



Lancashire's school for deaf children

<b>Policy Title:</b>	Royal Cross SEN Information Report
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<b>Ratified by:</b>	Governors Policy Committee
<b>Responsible Signatory:</b>	Clive Gregory
<b>Date of signature:</b>	Signature removed for GDPR purposes.
<b>Details:</b>	This report:  Details that Royal Cross is an inclusive school with an excellent community spirit, where all children regardless of their SEN and cultural background, have the opportunities to learn, socialise, be cared for and work alongside their peers in a supportive and nurturing environment.
<b>Cross reference:</b>	SEN Policy Anti-Bullying Policy Behaviour Policy Care and Control Policy Intimate Care Policy Online Safety Policy PSHE/RHE Policy Teaching and Learning Policy

### **EQUALITY AND DIVERSITY STATEMENT**

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

### **POLICY REVIEW**

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

## **Royal Cross SEN Information Report**

Royal Cross Primary School is Lancashire’s designated specialist school for Deaf/HI pupils based in Preston. We are a county wide provision.

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 staff are experienced in teaching pupils with hearing impairment and in managing their audiological and communication needs. Each teacher is a qualified Teacher of the Deaf with BSL signing skills. We provide an inclusive communication environment where deaf/HI children have daily access to a deaf role model and a deaf peer group.

The Governance at Royal Cross represents the school community and has 3 deaf Governors to ensure that the school priorities include inclusivity for all our pupils.

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

Royal Cross is a community special school for deaf/HI children aged 2 to 11 years. Pupils’ main special educational need is hearing impairment (HI). Pupils come from across Lancashire as well as neighbouring authorities.

Royal Cross is committed to the benefits of early specialist intervention for pre-lingual deaf/HI pupils. Royal Cross has a specialist Nursery provision that is open to deaf/HI children from age 2 years. To access a nursery place children do not have to have an Education, Health and Care Plan. If parents/carers wish to continue with Royal Cross once their child reaches school age then an Education, Health and Care Plan must be in place. The school SENDO will work collaboratively with parents/carers and the local authority SENDO to support any assessment.

The school is located in Lancashire but accepts pupils county wide and in some cases out of county places when places are supported by the local and funding authorities.

We have a popular Early Years ‘Stay & Play’ programme for families with pre-school (or younger) deaf/HI children. This is supported by the NDCS and gives families an opportunity to network with other parents, ask advice and to explore the range of provision available for deaf/HI children in Lancashire. This is a free provision and is staffed by Royal Cross qualified Teachers of the Deaf, BSL deaf role model and specialist TA staff.

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

All pupils of statutory school age have been previously assessed by professionals and the local authority and have an Education Health & Care Plan in place. If Reception pupils are in the process of assessment school may admit the pupil following negotiation with the local authority. This means that 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.

Royal Cross has a Nursery provision in place and can take pupils from 2 years with / without an Education, Health and Care Plan. Through support from the school’s SENDO we may be able to cater for Nursery aged pupils who may need an ‘assessment of need place’ and early intervention for speech, language and communication needs. Such places are considered on a case by case basis and if pupil needs can be met within the parameters of the provision offered within Royal Cross School.

Pupils are assessed regularly starting with the Early Years Foundation Stage Developmental Matters within the Early Years department. EYFS pupils also benefit from early language intervention by a member of staff trained in EYFS Wellcomm.

In KS1 and KS2 staff use B Squared to assess pupils in the CORE and foundation subjects termly.

Specialist language and communication assessments are also carried out by the Speech & Language Therapist and/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:

At the end of the school year there is a consultation process between senior leaders, school staff and the Governing Body. This involves a review the School Improvement Plan (SIP) and an annual evaluation of the school’s achievements and effectiveness in terms of impact on pupils, leadership and management, curriculum developments, staffing, educational resources and premises developments. The school’s Self Evaluation Framework (SEF) highlights areas for improvement and is shared and analysed with the Governing Body in order to challenge standards and the quality of provision.

