

Year 7 PIE

September 2022

Danyel Dunkley – Deputy Headteacher Pastoral

Susanna Hegarty – Associate Curriculum Deputy
Headteacher

Kate Heywood - SENCO

Agenda

- Introduction to Colomendy
- Doddle and PLC
- Office 365
- Targets
- Curriculum Model / Class Groups
- Assessment and Reporting
- Parent Portal
- Curriculum Overviews
- Menus
- PTFA
- Inclusion

Residential 2023

Year 7 Trip Options					
	Per child				
Colomendy	280				
	300				
	280	Lowest			
	305	Max with water sports and Zip Wire			
PGL Newby Wiske Hall	335				
PGL Caythorpe Court	355				
Borettan Park	323.5				

Inspiring Learning Outcomes

We strongly believe that learning is most effective when it's fun! We can tailor your programme to meet your objectives for your group around ten learning outcomes.



Teamwork

Developing the ability to work constructively as a team member.



Communication

Enhancing speaking and listening skills, plus non-verbal communication.



Resilience

Finding positive opportunities for learning through exposure to failures or setbacks.



Leading and supporting

Thriving in both roles through reflection, communication and building positive relationships.



Challenge and risk

Understanding the challenges and consequences of controlled and healthy risk-taking.

Inspiring Learning Outcomes

We strongly believe that learning is most effective when it's fun! We can tailor your programme to meet your objectives for your group around ten learning outcomes.



Environmental awareness

Understanding how the human footprint affects the environment, both locally and globally.



Self-confidence

Finding personal strengths, identifying opportunities for reflection, and boosting group engagement.



Motivation

Inspiring learners in a supportive setting to be the best that they can be.



Learning a skill

Exploring how individuals learn through the inspiring development of practical skills.



Problem solving

Learning is applied in layers through continued cycles of plan, do, review.

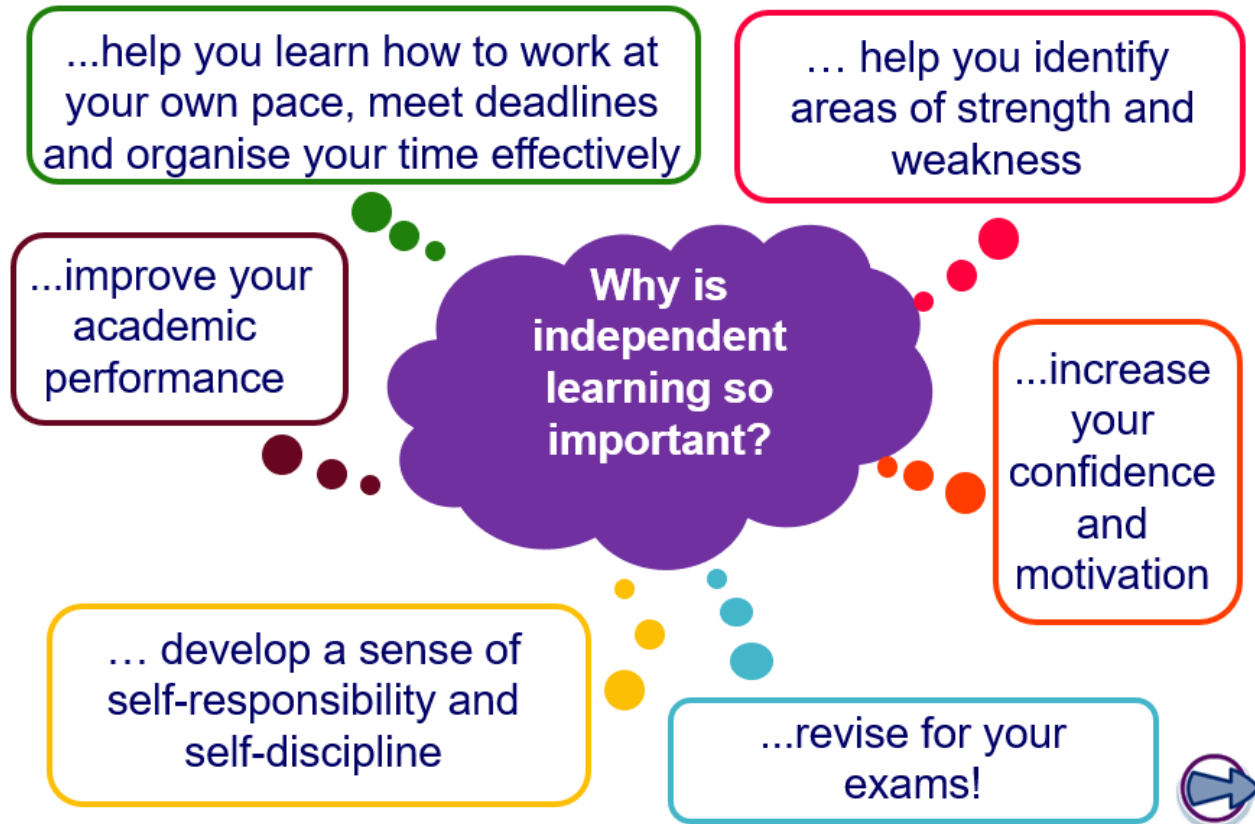
What next:

- I will confirm the overall cost and dates (w/c 10th July) - a letter will be sent out
- We offer you the opportunity to pay in instalments either via cash/cheques to the finance office or by direct payment to your child's parent pay account.
- A payment plan can be discussed in confidence with the finance team, and all questions regarding pupil premium funding for the trip should be directed to the finance team

Doddle

How is it going?

DODDLE and independent learning:



DODDLE and independent learning:

...help you learn how to work at your own pace, meet deadlines and organise your time effectively

... help you identify areas of strength and weakness

...improve your academic performance

Why is independent learning so important?

...increase your confidence and motivation

... develop a sense of self-responsibility and self-discipline

...revise for your exams!



DODDLE Parent :

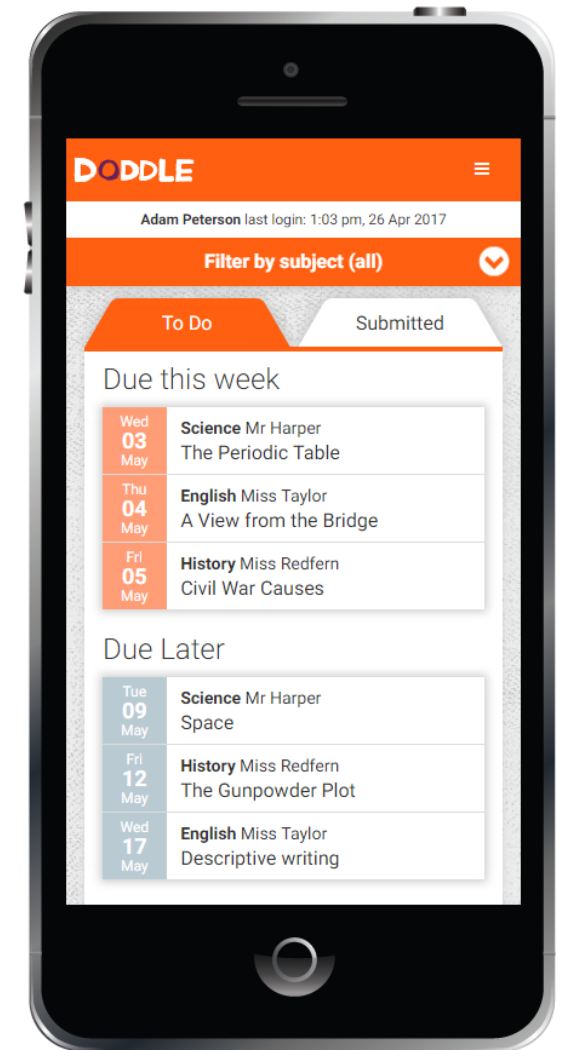
Empowering parents with up-to-date assessment and homework information

- ✓ Instantly see what homework your child has been set
- ✓ View the resources they have to do
- ✓ Support your child's learning at home
- ✓ See how well your child is doing in individual subjects
- ✓ Information on-the-go on your mobile
- ✓ Identify strong and weak points



What is Doddle Parent?

1. Accessible from any computer, laptop, smartphone (**DODDLE APP**) or tablet
2. Keep up to date with your child's assessment and homework information
3. Help focus revision
4. Encourage independent learning



Homework: What will you see?

The image displays three overlapping screenshots of the DODDLE app interface, illustrating the homework management system.

