

# **Crookhorn College Special Educational Needs (Information) Regulations**

## **Clause 65**

### **Crookhorn College Mission Statement**

Crookhorn College stands for four core principles: Respect, Commitment, Responsibility and Achievement. These are known collectively as our Cornerstones and underpin every aspect of life at the College. Learning at Crookhorn is dynamic, exciting and focused, and opportunities for personal development flourish.

As a College, our ambition is for students to achieve levels of success which surpass their expectations. As a community, we aim that no child ever feels 'lonely' in the classroom, fearful of learning or afraid of making a mistake. Our aspiration is for them to be the future leaders in their chosen field and it's my passion to facilitate this journey; the learning journey itself becomes the passion of the student.

We nurture creativity together with sound moral values, and self-awareness with self-esteem which, coupled with our academic yet balanced curriculum, this enables us to grow confident young individuals who are ready to meet the challenges and enjoy the opportunities that life presents to them as the 'next generation'

### **1. The kinds of special educational needs for which provision is made at the school.**

Crookhorn College is a comprehensive, inclusive mainstream school which will consider for entry all students, regardless on special educational need. All teachers at the school are teachers of students with special educational needs. Through collaborative working all staff at Crookhorn are committed to supporting the progress of all students, regardless of need.

### **2. How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs.**

At Crookhorn College students are identified as having SEN through a variety of means. This process begins with transition meetings which are held with all feeder junior schools, in the Spring and Summer term, before students start in year 7. Information about new Year 7 students is collected and, if necessary, transition profiles are drawn up for each student with SEN. On entry all students are assessed and the data from these tests is then analysed by the SENCo and class teachers to identify any potential areas of need. Students may then be added to the SEN register in line with the Hampshire County Council guidance for SEN. The assessments taken by students on entry include:

- Cognitive Ability Tests (CATs)
- Reading and spelling tests (on entry)
- Baseline assessments (each subject)

Ongoing identification is also completed as each term data is analysed in all subject areas. Teachers can then refer students to the SENCo if they have any concerns. Following a referral, assessments may be undertaken and you and your child will be informed if there are concerns. Alongside this a yearly SEN audit is also conducted where the SENCo analyses English, maths reading, spelling and CATs data for all students in the college. If a student has not made expected progress in these areas investigations will be completed and, if necessary, the student may be added to the learning support register.

Ongoing assessments are also completed throughout your child's time at the college. These include:

- Reading tests each summer (all year groups)
- CAT tests- years 7 & 9
- Spelling tests- years 7 & 9

Additional information may also be collated through the following means:

- Feedback from classroom teachers
- Referrals from outside agencies
- Parents
- Observations
- Access for exams testing (Yrs. 10 & 11)
- Dyslexia Screening Tests
- ELSA screening
- Liaison with outside agencies e.g. Educational Psychologists, Speech and Language Therapists, Specialist teacher advisors.

Should you believe your child has special educational needs you should contact the SENCo (details in section 7b) who will be able to undertake investigations and appropriate assessments to see if they meet local and national SEN criteria.

### **3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans.**

#### **3a) How does the school evaluate the effectiveness of its provision for pupils with SEN?**

All interventions and support offered to students is regularly monitored and evaluated by the SENCo. Adjustments are then made accordingly. Effectiveness of provision for pupils with SEN is evaluated in the following ways:

- Observations of teachers and LSAs
- Pre and post intervention testing and analysis of the data collected
- Learning Support progress reviews
- Analysis of student progress data

#### **3b) How will you and I know how my child is doing?**

There are a variety of ways in which you can find out how your child is doing. These include:

##### **School reports**

School reports are published for all students 4-5 times per academic year dependent on the year group. These are made available to you via our Its Learning app. From these reports you can see how much progress your child is making and if you are concerned can contact your child's teachers.

##### **Parents evenings/Student progress review (SPR) days**

There are six opportunities throughout the year for you to meet your child's teachers. These include four parents evenings and two student progress review days. At these meetings you can discuss your child's progress and any concerns which you may have with their teacher or tutor. If you still have concerns, you can contact the SENCo (see section 7b) or book an appointment via the online booking system at the next parents evening. Your concerns will then be discussed and if necessary additional support may be put in place. You can also discuss concerns with your child's head of house.

