

Crawshaw Academy



Parent Handbook 2025



STRIVE

FOR SUCCESS

Welcome To Crawshaw Academy

CONTACTS

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Welcome

Headteacher - Mr Addison



I would like to extend a warm welcome to Crawshaw Academy.

We recognise that this can be a worrying time for students and parents/carers but together we can achieve a great deal. We also want to celebrate your young person's achievement. Rewarding success is important to us and it is only by working with you that we can maximise your young person's potential. We offer many extra- curricular activities and hope that all students will avail themselves of these during their time at Crawshaw. We are looking forward to meeting you and working with your child.

Vision and Values



The Crawshaw Academy community will provide the inspiration, support and challenge to enable us all to achieve our Personal Best.

Our curriculum will develop confident, self-motivated and determined young people with the knowledge, skills and qualities needed for successful lives.

We Strive for success through **RESPECT, INTEGRITY** and **DETERMINATION**

Crawshaw's Purpose - Vision

- At Crawshaw Academy, we are **determined** to create an aspirational educational community, with **Respect, Integrity** and **Determination** at our core. We aim to inspire every student to be ambitious for themselves and for others and to demonstrate an unwavering determination, both within and beyond our school.
- We commit ourselves to nurturing a culture where **respect** is paramount – respect for oneself, for others, and for the diverse world we live in. This ethos of **respect** permeates every aspect of our school life, encouraging students to engage positively with each other and their learning experiences.
- Our goal is to empower our students with the skills, knowledge, and confidence necessary to reach their full potential. We emphasize the importance of consistent attendance, active engagement, and positive behaviour, recognizing these as key to academic success and personal development.
- In our inclusive environment, individual backgrounds, barriers to learning and unique talents are acknowledged, supported and celebrated. We endeavour to provide opportunities for all our students to excel and flourish.
- Beyond academic excellence, we strive to instil values of empathy, cooperation, and leadership. We pledge to offer a safe but challenging learning environment where students are inspired to dream ambitiously, work diligently, and persevere through challenges. With a strong foundation in **respect** and responsibility, our students are set to make a meaningful and positive impact in the world."

Transition and Parents

Moving from primary school to secondary school can be an exciting but difficult time for your child; maybe more so for you as a parent. Here at Crawshaw Academy we aim to make the transition as smooth as possible for you.

We understand that as September draws closer, various worries and concerns may emerge. Our Pastoral Team will be available to speak to all parents during the transition period and will address any issues you may have as well as explaining the differences relating to you as parents/carers, between primary and secondary school.

Below is some information that can help you prepare for your child's first year at Crawshaw Academy.



Crawshaw Academy Life

Your child will quickly learn their way around school and can always ask a member of staff for directions if they become lost.

New friendships will form quite quickly, but we also take great care to place your child in a form where they will know other students.

They should not be afraid to ask staff if they don't understand the work, we are all here to help them achieve their full potential.

You and your child should acquaint yourselves with our Standards, Expectations and Values policy and concentrate on achieving the many positive rewards we have in school.



Preparation and Equipment

How is Crawshaw Academy different to Primary School?

Equipment is a good place to start when preparing for secondary school.

Your child will need the basics:

- pens (black, purple and green);
- pencils;
- a 30cm ruler;
- rubber;
- coloured pencils;
- highlighters;
- glue stick;
- wired headphones for use with a PC;
- calculator; and
- a reading book



It is always helpful to have a spare set at home, along with scissors, felt pens and A4 paper. All exercise books and textbooks will be provided by school.

Some other things you could do to prepare for September:

- Read this handbook through together.
- Test run the journey to school.
- Familiarise yourself with the school website.
- Make sure you have a full Crawshaw Academy uniform. In the handbook, and also on the website.

