

# 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.

### MISSION STATEMENT

At Cribden House, we believe in every child's ability to succeed within a nurturing and inclusive environment. We aim to equip each child with the skills and strategies they will need to fulfil their potential and make a positive contribution to school and their community. We will celebrate every small step on this journey with a positive, supportive team approach, and help each child to develop resilience when they face setbacks. We are committed to helping our children make a successful transition to the next stage in their learning.

*'We will either find a way or make one'*

### AIMS OF THE SCHOOL

We aim:

- To provide high quality education which enables all children to reach their potential and develop a positive attitude to lifelong learning.
- To ensure a safe, caring environment for children who have experienced a previously unsettled education.
- To provide more inclusive experiences for our children.
- To develop links between Cribden House staff and colleagues in local mainstream primary schools and short stay schools.
- To develop into a Centre of Excellence and share our expertise within the community of Lancashire schools.

## **Facilities**

The school is situated in Rawtenstall and caters for pupils with statements 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 19<sup>th</sup> 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.

The school has:

- 5 Nurture classrooms
- Play skills room
- Multi-purpose hall
- 2 adventure play areas
- Sports MUGA (multi-use games area)
- Cycle track with a range of go-karts and bikes
- Outdoor woodland classroom
- Extensive Forest School Woodland area
- Safespace withdrawal areas

## **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 a Statement of Special Educational Needs/EHC plan.

## **Resources and staffing**

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

Each Nurture group has a teacher and Level 3 teaching assistant with at least two additional Level 2 teaching assistants with clearly defined roles and responsibilities. This team plans and works together to meet the individual learning, emotional, social and behavioural needs of all the children in the group.

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 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 our own Forest School Leader who works with groups every afternoon.

A music specialist delivers lessons every Tuesday afternoon.  
Each child in school accesses swimming for a half term each year.

There is a Sports coach in school three afternoons a week, delivering a range of Outdoor and Indoor activities. Each class group will have the opportunity to a half termly citizenship/sports session with Burnley FC on a Tuesday morning in the Autumn & Spring term and then a Wednesday afternoon in the Summer term.

A Horse care and Equine therapy 6 week programme is available to a group of 4 children throughout the school 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), Messy Crew (a tactile sensory based therapy) and Wild Things (an outdoor forest based therapy for younger children). These sessions take place each term following an 8 week programme.

We have a large number of bikes and GoVelo support us to run Bikeability and Learn to Ride sessions throughout the year.

### **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 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 have received full accredited Nurture group training alongside Attachment, ASC, ADHD and Play skills training. Staff have been trained to deliver a range of Speech and Language programmes, Anger management and other interventions.

We are currently undertaking ASC Accreditation which includes guidance and training in all aspects of ASC.

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

### **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 both within and outside of the Nurture class base.

All Provision plans/PEPs/CLA/CP/Care plans/Behaviour support plans are fully incorporated into a child's daily routine within their Nurture class base.

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. Our children access a range of sessions eg Maths, Art, PE and After School clubs in Haslingden Primary, Water primary and Waterfoot Primary. Mainstream schools also have access to our Forest school facilities and trained staff including Haslingden Primary & All Saints RC High School.

We currently use the following local amenities:

'Dam Top' (Horse care & riding)  
'Bleak Holt' (Dog walking)  
'Marl Pitts' (Swimming)  
'Adrenaline Centre' (Grip & Go climbing wall)

### **Parental involvement**

We encourage parental involvement in all aspects of their child's learning and maintain links with parents through phone calls, email and home/school book.

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.

Termly parents 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.

### **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 B Squared Scheme is used termly as a Teacher assessment tool to review pupil progress throughout the year. The B Squared System 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 PSHE. We deliver the foundation subjects using a creative curriculum whole school approach. We also teach RE and PE. Spanish is offered at KS2 by a computer based learning system.

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
- Anger management
- Empathy

### **DELIVERY OF THE CURRICULUM WILL INCLUDE:**

CLASSES - presently 6 Nurture 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 8 - 12 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 will 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.

### **Extra-curricular activities.**

There are a range of activities on offer for groups of children at lunchtime including Forest, Bike track, Sport, iPads, Lego and Computing

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

### **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.

**Revised  
To be reviewed**

**September 2016  
July 2017**

**Signed:** *Miss J. Ashworth*

**Date:** 05/09/16