LEARNING SUPPORT

CROOKHORN COLLEGE

Who are we?



Mrs Vicci Geddes
SENCO &
Assistant Headteacher



Mr Nathan Bartlett
Resource Provision
Manager



Mrs Beth Gallaugher
Learning Support
Administrator



Miss Sarah Woods
EHCP Coordinator



Miss Cherly Robson
SEN Teacher



Mrs Amy Dewis-Summers
SEN Teacher

TA support at Crookhorn

Department based TAs

English	**Technology**
Maths	**Creative Arts**
Science	**Languages**
Humanities	**PE**

Specialist TAs

- Seven Year 7 TAs
- One Year 8 based TA
- One SEMH HLTA
- Small team of specialist SEN and intervention-based TAs
- Resilience Room Lead
- Two reading coaches
- One EAL TA.

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 number 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

Support at Crookhorn

Learning support

Mrs Geddes (Assistant Head)

Miss Robson & Mrs Dewis Summers

Mrs Gallaugher and Mrs Woods

HLTAs andTAs

Pastoral and behaviour Support

Mr Lemon (Assistant Head)

Heads of House

Tutors

Mrs Atkins

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

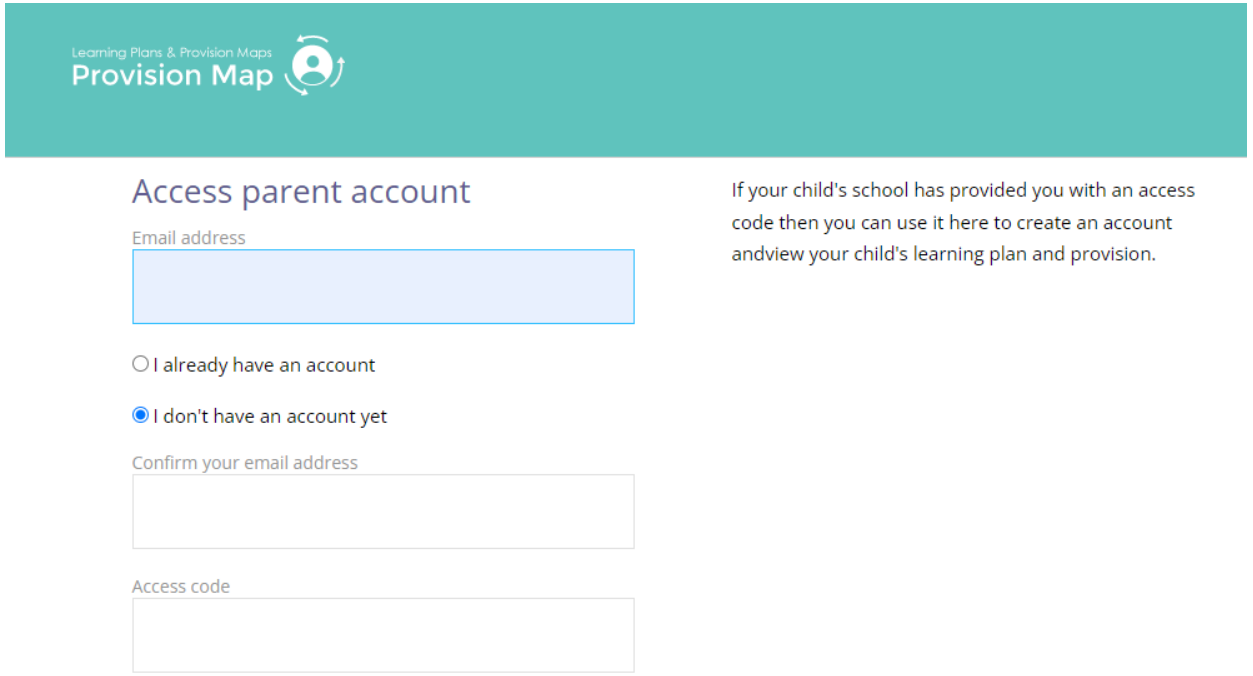
· A specialist transition profile being created for each student who has additional needs and requires support above the usual level provided

· 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.



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
End of September/ Early October	Reading tests
End of September/ Early October	Spelling tests
End of September/ Early October	Cognitive Abilities tests

* Please note, these dates are currently in draft and could change.

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 live documents and are updated as and when there are significant changes e.g. a new diagnosis. They can also be updated as part of a parents evening meeting.