Left Screenshot: Homework Overview
 - Header: DODDLE, Adam Peterson last login: 10:16 am, 30 Mar 2017, Switch to Progress.
 - Section: To Do
 - Due this week:
 - Thu 30 Mar: History Mr Harper The Blitz Spirit
 - Thu 30 Mar: Science Miss Taylor Anaerobic respiration
 - Fri 31 Mar: Science Mr Harper Stopping Distances
 - Due Later:
 - Thu 06 Apr: History Mr Harper The Weimar Republic
 - Fri 07 Apr: Science Miss Taylor Acids and metals

Middle Screenshot: Homework Details
 - Header: DODDLE, Adam Peterson last login: 10:16 am, 30 Mar 2017, Switch to Progress.
 - Subject: Science Mr Harper
 - Title: Stopping Distances
 - Start: 29 Mar 2017
 - Due: 31 Mar 2017
 - Comments for students: Aim for at least 80% in the quiz, then answer Q4 in your textbooks (page 93).
 - Resources:
 - Stopping Distance Presentation
 - Stopping distances mini quiz (marked with a green checkmark)

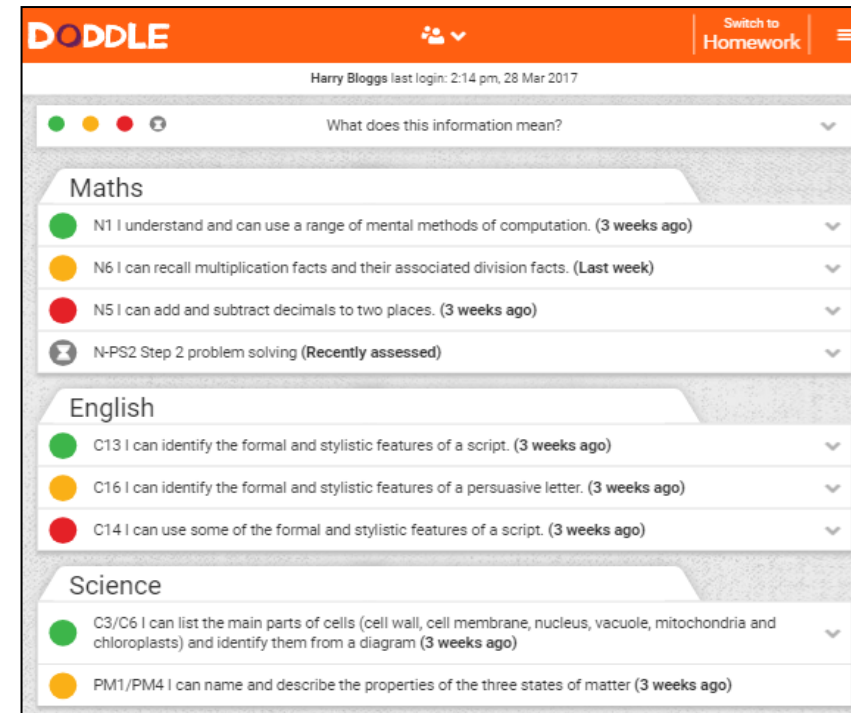
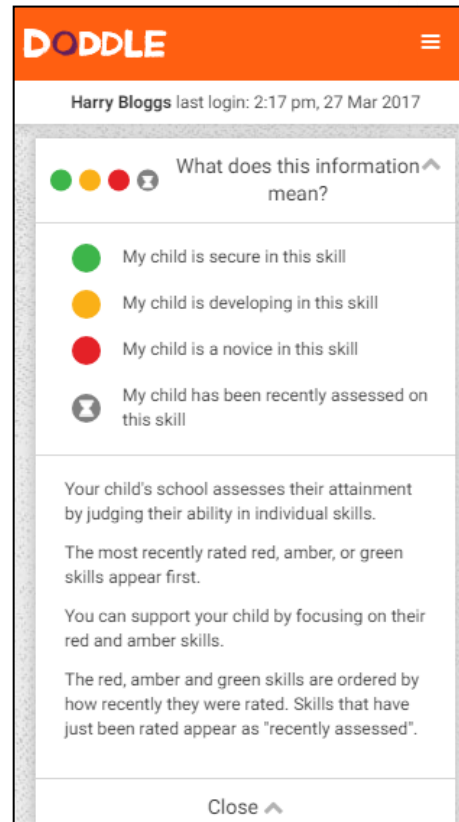
Right Screenshot: Submitted Homework
 - Header: DODDLE, Adam Peterson last login: 10:16 am, 30 Mar 2017, Filter by subject (all).
 - Section: Submitted
 - List of submitted homework:
 - Wed 29 Mar: Science Mr Harper Periodic Table Homework
 - Wed 29 Mar: Science Mr Harper Stars
 - Wed 29 Mar: Science Mr Harper Environmental Change
 - Wed 29 Mar: History Mr Harper Germany and WWI
 - Wed 22 Mar: History Mr Harper Opposition to Nazism
 - Wed 22 Mar: French Mr Harper French vocab tests
 - Thu 16 Mar: Science Mr Harper Stopping distances

Overlaid Screenshot: Stopping Distances Mini Quiz
 - Title: Stopping distances mini quiz
 - Question 1 of 9: definition
 - Match each variable on the top with the correct definition on the bottom by drawing a line between the two.
 - Variables (top): reaction time, braking distance, thinking distance
 - Definitions (bottom):
 - the distance travelled during the reaction time
 - the time between seeing a hazard and applying the brakes
 - the distance travelled between the brakes being applied and the vehicle coming to rest
 - Navigation: < back next >

- You can see all details of the homework your child has been set
- You can view resources and even take quizzes yourself (don't worry – answering questions won't affect your child's score!)
- You can see all homework they have submitted, including their quiz scores

Progress: What will you see?

- Track your child's progress in every subject over time
- Help them turn their red and amber scores to green
- Identify strong and weak points
- Know how your child is doing at all times



Independent Learners

In Browse, you'll find:



Presentations – in-depth introductions to whatever you're studying.



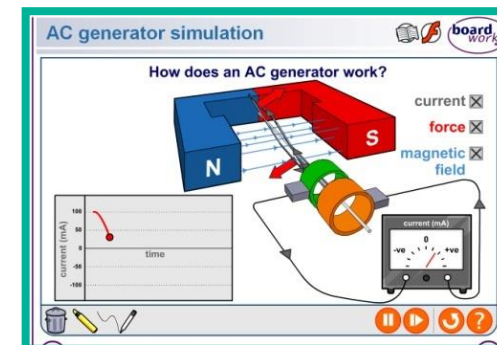
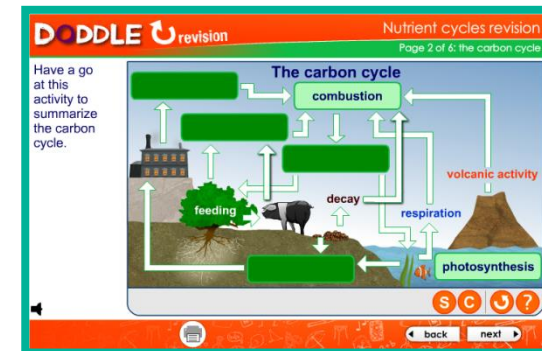
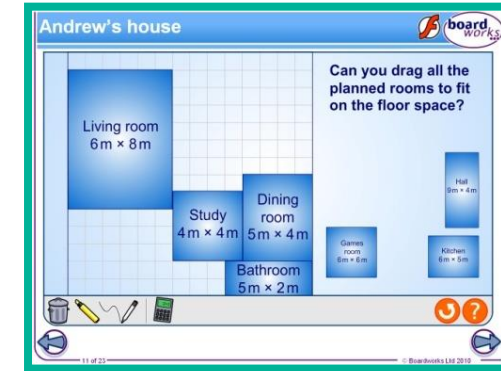
Worksheets – use these during exam preparation to vary your revision.



Revision – quickly recap a topic when you're revising for exams.



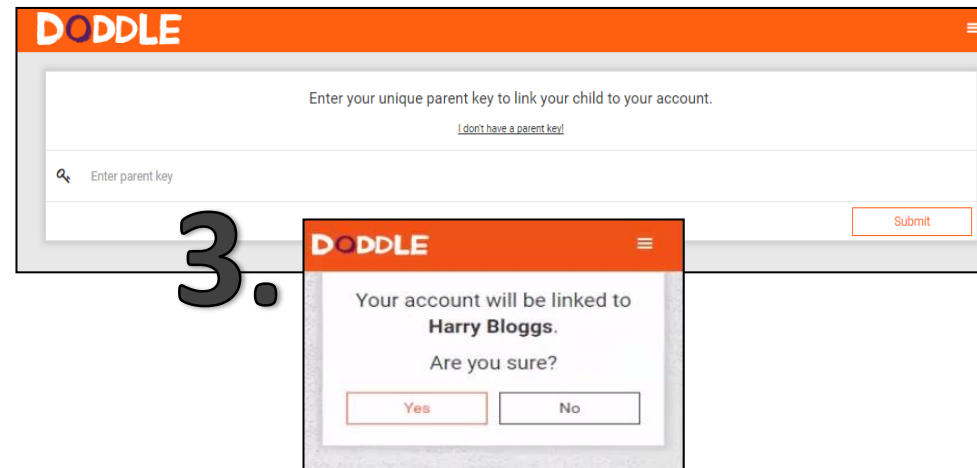
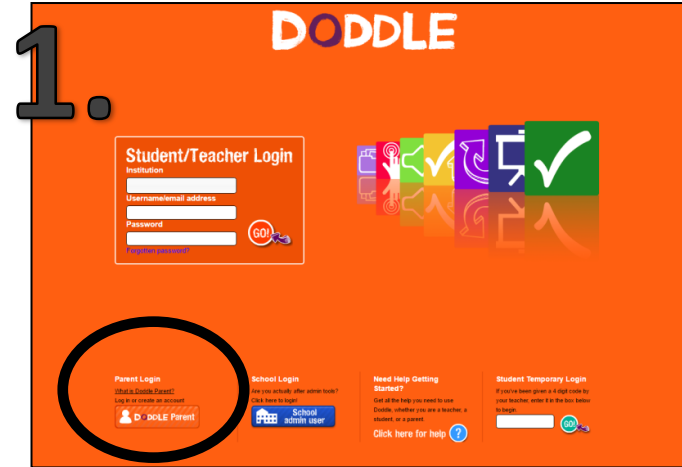
Interactives – animations and activities that let you see ideas in action.



How do you set up an account?

