

# WELCOME TO ROYAL CROSS PRIMARY SCHOOL

## *What is special about our school ?*

Royal Cross is the Lancashire school for deaf children, based in Preston with pupils from across the region. We are a small school with small classes staffed full time by Qualified Teachers of the Deaf and highly skilled Teaching Assistants.

We believe 'communication is the key' to success and everything we do is geared towards developing language and communication skills. Our approaches are tailored to individual needs with signing and speech used in whatever combination works best for each child, including access to Speech & Language Therapists, a BSL trained instructor and Elklan trained Teaching Assistants. This ensures that pupils don't miss out on any part of the day and have the best chance of success. Early Intervention with communication is essential in raising the attainment of deaf children and at Royal Cross we welcome requests for pre-school placements.

Emotional wellbeing is a key area at Royal Cross and priority is given to nurturing our children's personal development and welfare. We know that happy, healthy and safe children get the most out of school. At Royal Cross deaf children have a peer group and role models to strengthen their social confidence and promote positive attitudes and self-esteem. Safeguarding is an essential priority and pupils learn protective behaviours for their personal safety and a zero tolerance for bullying in any form. Everyone feels included in all aspects of school life and can enjoy learning and achieve well.

The school has an excellent staffing level providing a happy, secure and supportive environment. There is a wealth of expertise, specialist resources and highly qualified staff to create a positive climate for learning. Children have the best of both worlds – lots of individual attention in small groups and inclusion links with mainstream Primary schools. We also work closely with secondary schools to ensure a smooth and positive transition to the next phase of their education.

The curriculum is creative, relevant and stimulating with excellent ICT provision and a wide range of sporting and scouting opportunities. A themed approach and personalised learning programmes enable pupils to become successful learners, confident individuals and responsible citizens.

We work in partnership with families and encourage them to be fully involved in their children's learning. Many parents and siblings join in with the wide range of family activities on offer and take advantage of the support available if needed. We believe in a strong school community with everyone working in partnership to support the children.

We are very proud of our school and children so come along, take a look and ask questions! We welcome all visits from families and will do our best to answer any questions you may have. You can check out our website for further details [www.royalcross.lancs.sch.uk](http://www.royalcross.lancs.sch.uk) or click on the QR code

*Bev Hennefer*  
*Headteacher*



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## Our School Ethos

Our distinctive character, spirit and positive attitude will deliver a tailored, creative learning experience for every deaf pupil. Sustained by high professional and personal standards we will commit ourselves to the development of Royal Cross as a centre of excellence for deaf children.

## Our School Vision

Our vision is to guarantee specialist provision which will empower deaf children and prepare them for the outside world.

## Our Aims

- To nurture successful and confident learners.
- To develop independent and responsible citizens.
- To foster strong and positive family relationships.
- To build a strong, effective team of qualified specialists in deaf education.
- To provide children with an excellent education in a caring and understanding environment through a creative curriculum.



"Communication is the key to personal & social development and academic success"

We work together with Families and Children's Services so that all pupils can:  
Be healthy, stay safe, enjoy and achieve, make a positive contribution and develop skills for the future.

## **Trips and Outings**

The curriculum is enriched by a range of offsite activities and Royal Cross follows the LA policy and guidance for educational visits. In some instances parents will be asked to make a voluntary contribution to meet the cost but if parents are unable to contribute, pupils would not be excluded from the activity. However, if insufficient funding is available it may be necessary to postpone or cancel the trip.



Canoeing and caving during the activity holiday



## **Outdoor Provision and Forest Schools**

Our outdoor provision and Forest Schools is designed to promote development of the skills, confidence and knowledge. Pupils need to be active participants in society. We have well established links with local horticulture and gardening associations with opportunities to develop communication and increase independence. Each year our older children take part in a supported residential experience at an outdoor adventure centre. In addition to being fun this also helps to support our older children in problem solving, critical thinking and builds on confidence in preparation for transition into secondary provision.



## **Transition Programme**

We have a special partnership with Ashton Community Science College and it's feeder primary schools in Preston. Ashton has a Deaf Support Department with provision for Deaf pupils in KS3 and KS4 with access to GCSE examinations. Our Y6 pupils take part in a transition programme with the Deaf Support Department to prepare them for the move into secondary provision. Royal Cross works closely with Ashton Community Science College to ensure there is a strong deaf community for all our pupils.

