

Special Educational Need and Disability (SEND)

INFORMATION REPORT

Date: September 2026



THE HAMBLE SCHOOL
ACHIEVING EXCELLENCE TOGETHER

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

Next review date: September 2027

The Inclusion Department is led by the Assistant Headteacher and Senior
SENDCO,

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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 and disability.~~

The Hamble School is a mainstream setting dedicated to providing high-quality learning opportunities for all students. The school, including its governing body, recognises that each student is an individual with their own unique learning needs. Our focus is on achieving the best possible outcomes, maintaining high aspirations for every learner, regardless of their starting point. We are committed to achieving excellence together through a person-centred approach, ensuring the right balance of support alongside appropriate challenge.

We currently support students across a broad range of needs, including Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties, as well as Sensory and/or Physical needs and disabilities.

Our provision is structured to meet these diverse needs through a range of approaches, including:

- High-quality, inclusive teaching within mainstream classrooms
- Clustered in-class support from Learning Support Assistants (LSAs) where appropriate.

	• Targeted intervention, including periods of withdrawal to work with a specialist teacher or LSA within provision. • Placement within our ASC Resourced Provision. This is allocated by the Local Authority for a small number of students with higher levels of need; all students within this provision have an Education, Health and Care Plan, with autism identified as their primary area of need. Through these approaches, we aim to ensure that all students are supported effectively to access learning, make meaningful progress, and achieve positive outcomes.
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 high quality inclusive teaching. We consider 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 Inclusion Team. • The Progress Leader and the student's Form Tutor are well placed to identify and respond to emerging special educational needs. • Parents / Carers are informed in writing or by phone if their child is to be placed on one of our SEND interventions. • If you have any worries or concerns about your child regarding SEND please contact the Inclusion Team at inclusion@thehambleschool.co.uk. We want to work as a team with parents / carers to support all the students. • If you are worried about individual subject areas, please contact the subject teacher in the first instance. • The school has a SEND policy for the provision for children with SEND which is available from the school website. • We liaise and work closely with our cluster schools: Hamble Primary, Netley Abbey Junior School and Bursledon Junior School during times of transfer. We liaise with other schools,

	when students are transitioning to The Hamble School, as appropriate. • We follow the SEND Code of Practice 2014 in how we assess and provide provision for children with SEND needs. Full details can be found in the SEND policy on the school website. • We liaise with Sixth Form Colleges to ensure a smooth year transition from year 11 to 12. • All teachers read about students' needs through Student Progress Profile sheets for all students with SEND needs on the SEND register. • Liaison with external agencies and health professionals is sought where appropriate.
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?	• 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 Inclusion Team to put in place appropriate support and provision. • For students with Education, Health and Care Plans: the provision is detailed in the plan. Parents / carers contributions are actively sought and reviewed annually. • The Inclusion Team is always happy to meet with parents and appointments can be made through by contacting inclusion@thehambleschool.co.uk • 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 Progress Leader can be consulted. • If a student has a more complex SEN, an Educational, Health Care Plan (EHCP) an individual Student progress profile will be produced and a formal meeting will be held at least annually to discuss progress and a written report will be produced.
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 inclusive teaching and learning opportunities, scaffolded for individual students. Every teacher takes responsibility for

	the progress and development of all students in their classes, including those with SEND. • Subject teachers complete regular assessments and track the progress of all students within their classes. • All students on the SEND register will have a Student Progress Profile (SPP): parents may be asked to contribute to the SPP. • The SPP sets out strategies to help your child's progress in mainstream classes and is shared with teachers and staff working with your child.
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. • High quality inclusive teaching within mainstream lessons is the most important factor in helping students with SEND make good progress. • Targeted Learning Support Assistant (LSA) support is available in some lessons to support students with a high level of need (e.g. EHCP) to become independent learners. Students on the SEND register will always remain the responsibility of the classroom teacher, regardless of need. • 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 sufficient progress in these areas is determined by the Curriculum Leader for English and the Curriculum Leader for Mathematics. • Students are regularly assessed to ensure that interventions meet the individual needs of the student. • Students with a disability are supported in their access to the curriculum through adapted equipment (such as adapted PE equipment, rise and fall tables), bespoke timetables to ensure that they are able to access ground-floor classrooms (with the exception of ICT lessons) or access first floor maths lessons via the lift in the skills centre. • There are accessible changing rooms within the school for students to enable them to change for PE and to support medical needs.

