



HAMILTON LODGE SCHOOL

SEN Policy

September 2009
To be revised: September 2010 (Gov)

Introduction

Hamilton Lodge School caters for the needs of severely or profoundly deaf children who require a child-centred approach to communication using British Sign Language, Signs Supporting English and Spoken and Written English. About 40% of the pupils have additional special educational needs to their Deafness. These additional needs include ADHD, eye disorders, cerebral palsy, dyspraxia, specific learning difficulties, behavioural difficulties, diabetes, autism, epilepsy, marked memory difficulties, complex learning difficulties, dyslexia, megacolon and spastic diplegia. We also make provision for pupils with the following syndromes : Waardenburg Syndrome, Charge Syndrome, Usher Syndrome (affects eye sight), Congenital Rubella Syndrome, Goldenhaars Syndrome and Aspergers syndrome.

Facilities available at the school

Hamilton Lodge School consists of 4 separate buildings built on one side of a steeply inclined hill. The boys' accommodation, surgery and dining room are in the building at the bottom of the hill, next is the school building, the year 12 accommodation and, further up, the girls' accommodation. The core of these buildings are large four-storey Georgian houses with additional extensions built on at various times. The most modern addition is the DT and primary classroom block which was built in 2003.

Access around the buildings is difficult. We have two lifts, one between the secondary and primary classrooms and one out of doors to provide access to the dining room. We have a slope to allow access to the main school building. Primary-aged pupils with limited or no mobility can access teaching and play areas. For Secondary-aged pupils there is access to all the teaching areas which is facilitated by a stair lift and additional modifications to corridors and doorways.

We have sufficient lighting in dark areas to make them safe for those with limited eyesight, and external steps are painted yellow to make them clearer. We have school rules concerning making areas safe and accessible and pupils are encouraged to leave their possessions tidily.

How resources are allocated

Hamilton Lodge School employs a part-time SENCO, whose responsibilities are to oversee the writing and implementation of the IEPs, to liaise with outside professionals, to liaise with the two Assistant Head teachers and the Head of Primary on matters concerning pupils' learning needs, to collate and manage assessment information about the pupils and to assess and advise about individual pupils as necessary.

Hamilton Lodge School employs Teaching Assistants (TAs) across the school to support pupil learning in the classroom and on visits and outings. The allocation of TAs is agreed jointly by an Assistant Head Teacher and the Senior Teaching Assistant, following requests by teaching staff for support for particular pupils in their lessons. If appropriate, individual pupils can have a 1:1 TA full-time during the school day or whole classes can be allocated full-time TA support. TAs are given the

opportunity to develop their skills and experience through gaining NVQ qualifications.

There is a full-time Speech and Language Therapist (SALT) who follows a timetable supporting pupils across the school by individual and group withdrawal sessions and by participating in the delivery of English lessons.

In recent years Hamilton Lodge School has been more inclusive with its Admissions Policy and this has resulted in an increase in the number of pupils on role with social and emotional difficulties. We have an Assistant Head Teacher whose responsibility is support for teaching & learning, line manages the SENCO and SALT and chairs weekly Pupil Support meetings with them, a senior care officer and the school nurse to identify and discuss pupils that are in need of additional support. Additionally, she line manages the TAs.

A Resource Base classroom has been established for a small number of pupils at KS3 who are working at a significantly lower level than their peer group. These pupils are members of a tutor group in their appropriate year and take practical lessons with these groups. English, maths, science, geography, history, food and RE are taught within the Resource Base by the School SENCO.

Identification and reviewing of need

All the pupils at Hamilton Lodge School have a Statement of Special Educational Needs prepared by their Local Authority. These are reviewed at the school annually with representatives from the school, Local Authority (LA), parents/carers and pupils.

All pupils are assessed by Hamilton Lodge staff either before or immediately after their admittance. The assessments undertaken are: reading, BSL, maths computation, spelling and English language. These assessments form the baseline for on-going annual assessments. Assessment and subject achievement results are collated for all pupils by the SENCO and are presented on a single spreadsheet for each child that shows their achievements each academic year; these sheets are known as Pupil Tracking Sheets. Assessments are made during the summer term to reflect end of year attainment.

Individual Education Plans (IEPs) are written for all pupils termly and are sent home to parents and carers. In school, each pupil's target statements are presented for each class on a single sheet of paper and are distributed to all teaching staff, SALT and key workers. All full IEPs are available to be viewed by members of staff on the Intranet. Form tutors help individual pupils to record their targets in a way that is understandable to the pupil and these are stuck into pupil diaries.

IEP targets are based on each child's objectives as detailed in their statement. Target area priorities are agreed for each twelve months during the Annual Review meeting. They range in number from 1 to 5 and most pupils have 2 or 3. A termly target is written for each of these areas plus, very occasionally, an additional target if a need for one becomes apparent during the year. The targets are written by the SENCO after reviewing the outcomes of previous targets, in collaboration with the SALT and form tutors.