1. Create your Doddle Parent account at www.doddlelearn.co.uk/app/parent/enrol using your own email address

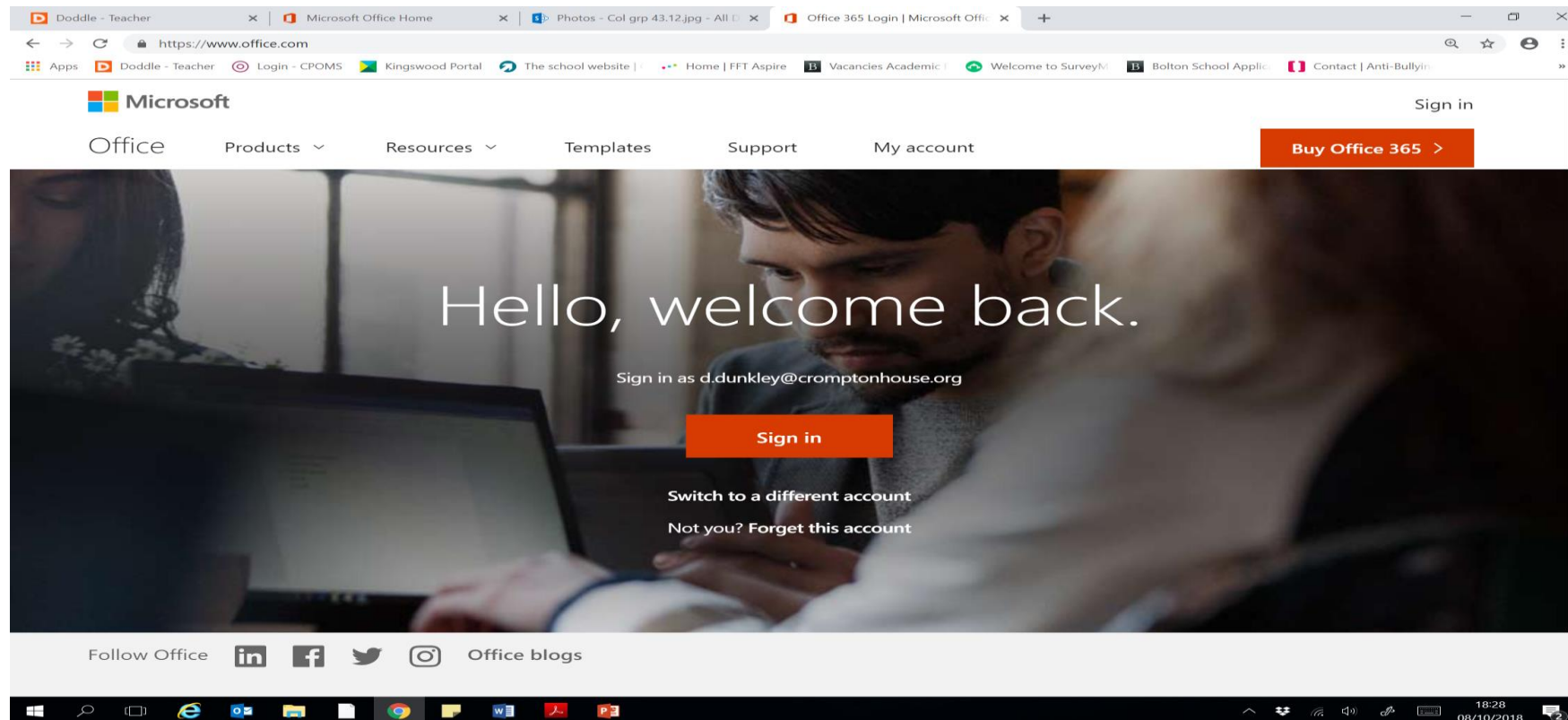
2. Verify your account using the link sent to your email



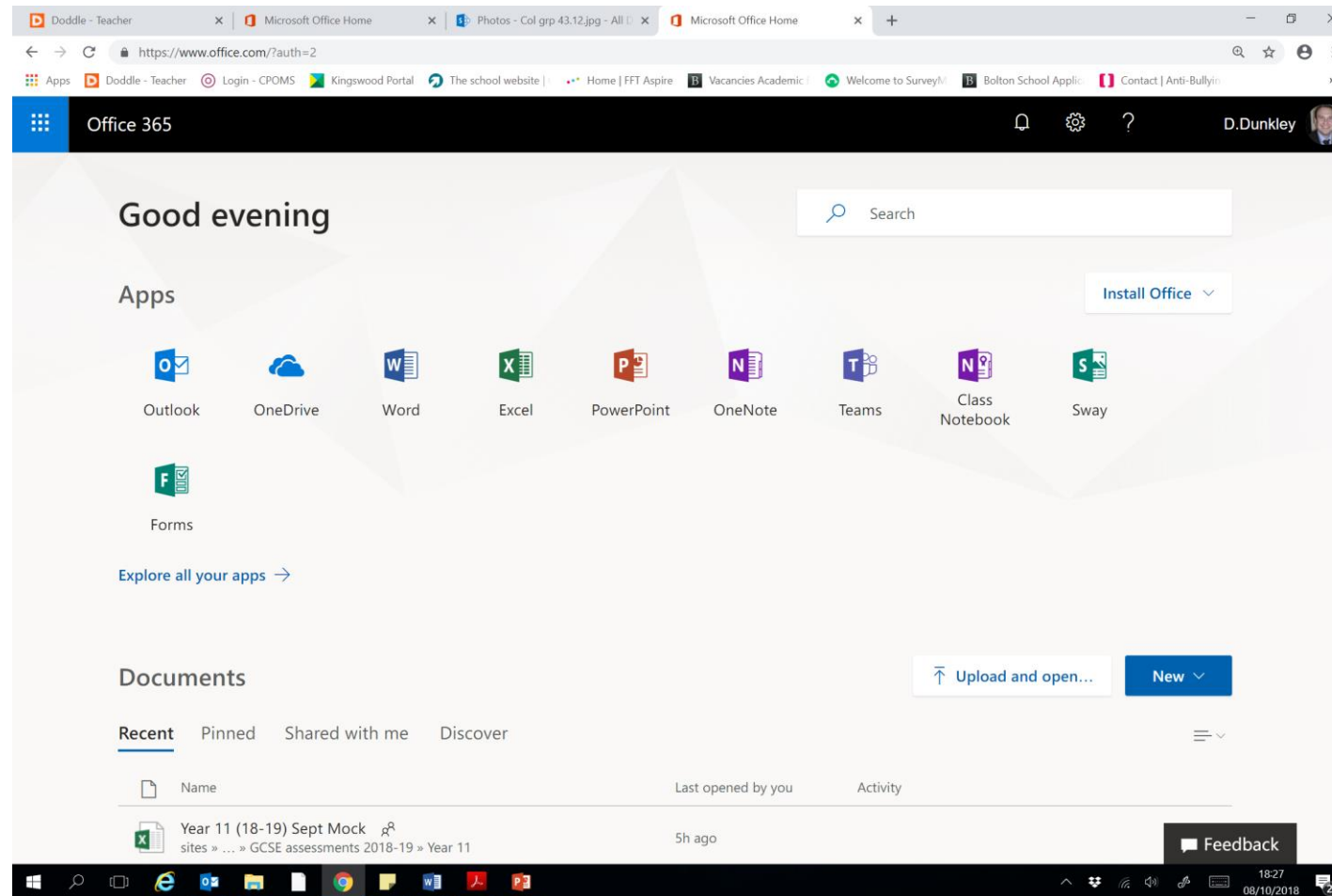
Office 365

- All students have access to office 365
- <https://www.office.com>

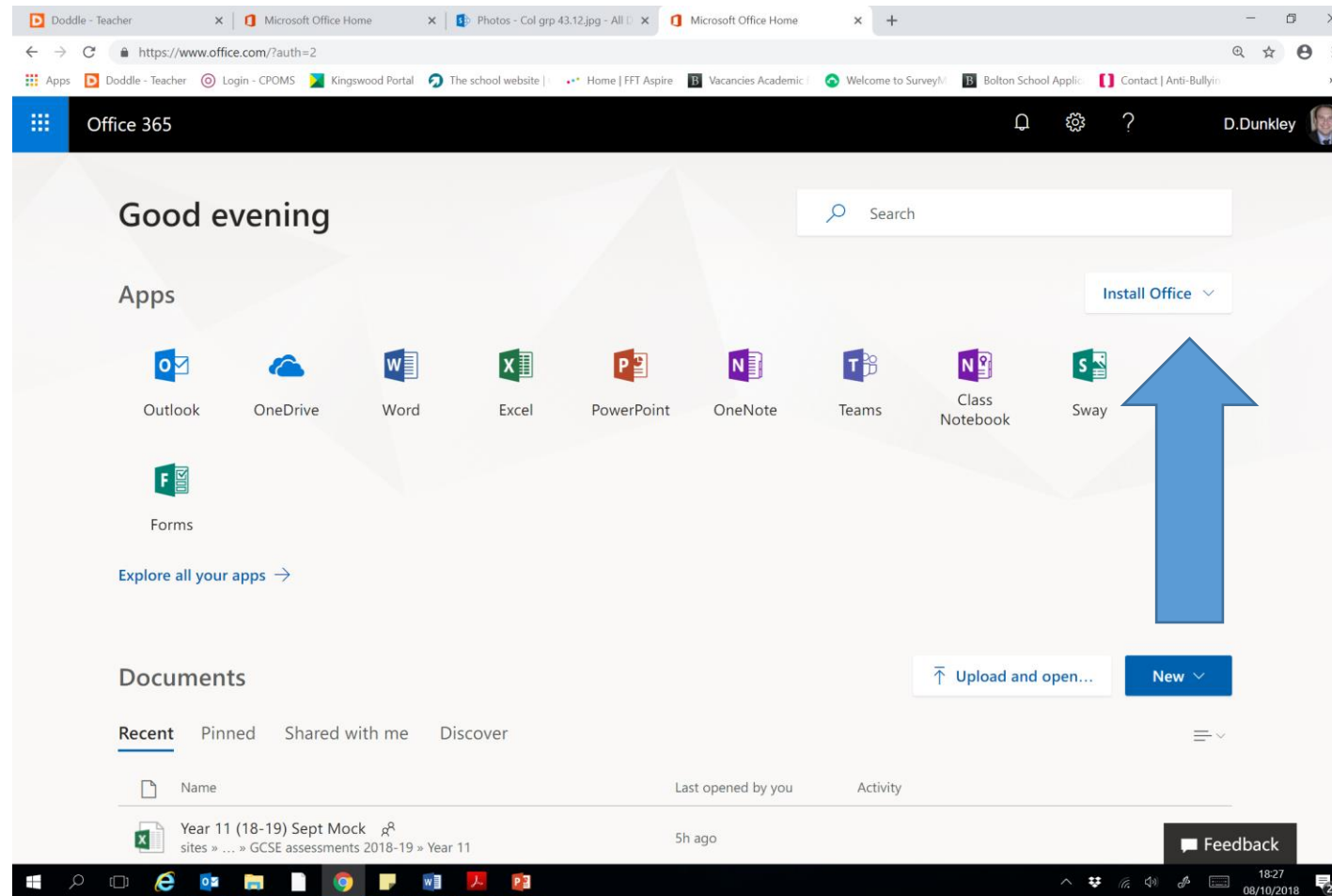
Password resets can be actioned with help from the school's IT team.



