



## LOCAL OFFER

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 x	If yes, please give details: Social, Emotional and Mental Health Difficulties ASC – Autistic Spectrum Condition SLCN – Speech, Language and Communication Needs	
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

### Accessibility and Inclusion

#### What the school provides:

The school comprises 3 areas – a 19<sup>th</sup> 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.

Furniture and equipment is modern and safety is of paramount concern to meet the needs of all learners. There are sensory spaces, time in rooms and 'teamteach' benches throughout school. The school has several bespoke 'workstations' to facilitate learning for children with ASC. Some children also have access to a 'sloping' desk to help with fine motor skills and dyspraxia.

Every child has access to an iPad or laptop throughout the day and there are interactive whiteboards in every classroom. Individualised ICT programmes are used to support each child's academic, behavioural and emotional needs.

The extensive grounds, woodland and nature trail/cycle track offer many opportunities for Forest School and Outdoor Learning.

## Teaching and Learning

### What the school provides:

Children are taught in small groups of varying sizes. A typical group will consist of a teacher and 3 teaching assistants. This team provides a stable, supportive learning environment in which every child's provision can be personalised. Staff are trained and experienced to meet the needs of children with Social, Emotional and Mental Health difficulties including attachment and trauma alongside a range of other needs such as Speech and Language, Learning Difficulties, ASC and ADHD.

There are also staff trained in Thrive, therapeutic interventions and forest school.

Family support leads support children and their families using a range of interventions.

Baseline assessments are completed at admission and a provision plan is written for every child. This plan aims to meet the objectives of the child's EHC plan outcomes and identifies interventions needed for the child to make good progress. The provision plan is reviewed each term.

The children are assessed termly in Reading, Writing, Spoken Language, Spelling, Vocabulary/Grammar/Punctuation, Number, Measurements & Geometry, Statistics & Probability. Thrive Online profiles are also evaluated each half term. Pupil progress meetings take place each term.

Assessment information is shared with parents/carers termly, at Annual Review and through end of year reports.

Referrals to other agencies and professionals can be made where a child is in need of additional external support who may advise school on strategies to use. Where appropriate, children will be supported to take National tests/screening checks. Children will also have inclusion links with local mainstream primary schools wherever possible.

There are trained First Aiders on site including paediatric first aiders.

School has 5 Local Authority instructors for Teamteach (positive handling) training and all staff on site are trained to use de-escalation and a holistic approach to behaviour management in order to keep everyone safe.

School continues to support student placement opportunities and employ staff as apprentices.

## Reviewing and Evaluating Outcomes

### What the school provides:

Pupils, parents/carers, classteachers, and SENCO all contribute to Annual Reviews of EHC plans.

Provision plans are produced at admission and again at the start of each school year. They are reviewed and evaluated every term and parents kept informed of any changes to provision which is identified.

There are 2 parents evenings to share children's work and achievements.

School operates an 'open door' policy and will listen to any concerns a parent/carer has about their child.

## Keeping Children Safe

### What the school provides:

Detailed risk assessments are undertaken for every child on admission and then reviewed regularly.

There are detailed risk assessments undertaken to ensure safety on the premises and grounds. Advice is followed from LCC Health and Safety professionals.

Taxis bring most children to school and school staff co-ordinate the safe arrival and departure of children each day.

There are risk assessment procedures in place for every out of school activity or trip and use of Lancashire Evolve ensures that LCC are notified of all trips and the risk assessments in place. Children are supervised within their class groups by members of their staff team throughout the day. The School council regularly review pupil safety around school. All policies, guidance and procedures relating to security, safety and support including Safeguarding (including Online Safety), Child Protection, Relationship and Regulation policies and Anti-Bullying are available from school and the school website.

### **Health (including Emotional Health and Wellbeing)**

#### **What the school provides:**

Some medication can be administered in school and there are clear systems in place for safe storage and administration.

Care plans are shared with relevant staff and regularly reviewed with parents/carers.

Support and teaching staff are kept up to date with First Aid training and the individual needs of all children eg those with epilepsy. In case of medical emergencies office staff are trained to contact emergency services as necessary with all up to date pupil information.

The School Nursing service visits school where necessary and offers support and advice to staff. The Speech and Language Therapy Team (SALT) visit school regularly to advise school on recommended programmes for individual pupils.

External agencies commissioned through Social Care work with individual children in school on targeted interventions where needed.

### **Communication with Parents**

#### **What the school provides:**

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

The school website contains details of staff and teams.

There is a school Facebook page which is updated regularly.

There are daily communications via Class Dojo, telephone, email or text.

School operates an 'open door' policy. There are 2 parents evenings per year.

There is an annual home-school communication questionnaire sent home to evaluate parent views.

Other parent voice surveys are conducted throughout the year including the annual review and Ofsted parent view.

### **Working Together**

#### **What the school provides:**

The school council are elected termly by their peers and meet regularly. Each classroom has suggestion boxes which the school council monitor regularly. Pupil voice questionnaires/interviews are used frequently to ascertain pupil views about various aspects of school life.

Parents can contribute in parent meetings and annual reviews. They can also ring at any time and arrange to talk to a member of staff. Parents are encouraged to be involved with their child's education wherever possible. School will devise reward systems and behaviour support plans for home in partnership with parents if parents request this help.

The Relationships and Regulation policy is an important document and is reviewed annually and shared with parents and all stakeholders.

## What Help and Support is available for the Family?

### What the school provides:

Any member of staff is happy to help parents with forms and paperwork and the family support team can visit any family who needs additional help.

Parents/carers are welcome to ring school anytime to ask for advice and guidance about any aspect of school life.

Parents/carers can share concerns about transport and taxis with passenger assistants who will pass this on to the family support team.

Parents/carers are assisted to make referrals to other agencies – eg ELCAS, CAMHs and Speech and Language Therapy and supported by a family support worker to visit and access out of school support eg Action for ASC/ADHD.

## Transition to School and School Leavers

### What the school provides:

Any parent is welcome to make a 'Without Prejudice Visit' to school. When admission is agreed children are encouraged to visit and meet staff and pupils.

As much information as possible is gathered about each child on admission to ensure all needs are met and a smooth transition is made into school. School work closely with previous school and all agencies involved. Good relationships are established with parents as soon as possible.

At the Year 5 annual review discussions begin about possible secondary placement. In Summer term, parents are encouraged to start planning visits to appropriate secondary schools. This is an opportunity to begin planning for Key Stage 3. Mainstream links can be set up if this is appropriate. At the Year 6 review secondary school plans can be finalised.

Year 7 places are identified by February of Year 6. Transition plans are then devised to ensure that children have opportunities to visit secondary schools and meet staff.

Teachers from the secondary schools visit school and attend transition meetings where possible.

## Extra Curricular Activities

### What the school provides:

All children have access to a range of sports and social skills activities at lunchtimes.

Children come from a wide geographical area and so family support workers signpost families to activities on offer within their local area.

Educational and fun trips are available to all children throughout the year.