## School Uniform

Pupils are expected to wear the school uniform. The style of clothing is optional but should follow the colouring listed below

<b>Girls</b>	Pale blue shirt	Grey skirt	Royal blue jumper/sweatshirt
<b>Boys</b>	Pale blue shirt	Grey trousers	Royal blue jumper/sweat shirt
<b>PE</b>	White/pale blue T-shirt	Black/navy shorts/skirt	Plimsolls/training shoes

## Lunch Arrangements

Pupils can have a hot meal or bring sandwiches. Special diets are catered for by request. Parents may be asked to provide a packed lunch for trips and outings. Dinner money is collected on Fridays and should be in an envelope labelled with your child's name.

## Pupil Welfare

Pupils are well supervised throughout the day both in and out of the classroom. Qualified first aiders are on hand to deal with minor injuries. Parents must provide the school with an emergency contact number so that we are able to inform you if your child becomes ill at school or on the rare occasion when injuries require further medical attention.

## Prescription Medicines

These can be administered to pupils at school. Medication should be handed into the school office so that the Administration of Medicines procedure can be followed. Containers should be clearly labelled with the pupil's name and clear instructions provided. Staff will not give pupils medicine if these conditions are not met.

## Fire and Lockdown Drills

These are held regularly and pupils are familiarised with the routine. The school is equipped with a visual and audible alarm system and deaf staff have radio pagers.

## Health Services

The School Medical Service provide health checks and advice. We liaise closely with Occupational Therapists and Physiotherapists when appropriate and have a Speech & Language Service. We also have good links with audiology clinics and Cochlear Implant Teams. A Technician visits regularly for hearing aid / radio aid maintenance.

# The Curriculum



## What will children learn?

Our pupils follow the National Primary Curriculum, delivered through a creative approach that boosts their enjoyment and achievement. There is a whole school 'Topic' each term with an emphasis on language development and the acquisition of essential skills. The curriculum is enriched by a wide range of educational visits and a variety of sporting activities.

Personal, Social & Emotional development is given a high profile throughout the school day within 'Circle Time', Deaf Studies and cross-curricular opportunities so that all pupils have a voice, gain good self-esteem and a positive view of themselves.

In order to improve pupils' spiritual, moral, social and cultural development our curriculum promotes basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs. At a suitable level, this helps the children to understand the importance of respect so that when they leave school they are fully prepared for life in modern Britain. It is also essential to learn protective behaviours for personal safety both online and 'out and about.'

Our whole curriculum enables pupils to develop:

- skills and strategies to overcome communication difficulties
- personal & social confidence and safety
- independent learning and academic success

We take great care to ensure that statutory requirements for assemblies and RE are met and provide an introduction to Sex & Relationships Education whilst recognising and respecting pupils' cultural and linguistic backgrounds. Parents have the right to withdraw their children from these areas of the curriculum but we encourage them to ensure that children are appropriately informed before moving on to secondary school.

## How will they be taught?

Pupils are taught by Teachers of the Deaf in small class groups supported by specialist Teaching Assistants. The high level of staffing allows for individual and small group work as needed and the pace and style of teaching is modified to ensure all children can access lessons and make good progress. Pupils also have the opportunity to be taught with mainstream peers from local schools both on and off site with support from Royal Cross. All staff have specialist qualifications ensuring an excellent quality of support for children's individual learning needs. Intensive work on phonics using specialist programmes and visual cues to support lip and spelling patterns enables pupils to develop reading skills. We use a wide range of commercial reading schemes and use the Letter and Sound Scheme for phonics along with specific resources including VisPhons and sign graphics to support literacy.

## How will pupils communicate?

Royal Cross provides an inclusive communication environment that ensures full access to all aspects of school life and allows for incidental learning.

Pupils develop language naturally through interaction with all members of the school community supplemented by structured teaching. This is difficult to achieve outside a specialist environment such as Royal Cross Primary School.