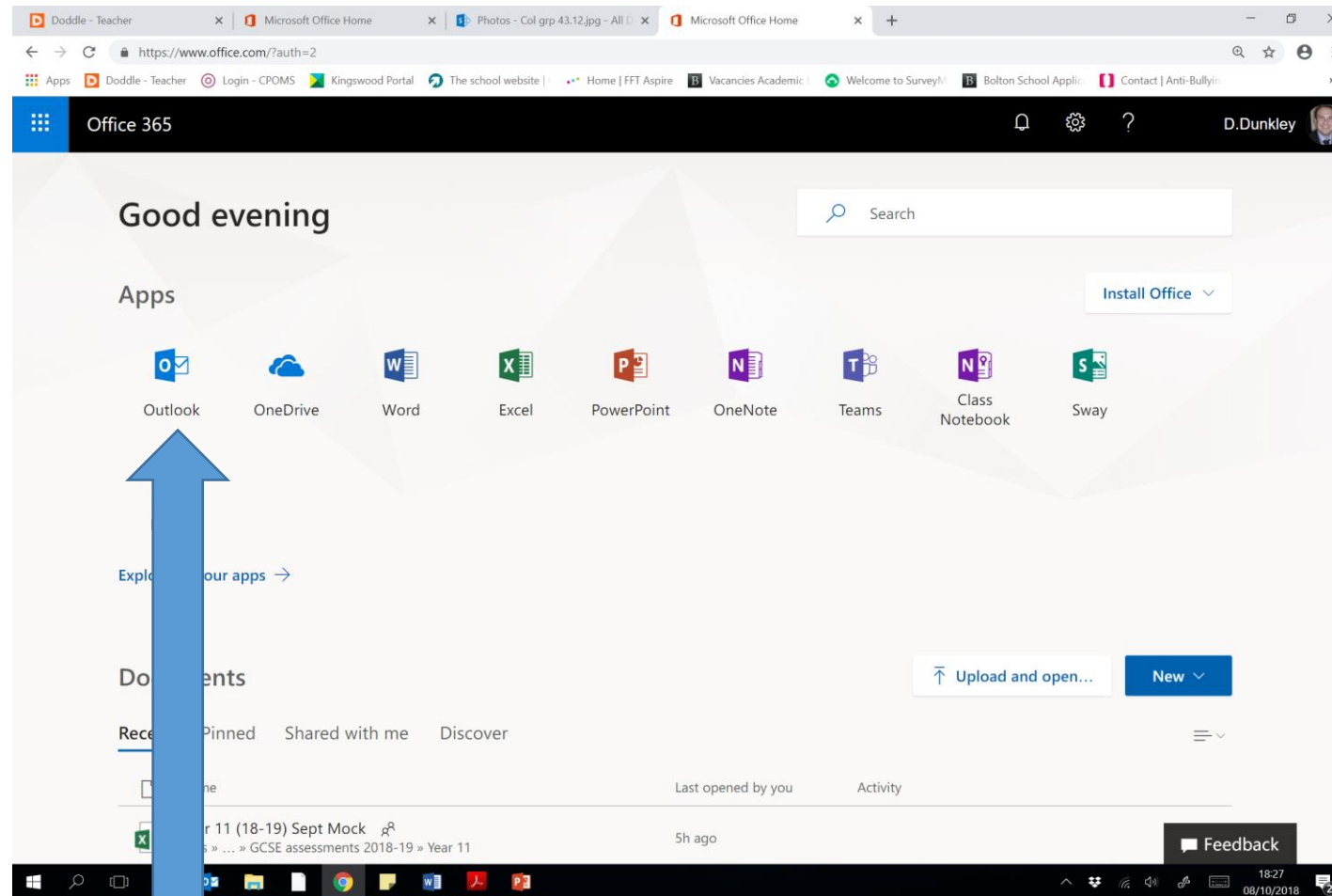
Log on



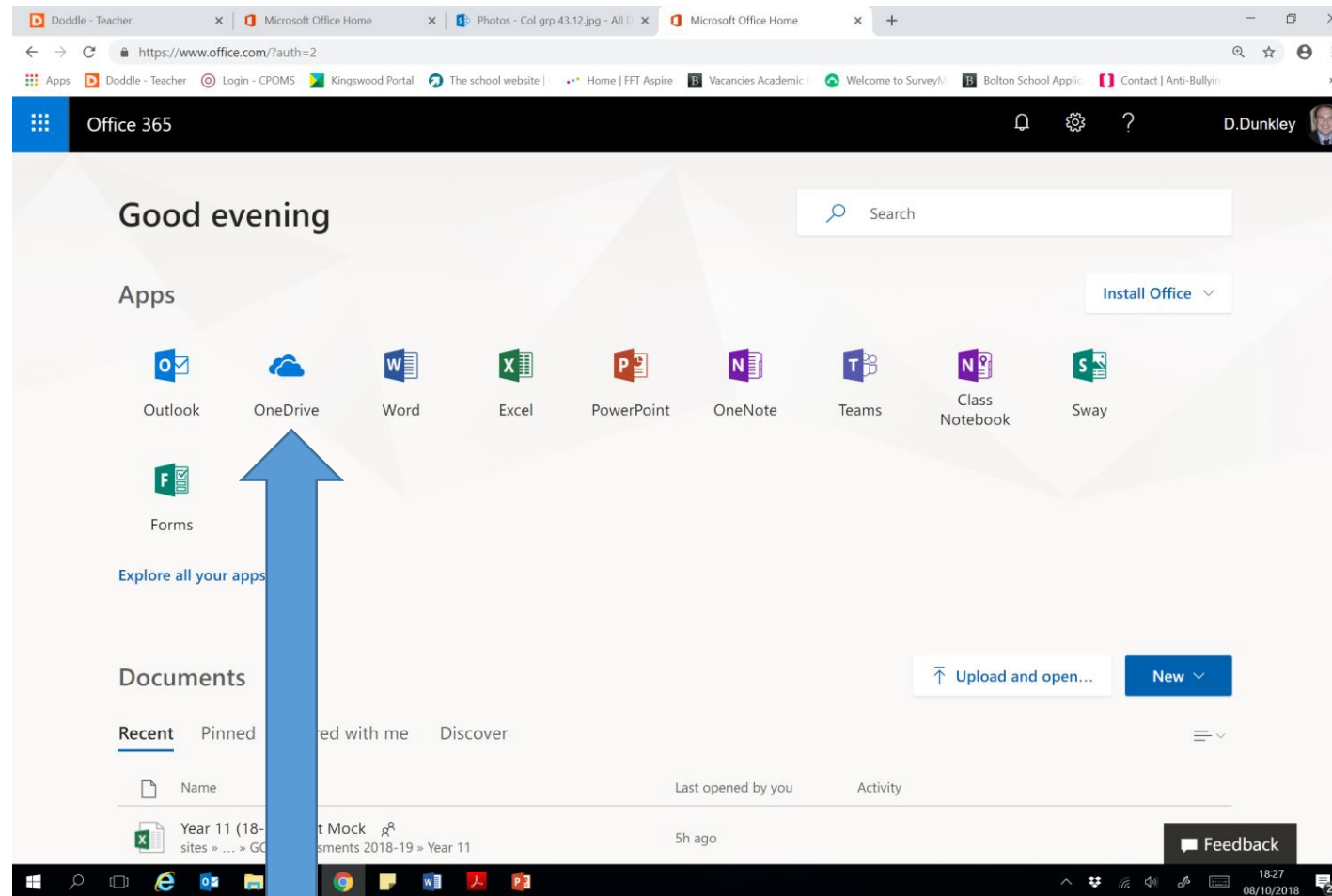
Install your own software to PC/Mac



Check emails ! Including the daily bulletin



Store work done at home and school



Target Setting

- We use FFT to help us set provisional targets for students, based on their KS2 attainment.
- **Using historical data of outcomes for students, FFT intelligently sets a provisional target benchmark for students in each subject.** (this means it can change each year)
- The target setting benchmarks we use, generate targets that would put students in the top 5-20% nationally in terms of progress if they were to meet their end of Year 11 target grade.
- Once generated, these grades are fine tuned to avoid any anomalies that may be generated. An example of this is where students have low KS2 attainment or no KS2 prior attainment.

