



Crosshill
SCHOOL

Prepare and flourish



PARENT/CARER HANDBOOK

2024-2025



Headteacher's Welcome

It is a pleasure to welcome you to Crosshill School, a 5 19 special secondary school within Blackburn with Darwen

We have high expectations of our students and offer a personalised and flexible curriculum which has an emphasis on academic outcomes, independence and providing them with the skills they need for life and work to make a successful transition into adulthood.

This document is designed to support you in answering any questions you may have about Crosshill School for this coming academic year. All of us at Crosshill School are constantly striving for outstanding. We hope you find this document useful and if you have any further questions please don't hesitate to contact us.

Please also regularly check our website, Facebook, You Tube and Twitter sites as information, pictures and news are communicated here on a regular basis.



www.crosshillblackburn.co.uk



crosshillblackburn



@CrosshillSchool



Crosshill School

We look forward to the new academic year and hope to make a real difference to your child's development over the coming months, working with you as their champion.

Kindest regards

Lidia Gardner

Headteacher

Latest Ofsted Report

The latest Ofsted report is attached at Appendix 1 for your information.

Values and Ethos

We are a special school catering for students aged 5 to 19 years who are in receipt of an Educational Health Care Plan (EHCP) regarding their identified Learning Difficulties.

We cater for a wide range of different needs, but the majority of students main identified need is associated with cognition difficulties (Moderate Learning Difficulties/Global Development Delay).

Our students often also display a second need which is usually associated with speech language or communication needs (SLCN), Autistic Spectrum (ASD), Hearing Impairment (HI), Visual Impairment (VI) Social Emotional Mental Health (SEMH) as well as a variety of physical or medical disabilities or conditions.

Caring

We value the positive relationships built between staff, students, parents and carers. The friendly environment enables students to feel valued and trusted as individuals and mutual respect is shown for each other.

Raising Achievement

Our educational aim is to raise the achievement of our pupils by using various styles of teaching and different situations; all students are encouraged to reach their targets.

Outstanding Opportunities

We offer the most amazing opportunities to learn outside the classroom, exploring a variety of exciting learning experiences.

Secure and Supportive Environment

We provide a secure environment where all students feel safe and protected. Where required, students are provided with 1-1 support to enable them to make progress in their work.

Shared Experiences

Students learn by watching others and sharing their knowledge. Group work is encouraged where all students are able to use their own interests, skills and ability to work together.

Happiness

Our students are happy and enjoy positive learning experiences that enable them to feel successful and fulfilled.

Individuality and Independence

All students have an individual education plan that provides relevant learning objectives to ensure progress is made and all activities meet their needs. We strive to provide opportunities at all ages.

Leaving and Moving On in their Lifeskills

Lifeskills are embedded in the curriculum and therefore enables students to make positive decisions about their future. We provide excellent transition support for students leaving Crosshill and moving onto further education at local Colleges with the help of the Careers Service. Their success is our success.

Leading in Innovative Technology

We use the most up to date technology for learning and students have iPads to support curriculum learning. Other resources include laptops, and interactive touch screen technology.

Important School Information

The information in this booklet includes questions frequently asked about starting at Crosshill School. If you still have questions that you still need answering or have any concerns, please do not hesitate to contact our school office who will be pleased to help you.

Welcome Tour – Video

This video is a welcome tour of the school.

[Click here](#)

Or view on You Tube – search Welcome to Crosshill School

How does my child get to and from school?

As a school we encourage independent travel but recognise that some children need support in getting to school. If your child qualifies for SEN transport, the local Education Office will arrange this for you. During the summer holidays officers from the Transport Team will meet with you to complete a risk assessment for your child and will arrange the transport to start on the first day of term. Once organised you will receive a letter from the Transport Team advising you of the name of the bus escort and estimated time of collection in the morning and drop off time in the afternoon. A school bus, coach or taxi will collect and return your child each day. Please ensure your child is ready for the bus and waiting at the appropriate place as the bus will not wait for late arrivals. Also ensure the appropriate adult is at home at drop off time. If you have any changes or queries regarding transport contact the BWD Transport Team direct on 01254 585003

What is the structure of the school day?

Students should arrive on time to school each day. Registration is at 8.30am and the school day finishes at 2.50pm. Each day there is a 15 minute break at 10.15 and there is a 60 minute dinner break at 12.30pm. However, this may be subject to change, and we will update parents of changes as they occur. Below is an example of how the school day may be broken down.

8.30 – 8.45	Pastoral
8.45 – 9.15	Reading/Intervention
9.15 – 10.15	Lesson 1
10.15 – 10.30	Break
10.30 – 11.30	Lesson 2
11.30 – 12.30	Lesson 3
12.30 – 1.30	Lunch
1.30 – 2.10	Lesson 4
2.10 – 2.50	Lesson 5

What happens at dinner time?

Hot and cold lunches are served daily in the main dining area. Students can bring in a packed lunch. Please note **no** fizzy drinks, sweets, chocolate or nuts are permitted. Special arrangements can be made for dietary requirements.