Primary school and secondary school can differ in several ways. Here are a few examples of what your child can expect to see and do at Crawshaw:

- More teachers and staff in different roles.
- More movement between classrooms.
- A two-week timetable.
- Independent travel between home and school.
- New lessons and subjects to experience.
- New learning and teaching styles.
- More independence at break and lunchtime.

Communicating with School

We know that communication will be very different at high school but, whilst we are a bigger school with more students than primary schools, we also have more staff who will be able to help you. If it is a routine matter, then a brief note in your child's planner will be the best way to communicate. Your child's Form Tutor will see them in Form Time and can either reply or pass the matter on to someone else.

Other ways to communicate with us:

By phone – You can call us on 0113 532 3810 if there is something you would like to discuss. From the options select 'Pastoral Administrator' Please note staff are often on duties or in meetings throughout the day, so we may need to take a message and arrange a return call.

By text – We generally use text messages for attendance or urgent messages, such as school being closed due to bad weather. Whilst you can text us about other matters, the Pastoral Administrator (who deal with all queries in the first instance) only check inbound texts once a day, so it is not our preferred method.

ARBOR in app messages – We can send and receive messages through ARBOR. These are monitored and actioned throughout the day. Please try to use this for any non-urgent queries or requests.

In person - We are always happy to meet parents in school, but we cannot do this without a prearranged appointment.



The School Day

The school gates open just after 8.10 am and the school day starts at 8.30 am in form rooms for Tutor time.

During Tutor Time students will do a variety of activities which include making sure they are ready for the day, updated on any achievements or rewards they have gained and contributing to whole class reading activities, careers and personal development.

There are 5 periods (lessons) a day, each 60 minutes long, with a break mid-morning and with lunchtime timetabled in the middle of the day.

Lessons finish at 2.55pm but after school there are often extended day activities such as clubs and study support sessions. See our Enrichment Offer for further details.



Crawshaw School Website

The school website **www.crawshawacademy.org.uk** includes important information and is updated regularly, so please bookmark it for future reference. There is a specific page for transition which you may find useful.

Our Facebook page, Crawshaw Academy and our Instagram, @crawshaw_academy_official post regular reminders and updates as well as information about what has been happening in school.

Special Educational Needs and Disabilities

At Crawshaw, we are committed to providing an inclusive and supportive environment for all students. We work closely with families, specialist staff, and external agencies to ensure that students with special educational needs and disabilities (SEND) receive the appropriate support to help them thrive academically, socially, and emotionally. If your child has additional needs, our SENDCo (Special Educational Needs and Disabilities Coordinator) will work with you to create a tailored support plan, ensuring your child has the best possible start to secondary school life.

Our SENDCo is called Mrs EJ Ghataurhae

Our SEND department and the Inclusion Team can be contacted on 0113 532 3810 or by emailing CASENDSupport@ca.rklt.co.uk

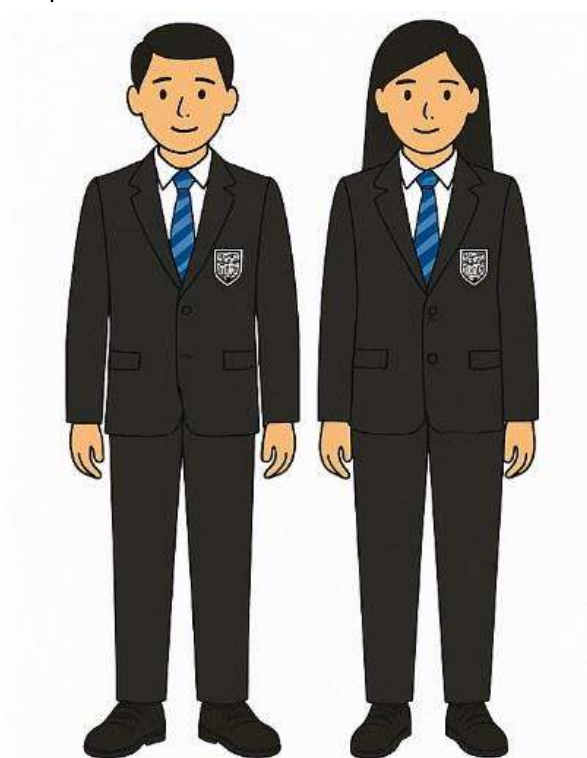


Uniform

The school dress code is simple and practical. It identifies your child as a member of Crawshaw Academy and reflects the high standard of appearance we expect.

