

Royal Cross Special Educational Needs Policy

Royal Cross Primary School is committed to meeting the special educational needs of all pupils and ensuring they make progress towards the outcomes identified on statements EHC Plans. We believe in working in supportive partnerships with colleagues and across a range of services to safeguard positive outcomes for our children.

Our SEN Policy, School Local Offer and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Copies of the school's Local Offer and SEND Information report are available on the school web site and form the school office if requested.

SEN information

Royal Cross School is Lancashire's established provision for deaf/Hearing Impaired pupils across the county.

If it is felt that certain pupils with a speech and language difficulty would benefit from our provision then a place would be considered in negotiation with the local authority.

Please refer to detail SEN Information Report.

Mission

- To develop communication as the key to individual well-being and academic success
- To provide an inclusive communication environment and personalised learning approach for all our children.
- To promote the importance of a peer group and role models in developing a positive self-identity for deaf children and to safeguard mental health for the future.
- To prioritise safeguarding issues and protect all members of our school community.

Priorities

- Developing language and communication skills
- Strengthening emotional wellbeing and self esteem
- Promoting protective behaviours for personal safety
- Supporting digital resilience
- Ensuring all pupils progress, achieve and enjoy learning
- Helping each child to develop skills, knowledge and understanding to confidently embrace new experiences in a multi-cultural society

Aims

- To nurture successful and confident learners
- To develop independent and responsible citizens

- To foster strong and positive relationships
- To build a strong, effective team of specialists in deaf education
- To provide children with an excellent education in a caring and understanding environment through a creative and practical curriculum

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

Governors

The Governing Body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The SEN Governor meets regularly with the Head who is also the SENCO.

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school

The Headteacher

As Royal Cross is a Community Special School where all pupils have Educational Health and Care Plans (EHCP) this policy applies to all pupils.

The Head will:

- Keep the governing body informed about the special educational needs provision made by the school.
- Work with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Identify areas for development in special educational needs and contribute to the School's Improvement Plan and coordinate provision in line with pupil's stated objectives.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Differentiating the curriculum and modifying the pace and style of delivery to take account of the individual needs of pupils.
- The effectiveness of resources and other curriculum materials.
- Assessment, setting performance targets and monitoring pupil progress and achievement of individual targets.
- Working with the Senior Leadership Team to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

Admissions

Pupils with special educational needs will be admitted to Royal Cross in line with the school's admission policy. The school is aware of the statutory requirements of relevant legislation concerning SEN and Disability and abides by these requirements.

School will use induction meetings to work closely with parents. If school is alerted to the

fact that a child may have difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant and differentiated curriculum.

Accessibility

School premises, information and communication is provided in line with awareness of disability access including physical disabilities and deaf issues.

Resources

The Governors will ensure that the needs of the children are met by requiring the Head to act as SENCO. The SENCO/Head will use the child's EHCP to identify the areas of pupil need and make appropriate provision. The governors will ensure that sufficient support staff are employed to support the staff and pupils.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The governors will ensure that funding is allocated to curriculum areas to develop resources. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake ongoing training to keep their skills up to date through INSET, courses and conferences, cluster groups, subscriptions to relevant publications.

School supports families through parent workshops and home visits. Resources and information are shared with families to support individual learning.

Identification, Assessment, Monitoring and Reviewing:

a. Reviews on entry

When children are first admitted to the school previous documentation is studied to ensure there is continuity in planning Personal Learning Plans and advice is incorporated.

The Early Years teacher will have attended pre-school review meetings and made home visits wherever possible followed up by a series of transition visits into school.

b. Teacher referrals

If a teacher has a concern about a child, they raise this with the Head/Deputy so that appropriate levels of support or interventions can be provided or additional advice sought through other agencies.

c. Curriculum and assessment monitoring

The subject leaders will monitor the attainment and progress of pupils as part of their role. They will ensure that the Head is kept fully informed and if they have a concern, they will raise this with the Deputy Head.

d. Personal Learning Plans Reviews

Personal Learning Plans will be reviewed regularly and parents will be invited to contribute. A copy of the new PLP will be sent home for parents to agree.

e. EHCP Reviews

The school will arrange a review of pupils' Educational Health and Care Plans annually. If there are concerns about a child's placement or provision a review meeting can be requested at any time and the school will arrange this within 6 weeks.

Early Years pupils are reviewed at 6 monthly intervals and Year 6 pupils have an additional Interim Review before moving on to secondary provision.

Curriculum

All pupils are entitled to a broad, balanced and relevant curriculum that will prepare them for the opportunities, responsibilities and experiences of adult life.

At Royal Cross access to the curriculum is ensured through the use of appropriate communication methods and a modified pace and style of delivery where necessary.

We use a themed approach to curriculum planning (creative curriculum) enriched by a wide range of creative and sporting activities.