School dinners currently cost £2.30 per day, £11.50 per week. (under review due to inflation) A cashless payment system is in place called Arbor Parent Portal. The portal can be used to pay for school dinners and school trips. You can also log into the portal and check the information held. You can notify School of updates such as a change to phone number on the portal. You will be sent an email link to register.

Free School Meal Entitlement

Your child might be able to get free school meals if you get any of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

If you wish to apply for free school meals you will need to complete the form provided by at Blackburn or Darwen Town Hall. You will NOT qualify for free school meals if you receive Working Tax Credit.

If you have recently filled in a claim form for Housing Benefit/Council Tax Support your entitlement to free school meals will automatically be calculated and school will be notified. This form is only to be completed by None Householders ie, you are not the tenant or home owner but live with someone who is.

If you need help filling in the forms or would like information about making a claim, you can telephone for advice and information on 0845 070 1066. You can also call in at customer services at either Blackburn or Darwen Town Hall.

If you think your child is entitled to free school meals please can you make the appropriate arrangements during the summer holidays to ensure your child receives the entitlement on the first day back at school.

An application form is also available on our website

<https://www.blackburn.gov.uk/schools-and-education/school-meals>

If you need help applying contact the Crosshill Family Support Worker, by ringing the school office, 01254 667713.

Healthier Packed Lunches for children

What you need to know

Eating well is important. Children need to eat well as it will give them energy and nutrients to grow and develop, be healthy and active.

A healthy, enjoyable lunch gives children the energy they need to learn and play at school.

Practical tips for a healthy lunchbox

- Try to vary the contents of the lunchbox daily. That way you can ensure your child is getting the variety of nutrients their bodies need to function and grow.
- Involve your child in preparing their lunchboxes. They are more likely to enjoy food they have made themselves.
- Wash your hands before handling food, wash fruit and vegetables before use and put them in clean containers.
- Keep food fresh, make sure it is stored properly; lunches packed the night before need to be stored in the fridge. If using rice, make sure it is cooled quickly and stored in the fridge overnight. To keep your lunch fresh during the day, use a cool bag and put in a frozen drink or reusable ice pack.
- Keep different breads in the freezer so you can just take out and defrost what you need for one days lunchbox. Using different breads will make the lunchbox more interesting and enjoyable.
- If your child refuses to eat brown bread, try a lighter variety or make sandwiches using a slice of white and a slice of wholemeal bread.
- For variety, use pitta strips, crackers, bread sticks or fruit and vegetable finger foods with a dip.
- Always try to add a little salad to a sandwich. To avoid soggy sandwiches, dry the salad before adding it to the sandwich or put it separate to sandwich.
- Make a fruit smoothie by blending juice and fruit together, or a yogurt or milk drink by mixing yogurt or semi-skimmed milk with pureed fruit.
- Make a lower-fat salad dressing by mixing it with some low fat yogurt or semi skimmed milk.
- You can use leftovers, for example rice and curry, vegetable pizza, pasta and sauce.
- Make a salad using rice, potato or pasta from the night before, mixed with vegetables, beans and so on.
- For more information and advice go to the NHS Eat Well Guide <https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

Hot meal options

Please refer to our website for the menus provided within school for hot meal options.

<http://crosshillblackburn.co.uk/parents-students/school-meals>

Nut allergies

Please **DO NOT** send nuts into school as a snack or as part of a packed lunch.

This is because we have a number of children in school who have severe nut allergies and having nuts in school could make them very ill.

What does my child wear to school?

Uniform is purchased from the following suppliers:

Order online and the items will be delivered to school:

<https://rvsschoolwear.co.uk/all-school-s/crosshill-school/>

Or telephone your order to the shop or visit the shops at:

RVS Clitheroe

Bank House, Harris Court, Wellgate, Clitheroe, Lancashire, BB7 2DP

01200 443733

office@ribblevallesupplies.co.uk

And

The School Uniform Company

Unit 1, River St, Blackburn, BB1 1EG

01254 658 787

If you need help in trying sizes before ordering on line, please contact the school office as pop up shops are arranged at the end of school term.

We expect all students to wear their uniform, both in school and where appropriate, when representing their school off site.

Click here to see the full uniform list:

[Crosshill - Uniform \(crosshillblackburn.co.uk\)](http://crosshillblackburn.co.uk)

The **compulsory** uniform for students is listed below

- Jumper with Crosshill Logo – Purple jumper with a single cream stripe around the neck.
- Trousers – Grey trousers. Fashion belts are not permitted.
Primary- Grey shorts may also be worn.
- Skirt – Purple and grey tartan, knee-length pleated skirt. Worn with either opaque black tights or plain black or grey ankle socks.
- Secondary- Shirt – Long or short sleeve plain white formal school shirt with collar.
- Primary- white polo shirt.
- Shoes – Plain black flat shoes. No boots or trainers. Worn with plain black or grey socks.
- Outdoor Clothing – Plain dark coloured coat. Scarf, hat and gloves are recommended for outdoor use and can be any dark colour.

