



SEN Information Report

Royal Cross Primary School is an inclusive school where all children regardless of their SEN and cultural background are encouraged and supported to socialise and achieve their full potential within a supportive caring learning environment.

Royal Cross Primary School has a qualified SENCO (Post Graduate Certificate in Special Needs and Inclusion) - Jo White (Deputy Head).

1. The kinds of special educational needs for which provision is made at the school.

Royal Cross is a community special school for deaf children aged 3 to 11 years. Pupils' main special educational need is hearing impairment (HI) but may coexist with other factors so that more time and intensive input is needed to develop language and communication skills. Pupils come from anywhere in Lancashire as well as neighbouring authorities. Occasionally children with normal hearing are placed at the school because they have speech and language difficulties (SLCN) that benefit from the provision.

2. Information about school's policies for the identification and assessment of pupils' special educational needs.

All pupils must have a statement of Special Educational Needs/Education Health & Care Plan or be in the process of assessment. Therefore special educational needs have already been identified prior to enrolment. However, if a pupil presents with an additional need whilst at the school, staff will follow procedures to engage appropriate services for them.

Pupils are assessed regularly starting with the Early Years Foundation Stage Developmental Matters then twice yearly using PIVATS (P scale/curriculum statements in small steps). Staff use B Squared to assess pupils in the foundation subjects termly. Specialist communication assessments are also carried out by the Speech & Language Therapist or Deaf Instructor.

3. Information about the school's policies for making provision for all of its pupils.

a. How the school evaluates the effectiveness of its provision:

Royal Cross has an SEN Policy reviewed annually and regularly evaluates outcomes for pupils. The school's Self Evaluation Summary highlights areas for improvement and is shared with the governing body in order to challenge standards and quality of provision. The School Development Plan is reviewed



annually including Subject Development Action Plans and the impact of School Improvement Planning.

b. How the school assesses and reviews the progress of its pupils:

Baseline assessments are carried out within 4 /6 weeks of pupils joining the school, taking into account information from other settings and progress is closely tracked during the Early Years (there are 2 review meetings during the Foundation Stage). PIVATS assessment is used throughout the school to inform teacher's planning and Individual Education Plans (IEPs) are shared with parents. They are invited, if they wish, to discuss the content with their child's teacher. Progress is tracked during the year against challenging targets and achievement data scrutinised and compared with national data. Annual Review meetings and End of Year reports keep parents up to date with their children's progress and inform future provision.

Pupil progress and achievement data is compared with a large number of partner schools data using a reliable and robust data management. Royal Cross is a member of the North West Specialist Assessment Group (NWSAG) and uses a specialist assessment tool Lancashire's Steps which supports the monitoring of pupil progress in relation to local and national standards. The effectiveness of our provision is assessed and monitored on an ongoing basis through Individual Education Plans; intervention programmes; the ongoing assessment and the evaluation of pupil progress and though whole school analysis of B Squared and PIVATS Data.

c. The school's approach to teaching its pupils:

The whole school approach at Royal Cross is geared to developing pupils' language so that everybody can communicate and get the best out of school. There is an 'inclusive communication environment' that ensures everyone is included in all aspects of school life. Individual communication work can then focus on specific targets in speech, sign or whatever combination works best for each child and these can be integrated into teacher's planning throughout the day. The curriculum is delivered through a creative approach and personalised learning to maximise enjoyment and achievement.

d. Support available for health, emotional and social development of the pupils:

There are 2 qualified Paediatric First Aiders on the staff and a high level of trained First Aiders. Some pupils have Individual Healthcare Plans, Moving and Handling Plans, Personal Emergency Evacuation Plans and Behaviour Management Plans if required. Staff follow guidance regarding 'Supporting



Pupils with Medical Needs’ and the ‘Administration of Medicines’ with advice and support from health professionals. Staff work closely with therapy services e.g. Occupational Therapists, Physiotherapists, Deaf CAMHS, School Nursing Service, Cochlear Implant Teams, Paediatric Audiologists and Speech & Language Therapists.

Staff training, including Safeguarding & Child Protection is regularly updated and pupils are taught in small classes with a high ratio of staff. They know the children well and are able to communicate with them thus ensuring high quality supervision throughout the day. Educational Visits procedures are followed, risk assessments carried out and Health & Safety a priority.

