



Cribden House School SEN policy

Philosophy and purpose

This policy reflects the school values and philosophy in relation to Special Educational Needs. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on practice within school.

Provision

Cribden House Special School is a day special school for primary aged pupils with Social, Emotional and Mental Health difficulties (SEMH). In addition to their primary need, they may also have Moderate Learning difficulties (MLD), Autistic Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Speech and Language difficulties and a range of other needs.

Purpose Statement

“We instil the belief to succeed”

Vision

Our vision is to

- Achieve Lancashire-wide recognition as the best provider of education for children with Social, Emotional and Mental Health Difficulties and Autism.

We will achieve this by:

1. Continuously developing highly skilled practitioners and leaders at every level.
2. Sharing our skills, knowledge and values across the whole community of Lancashire schools to create a greater belief in the potential of children with SEMH and ASC to succeed in a range of settings.
3. Extending our provision across all Key Stages so that Cribden House can impact the lives of children right into adulthood.
4. Developing ambitious school leaders who will run successful SEMH and ASC schools in the future.

Core Values

The core values for everyone in Cribden House School are:

Teamwork

Respect

Inclusive

Positive

Our Motto:

“We will either find a way or make one”

Encapsulates and expresses our determination to achieve all of the above.

Facilities

The school is situated in Rawtenstall and caters for pupils with Education, Health and Care plans of special educational needs from many parts of Lancashire including the East, Chorley, Preston and Leyland. Arrangements for the transport of pupils to and from school are made by the local authority special education transport department.

The school comprises 2 buildings – a 19th century listed building and a renovated stable block. Both buildings are 2 storey with the ground floor accessible to all disabled visitors and wheelchair users. There are ground floor toilets which are suitable for disabled users and parking spaces close to both building for easy access to school. There is also a suite of outdoor cabins in a woodland setting – 3 are used as classrooms and the others are used for meetings, interventions and sensory provision.

The school has:

- 11 classrooms (3 of which are cabins in the forest)
- 2 Thrive rooms
- Multi-purpose hall
- 2 adventure play areas
- Sports MUGA (multi-use games area)
- Cycle track with a range of go-karts and bikes
- Extensive Forest School Woodland area
- A range of learning areas in the forest
- Sensory spaces

Admission

Applications for admission to the school are made via the SEND Officer following the assessment procedures and consultation processes which result in the issuing of an Educational Health Care plan.

Resources and staffing

The main resource of the school is the high level of skilled staff that ensures full access to a quality, nurturing educational provision.

School SLT: Headteacher, Deputy Head, Assistant Head, and a school Business Manager.

Each class group has a teacher/HLTA and two or three teaching assistants, all of whom have clearly defined roles and responsibilities. The school also welcomes apprentices (currently 7 on board). Teams plan and work together to meet the individual needs of all the children in their group: learning, emotional, social and behavioural.

High staff commitment to the School's philosophy and ethos of achieving the very best we can in everything we do is expected and staffing appointments are made with this as an essential criterion.

The school has 3 family support workers of whom all are designated safe guarding officers alongside the Head teacher, Deputy Head and Assistant Head.

The school is well resourced and we adapt our building, curriculum, facilities and resources to ensure every child can fully access their curriculum.

The school benefits from high levels of pupil premium funding. This allows us to increase our staffing, resources and technology to effectively close the gap for the most vulnerable children in our school.

We have 4 Forest School leaders who deliver outdoor sessions and other interventions to all children each week.

From 2022-23 each child in school will access swimming during the year.

Staff are trained to lead therapeutic interventions which include Scrummy Crew (a food-based therapy), SmArty Crew (an art-based therapy), Wild Crew (an outdoor forest-based therapy for older children) and Messy Crew (a tactile sensory based therapy). These sessions take place each term following an 8-week programme.

Professional Development

Professional development opportunities are available for all staff relating to their specific subject areas or other identified areas of personal and professional development.

All staff have access to specific training in relation to a SEMH/ASC school setting. They are all

trained to use Team Teach, a holistic behaviour management and positive handling system, which means all staff are trained to manage behaviour safely and in the best interests of the child.

All class-based staff receive training in Attachment, ASC, ADHD and sensory difficulties. Staff have been trained to deliver a range of Speech and Language programmes, Anger management, PDA awareness and other interventions.

We have qualified First Aiders including those trained in Paediatric First Aid.

We have achieved ASC Accreditation which includes guidance and training in all aspects of ASC.

School has undertaken Trauma Informed Schools training with the whole staff.

The school has embraced the Thrive approach and we now have 5 trained Thrive practitioners.

We have 2 Thrive rooms which are timetabled and used on a daily basis.

Our school has now achieved the 'Equality Mark' award.

Multi-agency working

The school seeks to ensure appropriate involvement from all agencies in relation to the provision on each pupil's statement. This support is delivered within each class group.

