



SEN and Disability

Local Offer: Primary Settings

Mainstream, Short Stay Schools, Special Schools and Academies

Name of School: Royal Cross Primary

School Number: 00134

Updated: **21 June 2017**

School Name and Address	Royal Cross Primary School Elswick Rd Ashton Preston PR2 1NT 		
Telephone Number	01772 729705		
Website Address	www.royalcross.lancs.sch.uk		
Does the school specialise in meeting the needs of children with a particular type of SEN?	No	Yes <input checked="" type="checkbox"/>	If yes, please give details: Hearing Impairment
What age range of pupils does the school cater for?	3 - 11		
Name and contact details of your school's SENCO	Bev Hennefer - Headteacher - 01772 729705 head@royalcross.lancs.sch.uk		
Name of Person/Job Title Completing the Local Offer Document	Kath Clinch – School Business Manager – 01772 729705 bursar@royalcross.lancs.sch.uk		

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height adjustable tables or alternative ways of presenting activities so that children can access them?
- Do you have specialised equipment (e.g. ancillary aids or assistive technology?)

Our school provision:

Royal Cross is a completely accessible school, particularly geared towards the needs of deaf children and every aspect of school life is open to everyone.

There are good acoustics, amplification systems, visual safety features and a totally inclusive communication environment so that no one misses out on any part of the day.

The building is on one level and easily accessed by wheelchair users, including toilet and parking facilities.

Every effort is made to ensure that information is accessible to all members of the school community e.g. range of communication modes - BSL, SSE, PECs, sign language interpreters or language translation if required.

A wide range of specialist equipment and resources is available to enable full access to the provision for everyone who comes into our school e.g. Soundfield, FM Radio Aids

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?

- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

Our school provision:

Pupils are taught full time by qualified Teachers of the Deaf, in small classes supported by Specialist Teaching Assistants. This makes it easy to spot additional needs so that extra support can be arranged.

There is an emphasis on language development through a flexible use of speech and signing in whatever combination works best for each child.

The pace and style of curriculum delivery is modified to allow time for children to learn new vocabulary and concepts and specialist resources are used to support literacy teaching e.g. signed graphics and visual phonics.

All the staff is highly trained in sign language, deaf awareness and the management of hearing aid equipment.

We have 2 Speech & Language Therapists in school who work closely with staff (including the Deaf Instructor) on pupils' communication programmes. Speech therapy and/or sign language tuition is provided according to individual needs.

Deaf Studies is a unique feature of the curriculum and helps to develop pupils' sense of identity and preparation for adult life. IT is high profile as a powerful tool for developing independent communication skills e.g. iPads in the classroom and for home use.

Pupils have the best of both worlds – specialist teaching in small groups plus an inclusion programme in partnership with mainstream schools. They benefit enormously from working and playing with other deaf children as well as mixing with larger groups of children in mainstream.

We have a detailed provision map to illustrate the range of support provided for pupils with different levels of need e.g. some pupils receive higher levels of learning /communication support or help with personal care/mobility.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHC) Plans?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

Our school provision:

All pupils have Statements (Education Health & Care Plans) containing detailed outcomes which are regularly reviewed.

Progress towards outcomes is tracked against individual targets agreed at Review Meetings and broken down in Individual Education Plans. These are evaluated regularly.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

Our school provision:

All staff/volunteers and governors are Disclosure & Barring Service (DBS) checked. Keeping children safe is a school priority - it is essential for pupils to learn protective behaviours for their personal safety both online and 'out and about' as their communication difficulties can make them particularly vulnerable.

Risk Assessments are carried out where necessary by the people who know the child best and shared with others who need the information.

Pupils are escorted in taxis right up to the pupil entrance door where they are met by school staff on duty at the beginning and end of the day.

There is an excellent level of supervision at break and lunch times by school staff (Teachers/TA's) who know the children well and can communicate easily with them. Similarly outside the classroom during physical activities or trips the same quality of staffing ensures children are kept safe at all times.

Fire Safety provision includes a flashing warning light in addition to the audible alarm and Deaf Alerter vibrating radio pagers.