The inclusive communication environment, deaf role models and peer group do much to support the development of self- esteem and emotional well- being. As pupils develop language and communication skills they become more confident personally and socially and can genuinely participate in their education and take on responsibilities. Inclusion activities with mainstream children provides further opportunities to develop emotionally and socially in preparation for secondary school.

Pupils feel secure and relaxed because they understand what is expected of them, can make themselves understood and enjoy learning.

e. Additional Support for learning is available to pupils with Special Educational needs:

Royal Cross has small class sizes and high staff to pupil ratios which enables teaching to effectively meet a wide range of educational needs of all our children.

The school has established a number of specialist support to help meet the wide range of pupil’s individual needs.

COMMUNICATION: School has 2 specialist speech and language therapists to develop communication skills and individual communication programmes for all our children. A number of staff have the ELKLAN level 3 qualification to support a range of speech, language and communication needs.

The school employs a specialist deaf instructor to provide BSL instruction and assessment for all our pupils. The teaching staff are all qualified Teachers of the Deaf and experienced in managing all audiological needs alongside specialist curriculum input. School has access to specialist technical support to assist in maintaining hearing aid equipment.

FAMILY SUPPORT: Our school has a nominated Teacher of the Deaf who offers highly effective support for all parents and carers. Alongside this the school has

a highly effective programme of termly home visits to provide support and advice to all our families. This helps to foster positive relationships between school and home resulting in an effective partnership enabling the best possible outcomes for all our pupils. School also offers support through regular parent workshops and an effective PTFA. School utilises a wide range of funding opportunities to support transport into school for some families, enabling them to attend a wide range of school events and celebrations.

f. Support that is available for improving the health, emotional, mental and social development of pupils with special educational needs.

School has a high staff ratio and is able to ensure that children are supported, safe and cared for during the school day, including break and lunch times, on off-site visits and in PE activities.

Schools policies on PSHE, Anti-Bullying, Intimate Care and Online Safety are embedded in practice. Some of these can be accessed on the school website or are available from the school office upon request. School has a supportive Behaviour Policy which promotes positive reinforcement of good behaviour and works closely with families to support any behavioural issues. Alongside this we have a Care and Control Policy where Positive Handling Plans are agreed with parents if required.

Copies of the following school's policies are available on the website including:

Child Protection Policy, Behaviour Policy, Anti- Bullying Policy, Special Needs Policy, Health & Safety Policy and Supporting Pupils with Medical Needs.

4. Information about the expertise and training of staff in relation to children with special educational needs.

The class teachers at Royal Cross are qualified to degree level and all have qualified Teacher of the Deaf status. We have 2 qualified HLTA's and a team of experienced Teaching Assistants. Key staff are trained in Team Teach and Moving and Handling principles and techniques. All staff have sign language qualifications and there are 2 specialist ELKLAN trained TAs and a Deaf Instructor for BSL (British Sign Language) tuition /Deaf Studies. All staff have continuing professional development in working with children with a hearing impairment plus training in a range of additional special needs such as visual impairment and autism. Several staff are trained in the use of PECS (Picture Exchange Communication System) and we have one trained 'Intervenor' (to support HI/VI). There is close partner work with Therapy Services, Health and Social Care professionals and educational advisers. There is a programme of continual CPD which is reviewed and updated on an annual basis to ensure staff

knowledge and skills are up to date.

Training will cover key curriculum areas and additional aspects such as audiology, BSL, Speech and Language, first aid (paediatric and first aid at work), MIDAS, child protection/safeguarding.

5. Information about equipment and facilities to support children with special educational needs.

The school is fully wheelchair accessible, all on one level with easy access to the playground. There are disabled parking spaces, convenient access for school transport and visitors and our minibus has a tail- lift. The hall has a ‘sound field’ system and pupils have access to regular hearing aid checks, use of individual radio aids and a technical service for maintenance of equipment. The school has a visual fire alarm in addition to an audible signal and is also fitted with a Deaf Alerter system. Changing and showering facilities are available if required for children in nappies. Royal Cross Primary School is a school for Deaf / HI pupils and the emphasis is upon providing an appropriate environment. School has developed a specialist total communication environment, which includes the use of sign graphics, QR codes, PECS and a fully inclusive signed environment.

