**Our School at a glance…**

* Co-educational Day School
* 10-17 years
* Garstang Road, Cockerham Lancaster, Lancashire LA2 0HA 01524 792 618
* reception@crookheyhallschool.co.uk

**How does the school know when a young person needs extra help?**

Crookhey Hall is an Acorn Education & Care Independent day special school for students between the ages of 10-17 years. The staff at Crookhey Hall School have a proven track record of successfully meeting a wide range of Social, Emotional and Mental Health needs. We are experienced in recognising and working with a wide range of additional challenges students face, including Autism, Asperger’s, speech language and communication difficulties, dyslexia, dyspraxia, ADHD, PDA and SpLD. The school prides itself on being able to offer an appropriate curriculum for students ranging in ability from those with Moderate Learning difficulties to those who are gifted and talented.

Academic progress is measured against external criteria- NC Levels, GCSE or City and Guilds requirements-and against their Statement objectives. Progress is monitored by all staff and accurate record-keeping is managed by the Head Teacher and the Head of Learning and Assessment. When a student is not making the expected progress, staff devise strategies, in agreement with the student, to improve his/her performance.

The school informs parents and carers of each student’s progress; this happens at regular intervals, at points of transition and to meet special needs. Parents/Carers can call the school at any time to discuss their concerns.

**How will the school staff support my young person?**

All students at Crookhey Hall have an Education Health Care Plan. This document outlines students’ needs and recommends suitable provision, resources, and approaches. The Education Health Care Plan objectives are sub-divided into smaller, more precise, targets in the students’ Individual Learning Plan. Targets are set and progress is reviewed half-termly.

Teachers use an online data recording and assessment programme which is overseen by the Head of Teaching and Learning. This information is then used to plan teaching and learning for each student.

At Crookhey Hall School we work closely with other professionals to ensure that the needs identified on the EHCP are met. As well as referring students to outside agencies when necessary, the school retains the services of an Educational Psychologist and a Speech and Language Therapist. The school issues a termly progress report to parents and carers. This includes a survey, which give us a chance to gather parents’ opinions and, then, to identify areas which need to be explained and failings which need to be addressed.

Students make good progress at Crookhey Hall and gain a wide range of qualifications. They leave school with GCSEs alongside a range of vocational qualifications. Working for, and gaining, the latter has made the transition to college and employment a great success in recent years.

**How will the curriculum be matched to my young person’s needs?**

All students at Crookhey Hall have access to a broad and balanced curriculum. All students leave with a portfolio of qualifications which includes GCSEs, Functional Skills, Entry Level Certificates and vocational qualifications. All groups are small in number never more than eight to a class. All lessons are delivered by a pair of staff members. Lessons, and activities within lessons, are differentiated to maximize individual progress. All students have individual subject targets which are reviewed termly. The target- setting process begins as soon as a student joins the school. This creates the targets, enables us to show progress and to intervene when it does not occur.

In Years 10 and 11, pupils have the benefit of onsite vocational education in Construction, Horticulture, Catering, and Mechanics.

**How will both you and I know how my young person is doing and how will you help me to support my young person’s needs?**

All students at Crookhey Hall have an Education, Health Care Plan. This document outlines the needs of the student and recommends the provision; resources and multi-agency involvement required if those needs are to be met. The Education Health Care Plan objectives are broken down into measurable academic and social targets. All staff know student’s targets and all planning and assessment is directed towards helping students achieve them.

Towards the end of Year 11 parents and carers will receive an update which forecasts their young person’s expected grades and qualifications. We send each parent or carer a progress report at the end of each term. The rest of the year we will set out targets, the other two will show progress, or lack of it, towards achieving those targets.

Comprehensive Annual Reviews take place, to which carers and representatives of the Local Authority are invited.

**What support will there be for my young person’s overall well-being?**

We are committed to multi-agency working to ensure that each student’s needs are met. Our work with other agencies is frequent, sustained and responsive to student and family needs.

Professionals from other agencies, such as Speech and Language Therapy; Occupational Therapy, CAMHS, Social and Health Care, support the work of the school throughout the year. These agencies work with us to support students, to devise strategies and to offer training and advice.

Each student has his own Keyworker, a member of staff who will help him to overcome any barriers to learning. The keyworker also acts as a mentor and guide to the students for whom he is responsible.

