



CRIBDEN HOUSE SEN INFORMATION REPORT 2023-24

School/Academy Name and Address	Cribden House School Haslingden Road Rawtenstall BB4 6RX		Telephone Number	01706 213048
			Website Address	www.cribdenhouse.lancs.sch.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes	If yes, please give details: Social, Emotional and Mental Health Difficulties ASC – Autistic Spectrum Condition SLCN – Speech, Language and Communication Needs	
		x		
What age range of pupils does the school cater for?	5 - 11			
Name and contact details of your school's SENCO	Siobhan Halligan head@cribdenhouse.lancs.sch.uk			

Name of Person/Job Title	Siobhan Halligan (Headteacher)		
Contact telephone number	01706 213048	Email	head@cribdenhouse.lancs.sch.uk

Parents' Questions

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?

As a special school, all of our children and young people have been identified as having special educational needs and therefore have an Education and Health Care Plan. If parents feel their child may have other additional needs they can contact school to discuss their concerns or they can contact their local SEND office.

Information about the school's policies for making provision for pupils with SEN

Every aspect of Cribden House is designed to meet the special educational needs of pupils. A library of policies is available from school and many are included on the school's website.

www.cribdenhouse.lancs.sch.uk

Information is readily made available to our whole school community via the school website , Class Dojo, telephone calls and face to face meetings with consideration always given to individual family needs when sharing information e.g. families for whom English is an additional language.

How do we evaluate the effectiveness of our provision?

We are constantly reviewing our provision to ensure we are fully meeting the individual and ever changing needs of our whole school community, ensuring that we explore every option to allow our children to reach their full potential.

Every child in school has an Annual Review. The parent(s) and class teacher attend these reviews as standard and other agencies are invited to attend and/or submit a report if appropriate. At each review meeting, consideration is given if amendments are required to the current provision.

If a child or young person's needs change dramatically, an early review can be called to review the appropriateness of the provision.

We are constantly reviewing, assessing and evaluating pupil progress and the effectiveness of our provision on this. Where there is a concern that a child or young person is not achieving expected progress, targeted interventions are quickly identified and put into place.

How do we assess and review progress?

BSquared is currently used as our main assessment tool alongside other assessments to baseline and track pupil progress. This ensures the curriculum we provide enables all children and young people to achieve their full potential. These assessments will indicate next steps in learning. The progress pupils make is reported annually both at the Annual Review and end of term reports.

Every pupil will have an individual Provision Plan based upon their EHC Outcomes which identifies learning and behaviour targets for each term. These targets are communicated and discussed termly with parents/carers and also shared at parent's evenings and at the Annual Review. Parents are invited to be involved in supporting their child's provision plan targets.

How will both school and parents know how well the child is doing and how will school support the child's learning?

We operate an open door policy and actively encourage parental involvement. Each pupil has a Class Dojo profile which provides a two way communication system. Staff also make regular telephone calls to parents and are on hand at the end of the day to speak to parents. In addition to Class Dojo, the school website and Facebook page are updated regularly with information, examples of pupil's work and pictures. Each term the class teacher shares a termly learning report within each group. Parents are encouraged to make comments across all communication systems.

Parents are kept regularly informed on their child's progress through Annual Review meetings, parents evenings and through informal discussions/letters/celebration certificates.

Parent views are extremely important to us and parents are encouraged to bring any concerns to the school's attention immediately so we can work together to resolve them. Parents are able to give formal feedback as part of the Annual Review process.

How will the school staff support my child?

All classes have a high staffing ratio to ensure that we can provide an individualised programme of learning that enables the educational, behavioural and SEMH needs of each child to be fully met throughout the day.

Clearly differentiated lesson planning and highly personalised approaches to learning for each individual pupil allows full inclusion and access to the curriculum. This ensures all pupils achieve their potential.

We actively encourage parental engagement in children's learning and parents are kept well informed about their child's progress through daily Class Dojo communication, telephone calls, Annual Reviews, annual reports, parents evenings and informal day to day conversations.

Inclusion is a core value of Cribden House and alongside our in-school inclusion, we also provide inclusive opportunities for our pupils in our local community and local mainstream primary schools where

appropriate. Inclusive experiences are organised on an individual level and are supported by a member of Cribden House staff.

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

Cribden House School specifically caters for pupils with Social, Emotional and Mental health needs including Autistic Spectrum Condition (ASC) and a range of interventions and therapies are in place according to the needs of each individual child.

Our provision plans clearly show each pupil's access to additional interventions and evaluates the impact of these on the quality of teaching and learning. The allocation of additional premium funding ensures effective deployment of funds and resources.

Parents play an important role in enabling the school to accurately identify the type and amount of support their child needs. They are involved in this process from the outset; once the school has been named as being able to meet their child's needs.

How will my child be included in activities outside the classroom including on school trips?

Children access a weekly Forest School session, Thrive and other therapeutic activities. They access a range of physical activities including PE/Sport/swimming and cycling. Children take part in local school competitions, events and community activities.

PSHRE is a key focus of our whole school curriculum. High staffing levels ensure that pupils are supported throughout the whole school day to develop positive relationships with their peers and key learning skills ensure that personal and social skills are continually developed.

All classes in school arrange a variety of educational visits designed to support learning in the classroom and linked to curriculum plans. Every child is included on these visits.

We have comprehensive risk assessments in place throughout school relating to specific areas of school (eg playground, Forest), the curriculum (e.g. Science, PE), activities and educational visits. These risk assessments are undertaken by many different staff and approved by senior leaders and the EVC co-ordinators (school trips).

Individual risk assessments are completed for all children and enhanced risk assessments are in place for those with more challenging behaviour in order to minimise risk.

