



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 plan' which is shared with their teachers via Class Charts. 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 regularly and students may be selected for an intervention to help boost them in the area they are struggling with. Interventions are offered in the morning at the start of the school day as well as during school hours.

Keeping contact and working in partnership with you, as parents, is central to what we do. You will be sent a log in for Provision Map, where you can view your child's SEN plan and comment on this. You will also be offered opportunities to meet with the SENCO or Assistant SENCO at Parents Evenings and SPR day.

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 years 9, 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 Masson at the college.

Interventions

At Crookhorn College we are proud to offer some interventions focussing on different areas. These are delivered in the morning before school and during tutor time, between 8.30 -9.05am. They have the aim of improving student's skills in an area that they may be struggling with, for example, reading, maths and handwriting. From our data tracking we identify students who are not making sufficient progress and select them for an appropriate support programme. Below is a short explanation of each of the interventions we offer.

Handwriting: Handwriting tuition is given by a Learning Support Assistant (LSA) and takes place in small groups of 8-10 students. Students learn how to use their fine motor skills to shape letters correctly and progress towards joined writing using the cursive style.

Touch Typing group: The typing club is a web-based programme which is run by an LSA to help students with their touch-typing skills. This consists of several different levels which students work through at their own pace.

Rapid Reading: Students complete a web-based programme called Rapid Reading. Students are allocated books according to their reading age which they work through. There are 5 different levels of books, and the programme additionally focusses on comprehension questions, analysis and inference. Students are supported by an LSA during this session, although they are able to work independently through the programme.

Maths Groups: Students work in a small group of between 5-10 to focus on basic maths skills, such as addition, subtraction, multiplication and division. The aim is to embed these skills to ensure that they are automatic. These sessions are run by an LSA.

Nurture Group: During the College day we offer Nurture support for a small group of year 7s. 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.



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 several 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 Plans: Each student has a plan which details their summary of need, strategies for teachers and interventions which they have completed. These will be updated twice a year in January and July and will be available to parents via a log in through Provision Map, which you will be sent via Parentmail.

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:

Miss Vicci Masson – Special Educational Needs Co-ordinator

Mrs Nicola Smith- Assistant Special Educational Needs Co-ordinator

Mrs Bethan Pope – Special Educational Needs Administrator

Learning Support Structure

At Crookhorn, we believe that students make the best progress, and their needs are best met with the input and support of the subject teachers and specialist subject LSAs. We have the equivalent of 19 full-time Learning Support Assistants who work across subject areas, specific to their skills set. This enables them to work collaboratively with the teacher to plan in support for students with SEN.

Each Head of Subject works alongside the SENCO and Assistant SENCO to effectively deploy Learning Support Assistants to lessons where there are a high number of students who require specialist additional support. We also believe that it is important to encourage students to become independent and this system harnesses this with students being supported by a 'light touch' approach. Classroom teachers and LSAs use the SEN plans to put support in place within the classroom to enable students to make good progress.