National Primary Curriculum and Strategies are supplemented by Deaf Studies as part of PSHE and there are inclusion opportunities through our links with other schools in addition to educational visits.

Children are taught in class groups with a high ratio of staff with arrangements for 1:1/larger group work as required.

Groups of children are identified for intervention support on a weekly basis to offer both support and additional challenge.

- Teacher planning – takes account of Personal Learning Plans
- Differentiation – for individuals and small groups, to include challenge and support
- Disapplication – all pupils take part in National Curriculum tasks/tests
- Withdrawal / interventions – for individual behaviour management / nurture mentoring / work on communication targets / speech and language therapy / BSL Communication / physiotherapy programmes / language & communication
- Personal Learning Plans in relation to curriculum – all pupils have targets for Communication, English, Maths and PSED linked to their EHCP identified outcomes.
- Resources – Royal Cross is well equipped with specialist resources for children who can benefit from sign language / visual presentation of information / amplification aids / communication aids.

Access to the full life of the school

All pupils have access to the full life of the school and every effort is made to ensure that the usual childhood experiences are made accessible to pupils through the provision of appropriate communication. Staff are expected to adhere to the Language and Communication Policy which ensures that all members of the school community have full

access to communication at all times. Pupils therefore have opportunities for incidental learning and can interact with each other, participating fully in the life of the school and feeling included in every part of the school day.

Complaints

If parents/carers have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Headteacher. If the Head is unable to resolve the difficulty then the parent's concerns should be put in writing to the SEN Governor. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

Information on the Complaints Procedure and the relevant forms are on the school website and available from the school office on request.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENCO. Additional information and links are available on the Governors section of the school website.

The SENCO/Head will keep fully up to date about special educational needs issues through attendance at training and special school networks, discussions with outside specialists, reading and subscriptions to professional bodies.

Teaching staff will be kept up to date informally by the Head/SENCO and formally at staff meetings, INSET and relevant courses.

Teaching Assistants who support individuals and groups of pupils need to have a wide range of curriculum and SEN knowledge. This will be updated through attendance on relevant courses, school-based INSET and circulation of information.

Outside Agencies Including Health Services

Speech & Language Therapy is provided 2 mornings a week and liaison with Cochlear Implant Teams takes place as necessary.

Advice regarding individual pupils with additional needs is bought in where required e.g. Teacher of Visual Impairment.

Occupational Health and Physiotherapy services are provided by the local health care trust and liaison with paediatricians and dieticians is carried out where relevant via the School Doctor.

Audiological assessments and reviews are carried out by the audiology clinics in pupils' home areas.

Educational Psychology Service (EPS) involvement is arranged where required and the school adviser visits regularly.

Where appropriate the following agencies would also be involved – Attendance Officer, Social Care, Parent Partnership, NDCS, CLA team, CAMHS (for deaf children and their families/professionals).

Parents

Royal Cross is keen to maximise the involvement and engagement of parents and families and appreciates that particular efforts need to be made to ensure good communication between home and school due to the distances involved for many families and the use of different home languages.

To this end:

- Identified staff have specific responsibilities for home/school liaison
- Families have access to instant messaging through Class Dojo
- Families have access to class email communication
- For families without internet access a home / school book is provided
- A Text Messaging Service is used for reminders about meetings or school events
- School web site has class areas and a range of additional information including online safety, SEN, class areas, news & events
- Curriculum, Head, Governors, Online Safety Newsletters are sent home
- Home Visits are arranged termly
- Parent Workshops / Family groups are provided
- Support is provided with developing communication or finding suitable out of school activities
- Interpreter support is available for phone calls in parents' preferred language or access to meetings
- Parents are warmly welcomed into school and kept informed about the provision that is being made for their children.
- Parents are encouraged to keep in touch through a variety of methods – email, textphone, and Parent Contact Forms ensure any issues are addressed.
- Parents are closely involved in any planning for behaviour management.

Links

- Continuity and progression of curriculum provision is important. Staff are encouraged to use consistent formats for planning and recording pupil attainment. Records are passed on before children move into a new group and all staff have open access to Personal Learning Plans etc in the classrooms.
- Transfer arrangements and reviews are carefully planned to allow time for the handover of information and liaison with other schools. Year 5 reviews raise the issue of secondary transfer so that there is time for parents to visit schools. In Year 6 an Interim Review meeting is held including the receiving school and transition arrangements are planned.

- There is a liaison programme with Ashton Community Science College (Deaf Support Dept) and with Sir Tom Finney Community High School.
- Royal Cross also has links with mainstream and special schools, other HI provision, voluntary services, the Deaf Community and other services / schools for deaf/HI children locally, regionally and nationally.

See the following related documents on the school website:

Paper copies from the school office are available upon request.

- SEN Information Report
- School's Local Offer
- Provision map
- Prospectus