Following this there is further collaboration between senior leaders, school staff and the Governing Body towards agreed priorities for the development of the school over the next

academic year. These priorities are then included in the updated School Improvement Plan. The School Improvement Plan (SIP) is reviewed annually including Subject Action Plans and the impact of School Improvement Planning.

Royal Cross has a SEN Policy which is reviewed annually and regularly evaluates outcomes for pupils.

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

When a child is admitted to Royal Cross a range of baseline assessments are carried out, including the EYFS Developmental Matters for Early Years pupils and B Squared for KS1 & KS2 pupils. From this information a Personalised Learning Plan, (PLP), is developed for the child.

The PLP focuses on:

- Outcomes and SMART targets derived from pupils' Education, Health & Care Plan and identified outcomes
- Assessment of communication needs, which may include Speech & Language Therapy (SALT) or BSL assessment or both.
- Any additional needs such as medical, physical, audiological or emotional/social.

As a specialist school, pupil progress and achievement is measured in terms of teacher based assessment using B Squared. This is updated 3 times a year to track pupil progress and identify any developing barriers to learning that may need specific, targeted interventions.

Pupil progress and achievement data is compared with a large number of partner school's data using a reliable and robust data management. Royal Cross is a member of the North West Specialist Curriculum Assessment & Pedagogy group (NWSCAP) and uses a specialist assessment tool, Lancashire's Steps to support the monitoring of pupil progress in relation to local and national standards.

Royal Cross also takes part in the Sign Bilingual Deaf School's Consortium to benchmark pupil progress and achievement data and moderate across deaf pupils nationally.

The staff at Royal Cross have developed comprehensive systems of analysis so that over time, pupil progress can be tracked and reported accurately. The effectiveness of the provision at Royal Cross is assessed and monitored on an on-going basis through individualised Personalised Learning Plans; Individual Intervention Programmes; Individual Language & Communication Plans; the on-going assessment and evaluation of pupil progress; and through whole school analysis of B Squared alongside case studies and a whole child centred approach to achievement and outcomes.

For those groups of pupils whose progress and achievement can be difficult to measure using commercial systems, key staff use an individual approach focussing on key staff discussion; parent/carer input; observation and case studies. This ensures that no individual pupil success is overlooked or ‘missed’ and progressions are built into their learning opportunities.

Every twelve months a pupil’s Education, Health and Care Plan is reviewed at a meeting with parents/carers and key professionals, e.g. The LA SENDO, Senior Leaders, Class Teacher, Educational Psychologist, Deaf CAMHS; Occupational Therapist, Physiotherapist, Speech and Language Therapist and Social Worker.

The meeting can be held at school and give parents/carers the opportunity to discuss their child’s progress and whether any changes of approach or provision are necessary and to prepare for secondary school transition. Recommendations for changes in provision mapping can be made to the Lancashire Authority SENDO. This helps to identify any specialist resources or equipment that may be needed in the new setting. For parents/carers who find it difficult to get time off work to attend or who are disadvantaged by geographical distance, alternatives for involvement are explored such as TEAMS virtual meeting or telephone meetings. School works closely with parents/carers to ensure that everyone has a chance to be included within this process.

The pupil is also invited to the meeting to share their thoughts on progress and next steps. A photo story of the pupil’s school year is prepared to share with parents/carers and external professionals. If they are unable to attend for any reason their contributions can be shared through their pupil’s advice form which consists of visuals, photographs and graphic responses as appropriate to the individual.

Copies of the School Annual Review Summary Report and supporting professionals’ reports are also sent out to parents and professionals prior to the meeting.

Additional Review meetings can also be held at any time if parents/carers or the school believe one is necessary. This may be necessary if pupils needs change over time and discussions around how best to meet those changing needs can be explored with parents/carers and local authority SENDO.

