

Special Educational Need and Disability (SEND)

INFORMATION REPORT

Date: March 2017



THE HAMBLE SCHOOL

ACHIEVING EXCELLENCE TOGETHER

This document provides important information on how
The Hamble School supports students with SEND.

Next review date: March 2018

Learning Support is led by the SENDCo, Miss Emma Savins
Contact details: esavins@thehambleschool.co.uk or call **023 8045 2105**

Learning Support Administrator, Mrs Sue Sheen
ssheen@thehambleschool.co.uk or call **023 8045 2105**

1. What kind of special educational needs provision is provided at The Hamble School?

The Hamble School is a mainstream school which strives to provide the best learning opportunities for all students. The school, including the governing body, recognise that all students are individuals who each have different learning needs. Our focus is always on the best possible outcomes and high aspirations of all students from whatever starting point at which the student joins us; we aim to achieve excellence together. The school works hard to ensure that all students move forward with a person centred approach, creating a blend of the right support and an appropriate level of challenge. We currently have students with the following needs on our register: Communication and interaction, Cognition and Learning, Social, emotional and mental health difficulties and Sensory and / or physical needs.

2. How does the school know if students need extra help and what do I do if I think my child has special educational needs?

- The majority of students' needs are met in the classroom with quality first teaching. We take into account a wide variety of factors before putting any student on the SEND register.
- Subject teachers continually monitor and assess all students, including their welfare, and will raise concerns about progress or learning with parents and curriculum leaders, who will liaise with the SENDCo.
- The Head of Year and the student's form tutor are well placed to identify and respond to emerging special needs.
- Parents / Carers are informed in writing if their child is to be placed on one of our SEN interventions.
- If you have any worries or concerns about your child regarding SEND please contact the SENDCo, Miss Savins. We want to work as a team with parents / carers to support all the students.
- Parents can also contact the Learning Support Administrator, Mrs Sue Sheen, with information about their child, who will then make arrangements so they can meet with the SENDCo, Miss Emma Savins.
- If you are worried about individual subject area, please contact the subject teacher.
- The school has a SEND policy for the provision for children with SEND which is available

	<p>from the school website.</p> <ul style="list-style-type: none"> • We liaise and work closely with our cluster schools: Hamble Primary, Netley Abbey Juniors and Bursledon Juniors during times of transfer. We liaise with other schools, where students are transitioning to The Hamble School, as appropriate. • We follow the new SEND Code of Practice 2014 in how we assess and provide for children with SEND. Full details can be found in the SEND policy on the school website. • We liaise with sixth form colleges to ensure smooth year 11-12 transition. • All teachers read about students' needs through Student Information Profile sheets for all students with SEND. • Liaison with external agencies and health professional is sought if appropriate.
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<p>3. How will both you and I know how my child is doing and how will you assist me to support my child's learning?</p>	<ul style="list-style-type: none"> • The progress of all students, in all subjects, is reported to parents in line with the school policies. • Through monitoring, observing and assessing a student's needs, staff work with the SENDCo to put in place appropriate support and provision. • Students with Education, Health and Care Plans: the provision is detailed in the plan. Parents / carers contributions are actively sought. • Learning support staff and the SENDCo are always happy to meet with parents, appointments can be made through Sue Sheen at ssheen@thehambleschool.co.uk or call 023 8045 2105. • Parents are encouraged to discuss any concerns regarding their child's progress or wellbeing with their child's form tutor in the first instance. For further support or information, the relevant Head of Year can be consulted. • If a student has a more complex SEN, an Educational, Health Care Plan (EHCP) an Inclusion, Partnership Agreement (IPA) may be put into place, which means a formal meeting will be held at least annually to discuss progress and a written report will be produced.
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4. How will The Hamble School staff support my child?

- The governors agree priorities for spending the SEND budget with the overall aim that all students receive the appropriate support they need in order to make progress.
- Subject teachers are required to provide high quality teaching and learning opportunities, differentiated for individual students. Every teacher takes responsibility for the progress and development of all students in their classes, including those with SEND needs, supported by LSAs.
- Subject teachers complete regular assessments and track the progress of all students within their classes.
- The classroom teacher will share learning objectives and project aims with any LSA assisting in their lessons and direct them to work in a way that ensures all students become independent learners. Teachers will not use LSAs as an informal teaching resource for low attaining students.
- All students on the SEND register will have a Student Information Profile (SIP): parents will be asked to contribute.
- The SIP sets out strategies to help your child's progress in mainstream classes and is shared with teachers and staff working with your child.
- Your child will review their SIP annually through a structured interview with a member of Learning Support. It is an opportunity to discuss their learning needs and any barriers to learning. The member of staff will act as an advocate on your child's behalf and update the SIP.

5. How will the curriculum at the school be matched to my child's needs?

- The Hamble School is fully inclusive. All staff have a part to play in ensuring that students with SEND are not disadvantaged in their access to learning.
- Quality first teaching within mainstream lessons is the most important factor in helping students with SEND make good progress.
- Targeted LSA support is available in some lessons to support students to become independent learners. Students on the SEND register will always remain the

