



LEARNING SUPPORT

CROOKHORN COLLEGE

Who are we?



Mrs Vicci Geddes
SEN Coordinator &
Assistant Headteacher



Mrs Nicky Smith
Assistant SEN
Coordinator



Miss Cheryl Robson
SEN Teacher



Mrs Beth Gallagher
Learning Support
Administrator

TA support at Crookhorn

Department based TAs

| | |
|------------|---------------|
| English | Technology |
| Maths | Creative Arts |
| Science | Languages |
| Humanities | PE |

Specialist TAs

- One Year 7 based TA
- One Year 8 based TA
- One SEMH HLTA
- Small team of specialist SEN and intervention based TAs
- Two Resilience Room Leads
- Two reading coaches
- Two academic mentors

Please note: Students only have TA support allocated to them if they have an EHCP. The amount of support is determined by their need and the amount of hours stated on the EHCP. Students will not have support in all lessons. Whilst in a lesson TAs will also aim to support students at SEN support.

How learning support fits into the school structure



Learning support

Mrs Geddes (Assistant Head)

Mrs Smith

Miss Robson & Mrs Dewis Summers

Mrs Gallagher

TAs

Pastoral and behaviour Support

Mr Lemon (Assistant Head)

Heads of House

Tutors

Mrs Atkins

Support at
Crookhorn

Academic Support

Mr Collins (Deputy Head)

Heads of Subject

Teachers

Tutors

Mental Health Support

Miss Bishop (Assistant Head)

Miss Cromey

Pastoral support assistants

Crookhorn's ethos towards SEN

Here at Crookhorn College we believe that all children are equal and aim for all students to achieve their full potential throughout their secondary education. Our guiding principle is one of inclusion. We want to identify and break down any possible barriers to learning.

We believe:

- All the pupils in our school deserve to be treated equally and all students are entitled to experience success.
- All students deserve equal access to a broad, balanced curriculum which is differentiated by teachers to meet individual needs and abilities.
- Every student is entitled to have his or her particular needs recognised and addressed.
- The views of the student and parents are very important and we take them into account when making decisions about support.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.

Transition from junior school so far

A comprehensive transition programme has been organised by a team of staff during the summer term.

The process involves -:

- An initial visit to the junior schools to collect information about individual students from the class teacher and SENCO

- An afternoon visit to Crookhorn by each student to get a better understanding of the college site

· A specialist transition profile being created for each student who has additional needs and requires support above the usual level provided

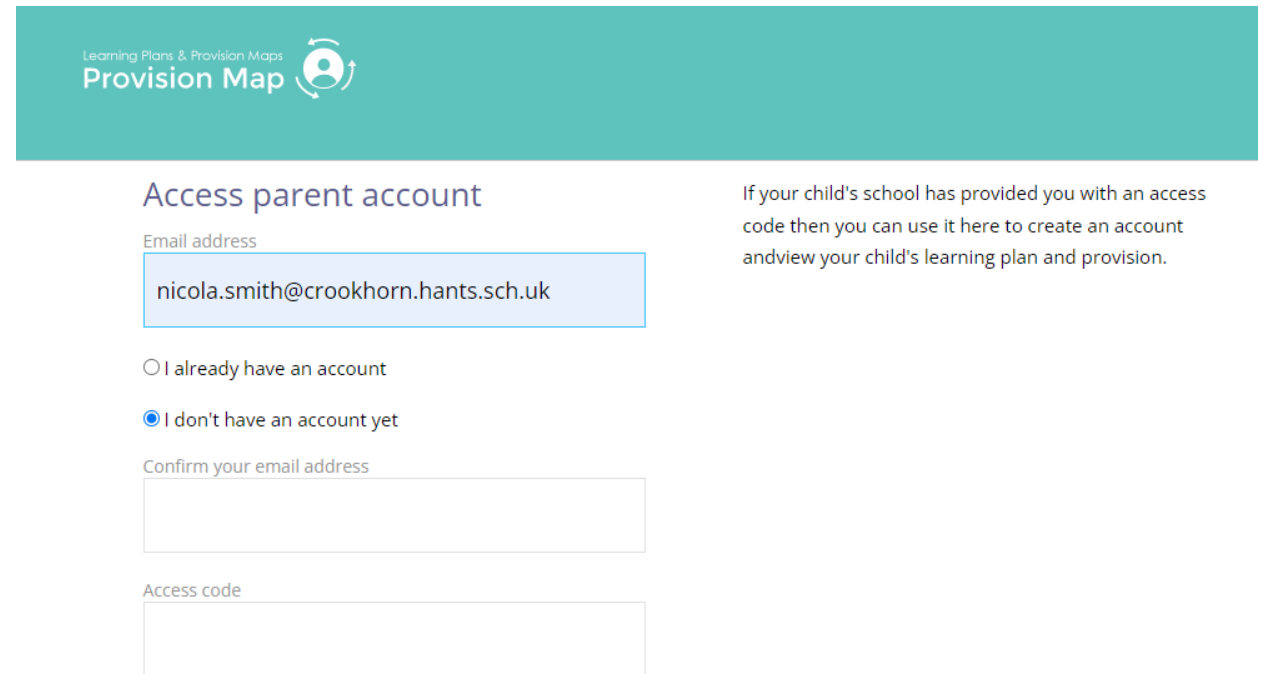
· Some students being invited up to the college prior to starting in September to receive a tour of the college and to meet the Learning Support team

