



# Champion EDUCATION TRUST

## SEND INFORMATION REPORT

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A family of Schools

# SEND INFORMATION REPORT

## INFORMATION ABOUT CROSSHILL SCHOOL

We are an Academy Special School and part of the Champion Education Trust. It is fairly unique in being co-located with Blackburn Central High School, a mainstream secondary school. Crosshill caters for students aged 11 to 19 years (secondary with post-16) who are in receipt of an Educational Health Care Plan (EHCP) regarding their identified Learning Difficulties.

Crosshill caters 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.

## WHAT IS OUR APPROACH TO TEACHING OUR STUDENTS?

We take a personalised approach to meeting needs of each individual learner by providing a highly differentiated package of curriculum offers and programmes of study. At Crosshill we currently offer three levels of curriculum offer within each Key Stage:

- Informal Curriculum Offer (connecting and responding)
- Semi- Formal Curriculum Offer (a Life-Skills Based curriculum)
- Formal Curriculum Offer (an adapted National Curriculum, which emphasises life need)

At the end of Key Stage 3 learners will be placed on to a personalised qualification pathways to ensure that they achieve the highest accreditations possible at their starting point.

Our Post-16 curriculum focuses on preparation for adulthood and pathways to employment with an emphasis on living as independently as possible as an adult and gaining potential paid employment.

## HOW DO WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT?

We know that each one of our students is beginning their learning journey from different starting points. We recognise that our students will have somewhat spiky profiles, having skills and aptitudes in some areas and difficulties in other.

As a school we are committed to excellence and have an ambitious vision for each and every one of our children. Life and learning in general can be very difficult for them, we endeavour at all times to present the curriculum to them in a way that they can understand and make use of, and we celebrate every small step of progress that they make. We want to empower our students to manage their own learning needs and to be able to learn as independently as possible. We know that our children progress at different rates and we therefore individualise the curriculum for each young person in order that students can realise our high expectations of them, regardless of their starting points.

Our students have full access to the National Curriculum and Religious Education, which is differentiated according to needs and abilities. Within the curriculum we place great emphasis on social skills, communication, listening skills, choice-making and turn taking.

## HOW DO WE CONSULT PARENTS AND INVOLVE THEM IN THEIR CHILD'S EDUCATION?

We are committed to working in partnership with parents and carers and consider it a crucial element in a child's development process. Families are welcome to visit the school regularly, in addition to the scheduled Parent/Carer Consultation Evenings.

Friends of Crosshill hold regular coffee mornings and workshops in the school to which all parents and carers are invited. We hold regular celebration assemblies, whole school shows, concerts and sports activities to which parents and carers are welcome. The school will also run regular training sessions for parents and carers.

Parents/carers are invited to attend Transition Meetings, Annual Review and EHCP Meetings and are also invited to make written contributions.

An outline of the curriculum is sent home to families so that they know what their child is being taught and can support at home as well as being available on the website.

The school newsletter is published monthly to keep parents/carers up to date with what is going on in the school and gives them dates that they may want to put in their diaries of upcoming events. These are also posted on our website.

The school has two places on its Governing Body for parent/carer representatives.

## **HOW DO WE CONSULT STUDENTS AND INVOLVE THEM IN THEIR EDUCATION?**

Students are at the heart of our school and each aspect of Crosshill reflects this. Teachers take every effort to plan activities which are meaningful and relevant for the students. Student's views are also taken into consideration through robust self-assessment procedures we have here at Crosshill. Teachers are then able to evaluate and check what students have enjoyed learning about the most throughout each term.

Moreover, students have a voice through our School Council, questionnaires and Wellbeing Warriors. They are able to make decisions about certain aspects of their school life, such as school meals, play/leisure equipment and activities or where they would like to go for the next school trip as well as being part of staff interview processes.

Students are regularly asked for their opinions on charity events and drop down days to ensure that their motivation to learn is at its highest point.

## **HOW DO WE ASSESS AND REVIEW STUDENTS' PROGRESS TOWARDS THEIR OUTCOMES?**

Formative and summative assessment as an integral part of teaching and learning. We keep accurate records of students' achievements, ensuring that assessments are manageable and that they lead to useful information that informs parents and carers and informs teachers' future planning and target setting. We assess student progress in academic terms and also against EHCP targets, set to help them to overcome the difficulties identified on the EHCPs.

We recognise that progress is not only upwards but that our children progress through widening their experiences, maintaining skills and generalising skills. We aim for our assessment to demonstrate the range of progress made both vertically and laterally.

If you would like more information about assessment please contact school and ask to speak to our Assistant Headteacher for Quality of Education.

## **HOW DO WE SUPPORT STUDENTS MOVING BETWEEN DIFFERENT PHASES OF EDUCATION?**

We make detailed arrangements for supporting young people in moving on to the next stage of their education and preparing for adulthood. The Assistant Headteacher for Personal Development, Behaviour and Attitudes will visit children in their primary phase, or other settings, during the admission process and arrange a series of transition visits to Crosshill for the child or young person to familiarise themselves with their new school.