	• The Relationship and Sex Education (as part of PSHCRE) curriculum at The Hamble School ensures that resources in lessons show diversity in terms of race, sexuality, weight, gender and disability and aims to ensure that all students feel represented by the content.
6. How is the decision made about what type of, and how much support my child will receive?	• Teachers are at the forefront of identifying needs and next steps for students. Where a student is identified as having SEND, teachers will act 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 Inclusion Department, 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's 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 with their exams; this is called Access Arrangements. For example, they may qualify for a reader, scribe or extra time. This follows the JCQ advice and guidelines.
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 ensure that locations, venues and transport are equitable for all students and complete risk assessments which consider the needs of the students with SEND. Changes and modifications are made where necessary so that trips are accessible for all students (as much as possible). For example, ensuring that a coach hired has wheelchair access. • 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 Inclusion Department is open at break-times and lunch-times, it is staffed by at least two members of the Learning Support Inclusion Team for students who prefer a smaller, quiet break and lunchtime environment. • Homework club for students with SEND is available three times a week, Monday, Tuesday and Thursday 3pm - 4pm. It is supported by two members of Learning Support Staff. The inclusion team
8. What support will there be for my child's overall well-being?	• PSHCRE 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. Every child's welfare is supported by their Form Tutor and Progress Leader. • Specialist support includes an Emotional Literacy Support Assistant (ELSA), Mrs Linda Brick and School Counsellors, Ms Jo Saunders and Mrs Joanne Rice. These interventions are limited so run on an internal waiting list system and are time limited. • 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 has 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 psychology ○ 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 Inclusion Team 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, widespread 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 (English) has levelled flooring, a disabled toilet, hygiene room and physiotherapy 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 lessons so that they are accessible to students who are unable to use the stairs. ○ Durban Block (Humanities) is ground floor and accessible to all students. ○ Beijing Block (Technology) is ground floor with some steps (however all classrooms are accessible using different entrance doors), ○ Tokyo Block (ICT, Learning Support and Food Preparation and Nutrition) is positioned over two floors. It doesn't have a lift. Learning support is positioned on the ground floor. ○ The Skills Centre (Maths) 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 the Gymnasium is on the first floor). The swimming pool changing rooms have a specially designated disabled changing cubicle. ○ On site there is disabled parking available.

	• 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.
11. How will the school prepare and support your child when joining / leaving the school?	The Hamble School seeks to make transition to and from the school a positive experience. <u>Year 6-7:</u> • 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 Assistant Headteacher / Senior SENDCo, Mr Dudgeon / SENDCo, Mrs Capers visit the primary school for every child who will be on SEND register 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 Hamble School, then please invite a member of the Inclusion Team to your child's Year 6 annual review. Knowing in advance about your child's SEND means appropriate provision can be put in place for your child prior to their starting at The Hamble School. • If your child has a disability and you are interested in your child coming to The Hamble school, please contact us to arrange a meeting so that we can answer any additional questions you may have and so we can look to put in place and plan any additional arrangements or provisions needed to meet your child's needs. <u>Year 11-12:</u> • The Hamble School's Careers Advisor will meet with every GCSE student including those with SEND and can advise on appropriate qualifications, courses and colleges.

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| | <ul style="list-style-type: none">• Students are given a list of open evenings of Sixth Form Colleges within the local area.• The Inclusion Team at The Hamble School will liaise with the relevant staff at the new provision to ensure your child has a smooth transition. |
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Moving school?

- We will contact the school SENDCo and ensure they know about any special arrangements or support that is needed for your child.
- We will make sure that all records about your child are passed on as soon as possible.