Anti-bullying and Behaviour Policies are available on the school website or copies can be obtained from the office.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

Our school provision:

Royal Cross nurtures pupils' emotional wellbeing through access to appropriate communication - everyone feels included and can participate fully in the life of the school.

The provision of a deaf peer group/role models has a positive impact on the development of personal & social confidence. Pupils are encouraged to develop a positive view of themselves as deaf learners, thus protecting their emotional health. They gain confidence from being with other deaf children and therefore do not feel isolated.

The management of medication is in accordance with Medicine Safety Policy and Guidance. In school there is a high ratio of trained First Aiders (including Paediatric First Aid). We have a designated medical room with lockable storage and clear procedures in place in the event of a medical emergency.

Any Individual Care Plans are developed with families as required and staff trained accordingly.

There is close partnership with health and social care providers and effective liaison with Audiology Clinics and CI Teams. School medical services, OT, Physio and Speech & Language therapies are delivered in school.

Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

Our school provision:

Parents are able to meet the class teacher and the Head/Deputy before their child starts school and photos of the staff are available in school and the prospectus/website.

Parents are encouraged to contact school immediately and arrange to meet with staff if they have any concerns. They are also welcome in school at any time.

Home/school books, class email, Class Dojo, Teachers2Parents text messaging, newsletters and phone calls are all used regularly in addition to written reports to ease communication between parents and key staff and keep them up to date with their child’s progress.

We have a programme of Home visits in place and support families with transport when needed. This allows families to take advantage of the many opportunities to come into school for celebration events, special assemblies, parent workshops and meetings.

We welcome informal feedback and also seek parents’ views more formally via questionnaires each year.

As many of our pupils live at some distance from the school, communication with parents is an important priority and key to strong partnerships between home and school.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
How do home/school contracts/agreements support children with SEN and their families?

Our school provision:

Royal Cross prioritises communication and pupils are taught in small groups so there are many opportunities for children to contribute to discussions and express their views e.g. Circle Time, membership of the School Council, attending Review Meetings.

Parents are encouraged to comment on their child's IEP, contribute to care or behaviour management planning (if relevant) and submit Parent Advice Forms and attend Review Meetings.

There are 2 parent representatives on the Governing Body and an active PTFA. Getting involved gives families the opportunity to get to know each other and can be an invaluable support network as well as an opportunity to participate in the life of the school.

We are able to signpost families to out of school activities run by voluntary organisations e.g. local NDCS groups and involve other agencies in meeting the health or social care needs of pupils where necessary e.g. Deaf CAMHS or family support services.

What help and support is available for the family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

Our school provision:

Every effort is made to provide translations or interpreters if needed and help is available from the school office with completing paperwork.

Home visits/help with transport, can also be arranged by request. Parent Workshops, communication courses and support with behaviour management plus links to other sources of help and advice are provided regularly by the school.

Daily escorted pupil transport is usually provided for all pupils who live at a distance from the school and we would help with travel plans if required.

Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

Our school provision:

Every effort is made to link with previous placements e.g. Early Years providers and secondary schools to ensure smooth transitions for both new admissions and leavers.

The whole of our provision is geared towards developing pupils' language and independence so that they have the confidence and skills required to overcome communication difficulties when they move on to secondary school.

We have a particularly good relationship with Ashton Community Science College (Deaf Support Department). We have developed a programme of transition and support with 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. For a regular liaison programme for KS2 which helps to prepare pupils for a successful transfer.

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Our inclusion programme with local primary schools in Ashton is also good preparation for transition - pupils have the opportunity to meet other students who will eventually attend the same secondary school.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

Our school provision:

A variety of lunchtime clubs are provided through Sports Funding e.g. Football Coaching (with a deaf Sports Coach), and a wide range of activities, educational visits and residential trips enhance the curriculum and are open to all pupils.

Weekend family group meetings are run by school staff and fully inclusive of pupils' needs.

They are very popular with pupils and their siblings and a great way of meeting up with friends and their families. We also signpost families to out of school activities e.g. local NDCS groups, holiday activities and sports events in their home areas.

Royal Cross offers scouting activities for Beavers and Cubs within the school day. We have close links with Preston West Scouting Association and hold Saturday morning scouting family events throughout the year.