- A clip-on school tie with colour appropriate to year group. (Y7 Green Y8 Red, Y9 Yellow, Y10 Orange, Y11 Purple)
- Full-length black school trousers
- Trousers should be boot cut or tailored and have a waistband. They should also be mid-rise or high waist cut. Skinny fit trousers which are tight from the knee down to the ankle will not be allowed nor will leggings, tracksuit bottoms, denim or jean style trousers
- Plain white school shirt which fastens to the neck and can be worn with a tie. It must be worn tucked in so should be long enough to do so
- School blazer
- School jumper is optional but must be a grey Crawshaw jumper purchased from Whittakers School Wear, Town Street, Farsley
- Shoes must be plain, all black leather (not suede), flat, formal and leather like (not brushed suede)
- We will NOT allow trainers or any sports shoe with a logo. e.g. Adidas, Nike.

N.B. Please do not assume that if a retailer describes its range as 'school wear' that it automatically meets our requirements.



Accessories:

The maximum amount of jewellery allowed is a wristwatch and one small plain stud earring in each ear. 'Spreader' and 'spike' types of earrings are **not** allowed. Facial piercing are **not** allowed. Please ensure any new piercings are done at the start of the summer break as all piercings must be removed for P.E.



Hair colour:

This must be a natural colour. Extreme contrasts of natural e.g., blonde and black are **not** acceptable. Contrasting stripes, patterns or any non-natural colour is **not** appropriate for school.

Make up:

Must be minimal and discreet. Students will be asked to remove any additional make up. Natural with no bright colours. No false nails.

We feel it is really important to make our expectations very clear to allow time for the correct items to be purchased for September **as these uniform guidelines will be strictly enforced** and students will not be allowed to be in lessons if they are not in the correct style of uniform. We would ask for support from parents/carers with this.

If you have any queries as to what is acceptable, we have uploaded some images onto our website. Please click in the 'Parents' tab and then 'Uniform and equipment'.



PE KIT:

- White sports socks (ankle length)
- Plain black shorts or tracksuit bottoms (thick sports leggings are also allowed)
- Plain white polo shirt
- Trainers
- Quarter zip outdoor top
- Black football socks (recommended for hockey and football where shin pads are required)

Students who are ill/excused need to bring a note and are still required to change into P.E. kit.



Attendance

We expect all students to maintain a minimum of 96% attendance throughout the year, but please encourage your child to achieve 100%. Many of our rewards are based on 96% attendance as a minimum.

We understand that sometimes illness may prevent your child from attending school. If your child cannot attend school for any reason please telephone us as soon as possible on **0113 5323845** or email attendance@ca.rklt.co.uk.



Punctuality

Good punctuality is important and pupils are expected to be in school by 8.25 a.m.

and in morning registration with their Form Tutor at 8.30 a.m. If a pupil arrives late they will receive a sanction.

If a pupil arrives after 9a.m., they will receive a U mark on the register and be counted as statistically absent for the morning session.

Any student arriving after 9a.m. **must** sign in at student reception.



Medical Appointments and Holidays

We ask that medical / dental appointments are arranged for outside of school hours if possible. Where this is not possible, appointment cards can be brought into school for the absence to be authorised. We are only able to authorise half a day for an appointment unless there are special circumstances such as the length / time of appointment.

We will not authorise holidays in term time. If you know your child is going to be absent from school, please make a written request in advance and pass to the Attendance Officer.