New GCSE Grading Structure

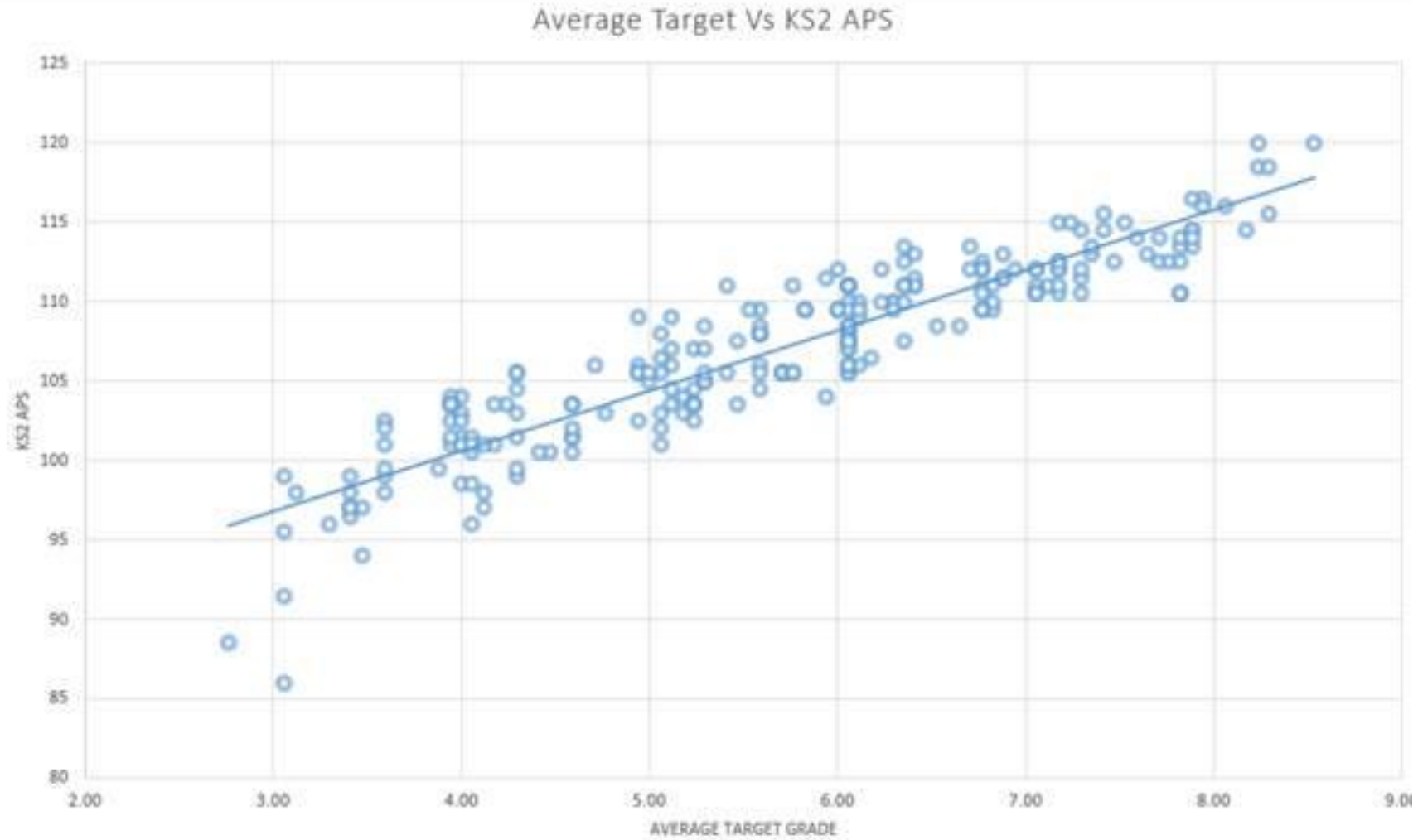


NEW GCSE GRADING STRUCTURE		CURRENT GCSE GRADING STRUCTURE
9		A*
8		
7		A
6	<div>GOOD PASS (DfE) 5 and above = top of C and above</div> <div>AWARDING 4 and above = bottom of C and above</div>	B
5		
4		C
3		D
2		E
1		F
		G
U		U

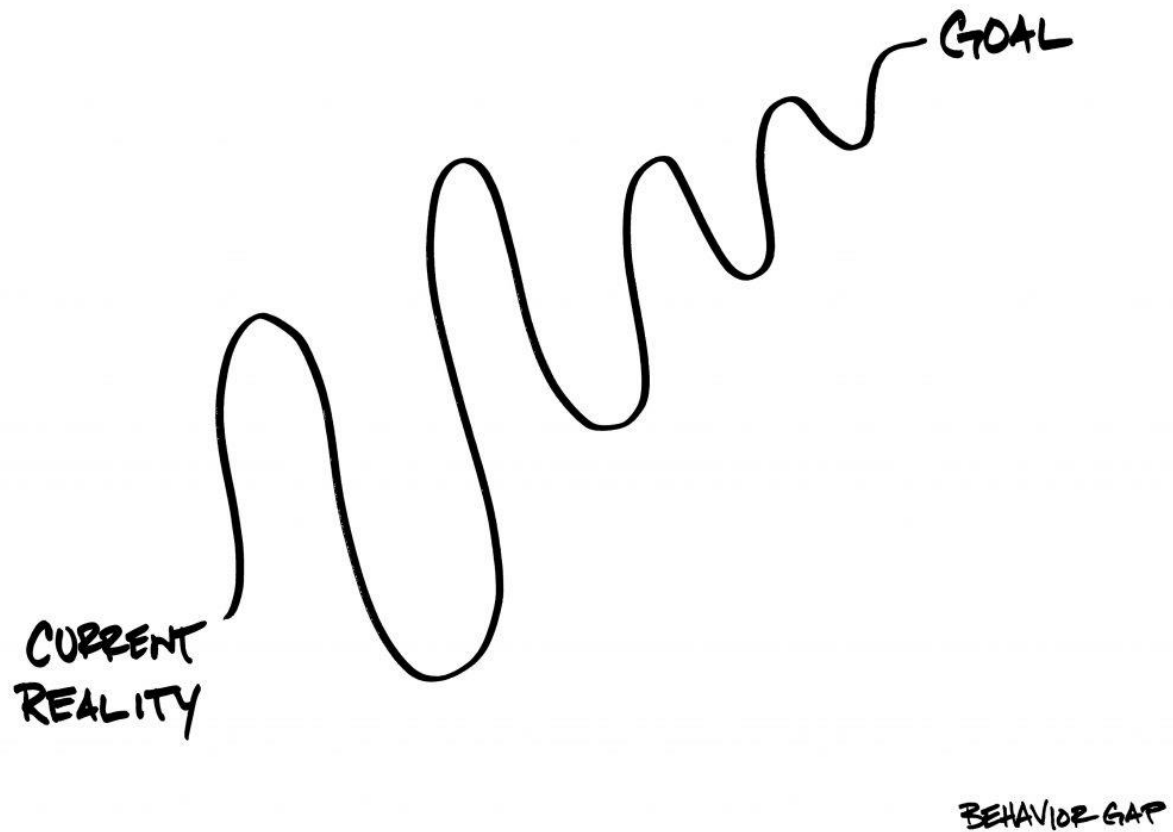
Examples of targets and chances of grades

	HML	Reading	Writing	Maths	Chance of each grade	Risk of lower grade	FFT 20 grade	Chance of higher grade
PP EAL SEN ALERTS	H	112	N	112	<div><div></div><div>1 2 3 4 5 6 7 8 9</div><div>- - 2 5 11 23 17 26 16</div><div>Chance (%)</div></div>	41%	7	42%
PP EAL SEN ALERTS	M	104	N	104	<div><div></div><div>1 2 3 4 5 6 7 8 9</div><div>- 3 9 16 22 23 13 11 3</div><div>Chance (%)</div></div>	50%	6-	27%
PP EAL SEN ALERTS	H	115	A	111	<div><div></div><div>1 2 3 4 5 6 7 8 9</div><div>- 2 5 11 18 23 15 18 8</div><div>Chance (%)</div></div>	36%	6	41%

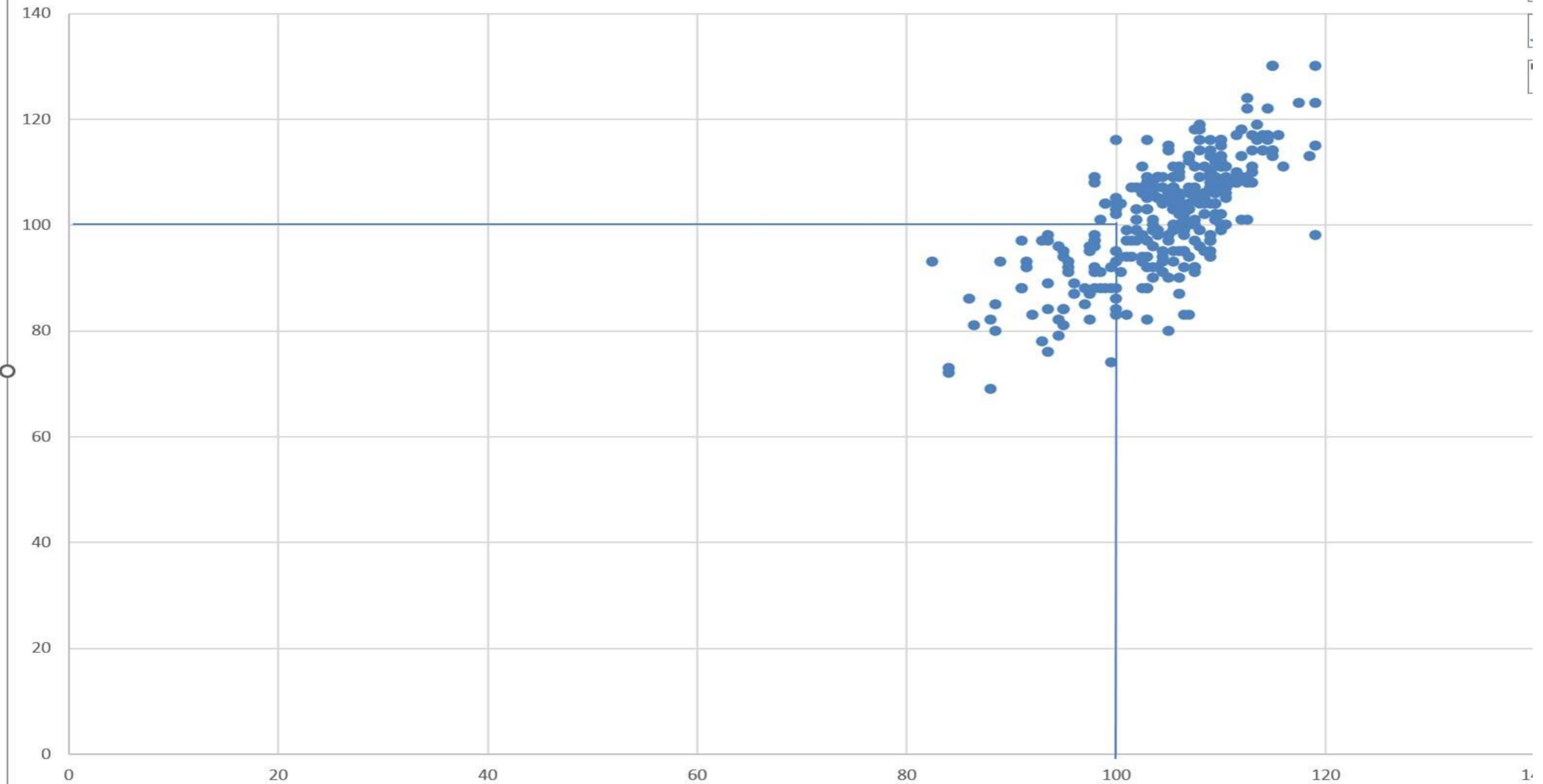
Perfection?



