

Royal Cross Primary School

Lancashire's school for deaf children

Royal Cross Primary School for Deaf/HI pupils

What makes us special?

"Teachers, teaching assistants and health professionals form a highly skilled staff team with a total commitment to ensuring that every pupil has an equal opportunity to succeed, whatever their needs and background." - OFSTED March 2015

- OUTSTANDING all areas – OFSTED 2015
- The only specialist school for deaf/HI pupils in Lancashire.
- All classes taught by qualified, experienced Teachers of the Deaf.
- All staff are knowledgeable and experienced in communication needs.
- All classes supported by experienced & specialist TA's Level 3 & HLTA.
 - ELKLAN trained TAL3 (Speech & Language)
 - Accredited Deaf Instructor (BSL)
- SALT support – weekly individual support in school.
- Small class sizes guaranteed
- A deaf / HI peer group – social inclusion
- A Deaf Studies curriculum taught by an accredited Deaf Instructor.
- Positive adult Deaf role models represented on the Governing Body & in school.
- Individual learning programmes
- Family support programme to
 - support families in the home
 - support families in school through 'Stay & Learn' activities & informal workshops.
- Links with mainstream provision & community groups – social inclusion
- Positive, supportive transition links with local secondary schools.
- Wider community opportunities through links with Drama, Music and Scouting.

What does our provision look like?

Provision for all our pupils (Band F/E2)

- Full time teaching by qualified Teachers of the Deaf assisted by Specialist TA3's.
Average class size = 6 - 8 pupils.

- An assessment of learning needs and Individual Education Plan, rigorous tracking of progress towards learning targets, differentiated activities.
- An 'inclusive' communication environment - ensuring full access to every aspect of the school day and opportunities for incidental language learning.
- A deaf peer group and role models for development of personal/social confidence, positive self-identity, emotional wellbeing/positive mental health and self-esteem.
- Opportunities to contribute, interact on equal terms, develop independent learning and responsibilities, and participate fully in the life of the school.
- Teaching is adapted in response to individual learning/communication needs to ensure full access to the curriculum. A modified pace/style of curriculum delivery is used to take account of gaps in linguistic knowledge/concepts and allow time for teaching new vocabulary.
- Child driven approaches to communication - speech/signing are used in whatever combination works best for each child e.g. SSE, BSL, PECs.
- Access to weekly Speech and Language Therapist - Episode of Care Plans and/or Deaf Instructor for individual sign language tuition and assessment.
- Individual communication targets agreed between the TOD/SALT. These are worked on individually or in small groups by specialist ELKLAN trained TA's (Speech & Language) or BSL accredited assessor (Leeds).
- Individual communication targets included in Teaching Plans and reinforced by staff throughout the day.
- Specialist resources and strategies – signed graphics and Visual Phonics to support literacy, guided reading.
- Well integrated use of ICT within teaching and learning – iPads in the classrooms, apple TV's, Visualisers.
- Teaching of skills for future independent communication – Skype, email.
- Deaf Studies Curriculum/PSHE - learning to use sign language interpreters, information relating to equipment available in adult life, history, language and culture, deaf awareness.

- Individual 'Healthy Minds' (NDCS) programmes to safeguard vulnerable/at risk pupils.
- Personal radio aids, sound field system, good acoustic environment and regular technician support for balancing and maintaining equipment. Daily checks of hearing aids and cochlear implant processors, fault finding expertise by experienced Teachers of the Deaf.
- Test Box diagnosis & fault checking of audiology equipment by qualified Teachers of the Deaf.
- Support from SEND Senior ICT Technician for audiology equipment
- Active & positive relationships with Audiology Clinics, CI Teams, SALT Teams, Deaf CAMHS & Family Well Being Service.
- A successful transition programme with local mainstream & special secondary schools.
- Inclusion programme, educational and residential visits, lunch time clubs, weekend family groups, parent workshops, activity holidays, Scouting.
- Support for self-help, independence, social skills through Forest School activities.

In addition, some pupils (Band G/E3) will receive:

- 1:1 support with learning / behavioural / communication needs
- Intensive input to develop effective communication (speech & language/signing)
- Specific strategies to enhance communication/develop language throughout the day
- Higher level supervision at unstructured times e.g. playtime, dinnertime
- Physiotherapy / Occupational Therapy programmes
- Specialist adapted equipment
- Specialist teacher advice e.g. VI, MSI

In addition to all of the above some pupils (Band H/E4 or Band I/E5) will receive:

- Daily health related programmes
- Moving and handling plans e.g. assistance from 2 adults for personal care
- Positive handling plans e.g. targeted support for high risk behaviour
- Individual Personalised Care plans e.g. support for mobility and health care needs
- Trained Intervenor support for HI/VI communication needs