Requests will be looked at by the Headteacher and if permission is not given a Fixed Penalty Notice may be issued by Leeds City Council.



Behaviour for Learning - Standards and Expectations

An emphasis on rewarding positive learning behaviours is key to creating a culture of success. We will ensure that the majority of students, who consistently meet our expectations, feel valued and appreciated.

All subject staff will seek to encourage and praise students informally in lessons using:

- Verbal praise.
- Positive points on ClassCharts
- Asking another member of staff to pass on praise.
- General praise to the whole group when working well, routines/rules being adhered to.
- Display of student's work.
- Comments on work and letters/emails/texts/phone calls home.
- Postcards home.
- Announcements in assemblies or mention in newsletter/website.





Antibullying

Crawshaw Academy aims to provide a safe and secure learning environment for students. To do this we must develop and maintain a community based upon positive relationships and mutual respect, whilst celebrating diversity throughout the school. Students have both rights and responsibilities when it comes to any kind of harassment or bullying.

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying is not just a fall out between friends.

Bullying needs to be reported so that it can be dealt with.

What is bullying?

Physical

- Hitting, kicking, Slapping, pinching, Spitting tripping, Pushing, blocking,
- Stealing or destroying someone's possessions
- Making mean or rude hand gestures
- Touching in unwanted and inappropriate ways.

Verbal

- Name-calling Insults Teasing Intimidation
- Homophobic or racist remarks
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social

- Lying and spreading rumours
- Leaving someone out on purpose
- Telling others not to be friends with Someone
- Embarrassing Someone in public
- Damaging someone's social reputation or relationships

Cyber

- Posting/sending hurtful Texts, emails, posts, Images or videos
- Making online threats
- Intimidating others online using their log in
- Deliberately excluding others online
- Spreading nasty gossip or rumours online.

You can email your concerns to **Bullying@ca.rklt.co.uk**

How we deal with bullying at Crawshaw

Report

If you are being bullied, or see bullying happening, tell a member of staff straight away. You could also email the bullying email address from your school account

Investigate

An investigation takes place and statements are taken from at least three people

The victim
The perpetrator
The witness

Resolve

Restorative conversation takes place, a sanction put in place and recorded on the bullying log

You can email your concerns to **Bullying@ca.rklt.co.uk**

General Information

Student Planner

All students are given a planner on their first day at Crawshaw Academy.

The planner is the first line of communication between school and parents and the aim of the planner is to help students:

- Organise themselves generally.
- Record independent learning tasks and deadlines.
- Provide information about day-to-day school matters.
- Record important dates.
- Record targets, exam results and other important achievements.

We ask you to look carefully at the planner each week before signing it. You can keep in regular touch with your child's Form Tutor by writing comments in the planner. One planner is provided by the school free of charge at the beginning of each year.

E-Mail

It is essential that when students are communicating with teachers they only do so using their personal school email account. This provides protection for all parties as usage is logged.



Lost Property

If students lose something which is not found straight away, they should keep checking around school. Students are advised not to leave their bags unattended during break and lunch, and to have their names on as many items as possible. We request that parents help their children name everything that belongs to them, this is paramount for the uniform. Year 7 students are prone to leaving them behind as they are used to being able to leave things safely in their classroom at Primary School. Please also be aware that there may be 30 or more students in the same changing room for P.E. and whilst they are encouraged to keep their clothes together, sometimes students have a tendency to lose track of their uniform—especially in the early days!

Please help them to help us to identify who's uniform and PE kit by naming it.



Dropping off and picking up by car

We have two pedestrian entrances to the school site, one on Ravens Mount (off Robin Lane) and one on Kent Road. If you are dropping your child off at school please do not park or stop on Ravens Mount as this is an extremely busy area at the beginning and end of the school day. We want our students to be able to leave school safely without navigating around unnecessary traffic. Robin Lane has ample drop off points, along with two crossings near to the school entrance. Kent Road is an alternative drop off point. We do not allow cars onto site to drop students off (except with a pre agreed medical/vehicle pass or for a pre-arranged appointment).