Reality: Flight Paths



Mean CATs Vrs SATS



Curriculum & Reporting

ABOUT THE SCHOOL ▾

CURRICULUM ▾

SCHOOL LIFE ▾

SIXTH FORM ▾

NEWS & CALENDAR ▾

CONTACT US



 Admissions Policy Main
School 2022 Intake

 Admissions Policy Sixth Form
Aug 2021

 Anti Bullying Policy Update
July 2022

 Attendance & Absence June
2022

 Assessment Reporting Policy
January 2022

 Assessment Reporting Matrix
September 2020

 Behaviour Policy
2022

 CCTV policy
2022

 CEIAG (Futures) Policy
Oct 2021

 Charging and Remissions
Policy

 Child Protection &
Safeguarding 2022

 Complaints Policy
2022

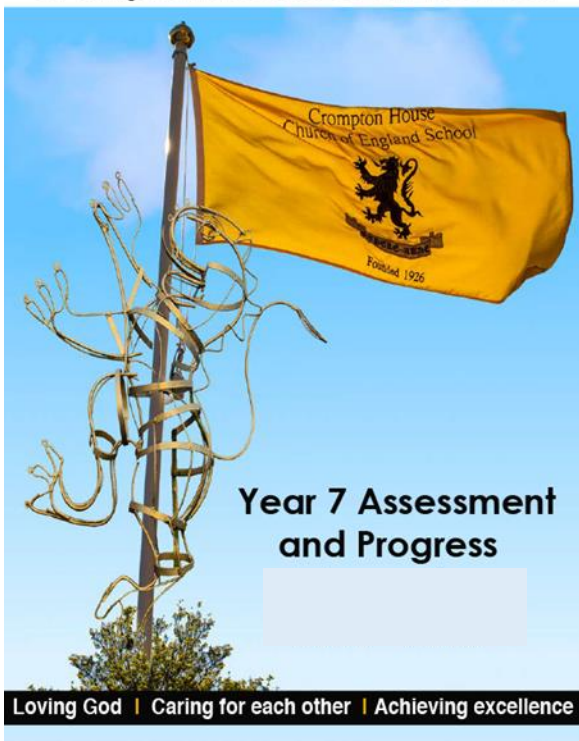
 Curriculum Policy
2022 2023

 Continuing Professional Dev
2020




Curriculum Model – Class Groups

Crompton House C of E School



Page 1

Curriculum Model – Class Groups

Here at Crompton House, we offer a fully inclusive environment for all our students. We pride ourselves on our nurturing community and we believe that through this, our students will be happy, feel safe and ultimately achieve the best of their ability. All students at Crompton House receive a consistently high-quality experience within the classroom. This is where we believe the best learning and progress takes place and all support and interventions will begin here with high quality differentiation, a full knowledge and understanding of the students and an exciting and enthusing learning experience. Ensuring students are placed in appropriately academically challenging and supportive groups is crucial to enabling students to excel. 

When students join us in Year 7, they are placed into ability bands and groups. Students are arranged into three bands and each band is identified using the letters F, S and X. All students in band F study French. All students in band S study Spanish. Bands F and S are co-equal bands. Students in band X study either French or Spanish.

The school uses two primary sources of data to rank students in order of ability: KS2 SATs and CATs (Cognitive Ability Tests). SATs and CATs use different metrics of analysis comprising mathematical and literacy knowledge and Skills (SATs) and general intelligence tests designed to assess a student's ability in three different areas: verbal (thinking with words); quantitative (thinking with numbers); and non-verbal (thinking with shapes and space).

Band F	F1 F2 F3 F4
Band S	S1 S2 S3 S4
Band X X4 applies only to English and Maths	X1 X2 X3 X4

Subsequently, during each year of study, students are assessed within subject areas. These summative assessments help teachers make judgements about the progress students are making. They are also used to make decisions about changes in ability groupings. There are two possible opportunities for changes in class groups during the academic year and these will take place following the collection of assessment data. Group changes cannot be made on parental requests, and we also reserve the right to move students for pastoral reasons.

YEAR 7 2022 - 2023

7F1 7F2 7F3 7F4	Band F	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
		En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
		En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
		En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
7S1 7S2 7S3 7S4	Band S	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
		En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
		En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
		En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
7X1 7X2 7X3 7X4	Band X	En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
		En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn
		En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Fr	Pe	Ar	Co	Fd	Tn
		En	Hi	RS	Dr	WL	Gg	Mu	Sc	Ma	Sp	Pe	Ar	Co	Fd	Tn



CROMPTON HOUSE SCHOOL ASSESSMENT & REPORTING OVERVIEW 2022 - 2023



A U T U M N 1	Week Com.		7	8	9	10	11	12	13
	1	Sep 05							
	2	Sep 12	English Reading Tests						
	3	Sep 19							
	4	Sep 26		Maths/English/Science Stage 12 Progress Tests					
	5	Oct 03	Parent Meet & Greet - In School with Year 7 Form Tutors (Mon 2.45 - 4.35pm)					Parents Meet & Greet - In School with Academic Tutors (Mon 2.45 - 4.35pm)	
	6	Oct 10	Parent Meet & Greet - In School with Year 7 Form Tutors (Mon 2.45 - 4.35pm)					Parents Meet & Greet - In School with Academic Tutors (Mon 2.45 - 4.35pm)	
	7	Oct 17					Mock 1	Deadline For Summative Assessment 1	Mock 1
STUDENT PLCS UPDATED									
AUTUMN HALF TERM									
A U T U M N 2			7	8	9	10	11	12	13
	8	Oct 31					Mock 1		Mock 1
	9	Nov 07						Short Report 1	
	10	Nov 14							
	11	Nov 21				Deadline for Summative Assessment 1			Short Report 1
	12	Nov 28					Short Report 1		
	13	Dec 05					Parents' Evening (Wed) CO/CR In School 4 - 7pm		
	14	Dec 12		Deadline for Summative Assessment 1		Short Report 1	Parents' Evening (Tues) OR/RI In School 4 - 7pm		
STUDENT PLCS UPDATED									
CHRISTMAS									
S P R I N G			7	8	9	10	11	12	13
	15	Jan 02			Deadline for Summative Assessment 1	Resetting	Resetting		

Year 7 Summative Assessment Deadline/Short Reports:

W/C 9th January followed by a short report W/C 30th January

W/C 17th April followed by a short report W/C 8th May

Year 7 Form Tutor Report:

W/C 12th June

English Reading Tests (Round 2)

W/C 19^h June

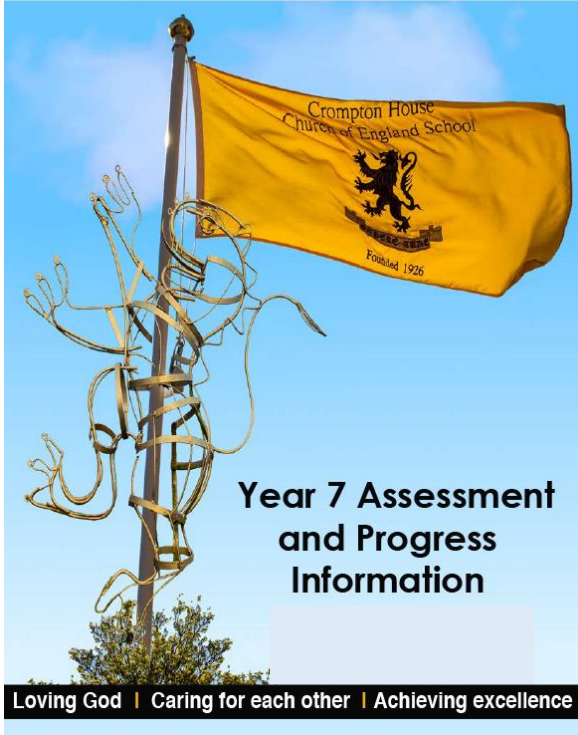
Year 7 Parents' Evenings

Tuesday 16th May – CO/CR 4 – 7pm in the school hall

Thursday 25th May – OR/RI 4 – 7pm in the school hall

How will we report on your child's achievement?