Optional

- Blazer (secondary school only) – Grey blazer with purple piping. Crosshill Logo on the left chest. Flaps on the pockets.
- Hijab (Headscarf) – Optional 2-piece purple headscarf.
- Bag – Sensible school bag to fit A4 folders.

Compulsory for PE use only:

- PE top – black crew neck with school logo
- Shorts - plain black shorts
- Suitable Footwear - Trainers to be worn for indoor use, pumps are not allowed.

Option for PE use only:

- Tracksuit bottoms - plain black (not jersey material)
- Hooded Track Top - plain black hooded tracksuit top with school logo

Forest School - Warm outdoor clothes that may get muddied may be requested when pupils are taking part in Forest School.

Students are expected to follow the school dress code. Please ensure all clothing including uniform, PE kit, towels, shoes and coats are clearly labelled with your child's name in. School cannot take responsibility for any items lost or misplaced, but will try hard to support children in keeping items together.

Jewellery and make up is not permitted in school. Newly pierced ears must be covered with a plaster/surgical tape until earrings can be removed. ***No other piercings are permitted in school and must be removed. False nails and nail varnish are not permitted.***

Jeans are not to be worn.

Mobile Phones and tablets, iPod

We recognise the value of mobile technology but require parents and students to be aware that we discourage students from bringing in such items as mobile phones, iPod, tablets etc as they could be stolen or damaged and can be disruptive during school time. If students do bring a device into school it must be switched off and handed in to the school office or class teacher on arrival to school. Bringing in a device is at your own risk and school cannot be held responsible for lost or damaged items. Please see the Mobile Phone Policy for further information.

<http://www.crosshillblackburn.co.uk/schooldata/pages/Policies/Behaviour/CET%20Mobile%20Phone%20Policy.pdf>

What do I do if my child is ill or absent?

If your child is taken ill ***you must inform school before 8.30am*** on the first morning of absence. You should call school each morning thereafter before 8.30am to update school until your child returns to school.

If your child requires medication for their illness, you will need to bring this into school, clearly labelled and with your written permission on the “request for school to administer medications” form.

Attendance and Punctuality

Students should attend school punctually every day and school must be notified of any absence before 8.30am. Government legislation now deems that any student with attendance below 90% is classified as a “Persistent Absentee” and school has to notify the local authority Education Welfare Officer of any student reaching this threshold.

Medical appointments should be arranged, wherever possible, outside school hours. On the occasions where this cannot be arranged, students should come to school before/after these appointments so that disruption to learning is minimised.

Government legislation does not permit the authorisation of holidays within the school term and any absence of this type is classified as unauthorised absence that can lead to a penalty notice.

At Crosshill we use the following colour coding to track and monitor student’s attendance termly and provide regular letters to parents to assist them in identifying where your child’s attendance is at.

98% and above
95% – 97.9%
93% to 94.9%
90% to 92.9%
89.9% or below

GREEN = Keep up the great work, your child has excellent attendance 😊

YELLOW = your child is doing well, but try to ensure you consider any absences carefully.

AMBER = your child’s attendance is slightly lower than we would like, avoid any unnecessary absences from school.

PINK = We are worried about your child’s attendance and the effect it will be having on their chances to make good progress in school, please ensure your child attends every day to see improvement.

RED = we are very concerned about your child’s attendance and may get external support from localities/social services/EWO (Education Welfare Officer) or decide to proceed and issue a fixed penalty notice charge if your child’s attendance does not improve this term.

Although, we recognise that some absences are unavoidable please do your absolute best to avoid planned absences, such as holidays during term time as penalty notice charges will be issued.

What do I do if my child needs medication?

Staff do not give prescription medicines or undertake health care procedures without appropriate training. The school will endeavour to ensure that there are sufficient members of support staff who are employed, appropriately trained and willing to manage medicines.

Some pupils may require medication on a regular basis within school time which the staff will be required to administer at a set time during the school day.

At the start of each academic year, parents must inform school about the medicines that their child needs to take and complete a 'Request for School to Administer Medications' form. We will also need parents to provide a copy of their child's health care plan, where medical and dosage information will be provided. We will make sure that this information is the same as that provided by the prescriber.

If your child has asthma, parents must provide their inhaler, spacer and Asthma Plan.

If any changes are made to medication during the year, parents must inform school immediately.

Prescribed medication should be:

- In date
- Labelled
- In the original container as dispensed by the pharmacist
- Include instructions for administration, dosage and storage

(The exception to this is insulin which must still be in date but will be inside an insulin pen or pump rather than in its original container).

The dosage and administration will always be witnessed by a second adult.

What if I have any complaints?

We would always appreciate the chance to address a concern. So, if you do have one please contact the school office and we will assist you or advise you who is best placed to deal with your concern.

If you have a complaint, please refer to our Complaints Policy on the school website.

[Crosshill - Policies \(crosshillblackburn.co.uk\)](http://crosshillblackburn.co.uk)

How does school keep me informed?