· Parents being able to meet with or telephone the SENCO to discuss any concerns that they may have prior to their child starting at Crookhorn



What to expect in September

1. The specialist transition profiles which have been drawn up will be shared with teachers. Key students will be discussed with staff on the INSET day in September.
2. You will receive a letter home informing you that your son/daughter has been added to the register and what their identified needs are.
3. You will be invited to join set up a login for Edukey where you will be able to view your son/daughter's SEN profile and suggested strategies for teachers. You will also be able to add comments.



The screenshot shows the 'Provision Map' parent account creation interface. At the top, there is a teal header with the text 'Learning Plans & Provision Maps' and the 'Provision Map' logo. Below the header, the main heading is 'Access parent account'. There are three input fields: 'Email address' (containing 'nicola.smith@crookhorn.hants.sch.uk'), 'Confirm your email address' (empty), and 'Access code' (empty). Below the email address field, there are two radio button options: 'I already have an account' (unselected) and 'I don't have an account yet' (selected). To the right of the form, there is a note: 'If your child's school has provided you with an access code then you can use it here to create an account and view your child's learning plan and provision.'

Autumn testing



All students will sit Cognitive Abilities Tests (CATs) , reading tests and spelling tests in the autumn term (usually October).



Data will be used to understand each student's areas of strengths and need and will also be used to identify students who require additional interventions and support. Most interventions will not start for year 7 until after the first half term/term as we need to give them time to settle and get into their new routine.

| Date | Test |
|---------------------------------|--------------------------------------|
| w/c 16 th September | Progress tests for English and maths |
| End of September/ Early October | Reading tests |
| w/c 7 th October | Spelling tests |
| w/c 7 th October | Cognitive Abilities tests |

How will my child be supported?



On
going
support
is
provided
through:

Quality first teaching

Student profiles detailing needs and strategies

Screening and assessments

Intervention

Liaison with teachers

Liaison with Heads of House

Learning support audits

Student Profiles



Each student on the SEN register has a student profile. These are updated twice a year; January and July.



Every student will have a meeting with a TA in January and July to update their profile with information that they feel is important. Year 7s will meet with a TA early in the Autumn term to add their views to their plan.



We would encourage you to get in contact via Edukey if there is something on the profile that you wish to change, add or delete.

Student profiles

Photo

SEN student plan for [redacted]

Stage: E

Date of birth [redacted] Tutor group [redacted] Year group [redacted] House [redacted]

Teacher: Mrs Bethan Gallagher Start date: 5/2/2024 Review date: 2/9/2024 Plan number: 4

SEN needs:

- Moderate Learning Difficulty (MLD)
- Social, Emotional and Mental Health (SEMH)

Gifted & talented: N First language: English Free school meals: Y Medical needs: N In care: N
Ethnic background: Pupil Premium: Y EAL: N Attendance: 68.2% Armed forces: N Attendance -
Legal: N Behaviour - ABC / LLD: N SGO: N Reduced TT: Y Resilience room access: N PSSP: Y
Alternative TT: N Young carer: N Family Support Services: N CP Plan: N IARF: N SWDP: N
Pastoral Support: Y CIN plan: N Risk Assessment: Y PLAC: N



Data

Reading age: 8 years 9 months (Oct 2022) Spelling age: 9 years 10 months (Oct 2022)

CATs data

| Verbal | Quantitative | Non-Verbal | Spatial |
|--------|--------------|------------|---------|
| 86 | 89 | 97 | 80 |

Key SEN information

Summary of Needs: [redacted] is a sociable pupil who will engage happily with staff and peers when his self-esteem is more buoyant. He responds well to praise and he is willing to give things a go when he is in the right frame of mind.