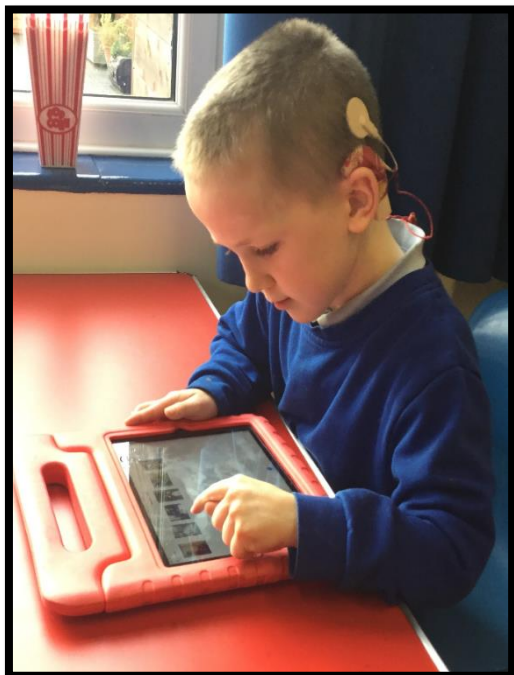
We offer child driven approaches to communication including speech & language therapy, signing and PECS so that all pupils can develop age appropriate language in ways best suited to their individual needs. Speech and signing are used in whatever combination works best for each child and all pupils have individual communication targets agreed between the Teachers of the Deaf and Speech and Language Therapist. Staff are highly skilled in working with a wide range of hearing aid and cochlear implant equipment and ensure that these are well maintained so that maximum benefit can be gained.



## Resources



### Information and Communication Technology



ICT is widely used throughout the school - we have interactive whiteboards and iPads in every classroom and a wide range of software and peripherals. The use of technology brings enormous benefits to teaching and learning and is potentially a very powerful tool for overcoming communication difficulties. Our Computing curriculum and teaching strategies ensure pupils develop the skills needed for independent learning and communication. Technology is also an important way of keeping in touch with parents and involving them in their child's education. We use class email and Dojo (instant messenger) in addition to written and face to face communication.

However technology also brings an element of risk so we make every effort to promote online safety. This is a very important part of safeguarding children and we encourage all parents to access the online safety section of our website and offer practical support if required.





## School Website

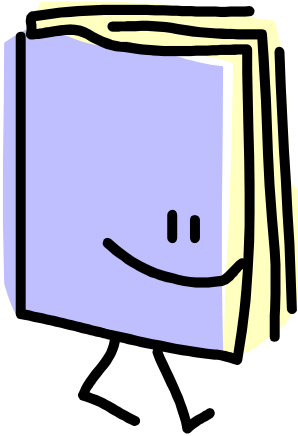
Check out our website for further information about the school, news, holiday dates, curriculum topics, policies and newsletters.

Access to Espresso an interactive learning platform is available through the school website and passwords are issued to parents and pupils. There are activities for children to use at home, links to topic areas and resources.



A screenshot of the Discovery Education Espresso website. The page features the Discovery Education logo and the text 'What we offer - Who we are - Free resources'. The main heading is 'Discovery Education Espresso' with the subtitle 'The award-winning digital learning service'. Below this, there is a paragraph describing the service: 'Suitable for Foundation to Year 6 pupils, Espresso is guaranteed to make every lesson memorable. It saves teachers time and strengthens pupils' deeper learning and understanding.' There are also several colorful educational cards for topics like 'Evolution', 'Mayan civilization', 'Ratio and proportion', and 'Traditional tales'. A large play button icon is visible over the 'Evolution' card. At the bottom, there is a section titled 'Introducing Discovery Education Espresso' with a short description and a list of features: 'Rich multimedia content proven to increase pupil attainment', 'Engaging short videos, weekly News Bites bulletins, interactive games, images, sounds, factfiles, articles, printable resources and prepared assemblies.' On the right side, there are four buttons: 'Request a demo', 'Download flyer', 'See what's new', and 'Request a trial'. A vertical orange bar on the left side of the page says 'ENGAGE WITH US'.

## School Library



The computerised library has been recently refurbished and is well stocked with a range of fiction and non fiction. These include specialist resources featuring sign graphics, signed interpretation and subtitles. We have an enthusiastic team of Librarians to help children select and change library books.

The hall is well equipped with a soundfield system and huge multimedia drop down screen for internet resources, DVD's, TV etc. This is very useful in assemblies, signed singing, Wake and Shake (aerobics for kids) and PE.