The Pastoral Team and Class Teams have regular contact with parents. They will be in touch with you to let you know how to contact them. We regularly post information on social media platforms namely Facebook, the school website, You Tube and Twitter. We celebrate and share our students' weekly achievements and activities through these channels and provide certificates to pupils for their achievements. We regularly send out information through Arbor our communication portal via email.

We welcome parents to school to discuss matters of concern as they may arise. Please make arrangements to speak with the class teacher in the first instance. Senior leaders can also be available for discussions, and an appointment can be arranged via the school office. Appropriate and prompt action is taken on any concerns raised and a record of all complaints is maintained.

Parents Meetings and Reports

We encourage and welcome frequent and regular communication with parents and carers. This may be both informal and formally arranged. We hold parents' evenings throughout the year and a EHCP review. School progress reports will be sent home each term. Parents' evenings are an opportunity to meet with your child's class teacher to discuss their learning and development in detail. You will be contacted during the year regarding these dates.

Education, Health and Care Plan Annual Review Meetings

Your child will have an annual review of their Education, Health and Care Plan (EHCP). The purpose of the review is to discuss your child's progress towards their outcomes. Once outcomes are achieved new outcomes will be set. You will be asked to contribute your views as will your child and any other professionals who are involved. In Year 9 and onwards, the review will focus more on transition and preparation for adulthood.

More information about the EHCP review process can be found here:

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/site.page?id= h8r1k FYFQ>

It is important that you attend this meeting. If you are not able to attend, you must inform school as soon as possible and ideally when the initial letter giving the details of the meeting is received by you. The reason for this is that many different professionals are invited to the review so we have to arrange a date that is suitable for everyone. The contact in school for EHCP reviews is Paula Thornton.

Dates For Parents 24/25

A calendar of dates will be provided at the beginning of the Autumn Term 24. Term dates are available on the website. [Crosshill - Term Dates \(crosshillblackburn.co.uk\)](http://crosshillblackburn.co.uk)

What are the arrangements for PE?

PE is taught to all pupils.

Students are taught a wide range of sports in line with their ability to access. Parents are asked to give permission for such activities before commencement.

All students are expected to take part in PE. Under exceptional circumstances if a pupil cannot take part in PE you should provide a note or telephone school before 8.30am.

Pupils come into school in their PE kit ready changed. Parents will be asked to bring in any kit that is missing for their child's lesson.

What is Personal and Social Health Education?

In helping to prepare our students for a successful and happy adult life after leaving school, we believe that the development of the "whole" child from an early age is important. All our students follow a programme of personal and social health education where they are taught about themselves as people and how they get on with others. We encourage a sense of community and place a high value on helping others, especially through work in the local area.

Health, education and careers education are a part of this programme. As part of the secondary curriculum sex education is taught in a manner appropriate for the age and maturity of our students; parents have the right to withdraw their child from sex education lessons should they wish to do so. Letters will be provided before work in this area commences.

Do children go on School Trips?

Students may be given the opportunity to go on an educational activity holiday each year. We usually ask for a contribution towards the cost of trips. Students may also go on education trips each week in the local area. Each parent is required to sign the local visit permission letter to enable us to take your child on such visits.

The school has access to three minibuses which are regularly serviced, and all the seats have seatbelts fitted. The minibuses are used regularly for our students, with one specially fitted for wheelchair use.

Is there After School Clubs?

We have links with Blackburn Youth Zone who collect our secondary aged students from school to attend the activities at the facilities on Jubilee Street, Blackburn. Letters are sent home in September to enrol and places are offered on a first come first served basis.

Crosshill Staff 2024-2025

Staff details are available on the website.

We also work with the following external professionals:

SEND Support Services:

Lee Allen, ASD Advisory Teacher

Andrew McVee, ASD Advisory Teacher

Sam Moran, ASD Specialist Support Assistant

Di Barton, Advisory Teacher for Hearing Impaired

Jane Storm, Advisory Teacher for Visually Impaired

Nicola Savage, Advisory Teacher for Visually Impaired

Sunita Asal-Chander, Habilitation Officer

Other Support Services:

Mental Health Practitioners

Emily Parker, Speech and Language Therapist

Lisa McDermott, Speech and Language Therapy Assistant

Yasmin Bobat, Play Therapist

Paediatric Learning Disabilities Nursing Service

Speciality Community Public Health Nurse (School Nurse)

Physiotherapy

Occupational Therapy

Friends of Crosshill School

Crosshill is supported by a fantastic team of staff, parents and helpers who make up our Friends Association. Informal meetings are held once a term and everyone is welcome to attend and join in. We share ideas for activities and events for families, friends and school community. Previous activities and events have included, let's get cooking days, Bollywood nights, Hoe Down dances, coffee mornings, and pantomimes, and quiz nights, beetle drives and trips.