## **Student Profiles**

All students with SEN will have a student profile which outlines any Special Educational Needs a student may have and strategies to support them in class. Student profiles are regularly reviewed and every child is interviewed at least once a year to update the content. You are also invited to attend a review on one of the SPR days. Updated student profiles are sent home to parents in January and July of each year.

## **TPAs & EHCPs**

If a student has complex SEN identified at transition they may have a TPA (Transition Partnership Agreement). This involves a meeting with both the SENCos of your son/daughters junior school and prospective secondary school. The aim of this meeting is to establish the support your son/daughter needs and put a plan in place for when they start in September. These are reviewed in the autumn term once your child has settled into school.

Students with a higher level of need may be entitled to an EHCP (Education Health and Care Plan). Ongoing and extensive support from both the school and outside agencies needs to have been undertaken before this can be considered. Parents can apply for an EHCP themselves or this can be done by the school if they feel the support they are providing is not meeting your child's needs. Students with an EHCP have a formal review each academic year. You and any agencies involved with your son/daughter will be invited to this meeting to discuss progress and the provision which is in place.

### **3c) How will the school staff support my child?**

For each student at Crookhorn there are various of tiers of support. These include:

- Tutor
- Class teachers
- Student Support Manager
- SENCo
- Assistant SENCo
- Head of House/subject
- Senior Management Team
- Welfare assistant
- Pastoral assistant

If you have concerns about your child you should initially speak to the class teacher, Head of House or SENCO. Your concerns can then be discussed and a decision about support will be made on a case by case basis, dependent on the need of the student.

### **3d) How will the curriculum be matched to my child's/young person's needs?**

All pupils identified as having SEN are treated equally and given access to an appropriate curriculum. All teachers are teachers of students with special educational needs and are responsible for the progress they make. Students are taught in mixed ability groups for English, humanities, languages, science and creative arts. Maths is set according to ability. At KS4 students are given an options interview to help them identify suitable GCSE subjects. All students take their options in year 8 and complete one accelerated course where they take one exam at the end of year 10. All other GCSE examinations are taken at the end of year 11.

Within lessons it is the teacher's responsibility to differentiate learning. Strategies to support students identified with SEN are included on their student profile. Should a student be identified after entry as requiring additional support

they will be assessed and their data will be analysed. If it is then felt necessary, they will be added to the SEN register. Following this a student profile is drawn up and information is communicated to relevant parties.

### **3e) How is the decision made about the type and how much support my child will receive?**

#### **In class support**

Students with EHCPs are supported in class according to the requirements of the EHCP. If a student does not have an EHCP in class support is not routinely offered, however, this can be considered in exceptional cases if deemed necessary. Most support is provided through 1:1 or small group interventions where students will be withdrawn from non-core lessons for the period of the intervention.

#### **Interventions**

At Crookhorn we have additional interventions which can be used to support students. These include the Nurture Group, speech and language groups, numeracy groups, ELSA support, Accelerated/Write and paired reading. Additional interventions are offered depending on the need of the student. Students are identified for interventions according to; the assessments discussed in section 2; the progress they have made; recommendations by teachers/LSAs and concerns raised by parents. For additional information about the interventions offered please see the Learning Support section of the website.

#### **Access arrangements (exam support)**

When a student reaches year 9 their data is analysed by the SENCo and if necessary they are assessed for extra support in their GCSE examinations. You will receive a letter asking for permission for your child to be assessed should the data indicate they need additional support in exams. Examples of support are; a reader; extra time; use of a word processor and a scribe. Assessments are completed by the SENCo and the support a student can have is dependent on the scores they receive in these tests alongside a history of need.

### **3f) What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?**

#### **Activities outside the classroom including school trips.**

Crookhorn College offers a wide variety of trips and extra-curricular activities for students. We aim to support all students to enable them to attend trips, visits and take part in extra activities where possible. A risk assessment will be completed for each trip and the needs of individual students are considered as part of this process. A decision will then be reached by the SENCo, in collaboration with parents and class teachers, to decide whether or not it is possible for the student to attend. The safety and well-being of all concerned has to be considered as part of this process.