Monitoring of progress towards individual targets is done by the SENCO who collects all IEP folders each half term and collates all observations of improvement onto a single sheet. At the end of each term these records inform the outcomes of the IEPs which are word processed and distributed to parents. Statistics of target achievements and improvements are calculated and disseminated to staff and the Governing Body. These are used to inform possible changes to the IEP procedure which is reviewed annually. LAs are sent a copy of the previous year's completed IEPs in time for the Annual Review meetings in the autumn term. Pupils are involved by discussing their targets and also they are given a hard copy of their targets at the start of the term and then asked to review their own progress towards their IEP targets at the end of each term.

Records of targets given to pupils each term are collated with the outcomes to provide an at-a-glance summary which can be used to inform future target setting and avoid repetition. These are stored on the Intranet enabling all members of staff to access them.

Curriculum delivery

Hamilton Lodge School offers a broad and balanced and relevant curriculum based upon the National Curriculum Programmes of Study, where pupils work at their own individual level in each subject. Pupils take part in National Curriculum Assessments at the end of each Key Stage and in the secondary department pupils can take a range of public examinations including GCSEs and Entry level Certificates. No pupils learn a Modern Foreign language, but Deaf Studies is taught up to year 11 and this incorporates development of their British Sign Language. Most pupils leave Hamilton Lodge having achieved Signature Stage 2 in Sign Language (equivalent to a B in GCSE).

Links with child health services, social services and educational welfare services

We have a qualified nurse on the school staff who is based in a dedicated surgery area within one of the residential houses. All residential pupils are registered with a local doctor who visits the school weekly. We have regular meetings with Deaf Children & Family Services the school there, and several of our pupils are under their care for social and emotional reasons. We have a link with our local CAMHs.

Links with outside agencies

Hamilton Lodge School employs an Educational Psychologist who visits at the school's request to carry out pupil assessments and provide advice on individual pupils. There is also a contract for support from Brighton and Hove's Sensory Support Service and an educational audiologist spends one and a half days a week in school working with the Speech and Language Therapist and class teachers to ensure that individual use of hearing and speech are encouraged where appropriate. We employ a physiotherapist for one afternoon every other week and have links with the local children's hospital for occupational therapy advice for specific pupils. We

have a named student mentor from SENSE who makes regular visits as required to meet with our Ushers pupils, to pass on information and discuss any on-going issues.

The role played by parents/carers

Parents/carers are invited to their child's Annual Review meeting held each autumn term. Part of the purpose of the discussions at these meetings is to explore possible areas of development for the coming year. These targets are then incorporated into the IEPs during the next year. Updated and reviewed IEP targets including strategies and how parents/carers can be involved are sent to parents/carers each term.

There are 2 parent/carers' evenings held each academic year at which parents/carers are invited to hold individual discussions with their child's teachers, care workers, the SENCO, SALT and the Leadership Team. BSL interpreters are available to be used where there are communication difficulties.

Homework is set regularly to pupils at key stages 2, 3 and 4. At key stage 2, homework is set each Friday to be returned to school the next Monday. Homework is provided in dedicated books. At key stages 3 and 4, a homework timetable is sent home at the start of the academic year. Pupils are then encouraged to keep a record of their homework in their diary book. Parents/carers are asked to look at this book and sign it each weekend.

All parents/carers are very welcome to contact and / or visit the school to discuss concerns regarding their child's education. Arrangements are usually made by letter, phone call, minicom, text and e-mail.

Managing the transition of pupils

Hamilton Lodge School has developed good working links with our local Connexions and those of the home areas of our pupils. All pupils have a transition review during year 9. We have a member of staff responsible for student and staff support and their role incorporates co-ordination of college links and work experience. Pupils in years 11 and 12 spend one day per week at a local college undertaking courses that we cannot offer on site. Pupils are supported to explore their post-school options and if necessary staff will accompany them to visit colleges that they are interested in. Pupils in Years 10 and 11 spend one week on work experience and in year 12 they spend one day per week for a term on work experience. All residential pupils follow a structured programme of independence training and are allowed off-site without staff only when it is successfully completed. SPACE (Social, Personal & Citizenship Education) lessons provide opportunities for pupils to learn about the world away from school and to practise coping strategies for different situations.

Evaluating the success of the policy

The successful implementation of all this policy can be taken into account at the time of each child's Annual Review meeting. For the policies to be successful the:

- *pupils should be making progress and their needs are being catered for;*

- *parents and staff should be aware of each pupil's needs and how their individual objectives are being approached;*
- *school reports are clear and concise and show how each pupil is meeting their objectives and highlight areas of concerns;*
- *staff fulfill their roles and responsibilities;*
- *parents/carers are involved in their child's education.*

The success of these policies and the SEN provision is evaluated through:

- *monitoring of classroom practice;*
- *termly and Annual review reports;*
- *data analysis;*
- *school self evaluation;*
- *the school development plan;*
- *feedback from parents, staff and pupils;*
- *the Governing Body*