Contact Heather Roberts in the school office for more information or a chat about the Friends of Crosshill Association on 01254 667713 and info@crosshill.blackburn.sch.uk

Curriculum Offer

At Crosshill School our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant real-life situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be physically and mentally healthy
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their personal goals and interests
- Develop pupils' independent life and learning skills, resilience and confidence to equip them for further education, adulthood and employment
- Provide opportunities for students' to develop specific skills such as teamwork and speaking and listening, that help to prepare them for adulthood

At Crosshill we ensure that pupils are at the heart of every decision made. Our curriculum is designed to incorporate and take consideration of all aspects of learning a child may need to assist them in becoming successful adults in the future. We do this with cooperation and support from families and the wider community.

Our intent is aimed at ensuring that the curriculum provided at Crosshill is:

- Purposeful and lifelong
- Promotes high aspirations and provides challenge
- Celebrates our diverse school and wider community
- Is underpinned by a therapeutic and holistic approach
- Supports and assists pupils to reach their full potential
- Takes full consideration of our pupils wants and needs

Our learners have access to two curriculum offers at Crosshill:

- **Pathway 1-** Students on this pathway learn best through a highly multi-sensory and experiential approach. Students have access to individual activities that spark their interests. Students benefit from a well sequenced topic-based curriculum embedding short, medium and long term memory strategies. Emphasis is placed on developing life skills and understanding the world in which we live. Students will also work towards independence and explore the world of work.
- **Pathway 2-** Students on this pathway study discreet subjects through an adapted National Curriculum offer that allows them to develop and sustain core knowledge and skills. Students are encouraged to work towards problem solving independently. Emphasis is placed on supporting students to be prepared for the world of work and to live as independently as possible.

At Key stage 4 each curriculum offer leads to a range of qualification pathways. Some of our students stay with us beyond Key stage 4, and others go on to places like Blackburn College or Myerscough College.

- **Post 16** Preparation for life and work

At Key stage 5 our curriculum provides students with opportunities to work towards independence and the world of work.

The Curriculum Offer for 2024-2025 will be available to parents via the school website in the Autumn Term.

Home School Learning

At Crosshill we value the work pupils do both at school and at home. Homework provides an opportunity for pupils to work independently and with their families to support social communication development. The curriculum that a pupil follows should be reflected in the homework that a pupil is given and should enhance the pupil's prior learning.

Homework enhances pupil learning; it requires careful planning and integration into the scheme of work of each curriculum area. Consideration into the curriculum offer each pupil is following must be taken when deciding on the appropriateness of homework set.

The Class Teacher will ensure that they will:

- Provide varying types of homework that is differentiated to suit the pupil's ability.
- The teacher must also give full and comprehensive instructions regarding the homework.
- Maintain records of homework set and when appropriate individual pupil achievement.
- To provide help and support to the pupil if required.

The Senior Leadership Team will ensure that they:

- Quality assure the homework that is being set by the class teacher.
- Monitor and evaluate the homework policy.
- Provide support to the class teacher if there are any concerns with a pupil(s) regarding failure to complete homework.

Remote Learning

We will support our pupils with remote learning should they not be able to attend school for a period due to illness or complex medical needs.

Mental Health and Wellbeing

At Crosshill School, we actively promote positive mental health for every member of our staff, all students, parents/carers and the governing board.

Our Aims:

- ♣ Promote positive mental health in all staff and students
- ♣ Increase understanding and awareness of common mental health issues
- ♣ Alert staff to early warning signs of mental ill health
- ♣ Provide support to staff working with young people with mental health issues
- ♣ Provide support to students suffering mental ill health and their peers and parents/carers

In order to support parents, we will:

- ♣ Highlight sources of information and support about common mental health issues on our school website and social media platforms
- ♣ Ensure that all parents are aware of who to talk to, and how to do this, if they have concerns about their own child or a friend of their child
- ♣ Make our mental health policy easily accessible to parents
- ♣ Share ideas about how parents can support positive mental health in their children through our regular information coffee mornings and social media
- ♣ Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

We have wellbeing teams made up of staff and students who work together to promote wellbeing across school.

We hold regular coffee mornings for parents to provide an opportunity for you to meet with other parents. We often invite guest speakers to the coffee mornings who can offer information and support on a range of issues in an informal way.

We have a member of staff from the Mental Health Support Team based with us one day a week and Yasmin Bobat, Play Therapist is based with us one day a week. If you feel that your child would benefit from a referral to either of these services or have any concerns about mental health and wellbeing, please contact our Pastoral Team.

We have a Mental Health and Wellbeing page on our website where you can obtain further information:

<http://www.crosshillblackburn.co.uk/parents-students/support/mental-health-and-wellbeing>

Other support can be sought through

Kooth <https://www.kooth.com/>

Childline Tel: 0800 1111

Samaritans Tel: 116 123

Behaviour at Crosshill

At Crosshill School we believe that:

- Children and young people want to behave well.
- Behaviour is a means of communication – we must ensure that all pupils are supported to communicate their needs safely and appropriately.
- With the right support and intervention, children and young people can learn to improve their behaviour and manage well.
- Mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process.
- All of our children have learning difficulties which impact on how they learn to behave.
- All adults can learn strategies to support young people to improve their behaviour.