Crompton House C of E School



Page 4:

<p>English, Humanities, Computer Science, MFL, Maths and Science</p>	<p>The % achieved in the year group summative assessment.</p>
	<p>Teacher Progress Statement based on performance in the most recent subject-based summative assessment.</p> <p>Emerging – Still embedding foundational knowledge, skills and understanding. This suggests your child is currently working towards a grade 4 at GCSE in this subject.</p> <p>Developing – Displaying transitional skills and understanding. This suggests your child is showing current potential in some areas, but not yet all, to achieve a grade 4 at GCSE in this subject.</p> <p>Securing – Displaying expected skills and understanding. This suggests your child is currently showing potential to achieve a grade 5-6 at GCSE in this subject.</p> <p>Mastering - Displaying advanced knowledge, skills and understanding. This suggests your child is currently showing potential to achieve a grade 7-9 at GCSE in this subject.</p>
<p>Art, Drama, Design Technology, Food & Nutrition, Music and PE</p>	<p>Teacher Progress Statement in recognition of performance across a combination of skill areas and progress in understanding and knowledge against PLCs:</p> <p>Red – Still developing across each of the skill areas.</p> <p>Amber – Strong performance in some skill areas but can improve in others.</p> <p>Green – Strong performance across all key skill areas.</p> <p>Gold – Outstanding performance across all skill areas.</p>

The above booklet is also available electronically
here: <https://www.cromptonhouse.org/assessment/>

	Behaviour	Effort in Class	Hwk Punctuality	Hwk Quality	Summer Assessment	Summer Progress Statement	MEG
Mathematics	4	4	4	4	58%	Securing- Displaying expected knowledge/skills. Current potential to achieve a grade 5-6 at GCSE.	6
English	4	4	4	4	86%	Mastering- Displaying advanced knowledge/skills. Current potential to achieve a grade 7-9 at GCSE.	7
Science	4	4	4	4	88%	Mastering- Displaying advanced knowledge/skills. Current potential to achieve a grade 7-9 at GCSE.	6
Art	4	4	4	4	Green	Green- Strong performance across all key skill areas.	7
Computer Science	4	4	4	4	79%	Mastering- Displaying advanced knowledge/skills. Current potential to achieve a grade 7-9 at GCSE.	6
Design Technology	4	4	4	4	Green	Green- Strong performance across all key skill areas.	7
Drama	4	4	4	4	Gold	Gold- Outstanding performance across all skill areas.	7
Food & Nutrition	4	4	4	4	Green	Green- Strong performance across all key skill areas.	7
Geography	4	4	4	4	80%	Securing- Displaying expected knowledge/skills. Current potential to achieve a grade 5-6 at GCSE.	7
History	4	4	4	4	68%	Mastering- Displaying advanced knowledge/skills. Current potential to achieve a grade 7-9 at GCSE.	8
Music	4	4	4	4	Green	Green- Strong performance across all key skill areas.	7
Physical Education	4	4	4	N/A	Amber	Amber- Strong performance in some skill areas but can improve in others.	7
Religious Studies	4	4	4	4	73%	Mastering- Displaying advanced knowledge/skills. Current potential to achieve a grade 7-9 at GCSE.	8
Spanish	4	4	4	4	83%	Mastering- Displaying advanced knowledge/skills. Current potential to achieve a grade 7-9 at GCSE.	7

Minimum Expected Grade (MEG)	For each subject your child studies, they will receive an end of Key Stage 4 (Year 11) Minimum Expected Grade. Also known as a target grade, this is the minimum grade your child should be aiming to exceed or achieve in their final exams.
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Attitudinal Key

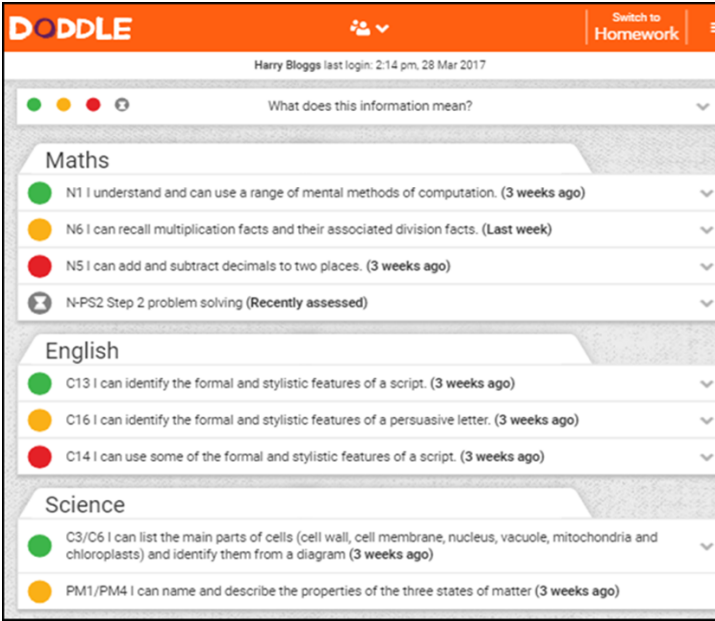
	Behaviour	Effort in Class	Homework Punctuality	Homework Quality
4	Excellent	Very positive focused attitude and excellent motivation and organisation in class	Homework is always handed in on time	Homework is always completed to the best of ability
3	Good	Mainly positive attitude with a good motivation and well organised	A small number of homeworks have been handed in late	Homework is mainly at a good standard

Attitudinal Behaviour

Attitude for Learning Key

	Behaviour	Effort in Class	Homework Punctuality	Homework Quality
4	Excellent	Very positive focused attitude and excellent motivation and organisation in class	Homework is always handed in on time	Homework is always completed to the best of ability
3	Good	Mainly positive attitude with a good motivation and well organised	A small number of homeworks have been handed in late	Homework is mainly at a good standard
2	Requires Improvement	Generally positive but can show negative attitude, motivation and lack of organisation	<u>A large number of</u> homeworks have been handed in late	Quality of homework is highly inconsistent
1	Unsatisfactory	Often shows negative attitude. Poor motivation and/or serious disorganisation	Homework is always handed in late	Homework is often completed to very poor standard

In addition to this, Doodle Parent will provide vital, precise, specific and detailed information about exactly how well your child is understanding and progressing with the different skills and content disciplines, within each of their subjects.



Parent Portal

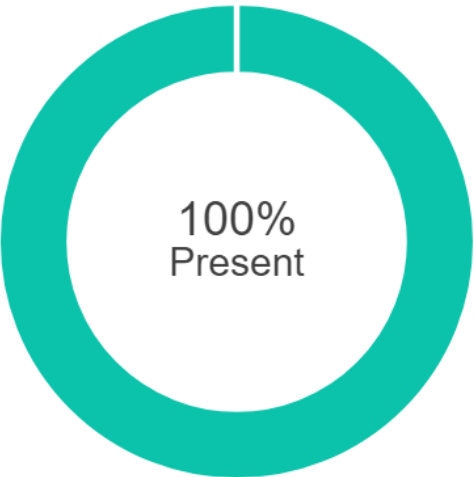


[View Details >](#)

- Attendance
- Timetable
- Rewards
- Teacher Contacts
- Sanctions
- Teaching Group
- Homework & Assignments

Attendance

Attendance for the current academic year



■ Present



Teaching Group

Timetable

Today

Tomorrow



No timetable information yet.

Sorry, nothing to show here at the moment, please check back soon!



Homework & Assignments

Rewards

 16 this term



Teacher Contacts

Sanctions

 0 this term



16

Points This Term

Excellent Classwork



EN

Mrs S Kan
1 point

22nd September 2022



EN

Mrs S Kan
1 point

15th September 2022



FR

Miss E Clotuche
1 point

14th September 2022



CO

Mrs S Rasool
1 point

12th September 2022



GG

Miss H Ramshaw

9th September 2022



PE

Miss B Hare

9th September 2022

Calendar

Documents



Reports

Year 8 - Form Tutor Report - July 2022

Year 8 - Short Report 2 - May 2022

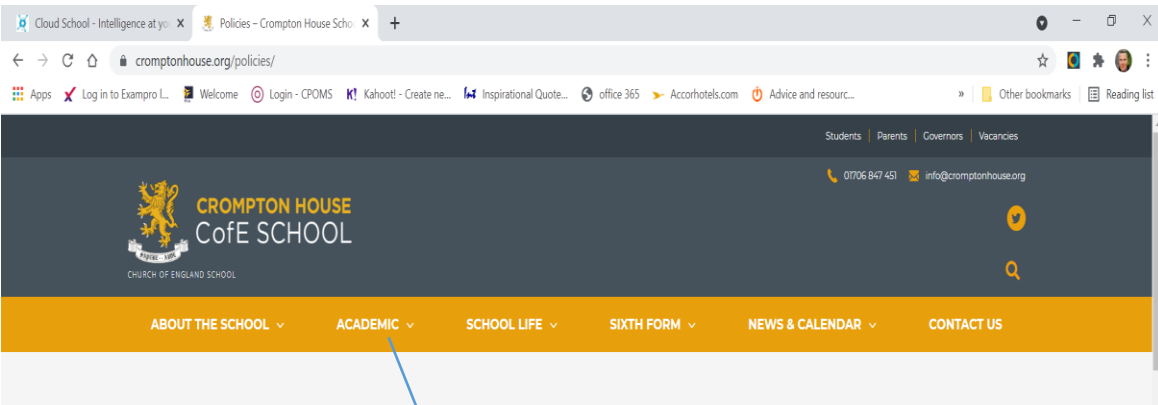
Parent portal can be accessed using the link on the school website www.cromptonhouse.org

Parent portal is found at the top of the page.