The school seeks the assistance from the Local Authority and independent professionals to provide assessments and specialist programmes which can be incorporated into the child’s Individual Personalised Learning Plan at school. These professionals include the Educational Psychologist, Specialist practitioners for pupils with Visual Impairment, and communication aids.

The effectiveness of our provision is assessed and monitored on an ongoing basis through Personal Learning Plans; intervention programmes; the ongoing assessment and the

evaluation of pupil progress; through whole school analysis of B Squared and progress towards achieving Education, Health and Care Plan outcomes.

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 pupils achieve the full potential in whatever mode of communication is best.

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.

There is daily access for all children to a deaf role model, deaf/HI peer group and to qualified Teachers of the Deaf who are trained in BSL communication. Deaf studies forms an important part in helping our pupils to develop a positive self-identity and pro-active behaviours for inclusion within the hearing world. The curriculum is delivered through a creative approach using personalised learning to maximise enjoyment and achievement. Great emphasis is placed on the benefits of an enhanced and wide curriculum to enable all pupils to achieve and to enjoy learning, this includes a strong emphasis on the outdoors to include Forest Schools and gardening.

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

The Curriculum is creative and works to address the individual development, sensory, physical, personal, social emotional and communication needs of each pupil. The inclusive communication environment, deaf role models and peer groups 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 opportunities with mainstream hearing children during residential visits 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.

Effective planning ensures that teaching meets the learning needs of all pupils, giving due consideration to National Curriculum requirements, and the pupils' individual personal, social, emotional, communication, medical, sensory and physical development needs. Personalised Learning Plans are used to adapt the curriculum and differentiated activities are planned to meet individual pupil need.

Teachers and Teaching Assistants are experienced and confident in employing a range of differentiation strategies to ensure that children with a wide variety of needs can access the curriculum, including staff with additional training to meet the range of communication and language needs of our pupils.

The curriculum is wide and enriched with a variety of off-site educational visits which enable pupils to experience an enhanced curriculum. On-site provision places a high priority on creative, expressive self-expression and is supported by access to deaf theatre, music, dance and poetry opportunities.

The school has also developed a range of computer equipment to assist with the development of communication and ICT skills, including communication aids, interactive TV screens (Clever Touch), iPads, and interactive whiteboards in classrooms.

There are qualified Paediatric First Aiders on the staff and a high ratio of trained First Aiders. Some pupils have Individual Healthcare Plans, Moving and Handling Plans and Learner Support Plans as 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.

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 the educational needs of our pupils.

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

**OUTREACH:** Royal Cross has a team of experienced specialist staff who offer outreach support and advice on the teaching, learning and assessment of deaf/HI pupils in both special and mainstream settings. The experienced team of Early Years specialist are also able to develop communication strategies and support across a range of early years settings. Additional outreach support is available for acoustic audits; hearing aid and equipment management and BSL assessments.

**COMMUNICATION:** All teachers are qualified Teachers of the Deaf. This means they have additional training and skills in meeting all the curriculum and audiological needs of all deaf/Hi pupils. All our staff have additional training and qualifications in BSL.

In addition school has on site:

- Speech and language therapists (SALT) to develop communication skills and individual communication programmes for all our children.
- Staff with ELKLAN training to support a range of speech, language and communication needs.
- Staff with EYFS Wellcomm training (language intervention).
- Staff with training in Mental Health First Aid and NDCS Healthy Minds (pupil SEMH).
- A School Governor with additional qualifications in Educational Audiology.
- Specialist deaf instructor to provide BSL instruction and assessment for all our pupils.
- Access to specialist technical support to assist in maintaining hearing aid/FM radio/sound field equipment.

**FAMILY SUPPORT:** Our school has a qualified SENCO who holds the additional qualification as a Teacher of the Deaf who offers highly effective support for all parents and carers.