DEFINITION EXPLAINED

We believe that:

Children and young people want to behave well. We believe that our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

Behaviour and Communication - how children behave gives us important information about how they are feeling.

Supporting children to effectively communicate is a very important part of supporting children and young people to behave appropriately.

Children with complex learning needs will require a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

Children and young people can learn to improve their behaviour. Children and young people at Crosshill find learning difficult: learning new behaviour is a task, just like learning to read or write.

As adults, we must consider the learning styles and needs of children and young people; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours.

Most of our children and young people learn in small, incremental steps over a very long period of time.

Mistakes are part of the learning process. We don't make a judgement about it – instead we support our children and young people to get it right.

All adults can learn strategies to support children and young people to improve their behaviour.

Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.

At Crosshill we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.

This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a school we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond (Lead professionals, Teacher Mentors, Educational Psychologists, ELCAS, etc).

All adults must be committed to developing their practice and sharing their skills and experiences. This is a commitment to ongoing professional development

Home/School Agreement

By accepting a place at Crosshill you and your child are agreeing to accept the home school agreement.

At Crosshill we place a high importance on working with families, as well as pupils to obtain the best possible outcomes. All students are unique and are treated as individuals. Our rewards and sanctions are therefore appropriately matched to individual need.

1. Reflections

As part of our behaviour policy, we may take the decision to keep a student inside at break and/or lunch, to help them to reflect on their behaviour and give them an opportunity to discuss what has happened. This reflection time could also be an opportunity for the student to undertake calming activities that support them in being more ready to learn.

2. Physical Intervention

Please see the section on physical intervention for more detail on this.

3. Suspension

Should an suspension from school be necessary you will receive a letter detailing your right to appeal and the steps you should take. The suspension, will, in the vast majority of cases, be for a fixed term and will detail start and end dates.

Physical Intervention

If a physical intervention was to ever involve your child then you would be contacted directly by a member of staff to inform you.

Crosshill staff receive regular up-to-date de-escalation and diffusion techniques and if any positive handling is required we use the Team Teach approach. At Crosshill School we believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individuals.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between students. These include:

- Injury, or risk of injury, to another student
- Injury, or risk of injury, to a member of staff
- Serious damage to property

Any intervention should be a last resort and be proportionate, reasonable and necessary.

All staff have a duty of care to children and young people. If staff take no action, the outcome may be that a child injures him/herself, or another, including staff.

Staff will not physically stop young people from leaving any given space unless it is deemed unsafe for them too. Students will be given a clear choice and consequences will be advised by the staff.

Safeguarding

Safeguarding of your child is paramount in our school. We have designated Safeguarding Officers who will advise and report matters to Children's Services and/or Police if necessary. The designated people in our school are:

- **Rachel Hadfield– Designated Safeguarding Lead**
- **Lidia Gardner- Headteacher and Deputy Designated Safeguarding Lead**
- **Rachel Kenworthy- Deputy Headteacher and Deputy Designated Safeguarding Lead**
- **Ceri Hamill – Deputy Designated Safeguarding lead**
- **Suzanne Smith – Pastoral Lead**
- **Kelly Smith – Post-16 Designated Safeguarding Lead**

For more information see the Safeguarding Children Partnership Arrangements for Blackburn with Darwen, Blackpool and Lancashire at

<https://www.safeguardingpartnership.org.uk/>

Are you concerned that a child is being abused or neglected?

If you are concerned about a child and you feel they are being abused, neglected or at risk of abuse/neglect, then you should consider making a safeguarding child referral.

Contact Blackburn with Darwen Children's Advice and Duty Service (CADS) for confidential advice and consultation. Monday to Friday 08.45-17.00 please call: 01254 666400

If your concerns are urgent and between the hours of 5.00 p.m. and 8.45 a.m. Monday to Friday or during weekends please telephone the Emergency Duty Team on 01254 587547.

Online Safety

Online safety is a focus in all areas of the curriculum and staff will reinforce online safety messages across the curriculum. The online safety curriculum is provided through planned lessons in ICT and PHSE and other activities such as theme days and assemblies.

Parents and carers also play a crucial role in ensuring that their children understands the need to use the internet/mobile devices in an appropriate way. The school will take every opportunity to help parents understand these issues through newsletters, letters, school website, social media, national/local online safety campaigns and coffee mornings/parent training sessions. Parents and carers will be encouraged to support the school in promoting good online safety practice and to follow guidelines on the appropriate use of:

- Digital and video images taken at school events.
- Access to parents' sections of the website
- Children's personal devices in school

It is important to talk to your child about their life online and encourage them to share their experiences with you. This will help to safeguard your child. Please see the 'Parents' Guide for Safer Internet Use' for more information on how to do this.