Electrical Items and Mobile Phones

Phones, iPods, mp3 players, cameras, electronic games etc. **Our advice is not to bring them into school.**

Mobile phones are not allowed to be used in school. Our rule is simply 'switched off, out of sight'. Phones should be in school bags upon entering the school site in the morning and then can be accessed again upon leaving the building at 2.55pm.

School takes no responsibility for lost or stolen mobile phones or other technology.



Tracking and monitoring progress at Key Stage 3.

KS3 Assessment and Reporting at Crawshaw Academy

- In recent years there has been significant change nationally to the curriculum and assessment systems at all key stages.
- A key assessment change for KS3 has been the removal of national curriculum levels these have allowed schools the freedom to develop their own assessment systems.
- We use data from baseline testing and the KS2 SATs results to identify a **starting point** for each student- setting challenging expectations of attainment and progress at KS3.



Monitoring of Progress

For students in Year 7, teachers and curriculum leaders carefully identify the core knowledge that students are expected to learn in each subject.

This key information forms the foundation of students' learning and is regularly assessed to ensure that it is both understood and remembered.

To support this, teachers use frequent low-stakes assessments, such as short quizzes and multiple-choice questions, as part of everyday classroom activities.

In addition to these ongoing checks, students will sit more formal assessments in all subjects at three points throughout the academic year. These tests help teachers track progress and identify any gaps in understanding.

In practical subjects like Music, Art, and PE, assessment is based on students' practical skills, which are evaluated continuously over the year.

This approach ensures a balanced and thorough understanding of each student's development, helping staff tailor support and challenge where needed.

Progress depends on the way in which individuals approach their learning which is why we monitor their ***Engagement in learning*** and ***Homework (Independent learning)***

Evidence shows that students who are consistent in their efforts in lessons and in homework perform better in exams.



Quality of Learning

(classwork and homework)

Quality of Learning scores are collected on a regular basis from subject teachers to monitor how hard students are working in lessons and for homework.

Students who have an overall average score of under 3 will be monitored closely and support put in place to re-engage them with their learning.

	Quality of work in lessons	Quality of independent learning
5 Excellent	You are willing to go above and beyond and take responsibility for your learning. You are highly focused during independent tasks and may ask questions to further understanding. Your work is of a very high standard showing considerable effort and understanding . You respond very well to feedback and challenge. You are self-disciplined and resilient.	You proactively engage with all home learning (and remote learning) producing high quality work. You can demonstrate this through factual recall and application in lessons and in assessments. You voluntarily complete extension tasks, additional research or reading. You prepare thoroughly for assessments.
4 Good	You consistently do what is asked of you and may strive for further improvement. You remain focused when completing challenging independent learning tasks. Your work is of a good standard, showing effort and understanding. You respond well to feedback and seek clarification.	You complete all home learning (and remote learning). You are making good progress in recalling and applying your knowledge in lessons. Your work shows effort and depth of understanding. You prepare well for assessments.
3 Satisfactory <i>(minimum expectation)</i>	You wish to succeed but need to be more ambitious in your learning. Your work is of a satisfactory standard but lacks depth. You may lack confidence or resilience to persist with challenging independent tasks. You respond to feedback, sometimes with teacher guidance.	You complete most home learning (and remote learning). Your work has some inconsistencies in understanding. You sometimes find it hard to apply knowledge in lessons. You do some preparation for assessments. Most deadlines are met. <i>(KS4: You usually attend intervention sessions when required and engage well)</i>
2 Below Expectation	You are too easily satisfied to do the minimum. Your work can lack depth or is incomplete. You give up too easily when the work is challenging. You may struggle to focus during independent learning. You only respond to feedback with support from the teacher.	Your engagement with home (or remote learning) is inconsistent. Your work is frequently rushed and below the expected standard. You rarely prepare for assessments. <i>(KS4: You frequently miss intervention or catch-up or do not fully engage)</i>
1 Concern	You make little effort in lessons and so complete insufficient work. You are often unable to work independently. You fail to act on feedback and often give up without trying.	You have shown little engagement with home learning and remote learning. Work is well below the expected standard. You struggle to recall knowledge in lessons/assessments. <i>(KS4: You do not attend intervention or catch-up)</i>