Alongside this:

- School has a highly effective individual programme of 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. These gatherings help to foster the development of supportive networks between parents/carers.
- A range of communication streams between school and home have been developed to take advantage of technology and instant media communication. This ensures that there is a steady stream of 2 way information sharing between home and school so that parents/carers at a geographical distance are not excluded from daily school life.
- School supports both online and face to face parent/carer workshops to help encourage home/school partnership collaboration in children's learning. This often involves the safer use of technology to help families develop the skills and confidence they need to help keep children safe online.
- School offers a free monthly 'Stay & Play' programme throughout the year for families of nursery / pre-school aged deaf/Hi children. The benefit of this provision is that parents/carers are able to access specialist early help in developing language and communication.



f. How the school enables pupils with special educational needs to engage in the activities of the school;

- Royal Cross School is committed to being fully inclusive in all aspects of its work.
- All teachers hold the additional qualification of Teachers of the Deaf and BSL training to ensure the specific needs of deaf/HI pupils are met.
- All pupils have special education needs and are effectively supported, enabling them to take a full and active part in all activities, including communication aids, appropriate ‘modes of communication’ and high staff ratios to enable small group or 1:1 support.
- All pupils are included in all school activities including, school events such as the Christmas Shows, Sports Days, residential trips, outdoor education, music, PE / sport / swimming and dance.

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

- School offers an NDCS ‘Healthy Minds’ Programme: Royal Cross has a trained member of staff who can provide emotional support for identified vulnerable children referred to them through parent/teacher discussions. This member of staff is also our trained Mental Health Champion within school with additional training in mental health first aid. This acknowledges the particular area of difficulty that many deaf/HI children/young people can experience through social isolation due to communication and language difficulties. It is hoped that early identification and support will help to minimise any impact in later life.
- 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. All our staff have additional training in BSL and communication strategies with deaf/HI pupils.
- The school works in partnership with a wide range of professionals who support parents, carers, families and school staff to meet the needs of all pupils and help them achieve and make progress. These professionals can include: -

*The Special School Nursing Service, Manchester University’s Cochlear Implant Team, Audiologists, Audiology Technicians, Paediatricians, Dieticians, Physiotherapy Service, Occupational Therapy Service, Deaf CAMHS, Speech and Language Therapy Service, Educational Psychology Service, Occupational Therapist, LCC’s SEN VI Service, MSI Specialist Teachers, Parent Partnership, Children’s Social Care, Early Help and the police Operation ENCOMPASS.*

- The school is able to host clinics and appointments which assist parents and the children, as they are less disruptive for the child and easier to access for parents. These can include: - Cochlear Implant management, specialist equipment clinics, Special School Nurse assessments.
- School has a supportive behaviour ethos 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.*

- Copies of additional policies are also available from the school office on request.

#### 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 3 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 in addition there are:
  - *Qualified SENCO and also a Qualified Teacher of the Deaf*
  - *A Qualified Teacher of the Deaf with additional training in mental health & wellbeing.*
  - *A Qualified Teacher of the Deaf with computing skills and knowledge.*
  - *A Deaf Instructor for BSL (British Sign Language) tuition /Deaf Studies and a Deaf role model.*
  - *3 experienced Higher Level Teaching Assistants*
  - *A HLTA with additional training in the identification & management of dyslexia*
  - *A HLTA with additional training in Physical Education and Sports.*
  - *A HLTA with additional qualifications as an Intervener.*
  - *Specialist ELKLAN trained Teaching Assistants (language intervention)*
  - *Specialist Teaching Assistants trained in EYFS Wellcomm (language intervention)*
  - *Specialist Teaching Assistant with additional training in positive behaviour management.*

- *A school Governor qualified as an educational audiology qualification and a Qualified Teacher of the Deaf*
- 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 speech and language needs.
- There is an ongoing programme of continual CPD which is reviewed and updated on an annual basis to support the development of staff knowledge and skills covering key curriculum areas alongside additional aspects such as audiology, BSL, Speech and Language, first aid (paediatric and first aid at work), MIDAS, child protection/safeguarding.
- There is close partner work with Therapy Services, Health and Social Care professionals and educational advisers to ensure all staff are up to date with current advancements.