Other helpful links to social care support, help and charities

<http://www.crosshillblackburn.co.uk/parents-students/family-support>

<https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/results.page?localofferchannel=0&lboolean=1>

GDPR – General Data Protection Regulation

Privacy Notice (How we use pupil information)

The categories of pupil information that we collect, hold and share include:

- Personal information (such as name, unique pupil number and address)
- Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- Attendance information (such as sessions attended, number of absences and absence reasons)
- Assessment information
- Medical Information
- Special Educational Needs Information
- Exclusion/Behavioural information
- Post 16 destination information (i.e. college/sixth form applications)

Why we collect and use this information

We use the pupil data:

- to support pupil learning
- to monitor and report on pupil progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to comply with the law regarding data sharing

The lawful basis on which we use this information

We collect and use pupil information under the following conditions contained within Article 6(1) of the GDPR:

- (a) Consent: the individual has given clear consent for you to process their personal data for a specific purpose.
- (c) Legal obligation: the processing is necessary for you to comply with the law
- (d) Vital interests: the processing is necessary to protect someone's life.
- (e) Public task: the processing is necessary for you to perform a task in the public interest or for your official functions, and the task or function has a clear basis in law.
- (f) Legitimate interests: the processing is necessary for your legitimate interests or the legitimate interests of a third party unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

Where we process special category data we identify an additional processing condition within Article 9(2) of the GDPR:

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold pupil data for a specified period which is detailed in the School's retention schedule which is contained within the IRMS Information Management Toolkit for Schools. A copy of the retention schedule is available on request from the School's Data Protection Officer.

Who we share pupil information with

We routinely share pupil information with:

- schools that the pupils attend after leaving us
- our local authority
- the Department for Education
- National Health Service
- Diocesan bodies (if applicable)

Why we share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring. We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

Youth support services

Pupils aged 13+

Once our pupils reach the age of 13, we also pass pupil information to our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996 and Education and Skills Act 2008 the duty to participate in education or training.

This enables them to provide services as follows:

- youth support services
- careers advisers – impartial careers information, advice and guidance

A parent or guardian can request that only their child's name, address and date of birth is passed to their local authority or provider of youth support services by informing us. This right is transferred to the child / pupil once he/she reaches the age 16.

Pupils aged 16+

We will also share certain information about pupils aged 16+ with our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996 and Education and Skills Act 2008 the duty to participate in education or training

This enables them to provide services as follows:

- post-16 education and training providers
- youth support services
- careers advisers – impartial careers information, advice and guidance

For more information about services for young people, please visit our local authority website.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law, to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- conducting research or analysis
- producing statistics
- providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data. Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- who is requesting the data
- the purpose for which it is required
- the level and sensitivity of data requested: and
- the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data> . For information about which organisations the department has provided pupil information, (and for which project), please visit the following website: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact Crosshill School at info@crosshill.blackburn.sch.uk

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you

raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Contact

If you would like to discuss anything in this privacy notice, please contact our school Operations Manager.

Consents for Photography

We like to share the activities and successes of our children by taking photographs for their academic coursework and portfolios, our newsletter and social media channels. It is very important that we have your permission before we use photographs taken in school for this purpose. A consent form is sent to you and must be returned at the start of each academic year. No photograph will be shared without this permission.

Contact Us:

“We hope that you have found the information in this handbook helpful as we welcome your child to Crosshill School where “children come first.” Our aim is to ensure that every child is supported, encouraged and challenged to fulfil their potential in a happy safe and caring environment.” Lidia Gardner, Headteacher

Should you have any further questions or queries we are always here to help and please do not hesitate to ask by contacting us.

General enquiries: info@crosshill.blackburn.sch.uk

Telephone: 01254 667713

SEND Team enquiries: send@crosshill.blackburn.sch.uk

Direct 01254 666042



Appendix 1 – Ofsted School Report 21

Inspection of Crosshill Special School
Haslingden Rd, Blackburn, Lancashire BB2 3HJ
Inspection dates: 23 and 24 November 2021

Overall effectiveness Good

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Good**

Sixth-form provision **Outstanding**

Previous inspection grade Not previously inspected

Inspection report: Crosshill Special School

What is it like to attend this school?

Pupils love coming to Crosshill Special School. They smile as they arrive in the morning and they are eager to start their lessons. Pupils behave exceptionally well throughout the day. They are highly respectful to one another, staff and visitors. Pupils and students said that school is a happy and safe place because staff work hard to make it that way. Pupils told inspectors that they feel confident that leaders will deal with bullying effectively if it should happen. Pupils appreciate how well staff help them to learn and thrive.

Pupils know that leaders have high expectations of what they can achieve. Pupils understand what they need to do to be successful. They work hard in their lessons. Students in the sixth form are very well prepared for adult life. Most pupils across the school achieve well.

Pupils enjoy a wealth of activities outside the classroom that help them to flourish. These include mini-enterprises to raise funds for local charities. Pupils take leading roles in sports activities across the region. Leaders invite people into school to talk to pupils about the jobs they do. Pupils have exceptional opportunities to develop their talents and interests.

What does the school do well and what does it need to do better?

