



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



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 and their area of expertise 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 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.

Learning Support Assistants:

Mrs Julie-Ann Bird: Julie-Ann supports students in lessons with their class work. She also delivers a paired reading programme with students to improve their fluency, accuracy and comprehension skills. Finally, she runs a typing club to support students with touch typing.

Miss Jessica Guest: Jessica works alongside Ella Harding to support the running of the nurture group programme. Jessica also provides in class support for students and paired reading.

Miss Kerrie Hallam: Kerrie primarily works with students to support them with their numeracy skills and supports students both in class and through withdrawal. She runs a 1:1 programme called catch up numeracy. In addition, she works with students in small numeracy groups looking at basic numeracy skills such as multiplication and division.

Mrs Jenny Hamblin: Jenny runs a programme for students called Accelerated Accelewrite which focuses on reading and spelling skills. Jenny also works with individual students to deliver a literacy intervention called catch up literacy. She additionally supports students with English as an additional language (EAL).

Ella Harding: Ella works alongside Jessica Guest to support the running of the nurture group programme. Ella also provides in class support for students and paired reading.

Genevieve Kimber: Genevieve works to support a variety of students in class. She also delivers a catch up literacy intervention to students to improve their reading skills. Additionally, Genevieve runs a small handwriting group to assist students with handwriting skills.

Johan McNeily-Milton: Johan works to support a variety of students in class. She supports students with paired reading to improve their fluency, accuracy and comprehension skills and, additionally, works with students on a 1:1 basis improving their speech and language skills.



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Mrs Felecia Miceli-Hyde: Felecia works to support a variety of students in class. She also delivers a paired reading programme with students to improve their fluency, accuracy and comprehension skills. Felecia additionally delivers the catch up programme to help improve reading skills as well as the toe by toe intervention.

Vikki Miles: Vikki works to support a variety of students in class. She also delivers a paired reading programme with students to improve their fluency, accuracy and comprehension skills. Vikki additionally works with some students on a 1:1 basis.

Julia Mudie: Julia work with individual students to deliver a variety of literacy interventions. This includes toe by toe, catch up literacy and paired reading. She also delivers the speech and language groups to assist students with their acquisition of language and also develop their narrative skills. Furthermore, she works in lessons with students to aid and support them.

Lisa Rossie: Lisa works to support a variety of students in class. Lisa also delivers 1:1 support to students with weak numeracy. Finally, she runs a group to support students with social skills.

Julie Terzza: Julie supports students in lessons with their class work. She also delivers a paired reading programme with students to improve their fluency, accuracy and comprehension skills. Julie additionally delivers the catch up programme to help improve reading skills and a 1:1 literacy programme

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.

Catch up literacy: Catch up literacy is a structured one-to-one intervention for learners who find reading difficult. It addresses all aspects of the reading process: word recognition and language comprehension. The intervention is delivered via 15 minute individual teaching sessions, delivered twice a week. Learners in Years 7 – 10 who received Catch Up for an average period of 8.3 months made average Reading Age gains of 16.7 months (a mean ratio gain of 2.01).



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Catch up numeracy: Catch up numeracy is a structured one-to-one intervention for learners who struggle with numeracy. It addresses the core components of numeracy: including counting, number comparison, tens and units, ordinal numbers, word problems, estimation, remembered facts and derived facts. The intervention is delivered via 15 minute individual teaching sessions, delivered twice a week.



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.





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Toe by Toe: Toe by Toe is delivered by an LSA on a 1:1 basis for 20 minutes 5 times a week. It is a highly structured programme which focuses on phonics to enable struggling readers. Progress of the student is measured throughout the programme.

Speech and language group – Vocabulary: The speech and language vocabulary group has been established alongside the specialist teacher advisors for SLCN. This group aims to develop students' vocabulary and provide them with strategies for remembering new language. The group is run once a week for one hour. There is a KS3 and KS4 group.

Speech and language group – Narrative: The speech and language narrative group follows on from the vocabulary group. This aims to develop students' abilities to recount a story, give and follow instructions or write an extended answer in an exam situation. The group is run once a week for one hour. There is a KS3 and KS4 group.



Typing club: 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.

'Peers Helping Peers' (PhP) group: This group aims to support students with dealing with a number of social situations, such as anger management, organisational skills and concentration. This runs once a week for an hour.





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Morning Club: Morning Club is open on Monday - Friday mornings from 08:15 till 08:45 and is staffed by LSAs. It is a facility open to invited students who may need to access extra help with their homework. Students can also do their own research on computers or take part in educational games aimed at improving their literacy and/or numeracy. In addition, students can read quietly in a soft seated area with their own supply of books.

We also offer a lunchtime homework club which runs Tuesday - Friday 12.45pm-1.15pm.

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 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: During the Autumn and Spring terms a Learning Together evening is held for parents and students to come into the college and take part in different skills based activities such as spelling, reading, or numeracy.

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.



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- 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
- A learning support information evening in the summer term giving you an opportunity to meet with the SENCOs to be informed of the support provided and raise any concerns or queries