## **5. Information about how equipment and facilities to support children with special educational needs will be secured.**

- The school environment at Royal Cross which includes the building, the grounds is fully accessible to wheelchair users, ambulant pupils and those who use a variety of mobility equipment, 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.
- Classrooms contain specialist equipment as needed such as walking aids, specialist seating. All classrooms have access to the outdoor area. Some classrooms have canopies and gated/fenced secure areas with play equipment and resources. This ensures access to 'free-flow' outdoor learning.
- A range of specially adapted bicycle, scooters are available for children who require them which can be used as part of a child's physical development programme using our on-site cycle track. Children also have the opportunity to use these during playtimes and lunchtimes.
- The school has extensive outdoor play areas that include large play equipment, balance equipment and quality resources including a specially built covered and seated Story Time'. The outdoor grounds are used extensively for Forest School activities and all pupils have access to a wildlife sensory garden that is enclosed with seating.
- The school has a number of accessible bathrooms as well as child-sized toilets, disabled and standard toilet facilities and personal care base which serves a range of personal care needs for pupils at Royal Cross including changing and showering facilities.

- Royal Cross Primary School is a school for Deaf / HI pupils, Deaf parents/carers, Deaf staff and Deaf Governors. The emphasis is upon equality of access for all and providing an appropriate and safely adapted environment. The school has a visual fire alarm in addition to an audible signal and is also fitted with a Deaf Alerter system.
- Portable sound field systems are used across school and pupils have access to regular hearing aid checks, use of individual FM radio aids and a technical service for maintenance of equipment.
- There is an acoustically treated Speech & Language room to enable the best possible acoustic conditions and is used for 1:1 weekly work with speech and language therapists who come into school.
- The school accommodation is spacious and well-lit through with natural light and additional lighting to enable the best possible conditions for communication. Windows have lined curtains for the occasions when strong natural light can interfere with lip reading and facial cues. The visual environment is adapted in each classroom to meet the needs of the individual pupils within that learning 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.

## **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, hold coffee mornings and provide them with an opportunity to meet with key staff and other new parents. This enables them to ask questions and learn more about their child's new school. New children are welcomed into their classes and have opportunities to explore school and meet their peers.
- Royal Cross staff work hard to overcome the geographical barriers that offer challenge to parental engagement for our families. As a county wide provision families can be from a wide geographical area alongside families local to school.
- To help facilitate information sharing we provide a range of helpful, regular information letters for parents, including: -
  - *Headteacher's newsletter each term. This newsletter contains useful information for parents and families and celebrates the children's activities and achievements at school, which can be shared together at home.*
  - *Regular Online Safety Newsletters*
  - *Governor newsletter each term to keep families informed of school governance*

- and information about nominated responsibilities.*
  - *Class information either by a curriculum newsletter at the start of each term or through class updates on the web site.*
- After each educational visit, school event and at the end of the school’s residential activity holiday, photos are shared on the school’s website, and Class Dojo to allow parents the opportunity to share in extra-curricular activities.
- The school makes use of online platforms such as School/Class Dojo and the school website to share information on a range of areas including but not limited to health and well-being; online safety; curriculum news; events and calendar dates; safeguarding; BSL communication and NDCS/Deaf issues.
- We have encouraged and supported the use of electronic communication through
  - *text messaging*
  - *email service*
  - *instant messaging (class Dojo)*
- This has ensured that deaf families are fully included in all information sharing from school.
- School has invested in a range of online subscriptions to support home learning through quality providers such as:
  - ‘Espresso’ – full range of curriculum resources across key stages
  - ‘Espresso’ coding – to support the development of computer skills at home
- Staff support parents to use these online resources through 1:1 contact and ‘Stay & Learn’ sessions held in school.
- Regular parent workshops are held within the school to support the understanding of curriculum developments, and the development of communication and sign language skills.
- Education, Health and Care Plan (EHCP) Annual Review Meetings take place once a year but can be timetabled sooner if required. An EHCP 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 school’s SENCO leads 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/carers and pupils’ opportunities to share their thoughts on what is working and what could be better.
- Parents are provided with Personal Learning Plans 3 times a year and are invited to contribute to the evaluation of objectives and new target setting 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 with an invitation to return comments or speak directly to key staff.