Or by using the link <https://my.cromptonhouse.org/>

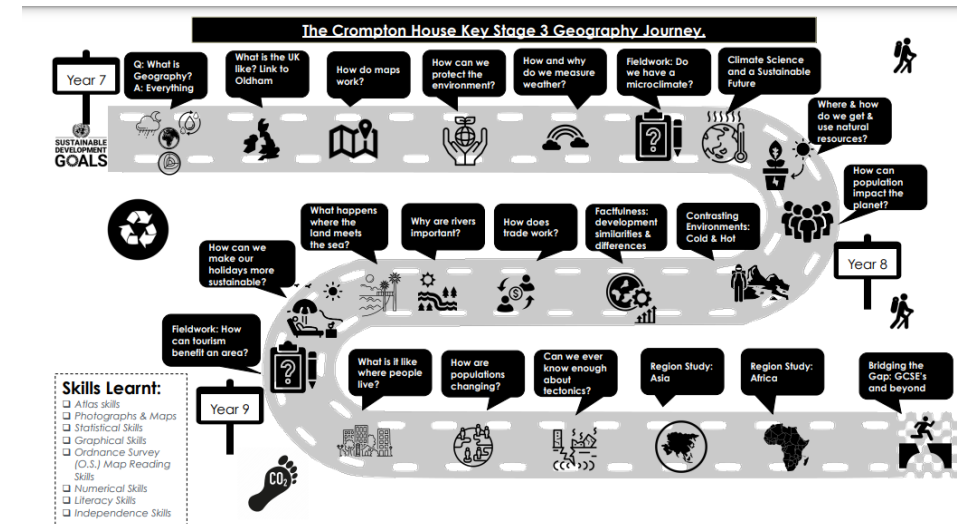
If it's your first time logging into parent portal then you can request a password by using this link <https://my.cromptonhouse.org/request-password>

Curriculum Overviews: Links to Topics



 CROMPTON HOUSE CoE SCHOOL <small>CHURCH OF ENGLAND SCHOOL</small>				
ABOUT THE SCHOOL ACADEMIC SCHOOL LIFE SIXTH FORM NEWS & CALENDAR				
Curriculum				
Art	Design Technology	Food Technology	Learning Zone	Physical Education
Assessment	Drama	Geography	Maths	Politics
Business	Economics	History	Modern Foreign Languages	Religious Studies
Careers	English & Media	Health and Social Care	Music	Science
Computer Science	E-Safety	Inclusion	PHSE	Sociology
Curriculum Intent	Exams	Information Technology	Psychology	Work Related Learning

 KS3			
Geography Key Stage 3 Curriculum Overview			
	Autumn Term	Spring Term	Summer Term
Year 7	<ul style="list-style-type: none"> The UK Human and Physical (rocks/soils) – map skills & GIS Climate, weather, Tropical Storms 	<ul style="list-style-type: none"> Global Issues & Climate Change Population 	<ul style="list-style-type: none"> Resources
Year 8	<ul style="list-style-type: none"> Contrasting environments – ecosystems, cold environments including glaciation and Antarctica (resources), hot deserts Global Inequalities - Development 	<ul style="list-style-type: none"> Economic Activity including China Rivers and floods 	<ul style="list-style-type: none"> Coasts and Tourism & sustainable tourism including Castleton fieldtrip
Year 9	<ul style="list-style-type: none"> Urbanisation Migration 	<ul style="list-style-type: none"> Volcanoes Earthquakes and Tsunamis 	<ul style="list-style-type: none"> Comparing Asia and Africa



Lunch Menus

Sandwich Bar Daily

Ham and cheese panini

Bacon and cheese panini

BBQ chicken and cheese panini

Pizza filled panini

Chicken wraps

Beef burger

Jacket Potato with assorted fillings
side salad available

Specials Counter - Red Week

Monday: Pork or Quorn Sausage, Creamed potatoes,
Beans

Tuesday: Pizza served with corn on the cob and side
salad

Wednesday: Beef or Vegetarian Pasta bolognaise

Thursday: Chicken Curry and rice or sweet potato curry

Friday: Traditional Fish and chips served with mushy peas

All served with a free dessert

Specials Counter - Green Week

Monday: Tuna pasta bake or macaroni cheese,
both served with a side salad option

Tuesday: Beef or Vegetarian chilli and rice

Wednesday: Pizza corn on the cob and side
salad

Thursday: Chicken or vegetable madras served
with rice

Friday: Traditional Fish and chips with mushy
peas

All served with a free dessert

Crompton House School PTFA

Please support your PTFA:

- ✓ Join the 500 Club Lottery
- ✓ Offer support at school events such as:
 - Year 7 Disglo (Oct/Nov)
 - Christmas Fair (Dec)
 - Spring Ball (Mar)
 - Summer Plant Sale (Apr-May)
- ✓ Help provide refreshments at parent's evenings, concerts and theatre productions
- ✓ Join the Management Committee: *We meet every 2nd Thursday monthly 7pm-8pm in the Sixth Form Centre*

Raising funds to support the education and enrichment opportunities of our children

For more information or to join the PTFA WhatsApp group, please contact: info@cromptonhouse.org



The Four Categories of SEND

Communication and interaction
(including ASD)

2. Cognition and learning (including
Dyslexia)

3. Social, mental and emotional
health

4. Sensory and/or physical

SEND Code of Practice 2014 (Special Educational Needs and Disabilities)

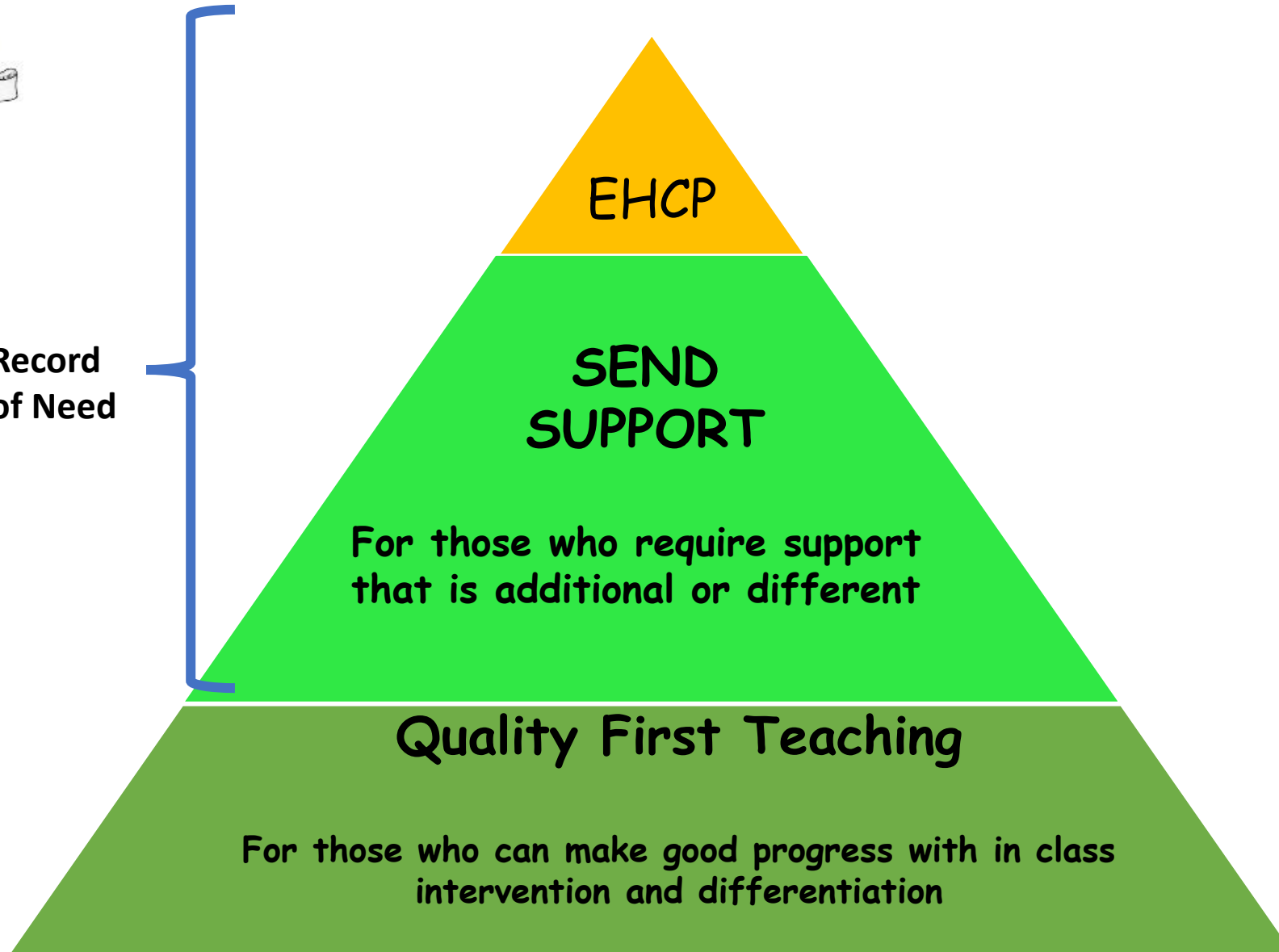
All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives,
- make a successful transition into adulthood, whether into employment, further or higher education or training

Levels of need



Record
of Need



SEND Code of Practice

*Children or Young People who have been diagnosed with a condition (speech and language, dyslexia, autism etc.) may have a recognised Special Educational Need, **but will not automatically be included on the SEND register unless they are in receipt of significant, additional and personalised support without which they could not access learning.***

As part of the Transition Process at Crompton House School, each student is reviewed to determine whether they need to remain on SEND Support or whether they should be placed on the QFT List.

This is in order to reflect the increased level of independence that Secondary School life entails.

Year 7 SEND Transition

The period from September to October half term is a period of transition for our Year 7 students and therefore we do not currently have any Year 7's at SEN Support Level.

This will be reviewed at October half term once staff can review and make an informed decision as to which students require this level of support.



Our Aim: To enable students to become confident individuals living fulfilling lives.



- Each Intervention is designed to allow students to develop and establish their independence.
- We want every student to have an Inclusive experience at Crompton House School