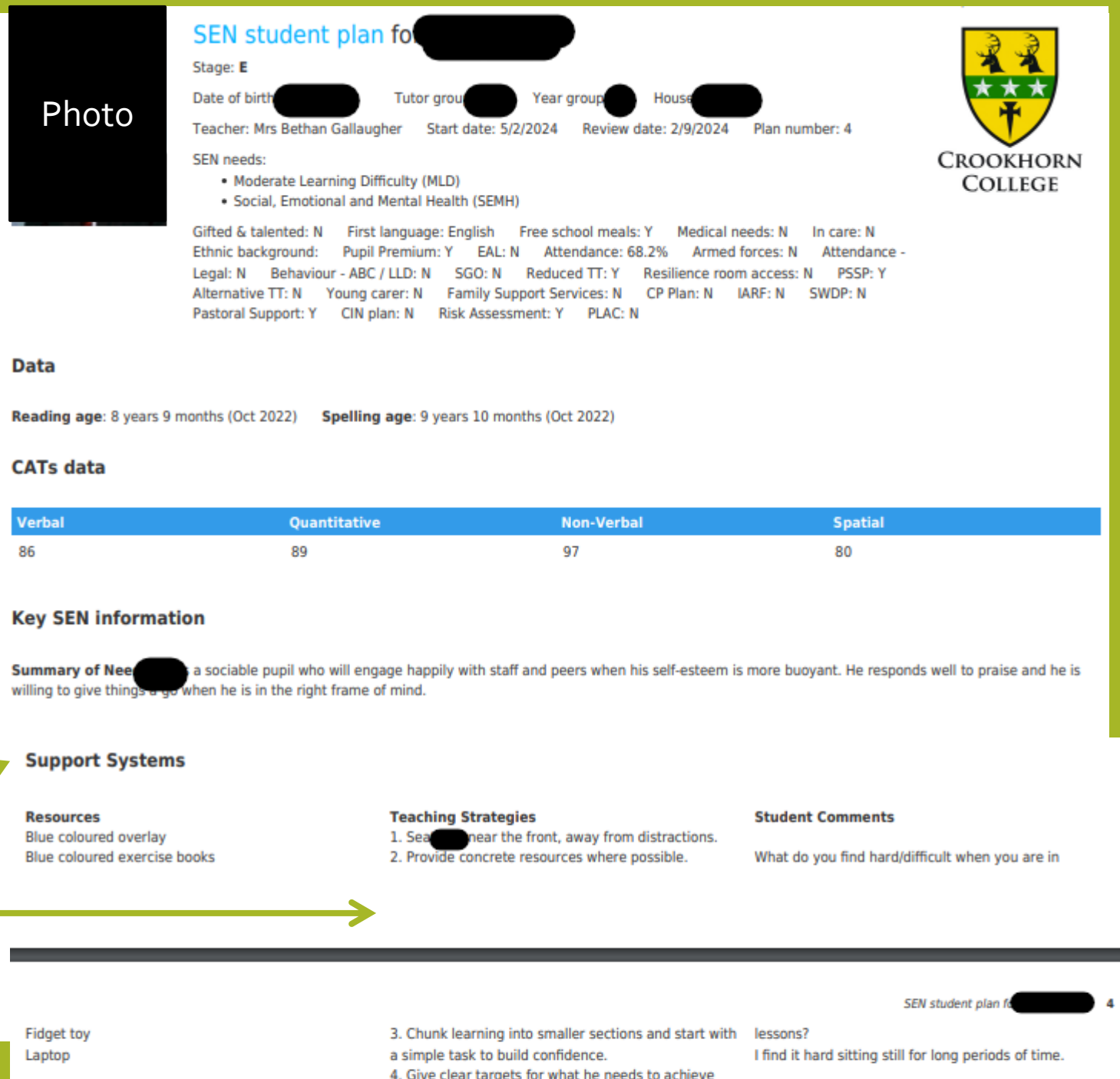
Every student will have a meeting with a TA in the Spring to update their profile with information that they feel is important. Year 7s will meet with a TA early in the Autumn term to add their views to their plan.

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

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

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



Photo

SEN student plan fo[redacted]

Stage: **E**

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

Teacher: Mrs Bethan Gallaugher 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

CROOKHORN COLLEGE

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 Nee[redacted] 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	Teaching Strategies	Student Comments
Blue coloured overlay	1. Sea[redacted]near the front, away from distractions.	What do you find hard/difficult when you are in
Blue coloured exercise books	2. Provide concrete resources where possible.	
Fidget toy	3. Chunk learning into smaller sections and start with a simple task to build confidence.	lessons?
Laptop		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!

BREAK AND LUNCH TIME CLUBS

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.



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.

You 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

Reading intervention

During lessons, Once a week

Run by one of our reading coaches

Designed to boost students to their chronological reading age.

ELSA/Counselling

During lessons

Bespoke to the student

2 ELSAs/1 Counsellor

Academic mentoring

Run for English

Designed to boost core English skills .

During lessons, once a week.

Run in termly blocks

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
- Email

senco@crookhorn.hants.sch.uk

vicci.geddes@crookhorn.hants.sch.uk

nathan.bartlett@crookhorn.hants.sch.uk

cheryl.robson@crookhorn.hants.sch.uk

- Via Provision Map

Appointments can also be made at each of the four Parents' Evenings.

Please allow 48 hours for response.

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

ANY QUESTIONS?