Our Pastoral Manager works closely with all our local post-16 providers to ensure suitable placements for every student leaving us in Year 11. Clear and detailed transition plans are formed with the LEA, Crosshill and post-16 providers to ensure a smooth transition into adulthood learning.

## **HOW DO WE SUPPORT STUDENTS PREPARING FOR ADULTHOOD?**

We recognise that preparation for adulthood starts very early; We work with all our students and their families to give them the skills to make choices for themselves. From when they join us, we encourage and support our students in becoming increasingly independent, taking part in community activities, and staying safe and healthy. Students are encouraged to engage in many practical activities within the community, are supported in choosing leisure activities,

learn about healthy lifestyles, have the opportunity to explore options for their futures, and attend meaningful work experience placements within Key Stage 4. They have a formal transition plan from Year 9 onwards which sets personal targets to support the transition into adulthood.

At Post-16 the curriculum is focused on preparing for adulthood and pathways to employment.

## **HOW DO WE SUPPORT STUDENTS TO IMPROVE THEIR EMOTIONAL AND SOCIAL DEVELOPMENT?**

We have a range of specialist intervention programmes associated with emotional and social development. Our Pastoral Team support class teachers in the development of Individual Behaviour Plans and access to therapy led intervention programmes. Our Mental Health Support Team complements this with a focus on developing the mental health and emotional wellbeing of students. If a student requires a more professional/intense intervention we also provide access to a specialist play therapist as well as opportunities to refer to external agencies for further support.

## **WHAT EXPERTISE AND TRAINING DOES OUR STAFF HAVE TO SUPPORT OUR STUDENTS?**

We provide the skills our staff will need to meet the very discrete needs of all of our students, through a range of appropriate training. This training provides staff opportunities for their own professional development with regards to their knowledge of the wide variety of conditions and other relevant knowledge related to providing an appropriate education and environment for children with special educational needs.

In addition, staff are highly trained in evidenced-based interventions for a wide variety of needs such as Makaton, Team Teach, TEACCH and PECS so that they are confident in establishing an effective and structured environment specifically for children and young people with special educational needs.

## **HOW WILL WE SECURE EQUIPMENT AND FACILITIES TO SUPPORT OUR STUDENTS?**

Each child and young adult is very unique and we are committed and adept at adapting our practice to meet the specific needs of each of them. We understand that the needs of our learners are varied and complex and as such, we are always seeking the most effective ways to support and engage children and young adults whether their needs be considered moderate or severe. Staff are highly trained in a range of interventions to enable each child and every young adult to progress.

## **HOW DO WE INVOLVE OTHER ORGANISATIONS IN MEETING THE NEEDS OF OUR STUDENTS AND SUPPORTING THEIR FAMILIES?**

We have close links with a number of local organisations that offer support to children with special educational needs and their families. This includes a wide variety of local multi-disciplinary teams that work with a number of our families in partnership with the school.

We work closely with a range of local social care services where our students attend to ensure that approaches across settings are consistent and that there is clear communication between all agencies involved with the child.

A member of our Senior Leadership Team is the Designated Safeguarding Officer, who, with our Safeguarding Team works collaboratively with the social workers within the Disabled Children's Team, Looked After Children and Virtual School's Teams as well as CADS services to ensure that children, young people and their families receive appropriate and effective support.

The Pastoral Manager and Admin team provide referrals to and offer support with accessing local services such as specialist dental appointments, specialist nursing teams, counselling services, charity applications, safety and housing adaptation services, sibling groups, respite activities, benefits advice and parent support groups.

We invite local services to speak at coffee mornings and to join parent workshops. This helps to ensure that local services have an understanding of the needs of our students and offers the opportunity for parents and carers to link with these organisations.

## **WHAT SUPPORT SERVICES ARE AVAILABLE TO PARENTS?**

Please refer to the Therapy and Wellbeing Provision page on our website for an up to date list of services with contact details.

## **HOW DO WE EVALUATE THE EFFECTIVENESS OF OUR PROVISION?**

The effectiveness of our provision is frequently evaluated, not only by the Senior Leadership Team, Staff and the Governing Body but also by external auditors and consultants, you can request to see our current School Evaluation and Development Plan for more information.

We have been judged Good in the last four Ofsted Inspections and are currently striving to be Outstanding!

## **HOW DO WE HANDLE COMPLAINTS FROM PARENTS ABOUT PROVISION MADE AT THE SCHOOL?**

All concerns or complaints about Crosshill School should be addressed in the first instance to the class teacher where possible. If this is not appropriate, the Headteacher or other member of the Senior Leadership Team will deal with this.

Where a complaint is made to the Headteacher in writing, they will respond, telling the complainant where they might find the information they need to answer their query, and of course will meet with them to deal with their complaint. If this does not prove fruitful complaints can be addressed to our board of governors via our complaints procedure, which is available on our website or by contacting reception for a hard copy.

## **WHO CAN STUDENTS AND PARENTS CONTACT IF THEY HAVE CONCERNS?**

- Class Teacher
- Safeguarding Team (Assistant Headteacher for Personal Development, Behaviour and Attitudes)
- Pastoral Manager
- Head Teacher
- Chair of Governors
- Trust Leader