## **Ofsted's View of our School**

The following extract is from the Ofsted Inspection Report dated 18 June 2019.

For a copy of the full report please contact the school or click the link on the school website.

### **Summary of key findings for parents and pupils.**

#### **This school continues to be outstanding.**

The leadership team has maintained the outstanding quality of education in the school since the last inspection. This is despite recent changes in the leadership and governance of the school. The school continues to have good capacity to improve even further.

The school provides an oasis of calm and support in which pupils thrive and develop their self-esteem, resilience and independence. Arrangements for transition to secondary education are secure. Pupils move on to the next stages of education with confidence. Staff responses to the recent online questionnaire survey indicate that their morale is high. Staff appreciate the consideration that governors give to them regarding staff workload.

The one area for improvement arising from the last inspection is now a strength. Leaders have run successful workshops for parents and carers. These give parents the skills and confidence to support and reinforce the development of their children's reading and communication skills. Parents appreciate that the school keeps in close contact with them about the progress that their children are making. This is via an agreed messaging system.

Early years provision continues to be outstanding. Children enter this class with developmental levels below those typical for their age. By the end of their time in this class, some children are achieving age-related expectations in some aspects, for example in their physical development. Importantly, children make great strides in their communication skills, especially in signing. This promotes their self-confidence and independence. Leadership of early years continues to be a strength, as does the quality of teaching, learning and assessment.

The curriculum is wide ranging and enriching



Pupils' attendance is good. It has improved year on year since the last inspection, alongside a reduction in persistent absence. This is partly attributable to the drop in the number of families going on holiday during term time. Pupils' good behaviour and the promotion of pupils' spiritual, moral, social and cultural development continue to be strengths of the school. Pupils' attitudes to learning continue to be outstanding.

### **Safeguarding is effective.**

Safeguarding arrangements are fit for purpose. There is a strong culture of safeguarding. It is seen as a priority for all concerned at the school. Leaders and governors ensure that policies and procedures are in line with statutory requirements.

Comments about this from pupils include: 'Everyone feels safe,' and, 'Staff give me rules for keeping myself safe online and with my phone.' All pupils said that there is an adult whom they can talk to if they have any concerns. Parents have also benefited from school-based workshops that have focused on the safe use of the internet.



## **Annual Information**

### **Attendance**

By law each class teacher must take the register twice a day. A series of codes are used to record reasons for absence. Absences are divided into authorised and unauthorised and reported. We expect parents to write a note, telephone or pass on a message via the taxi escort to let us know why a child has not been at school. If no reason is given school will contact parents. Other absences may be authorised at the school's discretion. Holidays are not allowed in term time however, individual circumstances may be considered.

We are required to publish attendance statistics in the prospectus.

### **2019/20**

Total number of compulsory school age on roll for at least one session	23
% of pupil sessions (half days) missed through authorised absence	6.5%
% of pupil sessions (half days) missed through unauthorised absence	0.3%

## Keeping in Touch



*Many of our pupils' families do not live locally and we realise it is difficult to pop into school.*

*We therefore use a variety of strategies to keep in touch.....*

Contact us via

**T** 01772 729705

**F** 01772 729866

[bursar@royalcross.lancs.sch.uk](mailto:bursar@royalcross.lancs.sch.uk)

[www.royalcross.lancs.sch.uk](http://www.royalcross.lancs.sch.uk)



## Home Visits

Regular home visits take place for all classes to give families opportunities to discuss any concerns and to celebrate pupil achievement. These can take place as often as needed.

## Teachers2Parents

Text messaging is used to remind parents about meetings and events or for information regarding emergency closures. We also make use of class email and Dojo (instant messaging). Please make sure that we have up to date mobile numbers and email addresses if you wish to take advantage of these services.

## Home School Books

Home School books are particularly important to aid communication between home and school. They are useful for parents and school to find out what is happening as well as to pass on messages and may include photographs, writing and drawing. As pupils' language skills develop, they are encouraged to take more responsibility for passing on basic information themselves.

In year 6 the children may have a homework diary to familiarise them with the process prior to secondary transfer.

## Work at Home

Parents can help by discussing the school day with their children and making sure any homework is completed. Homework will consist of short activities e.g. learning spellings, drawing pictures relating to school based work, sharing or reading a book, practising sums or completing a simple worksheet. The school's website also contains class activities that children can do at home and information for parents.