The school has child size toilets, disabled and standard toilets.

Classrooms contain specialist equipment as needed such as walking aids, specialist seating, and specially adapted bicycles.

6. Arrangements for consulting parents about children with special educational needs and involving parents in the education of their child

Before starting at Royal Cross all children are invited to take part in a series of supported transition visits. Parents are invited to accompany their children and these sessions are used to share information with families. During these visits, new parents are provided with opportunities to meet key staff and other new parents. New children are welcomed into their classes and have opportunities to explore school and meet their peers. School provides regular newsletters to parents and uses the school website to share events, news and picture galleries. Electronic communication is encouraged and supported through the use of instant messaging (class Dojo) and email. At the start of each term curriculum newsletters are sent home to parents sharing key information about work to be covered and suggestions for support at home. School subscribes to ‘Espresso’ and ‘Bug Club’ to help support home learning.

The school has a website, text messaging and email service, which ensures all parents are kept up to date with information about the school.



Regular parent workshops are held within the school to support the understanding of curriculum developments within the school. In addition regular workshops on communication and sign language are provided for parents and families. Transport for disadvantaged families can be provided if required.

Annual Review Meetings take place once a year but can be timetabled sooner if required. An Annual Review Report is sent out to parents at least 2 weeks prior to the meeting. This contains current information about individual pupil progress. The Headteacher or the Deputy Head lead these meetings. Also invited are the local authority SENDO, Speech and Language Therapists and any other professional as appropriate. These meetings are to review progress and to give parents an opportunity to share their thoughts on what is working and what could be better. Parents are provided with Individual Education Plans 3 times a year and are invited to contribute to objectives and targets for their child. At the end of the year reports are sent to parents which detail the progress their child has made over the school year. Parents are invited to complete a questionnaire in the Summer Term. This provides parents with the opportunity to record their views and offer suggestions for improvement.

Parents are encouraged to attend celebration events in school such as Christmas Fairs, Christmas Plays, celebration events, sports days, summer fairs and special school assemblies.

7. The arrangements for consulting young pupil with special educational needs and involving them in their education:

Royal Cross has a school council facilitated by a member of staff and they discuss a range of topics such as improvements to the playground, fundraising and school activities.

At Royal Cross, we believe developing independence and responsibility in our pupils. All our pupils have a range of responsibilities including a school ambassador, prefects, librarians and ICT champions.

We believe that 'communication is the key' and all pupils are 'listened to' and encouraged to have 'a voice' and express their views in whatever way they are able to communicate. Pupils complete questionnaires from time to time and contribute 'photo stories' for their review meetings. Staff involve pupils in understanding their targets and what they need to do to improve their work. Pupils know that if they have any concerns, staff will take them seriously and deal with them.

8. Any arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with special education needs concerning the provision made at school:



The school has a Complaint Policy, which can be found on our website. Paper copies are available from the school office if required.

9. Supporting the pupils in transition:

Before pupils are placed at Royal Cross the Early Years teacher will usually have attended a meeting at the child's pre-school setting and arranged transition visits. Parents and their children will also have been able to visit in order to meet key staff and familiarise themselves with the school and/or attend an Early Years Open Day. When pupils move on to secondary provision they will have had chance to visit their new schools during Year 6. Many of our pupils move on to Ashton Community Science College in Preston where there is a Deaf Support Department and they will already know many ex pupils from Royal Cross as well as mainstream children they have met during inclusion activities in the primary phase. In addition, some pupils will move onto Sir Tom Finney Community High School, which is a specialist secondary school based in Preston catering for pupils with specific educational needs, learning difficulties and disabilities.

10. Further details about the special educational provision made at Royal Cross can be found by visiting the school website www.royalcross.lancs.sch.uk

There is also a copy of the school's 'Local Offer' and a link to Lancashire's Local Offer on the website. This can also be found on the Lancashire County Council website www.lancashire.gov.uk/SEND

11. Contact details for support:

If parents have any concerns or would like any further information they should contact either their child's class teacher, or the Headteacher Bev Hennefer or Deputy Head Jo White on 01772 729705.

Alternatively enquiries can be directed to the school office via bursar@royalcross.lancs.sch.uk