All Provision plans/PEPs/CLA/CP/Care plans/BehaviourSmart plans are fully incorporated into a child's daily routine within their class group.

The following professionals support the school:

- Educational Psychologists
- Speech and Language Therapists
- Social Workers
- Education welfare officers
- Area special educational needs officer
- General and specialist advisers and advisory teachers

The school has established good links with other schools, mainstream and special and utilises local amenities to meet the needs of individual children.

Parental involvement

We encourage parental involvement in all aspects of their child's learning and maintain links with parents through phone calls, Class Dojo systems and email.

An Annual Review is prepared each year and parents are invited into school to discuss their child's progress. Termly targets, identified via the child's Provision Plan, are shared with parents.

Parent's evenings provide further opportunities to meet with parents/carers and where a parent/carer cannot attend then a phone call or home visit is offered where ever possible.

Our Family support workers liaise with parents; supporting them when they need help.

Identification of pupil needs and organisation of access to the curriculum

Pupils are assessed upon entry to the school using a range of assessment tools (see planning assessment, recording and reporting policy). The BSquared Framework is used termly as a Teacher assessment tool to review pupil progress throughout the year. The BSquared Framework assists us in tracking pupil performance and identifying curriculum strengths and areas for development.

Curriculum Policy Statement.

Cribden House School aims to provide a broad, balanced and wide curriculum that meets the very individual needs of all of our pupils.

The curriculum offered within Cribden House is being developed in accordance with the requirements of the **1993 Education Act** in that we seek to address the individual learning needs of all the school's pupils. The **Education, Reform Act 1988** also influences our curriculum planning in that we acknowledge our responsibility to provide a broad, balanced and relevant curriculum which:

- Promotes the spiritual, moral, cultural, mental, and physical development of pupils at school and of society.
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

Within our school we plan a core curriculum based around Maths, English, Science and PSHRE. We deliver the foundation subjects using a creative curriculum whole school approach. We also teach RE and PE.

We place a great emphasis upon our children gaining a range of other important life skills which will prepare them for their next stage of learning and life including:

- Communication
- Self help skills
- Independence skills
- Life skills
- Inclusion
- Sensory curriculum
- Intensive social skill development
- Emotional Literacy: recognising and naming feelings and emotions
- Self Regulation
- Empathy

DELIVERY OF THE CURRICULUM WILL INCLUDE:

CLASSES - presently eleven class groups organised by need and ability.

WHOLE CLASS – Pupils are taught alongside their peers as a whole class. The class teacher ensures differentiation meets needs of all pupils. Groups range from 6 - 10 pupils per class.

SMALL GROUPS or 1:1 - specific interventions are delivered to children to address a range of academic, behavioural, emotional, social and communication needs.

In a MAINSTREAM setting – some children may access some of their learning in a local primary school with support.

Appropriate sex and personal growth education will be included in consultation with parents, the Governing Body and Community Health personnel.

Religious Education will be included for all pupils, unless parents indicate otherwise. The RE programmes of study will follow the LA advice but will be modified accordingly to be appropriate to the conceptual levels of pupils.

The planning of lessons and assessment and recording of progress will differ according to the method of delivery for the subject or area.



Not all children can put their needs into words every time they experience a different emotion, but the way children behave can tell us a lot about how they are feeling. The Thrive Approach draws on the latest research - from current neuroscience, recent attachment research, current studies of effective learning and current models of child development – in order to help our school to understand the needs being signalled by children's behaviour. It gives us targeted strategies and activities to help them re-engage with learning and life.

Why do some children need Thrive?

Unfortunately, (like all of us at some point in our lives), children may face challenges that knock them off course. What is needed then is understanding and support to get them back on track. Many children will respond to the care, understanding and support given by parents, family, friends and teachers. However, some children need a little bit extra to enable them to:

- Feel good about themselves
- Know that they matter
- Become more resilient and resourceful
- Have a positive place in society
- Form trusting, rewarding relationships
- Be creative
- Be compassionate and empathetic
- Be thoughtful and self-aware
- Be productive
- Be able to overcome difficulties and setbacks

Extra-curricular activities

There are a range of activities on offer for groups of children at lunchtime including Forest, Bike track, Go-Karts, Sport, imaginative play, iPads, Lego and Computing.

Curriculum based and creative experiences within school - Pantomime productions, shows, workshops, Farm and Animal visitors, Fire and Police Service.

Monitoring and evaluation of the educational provision by the Governing Body

Governors regularly visit school and are linked to a class and an area of school development. Governors are informed of developments in curriculum planning and school policies are discussed and agreed by Governors as they are reviewed and revised. As the SEMH cohort and the educational arena continue to change, the Senior Management team will regularly review the curriculum to ensure that it continues to meet the needs of all our pupils. If the curriculum fails to meet a need, the Senior Management team will endeavour to look for new and creative ways to provide a new, innovating way of teaching.

**Updated
To be reviewed**

**September 2022
September 2023**