Leaders have designed an ambitious curriculum for all pupils, including those in the sixth form. Leaders identify pupils' needs well and have ensured that the curriculum meets those needs effectively. For the most part, leaders have thought carefully about what pupils will learn and the order in which they will gain this knowledge. However, the content and order of some aspects of the curriculum subjects in key stage 3 and key stage 4 are less clear. This means that, sometimes, pupils do not build their knowledge as securely as possible.

Teachers use the curriculum plans well to craft activities that help pupils build their learning logically over time. For example, in English, pupils learn about Victorian Christmas traditions before studying 'A Christmas Carol' by Charles Dickens. Teachers are skilled at explaining new subject knowledge clearly. This helps pupils to understand new concepts and ideas. Teachers check pupils' learning and provide support if they are struggling. As a result, most pupils make the progress that leaders expect through the curriculum.

Leaders focus effectively on helping pupils to read. Well-trained staff help pupils to build their phonics knowledge. They give pupils reading books that closely match to their ability. This helps to build pupils' confidence and enables them to read fluently.

The curriculum in the sixth-form provision prepares pupils extremely well for adult life. Leaders have expertly identified an excellent range of subjects and activities that match the needs of the students very closely. Leaders have thought deeply about the content of the curriculum and the order in which students will learn it. Consequently, students are very well prepared to take their next step when they leave the school.

Pupils' behaviour, including that of students in the sixth form, is excellent. Leaders and members of staff have high expectations of pupils' and students' behaviour and attitudes. Staff are very effective in supporting pupils who struggle with self-control. This means that lessons are not disrupted and pupils enjoy their learning.

There is an exceptionally wide range of opportunities for pupils and students to develop their character and their experiences beyond the classroom. For example, pupils make 'care boxes' for people in need in the community, which include food and hygiene products. Some pupils referee local sporting events in the region. Students in the sixth form designed and made flower planters to brighten up the local railway station. Careers education is of high quality throughout the school, including the sixth-form. Pupils make very well-informed choices about their next phase of learning. School leaders share their work on pupils' personal development with other schools across the local area.

Trustees and governors have a strong understanding of their responsibilities. They have robust systems for holding leaders to account. Members of staff who spoke with inspectors said that leaders give them strong support. They stated that leaders do all they can to manage teachers' workload and consider their welfare. They are proud to be part of the team and feel valued by leaders.

Safeguarding

The arrangements for safeguarding are effective.

The processes for identifying pupils who may be at risk of harm are strong across the school, including in the sixth form. Trustees, governors and leaders are clear about their responsibilities and roles. They work well together to safeguard pupils. Members of staff understand how to keep pupils with special educational needs and/or disabilities (SEND) safe. They provide pupils with information about how to stay safe in different situations, for example when using the internet.

Teams of staff in the school reach out to support families as required. Leaders provide effective support for pupils when they need to do so, including working with outside agencies.

What does the school need to do to improve?

(Information for the school and appropriate authority)

□ The content and sequencing of some aspects of the key stages 3 and 4 curriculum are not clear enough. This means that pupils do not build their knowledge as well as they should. This slows their progress. Leaders should ensure that they clearly plan and order the knowledge that pupils need across the whole curriculum, so that pupils will know more and remember more.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number 146899

Local authority Blackburn with Darwen

Inspection number 10200819

Type of school Special

School category Academy special converter
Age range of pupils 11 to 18
Gender of pupils Mixed
Number of pupils on the school roll 81
Appropriate authority Board of trustees
Chair of trust Dot Thomson
Headteacher Lidia Gardner
Website www.crosshillblackburn.co.uk
Date of previous inspection Not previously inspected

Information about this school

- Since the previous inspection, the school has converted to become an academy as part of the Champion Education Trust.
- Sixth-form provision is located approximately 1.2 miles from the main school site in the trust's central offices.
- The school does not use any alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school will relocate to a new site in January 2022 due to increasing pupil numbers.
- The school provides for pupils with moderate learning difficulties, although many have additional SEND needs. All pupils have an education, health and care plan.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the chief executive officer of the Champion Education Trust, the headteacher and the assistant headteachers. Inspectors met with trustees and spoke to a governor and representatives of the local authority.
- Inspectors carried out deep dives in these subjects: English, mathematics, citizenship and geography. For each deep dive, inspectors met with leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans, visited lessons and spoke to leaders about some other subjects.
- Inspectors looked at the school's safeguarding policy and related policies and documentation. They checked the school's records of the suitability of staff to work with pupils. They talked with staff and pupils about safeguarding matters, pupils' personal development and pupils' behaviour and attitudes. They looked at a range of other policies and documents related to pupils' welfare and their education. They looked at pupils' behaviour in lessons and around the school.
- Inspectors considered responses to Parent View, Ofsted's online survey. They also considered responses to the staff questionnaire and the pupil questionnaire.

Inspection team

Martin Hanbury, lead inspector Ofsted Inspector
Mark Quinn Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk. You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate

Store Street

Manchester

M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown

