



**Crosshill**  
SCHOOL

Prepare and flourish



# PARENT HANDBOOK

## 2021-2022



### Headteacher's Welcome

It is a pleasure to welcome you to Crosshill School, an 11-19 special secondary school within Blackburn with Darwen. Crosshill School is part of the Champion Education Academy Trust. As a school we are committed to providing the best education for our students, passionate about providing them with meaningful learning experiences and outcomes which promote their independent development and provide them with platforms to become successful adults within our local community in the future.

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 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](http://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

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26 April 2018

Mrs Diane Atkinson  
Executive Headteacher  
Crosshill School  
Haslingden Rd  
Blackburn BB2 3HJ

Dear Mrs Atkinson

Short inspection of Crosshill School

Following my visit to the school on 11 April 2018 with Ann Gill, Ofsted inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in July 2014.

### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in certain areas. This may indicate that the school is improving towards being outstanding. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

You have introduced many radical changes to the organisation of your school since your arrival as executive headteacher in April 2015. In September 2016, you commissioned a consultant to support you in this work, whom you subsequently appointed as head of provision. You are both highly effective in securing improvement and clearly have the benefit of pupils at the heart of everything you do. There are now many new structures in place and much higher expectations of staff and pupils than previously, which contribute to the greatly improved standard of education you provide. I shall elaborate on these later in this letter.

You and your head of provision are highly effective leaders who are ambitious for your pupils. You accurately identify the school's strengths and focus on ways of making the quality of education the best it can be. You have, for example, introduced a new curriculum that meets the needs of your pupils very effectively and ensures that they make rapid progress. There is a high degree of breadth in its content, allied with three pathways of learning that are closely matched to pupils' needs. Depending on their abilities, pupils follow an 'informal', a 'semi-formal' or a 'formal' curriculum. This enables them to learn a mixture of subjects that range from practical life skills to more academic pursuits, such as English and mathematics, with a degree of challenge that closely matches individual needs.

You have addressed the areas for improvement that inspectors identified at the previous inspection with considerable success. Teaching is highly effective, and you constantly consider its impact on pupils' learning. You have developed what you refer to as a 'key ingredients' document. This forms the basis of your evaluation of the quality of teaching and learning. You ensure that teachers take the lead in planning activities led by teaching assistants and share practice judged to be 'exemplary' to help improve teaching. They do this both with colleagues and with staff in other schools in the local authority, including mainstream schools. In discussion with me, teachers demonstrated that they are as ambitious as you and your leadership team to give pupils the highest possible quality of education. Evidence from books and the school's own assessment information revealed that pupils make very strong progress and complete work that is appropriately challenging. You recognise that continuing to share effective practice in this way will not only benefit other schools but also help to maintain the high quality of teaching at Crosshill School.

Since the last inspection, you have established a new and robust system to check the performance of teachers. There are now high expectations of staff, and you set targets based on pupils' achievement, the quality of teaching and learning and the school's improvement priorities. You appraise the work of all staff, including teaching assistants, with the same process. You and your head of provision carry out a wide variety of frequent checks, both formal and informal, on the progress of staff towards meeting their targets. These include formal lesson observations and analysis of pupils' work. You now hold meetings to evaluate the progress of pupils every half term, rigorously holding teachers to account for their leadership of teaching and learning in their classes. You also use these meetings as opportunities to review pupils' education, health and care plans, so that pupils' targets remain relevant throughout the year. The local authority has recognised this as strong practice and has begun to share it with other schools.

You ensure that pupils arrive at school in the right frame of mind to learn. You have excellent systems in place so that they enter school in the morning and lose no learning time. Staff supervise their entry very efficiently, and they begin their work without delay, showing, through their behaviour and positive attitudes, that they are happy to be at school.

Parents and carers who responded to Parent View, Ofsted's online survey, or who spoke with inspectors, expressed great satisfaction with the education and care the school provides. Typically, they said that their children receive excellent support for their needs and used phrases such as 'blossoming in confidence' to describe the progress children make.

Governors have a very clear understanding of the school's strengths and priorities. They provide rigorous challenge and hold leaders to account highly effectively. For instance, they ask searching questions about the steps leaders take to improve attendance and about matters connected with finance. Leaders recognise that they must now continue with their strategies to reduce pupils' rates of absence, a point I shall expand on below.

Staff are very positive about the work of the school. They appreciate the training you provide and find it beneficial. This includes the activities you organise to support their well-being, such as pottery sessions. In conversation with me, they spoke knowledgeably about the ways in which the school has a planned approach to developing pupils' independence. This involves a range of activities, including ensuring that pupils organise their own equipment and resources in class, or providing opportunities to develop their understanding of how to go shopping. Staff have a firm understanding of the range of pupils' needs and how to meet them.

The local authority has justifiable confidence in the school's leadership and provides a level of support that appropriately reflects this. There is also a highly positive working relationship between the school and those at the local authority who are responsible for overseeing the provision for pupils who have special educational needs (SEN) and/or disabilities. Managers frequently invite you and your leaders to share your expertise with other schools, including mainstream schools, by, for example, providing training for staff.

**Safeguarding is effective.**

The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. You have a secure system for entering the school building, and office staff carry out appropriate identity checks on visitors. The school's record of the necessary checks on members of staff is comprehensive and meets requirements.

There is a very strong culture of safeguarding in the school. Staff are well trained in safeguarding procedures and have a deep knowledge of their pupils. They know the signs of different types of abuse and are constantly alert to changes in pupils' behaviours that could indicate a concern. Leaders have put in place a range of alternative means of communication, so that pupils can share worries with adults if they need to do so. These include the use of various forms of signing and pictorial messages. Pupils show from their excellent behaviour and their warm relationships with adults that they feel safe in school.

### **Inspection findings**

- At the start of the inspection, we agreed certain key lines of enquiry. I have already written about the success with which you have addressed the areas for improvement included in the previous inspection report. I have also written about the effectiveness of safeguarding in the school.
- Another focus concerned the strength of progress in English and in mathematics of pupils in key stage 4. Leaders have secured greatly improved teaching and have set high expectations of teachers, as summarised in their 'key ingredients' document. A broad and rich curriculum enables teachers to plan activities in detail that match individual needs exceptionally well and provide suitably challenging work. Evidence from the school's own assessment information and from other sources clearly shows that pupils make rapid progress from their various starting points. Typically, all pupils in Year 11 leave school with a qualification in both English and mathematics, in addition to other qualifications.
- I also explored how leaders ensure that high proportions of pupils go on to sustained education, employment or training after key stage 4. Assessment information over the last three years shows that all pupils who left the school were successful in entering education, employment or training. Evidence from pupils' work and the school's assessment information show that almost all current pupils make strong progress. Highly effective teaching, ambitious expectations and bespoke planning are, again, at the core of this success. For example, in English, pupils in the 'formal' learning group in key stage 3 progress rapidly from writing short sentences with support to writing a simple, extended recount of a trip to Blackpool, using a word processing program on the computer. Leaders recognise that they should continue with their teaching and learning strategies to maintain this strong progress.
- Another focus for the inspection concerned pupils' attendance and the management of exclusions. Rates of absence and persistent absence are reducing over time, but you recognise that they are still above the national average. You now have a range of increasingly effective strategies in place. These include regularly providing parents with information about the importance of good attendance and working with the local authority's attendance officer to visit parents of more frequent absentees. You accept that you need to continue with your strategies to reduce rates of absence even further.
- There have been no permanent exclusions since the last inspection. There have been very few fixed-term exclusions, and you have managed these well. Records and reporting are thorough and you follow the correct procedures. There have always been valid reasons for these exclusions and you systematically record the actions you have taken to support pupils on their return to school.
- Finally, leaders thoroughly understand their statutory responsibilities. The school's website is now compliant. Governors are fully aware of their duties regarding such matters as safeguarding and make regular checks on leaders' management of it.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- they continue with their very effective teaching and learning strategies to sustain the strong progress that pupils make
- they continue to share their best practice, enabling them to support other schools and to maintain their focus on providing a high quality of education at Crosshill School
- they further reduce rates of absence by persisting with their current strategies.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Blackburn with Darwen. This letter will be published on the Ofsted website.

Yours sincerely

Mark Quinn

**Her Majesty's Inspector**

## **Values and Ethos**

We are an Academy School, and part of the Champion Education Trust, catering for students aged 11 to 19 years (secondary phase with post 16 -19) 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 language and cognition difficulties (SLD/MLD/GLD).

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 strives to provide opportunities at all ages.

**Leaving and Moving On in their Lifeskills**

Lifeskills is 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 uses the most up to date technology for learning and students have iPads to support curriculum learning. Other resources include lap tops, 3D TVs 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.

### **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 11.00am and there is a 45 minute dinner break at 12.45pm. However, this may change due to COVID-19 and we will update parents of changes as they occur.

|               |          |
|---------------|----------|
| 8.30 – 9.00   | Pastoral |
| 9.00 – 9.30   | Reading  |
| 9.30 – 10.30  | Lesson 1 |
| 10.30 – 10.45 | Break    |
| 10.45 – 11.45 | Lesson 2 |
| 11.45 – 12.45 | Lesson 3 |
| 12.45 – 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. Snacks are available to purchase at break time. Special arrangement can be made for dietary requirements.

School dinners currently cost £2.10 per day, £10.50 per week. Please send dinner monies in an envelope marked with your child's name clearly written on the front each Monday morning.

## 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 [click here - Crosshill - School Meals](http://crosshillblackburn.co.uk) ([crosshillblackburn.co.uk](http://crosshillblackburn.co.uk))

If you need help applying contact the Crosshill Family Support Work by ringing the school office. .

## 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://www.crosshillblackburn.co.uk/parents-and-students/parent-support/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 Whittakers and The School Uniform Company in Blackburn.

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

- Blazer – Grey blazer with purple piping. Crosshill Logo on the left chest. Flaps on the pockets.
- Jumper – Purple jumper with a grey stripe around the neck.
- Tie – Clip on purple and grey tie. Additional colour stripe for each year group.
- Trousers – Grey trousers. Fashion belts are not permitted.
- Skirt – Purple and grey tartan, knee-length, stitched down box pleated skirt. Worn with either opaque black tights (minimum 80 denier) or plain black ankle socks.
- Shirt – Long or short sleeve plain white formal school shirt with collar.

- Shoes – Plain black flat formal shoes. No boots or trainers allowed. Worn with plain black or grey socks.
- Hijab (Headscarf) – Optional 2-piece purple headscarf, plus year badge worn on left lapel, worn in addition to school tie.
- Bag – Sensible school bag to fit A4 folders.
- Outdoor Clothing – Plain dark coloured coat. Scarf, hat and gloves are recommended for outdoor use and can be any dark colour

The **compulsory** PE kit is listed below:

Rugby Top - Half sleeved purple and grey quarter with black collar and black, logo on left.

(Please note the new Crosshill logo is not available at Whittakers until end of June.)

- Sports Socks - Purple football socks with black hoops.
- Shorts/Skort - plain black shorts/skort or with a school logo
- Suitable Footwear - Trainers to be worn for indoor use, pumps are not allowed.

Optional - For outdoor use only

- Tracksuit bottoms - plain black or with school logo on left leg
- Hooded Track Top - plain black hooded tracksuit top with purple school logo.

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.***

***Trainers are not allowed except for PE. 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 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/about-our-school/reports-policies/policies>

## 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.

|                       |
|-----------------------|
| <b>98% and above</b>  |
| <b>95% – 97.9%</b>    |
| <b>93% to 94.9%</b>   |
| <b>90% to 92.9%</b>   |
| <b>89.9% or below</b> |

**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 and signed for 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.

<http://www.crosshillblackburn.co.uk/about-our-school/reports-policies/policies>

## **How does school keep me informed?**

Pastoral leads have regular contact with parents and you will find the details of your child's lead person in this handbook. 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. A newsletter is sent home with lots of information, reminders and notes for your diary. You will receive regular text messages using our Parentmail system.

## **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 each term and 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.

