

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

## **Clause 65**

### **Crookhorn College Mission Statement**

Crookhorn is an exciting place to learn and here at the college we combine a 21st century learning environment with the timeless traditional values embodied in our Four Cornerstones: Commitment, Responsibility, Respect and Achievement.

Our motto is Enterprise and Learning because personal endeavour underpins life at our college. Every student is encouraged and motivated to achieve their potential, developing skills and aptitudes so that they can live a productive and fulfilling life.

Our college is not just about examination results, which are very good, but also about developing the individual, instilling community values and providing opportunities for each student to grow as a person. At the heart of Crookhorn is our House system with its emphasis on working together and developing healthy interests and attitudes. All the key elements that will help each person grow and develop into a responsible adult.

### **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 of 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 Special Educational Needs (SEN) through a variety of ways. This process begins with transition meetings which are held with all feeder junior schools, in the 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 SENCOs 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 collected and 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 SENCOs analyse English and maths 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- year 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 (Yr 10 & 11)
- Dyslexia Screening Tests
- ELSA screening
- Counsellor referrals
- 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 SENCOs. 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 3 to 4 times per academic year dependent on the year group. These can be accessed via the My Child at School website or the Learning Platform. 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 eight opportunities throughout the year for you to meet your child's teachers. These include five parents evenings and three 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. You will also be invited to a meeting with the SENCO once per academic year where you can discuss the support being provided and progress on learning support interventions. Appointments can also be made with the SENCO at parent's evenings. 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 SEN students will have a Student Profile which outlines any Special Educational Needs they may have, strategies to support them in class, information about the interventions they are completing and targets they have been set on these programmes. A meeting to review these is held between your son/daughter and an LSA once a year. Additional amendments are also made after an intervention or if new information is received by the school. You are also invited in to one of the SPR days each year to discuss the support your son/daughter has been receiving and any changes you would like to make to the profile.

## **IPAs/EHCPs**

If a student has complex SEN they may have an IPA (Inclusion Partnership Agreement) or EHCP (Education, Health and Care Plan). This means a formal review will take place 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 a variety of tiers of support. These include:

- Tutor
- Class teachers
- Welfare manager
- SENCO
- Head of House/faculty
- Senior Management Team
- Welfare Assistant
- Matron

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 students 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 in year 7 are set in English, maths, languages and humanities across the whole year group. Science, technology and PE are set across two halves of the year group. There is the opportunity for students who enter significantly below national average to receive an additional period of English and maths each week. A similar model will continue for the remainder of KS3. At KS4 students are split into two pathways. In the main pathway students complete GCSEs in the core subjects (English, English literature, maths, science and RE) and also choose three additional subjects. In the second pathway students study the core subjects (as detailed above) but only choose two additional subjects and follow supplementary support programmes in English, maths and IT.

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 statements of educational need/EHCPs are supported in class according to the requirements of the plan. If a student does not have a statement/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 are withdrawn from non-core lessons for the period of the intervention.

## **Interventions**

At Crookhorn we have a wide variety of additional interventions which can be used to support students. These include the Nurture Group, speech and language groups, numeracy groups, ELSA support, Catch Up Literacy and Numeracy, Accelerated/Write and paired reading. Additional interventions are also 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 10 their data is analysed by the SENCO and if necessary they are assessed for extra support in their GCSE examinations. Examples of support are; a reader; extra time; use of a word processor and a scribe. Assessments are completed by an external assessor 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; social skills groups; 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 matron role based in a medical room setting to offer advice 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 matron 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 injury or illness may attend during break/lunchtimes or are released from lessons via a note from the teacher. In the event that a student is unable to reach the medical room matron attends them at their location.

Students identified with behavioural needs are given a student profile. This communicates 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 eight 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.**

##### **Years 7-8**

Mrs Natalie Hope

SENCo

[natalie.hope@crookhorn.hants.sch.uk](mailto:natalie.hope@crookhorn.hants.sch.uk)

Tel 023 9225 1120 ext 262

##### **Years 9-11**

Mrs Nicola Smith

SENCo

[nicola.smith@crookhorn.hants.sch.uk](mailto:nicola.smith@crookhorn.hants.sch.uk)

Tel 023 9225 1120 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. Both SENCOs are qualified teachers and 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 can provide support and guidance along with Hampshire Ethnic Minority Achievement Service (HEMAS)

At the start of each academic year teaching and support staff are introduced to the SEN needs of the new year 7s 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 five cross year parents evenings; a Year 7 Meet the Tutor evening; three Student Progress Review (SPR) days, focus group Family Learning Evenings 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 SENCOs 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 towards the end of November of year 7. 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. They are also invited to attend a meeting with an LSA once a year to update their profile and can attend an appointment with the SENCO on one of the three SPR days each academic year.

All students with an EHCP/statement of educational need 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 Faculty. 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
- Matron

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 Chris King, Assistant 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 also provided by the Hampshire County Council Parent partnership service and Hampshire Parent/Carer Network. Details about the support they provide and how to contact them can be found on their websites:

Parent Partnership Service- <http://www3.hants.gov.uk/parentpartnership>

Hampshire Parent/Carer Network- [http://www.hpcn.org.uk/en/Home\\_Page](http://www.hpcn.org.uk/en/Home_Page)

Please refer to section 10 for information regarding external agencies.

Please also 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 in the autumn term. The teaching strategies are again reviewed at this time before it is issued to all teachers, at which point the student profile supercedes 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. Meetings are also held between the SENCO and main colleges which students from the school attend. 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 the responsibility of the student/parent to include details of any support they have received at Crookhorn on their application to college.

Students who have a statement of educational need will have a transfer review to see if they are eligible for an EHCP. Following the review all paperwork is sent to Hampshire who will consider whether the student needs an EHCP and make the necessary a school careers advisor will assist them in choosing a suitable course/career for the future.

## **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 will 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 [http://www.hantslocaloffer.info/en/Main\\_Page](http://www.hantslocaloffer.info/en/Main_Page)