



CROOKHORN COLLEGE

What support do we offer?

At Crookhorn College we believe in providing a holistic level of support for students on the SEN register and work closely across all areas of the college to ensure the support they are provided with helps them in all aspects of college life. This is all organised to ensure students are making progress and succeeding in their education.

All students on the SEN register have a 'student profile' which is shared with their teachers. This includes a summary of the needs of each student and provides teaching strategies which can be used to help them in the lesson. It also summarises interventions that students have undertaken and the progress made on these. The student profile allows teachers to offer discreet and timely support to students and tailor their lessons to the needs of all members of their class.

The progress of all students on the SEN register is also monitored each half term and students who are not making progress are consequently selected for an intervention to help boost them in the area they are struggling with.

Keeping contact and working in partnership with you, as parents, is central to what we do. You will be sent regular newsletters which will keep you informed about any developments in learning support, recent activities and upcoming events. Student Profiles and intervention information is also regularly sent home so that you can continue to support your child.

At Crookhorn we believe:

- All the pupils in our school deserve to be treated equally
- All students deserve equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- The aims of education for students with difficulties are the same as those for all students
- It is the responsibility of all teachers to identify and meet the SEN pupils. In this they can draw on the resources of the whole school
- Every student is entitled to have his or her particular needs recognised and addressed
- All students are entitled to success
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning
- The views of the student and parents are important and we take them into account when making decision about support



Exam support

When students are in year 10 and 11 they are eligible to be tested for support in their GCSE examinations. Data from KS3, reading tests and Cognitive Ability Tests (CATs) is analysed and students who meet the Joint Council for Qualifications (JCQ) criteria are subsequently tested to establish the best support for them. The support which is offered includes a reader, 25% extra time and a scribe. All students are assessed on an individual basis and support is tailored to their individual needs. Should you have any questions about the support your child would be eligible for please do not hesitate to contact Mrs Hope at the college.

Learning together evenings

At Crookhorn, we believe that collaboration with parents is immensely important and as such we invest much time in involving parents in their child's education. Each term you will be sent a letter inviting you to attend one of our 'learning together evenings'. The aim of these evenings is to give parents the skills to continue the support at home which is being provided by the learning support department. The sessions cover a range of different areas each term, such as paired reading with your child; strategies for improving spelling; improving handwriting and effective narrative. Parents are able to sign up for one evening each term. Parents who have attended these evenings have commented on how beneficial they are for helping them to support their child at home with a range of skills. These evenings also provide parents with an opportunity to have an informal chat with the SENCO, and learning support assistants.

Interventions

At Crookhorn College we are proud to offer a wide range of interventions which all have the aim of improving student's skills in an area which they may be struggling with. From half-termly data tracking we identify students who are not making sufficient progress and select them for a support programme tailored to their needs. Below is a short explanation of each of the interventions we offer.

Paired Reading: Paired reading raises confidence and boosts skills that impact on other aspects of college life. It is also an effective way of integrating new students into lessons. It is recommended that a student does paired reading for fifteen to twenty minutes 3-4 times a week, for a period of four to six weeks. It is a systematic but simple approach which is designed to build confidence and subsequently improve a student's reading age.

AcelleRead AcelleWrite: This is a talking computer programme which students can work on to boost their reading and phonic skills. It is carried out on a 1:1 basis with an LSA in short 15-20 minute sessions, three times a week, for approximately 4-6 weeks. Using the talking word processor students gradually work their way through carefully structured sentences, first reading then typing from memory, after which they will hear their typed words over headphones. It is proven to boost children's' progress and confidence.



CROOKHORN COLLEGE

Handwriting: Handwriting tuition is given by an LSA and takes place in small groups of 2 to 3 students. Students learn how to use their fine motor skills to shape letters correctly and progress towards joined writing using the cursive style. Students complete handwriting for 30 minutes twice a week.

Nurture Group: Nurture groups are aimed at children whose emotional, social or behavioural needs cannot be met in a mainstream class alone. We enable the children to express their feelings in a safe environment; this means we teach social skills, appropriate behaviour and understanding empathy. We also include basic level maths and literacy. The group learn to take turns whilst playing games and take responsibility for their environment. A trip is run in the summer term to celebrate the successes of the year.

Speech and language support: The speech and language 1:1 and group sessions have been established alongside the specialist teacher advisors for SLCN. Vocabulary support aims to develop students' vocabulary and provide them with strategies for remembering new language. Narrative support aims to develop students' abilities to recount a story, give and follow instructions or write an extended answer in an exam situation.

Typing group: The typing club is a web-based programme which is run by a learning support assistant to help students with their touch-typing skills. This consists of a number of different levels which students work through at their own pace. This runs once a week for an hour.

Parental communication

We fundamentally believe that working in partnership with parents and sharing information is essential to a child's success. As such, we provide a number of opportunities to communicate with parents throughout the academic year.

SPR: Appointments can be made with the SENCO on SPR day to assess their progress, plan support and review the success of interventions. At each SPR a priority is given to different year groups and at this stage a letter will be sent home to parents to invite them in for the SPR day.

Student Profiles: Each student has a profile which details their summary of need, strategies for teachers and interventions which they have completed. The interventions table will detail start and finish dates; start and finish scores as well as targets and progress made on these targets. These will be sent home to parents twice a year in January and July.

Recent newsletter: Each term we send home, via parentmail, a 'learning support newsletter' to keep parents updated with any recent developments, recent activities and upcoming events. Furthermore, you will be able to see the achievement and success of pupils each term and share in our celebration.

Learning Together Evenings: These are held for parents and students to come into the college and take part in different skills based activities such as spelling, reading, or numeracy.



CROOKHORN COLLEGE

Transition

A comprehensive transition programme is organised by a team of staff during the summer term to ensure that students will get the right level of support on joining Crookhorn.

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 for all students to Crookhorn to help them get to know the site and some of the staff involved in the transition process.
- 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

Learning Support Staff

Within the learning support department there are a number of staff who take on various roles and contribute to the support of children on the special educational needs register. An outline of staff are listed below:

Mrs Natalie Hope – Special Educational Needs Co-ordinator: Natalie is responsible for ensuring that support is provided for all students on the learning support register. Natalie undertakes the transition work for students in year 6 who will be joining Crookhorn to make sure that the necessary arrangements are in place for them.

Mrs Nicola Smith- Assistant Special Educational Needs Co-ordinator: Nicola is responsible for supporting Natalie Hope in the running of the learning support department. She runs the annual reviews for some of the students with EHCPs and assists with organising provision for students with additional needs.

Mrs Mandy Lewis – Special Educational Needs Administrator: Mandy is responsible for all of the administration within the learning support department including updating student's files; parental correspondence and updating records and students' data.



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Learning Support Assistants Team

The Learning Support Assistants are trained not only to provide in class support but to also deliver interventions which are tailored to the specific needs of each child.

Ms Deborah Azzi
Mrs Julie Bell
Mrs Leanne Bonner
Miss Amy Colwell
Mrs Julie-Ann Davies
Miss Daysie Ede
Mr Jack Fisher
Miss Kerrie Hallam
Mrs Jenny Hamblin
Mrs Charlotte McBride
Mr Alfie McCaw
Miss Niamh Oldham
Miss Lily Potts
Mrs Catherine Tose
Mrs Helen Wishart