### **3g) Support that is available for improving the emotional and social development of pupils with SEN. What support will there be for my child's overall well-being?**

Crookhorn is committed to supporting all aspects of a child's well-being and offers a variety of interventions to assist with this. These include; Nurture Group; ELSA; sex and relationships groups and counselling. The college also has Student Welfare Captains who are part of the house team and assist students with concerns they may have.

Crookhorn has a dedicated welfare assistant who will provide support to students and administer medicines. Students who require specific medicines to be kept locally either for short term, e.g. antibiotics, or long term, e.g. inhaler, leave these medicines in the care of the welfare assistant who makes them available as necessary in accordance with prescribed frequencies as communicated by parents/carers. A record of all students attending the medical room is maintained. Students who need to attend the medical room for medicines or in the event of an injury

or illness may attend during break/lunchtimes or in exceptional cases are released from lessons via a note from the teacher. In the event that a student is unable to reach the medical room a first aid trained member of staff attends them at their location.

Students identified with social, emotional and mental health needs are given a student profile and in some cases a risk assessment is also undertaken. Held centrally, these documents communicate their individual needs to their class teachers including strategies for supporting them in lessons. A dedicated pastoral team, comprising of both teaching and non-teaching staff, work with students who have these specific needs. Provision includes both formal, e.g. emotional literacy counselling, and informal, e.g. low level disruption programme, interventions designed to tackle poor behaviour before it escalates. A tiered approach to addressing poor attendance is applied in accordance with the school's attendance policy and Hampshire County Council guidelines.

The student body at Crookhorn College is structured in four houses, each with nine tutor groups of mixed ages. Known as vertical tutor groups this pastoral approach offers a network of support to all students and breaks down year group barriers. Year 7s, on entry, are assigned a mentor from within their tutor who will help them find their feet for as long as is required during their first year. Mentors are deliberately matched to incoming students to offer the most appropriate level of support. SEND students can act as mentors to younger students as they can offer a wealth of reassurance in the experiences and support they have received themselves.

A student council, comprising of representatives for each key stage from each tutor group, meets on a termly basis to discuss student issues and needs. Although not specific to SEND students these roles are open to any student who wishes to represent their tutor group.

#### **4. The name and contact details of the SEN Co-ordinator.**

Mrs Natalie Hope  
SENCo  
[natalie.hope@crookhorn.hants.sch.uk](mailto:natalie.hope@crookhorn.hants.sch.uk)  
Tel 023 9225 1120 ext 262

Mrs Nicola Smith  
Assistant SENCo  
[nicola.smith@crookhorn.hants.sch.uk](mailto:nicola.smith@crookhorn.hants.sch.uk)  
Tel 02392 251120 ext 262

#### **5. What specialist services and expertise are available at or accessed by the school? What training have the staff supporting SEND had or what training are they having?**

Staff at Crookhorn are highly trained and have a wide range of qualifications to enable them to support students. The SENCo and Assistant SENCo have passed the National Award for SENCos. They are supported by a team of experienced LSAs who also have expertise in a range of areas including speech and language, literacy, numeracy, visual impairment, hearing impairment and autism. We also have a qualified counsellor and ELSA to support students with emotional needs.

For students with English as an Additional Language (EAL) we have a dedicated LSA who has undertaken training about how to support bilingual/multilingual students.

At the start of each academic year teaching and support staff are introduced to the needs of the new year students via their transition profiles. At this time individual needs are identified and compared with existing experience of staff. In the event that these needs are new to Crookhorn the SENCo will arrange the necessary training for all staff that will be supporting the student.

Alongside the staff that work in school we have a network of outside agencies to support students. These include; teacher advisors for hearing impairment, visual impairment, speech and language and physical disability; educational psychologists; social services; a school nurse and Child and Adolescent Mental Health Services (CAMHS).

## **6. How accessible is the school both indoors and outdoors?**

Each year the accessibility of the site is reviewed in line with the needs of the existing and new students. We have experience of working with students with both physical disabilities and visual impairment.

Accessible facilities include – disabled parking bays, disabled toilet and accessible showers.