- Parents are invited to complete a School Improvement questionnaire in the Summer Term. This provides parents with the opportunity to record their views on how school has worked towards meeting identified priorities and to offer suggestions for future improvement.
- Parents are encouraged to attend celebration events in school such as Summer Fairs, Christmas Plays, celebration events, sports days, and special Leavers assemblies.
- Royal Cross has an active PTFA group that meet on a regular basis and offer support to school, the children and to other families. They work alongside school staff and Governors to help out at school events and engage with families.

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

- Royal Cross prioritises ‘Pupil Voice’ with pupils taught in small groups with many opportunities for children to contribute to discussions and express their views. Other opportunities include: -
  - *Circle Time*
  - *Membership of the School Council*
  - *Attending and contributing to Review Meetings.*
  - *Pupil questionnaire*
  - *‘Pupil Worry Box’*
- Regular meetings take place between representatives from the school council with the Headteacher. Here school council members are invited to talk about any future ideas they would like to implement and any changes to school policy they may wish to raise with the Headteacher.
- The school council has representation from each class and meets regularly throughout the terms, facilitated by a link member of staff and Headteacher. The school council have their own notice board in the conference room where a record of minutes is kept. There is also a Pupil Notice Board in the hall that pupils may use.

## **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. The contact details of support services for the parents and pupils with special educational needs:**

- School’s SENCO works collaboratively across a range of multi-disciplinary professionals, including NHS therapies, Children’s Social Care Services, hospital Paediatric Services and Children & Adult Mental Health Services. By working collaboratively school is able to support both the parents/carers alongside individual pupils in helping to meet needs.
- Both the Headteacher and Deputy Head access a range of professional networks to help ensure that Royal Cross remains updated across a range of specialist support services for parents/carers and pupils.

## **10. The school’s arrangements for supporting pupils with special educational needs in a transfer between phases of education:**

- Every effort is made to link with previous/future placements e.g. Early Years providers, Nurseries, mainstream and secondary schools to ensure smooth transitions for both new admissions and leavers.
- The whole of our provision is geared towards developing pupil’s language and independence so that they have the confidence and skills required to overcome communication difficulties when they move on to secondary school.
- Prior to selection of a secondary placement support is provided to families and pupils through Transition reviews, accompanied visits to schools if required and information on the options available county wide.
- Once a pupil place is agreed we offer an individualised transition program in collaboration with the current school and parents.
- We have a particularly good relationship with Ashton Community Science College (Deaf Support Department). Transition into KS3 begins in the autumn term of year 6 with a detailed programme of lesson placements into Ashton supported by Royal Cross School staff. This ensures a smooth and confident transition at the start of Year 7.
- There is a regular liaison programme in school for transitions between EYFS/KS1 and KS2 which helps to prepare pupils for a successful move within school.

## **11. Further details about the special educational provision made at Royal Cross can be found by visiting the school website**

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](http://www.lancashire.gov.uk/SEND)

### **Contact details for support:**

If parents have any concerns or would like any further information, they should contact:

Headteacher Bev Hennefer or Deputy Head (SENCO) Sofia Parveen on 01772 729705.

Alternatively, enquiries can be directed to the school office via  
[bursar@royalcross.lancs.sch.uk](mailto:bursar@royalcross.lancs.sch.uk)