through a dedicated reading session; this is undertaken in tutor groups, or 1:1 sessions.

MET strand	Hamilton School
	<ul style="list-style-type: none"> • Read, Write, Inc and Fresh Start is the chosen phonics programme of study • Assessment: <ul style="list-style-type: none"> ○ Star Reader ○ KS2 SATs ○ Monitor Progress ○ Inform Planning • Supporting students whose reading age is below their chronological age <ul style="list-style-type: none"> ○ 1:1 guided reading intervention ○ Read, Write, Inc phonics intervention
	<ul style="list-style-type: none"> • Tutor reading program • Reading for pleasure
	<ul style="list-style-type: none"> • Evaluative/critically reading

 Read to achieve	<ul style="list-style-type: none"> • Subject reading including Personal Development • Wider reading
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Personal Development

Running through all the curriculum, including the pastoral curriculum, are strands of Personal Development which cover themes such as:

- Emotional Wellbeing
- Citizen and Community
- Careers, Work Experience and Work-Related Learning
- British Values
- Personal Health
- Relationships and Sex Education (RSE)
- Risk and Safety

Personal Development is primarily delivered through timetabled Personal Development lessons supported daily by the morning tutor programme.

Curriculum Offer

Year 7 Transition:

Transition classes follow a primary model with all subjects with a * being delivered by their tutor.

Subject	Lesson Allocation			Qualifications Available
	Key Stage 3 Year 7	Key Stage 3 Year 8 & 9	Key Stage 4 Year 10 & 11	
English*	4	4	4	Entry Level Functional Skills GCSE
Mathematics*	4	4	4	Entry Level Functional Skills GCSE
Science*	3	3	3	Entry Level Functional Skills GCSE
Art	2	2	3	GCSE
Computing	1	1	1	IDEA Award
Food	2	2	2	BTEC Home Cooking Skills
Outdoor Education	2	2	1	
Life Skills*	1	1	1	
Personal Development*	2	2	2	
Physical Education	2	2	3	BTEC

Duke of Edinburgh Award			3	Bronze Award
Reading*	5	5	5	
Zones of Regulation*	1	0	0	
Enrichment Friday	2	2	2	

Students will be expected to start taking formal qualifications in Year 9 to build their portfolio of evidence of their skills and abilities.

Please click for more information regarding our [SEND provision](#) and [Equalities](#) information.

Withdrawal from RE or RSE

Parents have the right to choose whether or not to withdraw their child from RE or SE without influence from the school. Schools should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE and RSE syllabus. In this way, parents can make informed decisions. Where parents have requested that their child is withdrawn, their right must be respected, and where RE or RSE is integrated in the curriculum the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be accommodated. If students are withdrawn from RE or RSE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Students will usually remain on the premises.

Alternative Provision

Alternative Provision available:

Alternative Provision	Available to Key Stage
Autoskills	All
RAW	All
Reading FC	All
Path Hill	All
Storry Group	All

Therapies/Mentoring

Therapies/Mentoring Available to all students:

Therapy
Building Resilience in Young Minds – Counselling
Canine Therapy
Hand Massage
Lego Therapy
New Angle