## **7. How are parents involved in the school? How can I get involved? Who can I contact for further information?**

Over the academic year there are a range of opportunities for parents to formally meet with staff to discuss the progress of their child. These include four cross year parents evenings; a Year 7 Meet the Tutor evening; two Student Progress Review (SPR) days, as well as Learning Together Evenings which are organised by Learning Support.

Prior to joining Crookhorn year 6 parents are invited to attend transition evenings in preparation for their child joining in the September. One of these evenings is dedicated to parents of students with SEN. In addition, parents are not limited to these formal occasions but can contact subject teachers, Heads of House, the Senior Management Team and the SENCo by phone, in writing or arrange a meeting to discuss any part of their child's experience at Crookhorn.

## **8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

All students with SEN have a student profile, drawn up from their transition profile and a conversation with a member of the learning support department. These are sent to parents in the February after your son/daughter starts at Crookhorn. Irrespective of the year in which they join the SEN register, prior to the issue of version one of the student profile, it is discussed with the student to allow them to contribute to the suggested teaching strategies and to advise them of its content.

All students with an EHCP have an annual review to which the student, relevant external professionals, parents and key internal personnel are invited to discuss achievements since the last review and set new targets. The student is encouraged to contribute actively in this review.

## **9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

If you have any concerns regarding your child, they should be directed to the following people:

Complaints or concerns relating to the learning support provision should be directed to the SENCo. Concerns relating to a specific subject should be directed to the Head of Subject. Concerns about the well-being of a student should be directed to the Head of House. Your concerns will be listened to and treated respectfully. All parties will involve other staff, and if relevant external professionals, as necessary to address any concerns raised.

Complaints about the support provided can be made by telephone, in writing or in person. A summary of the complaints procedure can be found in the college's prospectus, available either as a hard copy or on the website, [www.crookhorn.hants.sch.uk](http://www.crookhorn.hants.sch.uk)

**10. How the governing body involves other bodies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

Within Crookhorn we have a range of qualified staff to support students. This includes:

- Learning Support Assistants
- Teachers
- A college counsellor/student welfare manager

Crookhorn also works alongside a wide range of external agencies to ensure all pupils are fully supported. These are listed in section 5. Should you feel it is necessary for your child to be referred to one of these agencies please contact the SENCo and they will advise you about the procedures for this and the role you will play in this process.

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

For new students joining Crookhorn part way through the academic year or after year 7, contact should be made initially with Mr James Collins, The Deputy Head. The SENCo, as listed in section 4, should be contacted in the event of any query relating to the provision of learning support both for existing and potential new students.

Support for parents of students with SEN is provided by Hampshire SENDIASS and Hampshire Parent/Carer Network. Details about the support they provide and how to contact them can be found on their websites:

Hampshire SENDIASS- <https://www.hampshiresendiass.co.uk/>

Hampshire Parent/Carer Network- <http://www.hpcn.org.uk/>

Please refer to section 10 for information regarding external agencies.

Please refer to section 9 regarding complaints.

Refer to section 13 for the location of the Local Authority's Local Offer.

**12. How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?**

During the year 6 to year 7 transition process all feeder primary schools are visited by a member of the transition team. Liaising with year 6 teachers and the primary school's SENCo/Inclusion Manager, information about SEN or EV (emotionally vulnerable) students is collected. This is entered into a transition profile which is then reviewed by the Crookhorn SENCo to identify and include suitable secondary teaching strategies in preparation for their first student profile. Transition profiles are then communicated to all teaching staff in preparation for the student's arrival in the autumn term. The first student profile is finalised after the first term when an individual chat is had with each student to determine the support they need. The teaching strategies are reviewed at this time and the student profile is issued to all teachers, at which point it supersedes the transition profile.

During year 11 the SENCo liaises closely with the Hampshire careers advisor about arrangements which will need to be made for certain students with SEN. If necessary support plans can be drawn up and passed to the relevant colleges so they are aware of how to support a student from entry. The colleges will also use the information received from college applications and interviews to contact us, as necessary, for more information about support which has been provided during KS3 and KS4. It is therefore the responsibility of the student/parent to include details of any support they have received at Crookhorn on their application to college.

### **13. Information on where the local authority's offer is published.**

Hampshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities (SEND).

This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families. For further information about the Hampshire Local Offer please visit <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>