Learning Resource Centre

Open: 8am to 4pm Monday to Thursday, 3.30pm on Friday

Crawshaw's Learning Resource Centre (LRC) is central in supporting the whole school approach to promoting and developing reading for pleasure. We also provide resources for information literacy to enable students to become successful independent learners.

The LRC is an area supervised by our Learning Resource Centre co-ordinator, Mrs Barratt. In the LRC students can read books, read First news newspaper, use the computers for completing online home learning tasks, draw, play chess or do homework.

Our fiction section is arranged in genre and by author. This enables students to find a book more easily. Students can take out up to two books for a period of three weeks. We are happy to renew books if a student would like more time. It is the responsibility of the student to look after the books and ensure that they return them promptly and in good condition.

Computers are available for students to use during break, lunchtime and after school for homework.

Top tips for supporting reading at home

Children should read regularly, just 15 minutes a day will help towards their comprehension literacy, which will drive academic performance across all subjects, not just English.

1. Encourage your child to read at regularly at home. Make sure they keep their 'Reading this Week' planner section up to date.
2. Read a more challenging text together by sharing a book before bedtime.
3. When reading together, encourage your child to compare and contrast different characters' actions and emotions.
4. Ask your child to tell you about books they are reading independently, with their form tutors, in their English lessons. Ask them: what is the story about? Who are the characters? Which character do you like? What do you think is going to happen? How is this book similar or different to other books they've read?
5. Ask your child to show their understanding of the main parts of a text by describing what they know, giving examples or summarising the basic points in their own words, and then linking the ideas to their own personal experiences.
6. Support your child's ability to retrieve information by asking them students questions, for example, 'Tell me what you can remember about that chapter...'
7. Encourage your child to read a range of texts: fiction, non-fiction, newspaper articles, magazine articles, websites, etc. Encourage them to tell you about the ideas in the texts they are reading.
8. Point out and discuss challenging / new vocabulary when reading together.
9. Discuss new vocabulary together; ask if your child can use it in a sentence; provide examples of the word used in different contexts.
10. Talk to your child about the vocabulary they are learning through their English or Bedrock homework. Is your child able to use these words in a sentence? Are there any words they are struggling with?



Catering

The Team

Our catering team is managed by our Chef, Sandra. The catering team have over 20 years' service working in school kitchens, some of whom are also parents of our students. This gives us a very rounded view of what our students want to eat and when, along with being able to get timely feedback on the various initiatives and trials we run.



Service times

We serve food throughout the day, starting with breakfast from 8am, then break around 10am, before main lunch service around midday. We offer 'grab and go' snacks in the morning, and at lunch we always offer three different choices of a hot meal, one of which is always a vegetarian option. For those who would rather choose lighter options, we also serve sandwiches, jacket potatoes and pasta pots.

How to pay

We operate a cashless system, with monies being deposited on to a student's account in advance, so when they get to the till they simply use their fingerprint to pay for items. Money is added to the account via ArborPay.

Please access ArborPay through your existing Arbor account.



Pre order

If a student would like to beat the queues, we have a pre order website available - <http://www.cateringatcrawshaw.com/>.

Students can order sandwiches, drinks and snacks up to one week in advance.



What we offer

Our menu available on the school website > For Parents/Carers > kitchen@crawshaw and also on our social media platforms.