All pupils in school have a BehaviourSmart Plan that identifies any behaviours that may be a concern/risk ensuring that a consistent approach is adopted by all staff to manage the behaviour and keep the child/young person and their peers and staff safe.

The majority of our pupils travel to and from school on County transport and the Local Authority undertakes risk assessments for each individual pupil travelling on home/school transport. Pupils are supervised on and off the transport by education staff and passenger assistants.

The Anti-Bullying policy and policies relating to this can be requested from the school office.

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

Educational Psychologists may be accessed if needed for some children for example at transition.

Speech and Language therapists visit school to assess children and then programs are delivered in school by trained members of staff.

Social Workers are an important partner in meeting the needs of some children and their families.

Other professionals e.g. Occupational Therapists, Family Support Workers, MASH, Police, etc work with children where appropriate.

What training have the staff supporting SEND had or what training are they having?

Every teacher in school is a fully qualified teacher.

We are a Trauma Informed school and all staff have received Thrive training.

All staff have been trained in meeting the needs of children with ASC and school has National Autistic Society accreditation.

All staff are TeamTeach (Positive Handling) trained.

Teaching assistants meet the essential requirements for their role and some are graduates and/or qualified within the field of children's learning and development.

An extensive programme of continuing professional development for all staff is in place.

Staff from Cribden House deliver specialist training to other schools and SEN providers.

We are committed to ensuring our whole school team are provided with relevant CPD opportunities and training throughout the school year. Annual Professional Development Reviews provide staff with the opportunity to identify professional targets for the coming year. We have a comprehensive in-house training programme on statutory and additional elements e.g. Safeguarding, Team Teach. In addition external training is provided where appropriate.

How accessible is the school both indoors and outdoors?

The school comprises 3 areas – a 19th century listed building, a renovated 'stable block' and a suite of woodland cabins. Both buildings are 2 storey with the ground floor accessible to all disabled visitors and wheelchair users. One woodland cabin is also fully accessible. There are ground floor toilets which are suitable for disabled users and parking spaces close to both building for easy access to school.

Information about school is available on the school website. As most children do not live in the local area, communication with parents often takes the form of Class Dojo, telephone calls, emails and texts whichever is most appropriate for parents/carers. Class Dojo offers the ability for information to be translated into parents/carers first language.

How are parents involved in the school? How can I get involved?

Full time family support workers are employed by school as a first point of contact to help parents and carers.

Parents are kept regularly informed on their child's progress through Annual Review meetings, parents evenings and through informal discussions/letters/celebration certificates.

Parent views are extremely important to us and we conduct several parent voice surveys throughout the year. Parents are encouraged to bring any concerns to the school's attention immediately so we can work together to resolve them. Parents are able to give formal feedback as part of the Annual Review process.

Parents are actively encouraged to get involved in the life of the school. They are provided with opportunities to become part of the Governing Body and their involvement and commitment to this is extremely valued. School currently has 2 parent governors who play an active role on the governing body.

How does my child have a say in his/her education?

Our school has a School Council that meets regularly. These pupil representatives have the opportunity to influence specific elements of school life e.g. playground activities and fundraising events.

Pupil voice is important to us and pupils are asked for feedback on a range of school matters including the curriculum and how provision can be improved.

The Governing Body ensures that other agencies are involved in meeting the needs of pupils with SEN and supporting their families through reviewing policies and checking that other agencies have been involved, critically evaluating the effectiveness of the School Improvement Plan and ensuring the whole school embraces the ethos of a multi-agency approach to outstanding school provision.

What help and support is available for our family?

Some families need extra help with form filling and this can be requested from the Family support workers who will endeavour to support parents or refer them to another school professional.

Advice and guidance to parents can also be offered on an individual level from Family support workers, education staff and other professionals. Parents can request additional support or advice during the Annual Review and also at any time throughout the year. Parents know to speak to the class teacher regarding any concerns and the class teacher will refer these to senior leaders or relevant professionals if

necessary. We recognise that parents and school need to work in close partnership to ensure that our children and young people can achieve their true potential and so we are pro-active in providing support and advice when necessary.

The majority of our pupils travel to and from school on County commissioned transport and the Local Authority undertakes risk assessments for each individual pupil travelling on home/school transport. Family support workers liaise with the Integrated transport team to provide a link between school and transport.

We're always there to listen and support.

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?

Our school prides itself on a successful induction period that makes starting school an enjoyable and calm experience for both parent and child. We understand that all children are very different with very different needs and that the people who know them best are the family. For this reason, our induction period varies slightly for each individual child. However, before a child starts school, we will:

- ✓ Visit any other settings (where appropriate) that a child may currently attend to observe the child and speak to professionals that know them well.
- ✓ Ask parents to visit and show them around school inviting children to visit once the place has been agreed.
- ✓ Ask and support parents to complete information sheets detailing contact information, permissions, medication and key information.
- ✓ Discuss concerns they may have and reassure them.
- ✓ Provide transition activities/experiences for individual children where appropriate.

Our school prides itself on a successful transition period for children who leave in Year 6 which involves:

- ✓ Communicating with parents of Year 5 children early so that secondary provision is identified at the Summer Year 5 review
- ✓ Meeting to plan transition in detail at the Year 6 transition review
- ✓ Sharing information about mainstream and specialist school choices.
- ✓ Providing a transition booklet detailing key contacts and the transition process.
- ✓ Liaise with secondary schools once these have been allocated.
- ✓ Set up and support transition visits for all leavers.

Where can I find more information about my local special school?

The school website www.cribdenhouse.lancs.sch.uk. Here you will find Cribden House School's Local Offer which forms part of Lancashire's wider Local Offer.

Lancashire's Local Offer will find your local special school and link you into each school's own Local Offer. Contact us to arrange a visit (details at the front of this report).