We welcome parents to school to discuss matters of concern as they may arise. Please make arrangements to speak with the Pastoral Manager. The Class Teachers and Headteacher are also available to discuss any concerns. Appropriate and prompt action is taken on any concerns raised and a record of all complaints is maintained.

## **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 21/22**

A calendar of dates will be provided at the beginning of the Autumn Term. Any changes or updates to this calendar will be provided via our newsletter, social media pages or text to your provided mobile phone number.

### **Autumn Term 2021**

|                         |   |
|-------------------------|---|
| <b>INSET DAY</b>        | Wednesday 1st September 2021- <b>Staff only</b>                             |
| <b>Students return</b>  | <b>Thursday 2 September 2021</b>  |
| Mid Term Closure        | Monday 25 <sup>th</sup> October- Friday 29 <sup>th</sup> October 2021 (inc) |
| Closure after school on | Friday 17 <sup>th</sup> December 2021                                       |

Number of openings **70**

### **Spring Term 2022**

|                         |  |
|-------------------------|--|
| Re-open on              | Tuesday 4 <sup>th</sup> January 2022   |
| Mid Term Closure        | Monday 14 <sup>th</sup> February-Friday 18 <sup>th</sup> February 2022 (inc) |
| Re-open on              | Monday 21 <sup>st</sup> February 2022  |
| Closure after school on | Friday 01 <sup>st</sup> April 2022   |

Number of openings **59**

### **SUMMER TERM 2022**

|  |   |
|--|---|
| Re-open on   | Tuesday 19 <sup>th</sup> April 2022                                   |
| May Day Closure  | Monday 2 <sup>nd</sup> May 2022                                       |
| EID Closure  | Tuesday 3 <sup>rd</sup> May 2022                                      |
| Extra Diamond Jubilee holiday<br>(from Thursday 2 June in Spring bank) | Wednesday 4 May 2022  |
| Mid Term Closure   | Monday 30 <sup>th</sup> May - Friday 3 <sup>rd</sup> June 2022 (incl) |
| Re-open on   | Monday 6 <sup>th</sup> June 2022                                      |
| EID Closure  | Friday 8 <sup>th</sup> July 2022                                      |
| Closure after school   | Friday 22 July 2022   |

**\*\*\*\*\*Three Inset Dates to be confirmed for school relocation\*\*\*\*\***

### **What are the arrangements for PE?**

PE is taught to all pupils. You will receive a letter to complete and be advised when it is your child's turn to attend swimming. Swimming is a valuable part of the PE curriculum and will challenge parents who opt out children for invalid reasons.

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.

You must ensure PE kit is in school each week. 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. 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 collects 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 2021-2022**