Support Systems

Resources

Blue coloured overlay
Blue coloured exercise books

Teaching Strategies

1. Seat [redacted] near the front, away from distractions.
2. Provide concrete resources where possible.

Student Comments

What do you find hard/difficult when you are in

Details your child's needs, key data and gives background information

Identifies strategies and resources needed for teachers to support your child in lessons

Fidget toy
Laptop

3. Chunk learning into smaller sections and start with a simple task to build confidence.
4. Give clear targets for what he needs to achieve

lessons?
I find it hard sitting still for long periods of time.

Morning club



Run by TAs from 8:15am-8:45am daily



Students can be collected from reception at 8:15am or can make their own way.

A small group to help students settle into school in the morning.



An opportunity to chat with peers, play games and have a bagel!

LUNCH TIME CLUB

A place for students to go, who might struggle being 'out and about' in the crowd during unstructured time.

Students are supported by TAs during this time and are able to eat their lunch, play games and chat with their friends or read.



Study club

- TA support to complete independent learning.
- Runs after school on a Monday, Wednesday, Thursday from 3:10-4:00pm.
- Access to computers and specialist homework booklets for students on alternative homework pathways.



In class support



Students with an EHCP have access to shared in class support from a subject specific TA.

Support is shared with other students with EHCPs.

The TA provides help and advice when completing work.

We aim to encourage independence where possible- TAs do not sit with students 1:1 across a whole lesson.

Interventions

We will allocate interventions according to need.

We would aim to run one intervention at a time.

Your child is not likely to be on constant intervention as we need to give time between interventions to allow skills to embed.

Morning Interventions

Run during tutor time, either once or twice a week

Reading, maths, spelling
Handwriting, Touch typing
Narrative/SLCN groups
Run in termly blocks

ELSA/Counselling

During lessons
Bespoke to the student
2 ELSAs/1 Counsellor

Reading intervention

During lessons, Once a week
Run by one of our reading coaches
Designed to boost students to their chronological reading age.

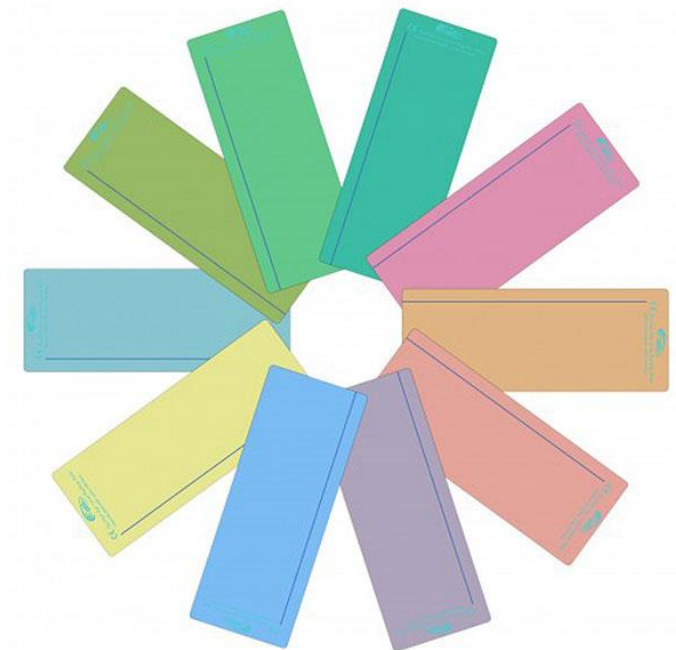
Academic mentoring

Run for both English and maths
Designed to boost skills to support these subjects
During lessons, Once a week
Run in termly blocks

Coloured books/overlays

Students who have visual stress are offered coloured books and overlays to assist them in lessons.

Students can be screened for dyslexic traits and trial using coloured books/overlays.



Who do I contact about.....

Teachers and tutors can be contacted via the messaging system on Its Learning.



Concerns about behaviour/behaviour incidents- Tutor/HOH



Mental health- Its Learning support page/Tutor



Friendship concerns- tutor/HOH



After school clubs- Tutor



Concerns about homework- individual subject teacher/Head of subject



Concerns about learning needs and interventions- SENCO

For more information...

The SENCO can be contacted by:

- Telephone - 02392 251120 ext 262/336
- Email -
vicci.geddes@crookhorn.hants.sch.uk
nicola.smith@crookhorn.hants.sch.uk
- Via Provision Map

Appointments can also be made at each of the four parents evening or

Please allow 48 hours for response.

Urgent emails concerns need to be made via reception/Admin.



ANY QUESTIONS?