	<p>responsibility of the classroom teacher, regardless of need.</p> <ul style="list-style-type: none"> • There are specialised Literacy and Maths intervention assistants. Mrs Sue Jackson for Literacy and Mrs Sue Ingram for Maths. Extra support for students not making progress in these areas is determined by the Curriculum Leader for English, Ms Sarah Burn and the Curriculum Leader for Maths, Mrs Rebecca Watts. • Students are regularly assessed to ensure that interventions meet the individual needs of the student.
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<p>6. How is the decision made about what type of, and how much support my child will receive?</p>	<ul style="list-style-type: none"> • Teachers are at the forefront of identifying needs and next steps for students. Where a student is identified as having SEND, teachers will take action to support them efficiently by removing barriers to learning and put effective special educational provision in place. The SEND support will take the form of a four part cycle: Assess, Plan, Do, Review, with the teacher working alongside the SENDCo, parents and student. • In addition to the curriculum, Learning Support programmes will be implemented where appropriate. All interventions are structured to demonstrate progression and are time limited. • LSAs are deployed as appropriate to meet student needs. • Advice from external agencies will be utilised in planning support and identifying outcomes. • Where students are identified by staff, they will be tested to see whether they are entitled to help within their exams, called Access Arrangements. For example, they may qualify for a reader, scribe or extra time. This follows the JCQ advice and guidelines.
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7. What activities are available for children with SEND in addition to those available as part of the school's curriculum?

- Opportunities for learning outside of the classroom are highly valued. The Hamble School believes all students should be able to participate in these experiences wherever possible.
- Prior to trips, the organising staff complete risk assessments which consider the needs of the students with SEND, making changes and modifications where necessary.
- If additional support or arrangements are required, we will meet with parents to discuss further.
- We aim to ensure that students, including those with SEND have the chance to participate in extra-curricular clubs at the school.
- The Learning Support department is open at break-times and lunch-times, it is staffed by at least two members of the Learning Support team for students who prefer a smaller, quiet break and lunchtime environment.
- Homework club for students with SEND is available daily, Monday 2.35-3.35pm and Tuesday – Friday 3-4pm. It is supported by two members of Learning Support staff.

8. What support will there be for my child's overall well-being?

- PSHE lessons and tutor time provide the opportunity for students to discuss issues such as self-esteem, friendships, team-work, religion, health and negative experiences such as bullying.
- The Hamble School has a robust and caring pastoral system. Your child's welfare is supported by their tutor and Head of Year.
- Specialist support includes a Family Liaison Officer, Ms Alison Horsley, Emotional Literacy Support Assistant (ELSA), Mrs Lin Brick and School Counsellor, Mrs Fiona Shorney.
- Liaison with outside agencies, health and social care professionals can be sought where appropriate.

9. What training is provided for staff supporting students with SEND?

- The Hamble School had well-qualified and experienced staff. For new staff there are SEND information induction meetings.
- We have close links with a range of outside agencies which may offer advice and specific guidance to our school and to families. Referrals may be made to these services where students meet the criteria.
Agencies include:
 - Educational psychologist
 - Therapists for speech and language, physiotherapy and occupational therapy.
 - Specialist advisors for hearing impairment, visual impairment and physical difficulties
 - Health services including SWS (Student Welfare Support) and CAMHs
 - Medical advice such as paediatricians or clinical psychologist
 - Social care
 - Outreach services
 - Other agencies
- The SENDCo, Miss Emma Savins oversees provision within the school and co-ordinates training for teachers and LSAs.
- The training provided, reflects the current needs of the school staff and the students we work with.

10. How accessible is the school?

- The Hamble School is a large, wide spread campus with buildings of differing ages and varying levels of accessibility (download 'The Hamble School Site Layout Map' from our website: <http://www.thehambleschool.co.uk/contact-us/>).
 - London Block has levelled flooring, a disabled toilet and hygiene room.
 - Sydney Block (Science) is positioned over two floors. There is wheelchair access to the ground floor only. There is no lift. The Science department will re-arrange

	<p>lessons so that they are accessible to students who cannot use the stairs.</p> <ul style="list-style-type: none"> ○ Durban Block (Humanities) is ground floor. ○ Beijing Block (Technology) is ground floor with some steps (however all classrooms are accessible using different entrance doors), ○ Tokyo Block (ICT, LS and food tech) is positioned over two floors. It doesn't have a lift. Learning support is positioned on the ground floor. ○ The skills centre is positioned over two floors. It has a lift and disabled toilets. ○ Community Sports centre is positioned over two floors. It doesn't have a lift. (Dance studio and Gym is on the first floor). The swimming pool changing rooms has a disabled changing cubicle. ○ On site there is disabled parking available. <ul style="list-style-type: none"> ● We ensure that equipment used is accessible to all students regardless of their needs, or that additional specialist equipment is requisitioned with the support of the local authority.
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<p>11. How will the school prepare and support your child when joining / leaving the school?</p>	<p>The Hamble School seeks to make transition to and from the school a positive experience.</p> <p><u>Year 6-7:</u></p> <ul style="list-style-type: none"> ● All students in year 6 are invited to an open evening and have a taster day in the summer term. ● SEND students can also have extra transition visits. ● The SENDCo, Miss Emma Savins or a member of the Learning Support team visits your child's primary school to liaise with staff and gather information. ● If your child has an Education Health Care Plan and you are interested in your child coming to The Hamble School, contact us to arrange a meeting so that we can answer any questions you may have. After the meeting, if you would like your child to attend The
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Hamble School, then please invite the SENDCo to your child's Year 5 annual review. Knowing in advance about your child's SEND means appropriate provision can be put in place for your child in advance.

Year 11-12:

- The Hamble School's careers advisor, Mrs Victoria Hall will meet with every GCSE student including those with SEND and can advise on appropriate qualifications, courses and colleges.
- Students are given a list of open evenings of sixth form colleges within the local area
- The SENDCo, Learning Support Administrator and pastoral staff at The Hamble School will liaise with the relevant staff at the new provision to ensure your child has a smooth transition.

Moving school?

- We will contact the college SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.