Matters of particular concern to our students are addressed openly in PSHE sessions; these are offered to all year groups.

The school has a strong tradition of success in sport and outdoor education. All students are offered an extensive program of sport and outdoor activities. We have a fully- equipped Gym and grounds which include a five-a-side football pitch and a full sized pitch. We encourage pupils to participate in a structured fitness programme which tracks physiological developments and allows students to set their own targets.

**What specialist services and expertise are available at or accessed by the school?**

All staff undertake specialist training and development. Many of them have, in addition to their teaching, or other principal qualification, further qualifications which enhance their ability to perform effectively.

**In school we have dedicated time from the following professionals:**

* Speech and Language Therapists
* CAMHS Nurse
* An Educational Psychologist
* School Nurse
* Social Workers
* YOT Workers

**What training are the staff supporting children and young people with SEND had or are having?**

All staff receive training in the implementation of effective. Teachers attend courses run by AQA and other exam safeguarding procedures boards; these focus on teaching and assessment strategies

All staff are trained in the use of MAPA methods for the physical management of students.

**How will my young person be included in the activities outside the classroom including school trips?**

All pupils are taken each week for a full day of Outdoor Education. These activities present opportunities for our students to develop independence, communication and self-management skills, and to promote self-esteem. All visits and other o -site activities are risk-assessed to ensure that they are productive and can be matched to individual needs.

As the vocational education program has expanded, the use of work experience placements has declined. Where they are undertaken, they are subject to a rigorous health and safety screening.

**How accessible is the school environment?**

The school is housed in a 19th Century building with no wheelchair access above the ground floor. Most lessons currently take place on the upper floors. Where parents/carers do not have English as their first language appropriate support will be sought from the LA.

**How will the school prepare and support my young person to join the school, transfer to college or the next stage of education and life?**

At Crookhey Hall we work closely with your Local Authority to ensure that each young person is offered provision that can meet their needs. We will arrange a convenient time, transport where necessary, for you and your family to visit the school and speak with our team. You will have an opportunity to look around the school, so that you can experience for yourself our relaxed atmosphere.

Parents and carers can if they desire, speak with other parents/carers whose children attend the school to ask questions about the ‘’wrap around service’’ and the educational provision we provide.

Places are then decided at a LA panel comprising of Head, Educational Psychologists and Local Authority Officers.

We work closely with parents and carers, children and their previous schools throughout the transition stage to create bespoke transitional packages that meet individual need.

Careers education and transition planning is a significant part of the annual review process from Year 9 onwards. Students are advised by the school’s own careers/ transition specialist and also by their Connexions adviser. Appointments are arranged for interviews and taster sessions at all the local colleges and at independent training providers.

Students are taken to open evenings and, if necessary, accompanied at interview. Transition plans are created for each student. This strategy, along with the highly- vocational Key Stage 4 Curriculum has ensured that most post-school college placements are now a success. Students have always made the transition to college; now they stay and complete the course.

**How are the school’s resources allocated and matched to young people’s special educational needs?**

The school’s resources allow small group teaching, a considerable degree of individual differentiation and the maintenance of a high quality teaching environment. The Horticulture program exemplifies the school’s commitment to professional standards of vocational education. The school and Acorn Education and Care, its parent company, have developed links with leading national companies and designers. The high staffing ratios in areas such as The Nurture Suite also show our willingness to invest in the development of talent and the pursuit of excellence.

**How is the decision made about what type and how much support my child will receive?**

The student’s Education Health Care Plan identities the level of support needed. This is agreed through discussion between the school and the local authority.

We plan provision to achieve objectives outlined in Education Health Care Plan for each individual pupil.

**How are parents involved in the school? How can I be involved?**

We communicate regularly and frequently with parents and carers to achieve the best outcomes for students. This communication begins with the initial interview and then the post-interview home visit. Individual termly reports are sent to parents and carers. Carers and representatives of the Local Authority attend transition reviews and annual reviews.

As well as the formal schedule there is a steady exchange of information between school and home, we call to discuss matters of concern and to celebrate achievement and parents are encouraged to inform us of any events within the family that may influence a student’s work or behaviour.

**Who can I contact for further information?**

Please contact our Assistant director, James Joyce at:

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