Nearly all of our food is prepared in house, from locally sourced ingredients, and we aim to keep choices varied across a 3 weekly menu cycle. Below is an example of what a menu will be in a typical week:

MENU WK1 W/C 06/06/22	 Kitchen@Crawshaw 				
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAIN ONE £2.20	JERK CHICKEN Chicken strips marinated in jerk spices, oven baked served with rice and peas, corn on the cob & slaw (h)(sd)	CHINESE BUFFET Chicken balls Crispy beef Mushroom too yung (gl)(eg)(mk)(ses)(soy)(sd)	BANGERS & MASH Locally sourced sausages, served with creamy mashed potatoes, seasonal vegetables & onion gravy (gl)(mk)(sd)(soy)	HONEY AND MUSTARD GAMMON Gammon cooked with honey and mustard, served with Yorkshire puddings, house potatoes, seasonal vegetables & gravy (gl)(mk)(eg)(sd)(soy)	POPCORN CHICKEN Served with chips, sweetcorn & BBQ sauce (gl)(h)(soy)
MAIN TWO £3.30	PORK & TARRAGON TAGLIATELLE Diced pork and tarragon in a creamy sauce mixed with tagliatelle, served with garlic bread (gl)(mk)(eg)(sd)(soy)	Salt and pepper chips Steamed Egg fried rice Chow Mein (eg)(soy)(ses)(gl)(mics)(sd)	CHICKEN TIKKA MASALA Diced chicken, marinated in a tikka sauce, served with pilau rice and mini naan (gl)(mk)(h)(ce)	BBQ CHICKEN PANINNI Chicken marinated in BBQ sauce, served with house potatoes and seasonal vegetables (gl)(mk)(h)(mst)	FISH & CHIPS Hand battered fish, served with chips, mushy peas & tartar sauce (gl)(tsh)(mst)(eg)
MAIN THREE £3.30	NEOPOLITANA PASTA Pasta mixed with our homemade tomato sauce, oven baked, topped with cheese, served with garlic bread (gl)(mk)(soy)	Curry sauce Sweet and sour sauce Prawns crackers (mk)	VEGETABLE INDIAN CURRY Vegetables marinated in an array of spices, served with pilau rice and mini naan (v)(ce)	CHEESE & ONION QUICHE Cheese and onion in a pastry case, oven baked, served with house salad (mk)(eg)(sd)(soy)	MARGHERITA PIZZA Homemade pizza with tomatoes, mozzarella cheese and oregano, served with chips & sweetcorn (gl)(mk)(v)
SNACK £1.50 £1.00/1	Sandwiches, salads, Jacket potatoes and pasta pots	Sandwiches, salads, Jacket potatoes and pasta pots	Sandwiches, salads, Jacket potatoes and pasta pots	Sandwiches, salads, Jacket potatoes and pasta pots	Sandwiches, salads, Jacket potatoes and pasta pots

Get in touch

Our intention is for everyone who comes to Crawshaw Academy is happy with both the quality of food and service they receive. If we fall short of this, or if you have any queries/suggestions, please do email us kitchen@ca.rkl.co.uk

S.O.C.A



Supporters of Crawshaw Academy (SOCA) is the Parent Teacher Association whose purpose is enhancing students' education and enriching their time at the Academy.

SOCA's primary purpose is fundraising to pay for the extras that 'core funding' does not cover. These extras include raising money towards a new minibus, improving social gathering areas, such as additional seating, and helping towards school trips.

In partnership with staff and students, they promote Crawshaw Academy in the local Community, with a combined aim of demonstrating how proud we are of the talented pupils and help the Academy build positive connections within the local area. SOCA also aims to bridge the gap between school and home life.

SOCA welcome volunteers, social members and new committee members to become involved on any level. All ideas, help, enthusiasm and humour will be gratefully accepted!

If you are interested in becoming part of the wider Crawshaw community, please contact the SOCA team via info@ca.rklt.co.uk

Many thanks from the SOCA team.