**School Leadership Team**



**Mrs Diane Atkinson**  
**CEO of Champion**  
**Education Trust**



**Ms Lidia Gardner**  
**Headteacher**



**Ms Safiya Balu**  
**Assistant Head**



**Mrs Rachel Hadfield**  
**Assistant Head/SENDCo/**  
**Safeguarding Lead**



**Mrs Sharon Booth**  
**Formal curriculum lead**



**Mrs Kelly Smith**  
**Semi formal curriculum lead**



**Ms Laura Gamble**  
**Informal curriculum lead**



**Mrs Ceri Hamill**  
**Deputy Safeguarding Lead**



**Mrs Claire Davies**  
**Assistant SENDCo**



**Mr Samir Khan**  
**Family Support Worker**



**Mrs Suzanne Smith**  
**Pastoral Manager**

## Teaching and Learning Staff



**Miss Aminah Patel**



**Ms Misbah Mahmood**



**Mrs Fiona Woodford**



**Mrs Kirsty Whitworth**



**Mrs Jane Harrison**



**Mrs Katherine Gabbott**



**Mrs Nafisa Sidat**



**Mrs Hazel Burrow**



**Mrs Louise Devitt**



**Mrs Louise Jolliffe**



**Mrs Helan Robins**



**Mrs A Snape**



**Mrs Liz Bodill**



**Mrs Janet Bretherton**



**Ms Chloe Dancer**



**Mr Oliver Jackson**



**Mrs Tracy Robertson**



**Mrs Sarah Clarke-Waring**



**Mr Paul Kendrick**



**Ms Ammarah Makda**

**Administration Staff**



**Mrs Kay Naylor**  
**Operations Manager**



**Ms Heather Sweeney**  
**Finance and Community Officer**



**Mrs Paula Thornton**  
**Admin to SLT**



**Jack Worden, IT Technician (Shared)**

**Mental Health Support Team**



**Bryan Pierce, Senior Practitioner – Mental Health Support Team**



**Courtney Hurst – Education Mental Health Practitioner**

## **External Professionals Working with Crosshill**

### 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

Sunita Asal-Chander ,Habilitation Officer

### Other Support Services:

Courtney Hurst and Bryan Pierce, Mental Health Support Team

Yasmin Bobat,Play Therapist

Heather Maw, Community Nurse Paediatric Learning Disabilities Service

Lisa Snowden, Associate Practitioner Paediatric Learning Disabilities Service

Kate Ellis, Speech and Language Therapist

Speciality Community Public Health Nurse (School Nurse)

## **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.
- Everyone is welcome to attend and join in.
- Share your ideas for activities and events for families, friends and school community.
- Make friends and socialise.
- Enjoy being part of creating fun and enjoyment for the school families, friends and 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 Sweeney in the school office for more information or a chat about the Friends of Crosshill Association on 01254 667713 and HSweeney834@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

At Crosshill we ensure that pupils are 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 with 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 three curriculum offers at Crosshill:

- **Informal Curriculum**  
Connecting and responding with self and others
- **Semi-Formal Curriculum**  
Life skill based curriculum with a focus on independence and vocational learning
- **Formal Curriculum**  
Adapted National Curriculum with a focus on formal qualification pathways
- **Post 16**  
Preparation for life and work

At Key stage 4 these curriculum offers will lead to different qualification pathways.

At Key stage 5 our curriculum offer is targeted at meeting the needs of our learners who will have accessed our semi-formal offer within Key stage 4, although it may be suitable for some individuals within our informal offer.

The Curriculum Offer for 2021-2022 will be issued to parents 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.

### Informal Curriculum home learning can consist of a range of activities such as:

- Reading books on a weekly basis
- Completing learning and development tasks in the homework book.
- To share 'good news' in the home communication book.

### Semi-Formal home learning can consist of a range of activities such as:

- Reading books on a weekly basis
- Completing tasks from the homework grid to promote independence
- Additional English and Maths Homework

### Formal Curriculum home learning can consist of a range of activities such as:

- Reading a book on a weekly basis
- Weekly homework for English, Maths and Science
- Able to recall evidence to support their ECHP targets

### Support at home:

Our website has a comprehensive list of how parents and carers can support their child at home.

<http://www.crosshillblackburn.co.uk/parents-students/learning-at-home>

## Remote Learning

We will support our pupils with remote learning should they not be able to attend school due to isolating or illness.

## 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
- ♣ 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 Facebook page
- ♣ 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 Courtney Hurst from the Mental Health Support Team based with us one day a week and Yasmin Bobat a Play Therapist based with us one day a week. If you feel that your child would benefit from a referral to either of these services or you 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. Detentions**

After school detentions will only be issued after communication with you and 24 hours' notice given. We would ask for your support in this case by making arrangements either to give permission for your child to make their own way home or to be collected from school.

#### **2. Physical Intervention**

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

#### **3. Exclusion**

Should an exclusion from school be necessary you will receive a letter detailing your right to appeal and the steps you should take. The exclusion, 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 is 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 Safeguarding Lead**
- **Ceri Hamill – Deputy Safeguarding lead**
- **Suzanne Smith – Pastoral Manager**
- **Samir Khan – Family Support Worker**

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

[HTTP://WWW.LSCB.ORG.UK/](http://www.lscb.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.

### **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/localoffer.page>

## **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](mailto: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.

[info@crosshill.blackburn.sch.uk](mailto:info@crosshill.blackburn.sch.uk)

Telephone: 01254 667713