## Reporting Progress

Parents receive two written reports each year about their child's progress - an End of Year Report in the summer term and School Advice for the Education, Health and Care Plan.



We urge parents to attend Annual Reviews as these are important meetings focussing on pupil progress over the past 12 months and setting targets for the year ahead. Having the opportunity to discuss achievements and any concerns is invaluable in working together to help pupils fulfil their potential.

The End of Year Report includes a full curriculum report and comments on aspects of development such as personal, social emotional and health education and other achievements.

In addition to the above parents are encouraged to be involved in evaluating and writing their child's Personal Learning Plan (PLP). These meetings are an opportunity for parents to discuss their child's strengths and needs in relation to the Outcomes set with the class teacher. These meeting can be carried out face to face, virtually or on the phone.

Parents are also welcome to discuss issues with their child's class teacher or the Head / Deputy by phone or by arranging an appointment. Home visits can also be arranged by request.

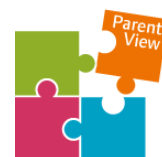
## Newsletters / Website

Information is provided each term through newsletters and the school website to keep parents up to date with events in school.

## Questionnaires

It is important for us to know how parents feel about the school and so we send questionnaires home each year. Parents are encouraged to express their opinions and contribute to school development and improvement. Parent View gives you the chance to tell Ofsted what you think about Royal Cross and you can access the webpage using the link below.

<http://parentview.ofsted.gov.uk/>



## School Documents

Copies of the School Prospectus and Inspection Summary are available free of charge.

Parents are always welcome to arrange to visit school to find out what we are doing. You can also look at the range of documents we keep in school. These documents include

- Curriculum policies and schemes of work including RE and Sex Education. These outline what children will be learning through the school and how it will be taught and assessed.
- Statutory documents and circulars
- Full inspection reports
- The complaints procedure
- Special Needs policy
- Safeguarding Policy

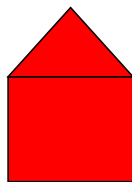
Copies of these documents are available on request and school policies can also be accessed via the school website in the 'About Us' section. If you would like further information about the curriculum please contact the school.

## Discipline

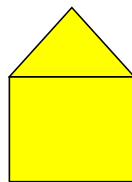
There are a number of basic rules of which all children and staff are aware. They are mainly related to the safety and general welfare of the children. We aim for positive reinforcement rather than a negative approach and older pupils are encouraged to be role models for younger children. All pupils are expected to carry out 'class jobs' and have the opportunity to develop responsibility through membership of the School Council, becoming a Prefect, Librarian, Head boy/girl etc.

## Rewards

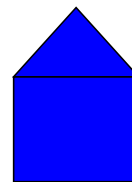
All the children belong to one of three house groups and compete for their house in special events as well as collecting house points for good work and behaviour.



**apples**



**bananas**



**blueberries**

The winning house receives a small cup each week and a big cup at the end of each half term!

Stickers and certificates are awarded in weekly celebration assemblies and contribute towards Records of Achievement.



House Trophies



School Certificates, stickers and badges

Pupils are encouraged to talk to staff about anything which is worrying them. Bullying is never tolerated and any incidents are dealt with promptly. Parents are kept informed and are encouraged to share any concerns they may have with the school. All disciplinary procedures are discussed with the Head / Deputy to ensure consistency throughout the school.

### **Care and Control of Pupils**

We are committed to safeguarding our pupils and abide by Lancashire policies for Safeguarding and Care & Control. Where it is believed that a child is suffering from or at risk of significant harm we will follow procedures sensitively, professionally and in the best interests of the child.

If staff become aware of, or have a need to become involved in, situations where a child may be at risk of hurting themselves or others, or if the behaviour of a child seriously disrupts good order in the school or causes damage to property, staff may need to intervene physically. In such circumstances staff will follow the school's policy for dealing with such situations. Any parents wishing to view this policy may do so on request.



## **What to do if you have a complaint ....**

A full copy of our complaints procedure is available on request or on the website. We hope parents will tell us about anything they are not happy with and we will do everything we can to resolve the problem.

Minor complaints should be dealt with by the class teacher. If you are not satisfied then contact the Head / Deputy. All serious complaints must be explained to the Headteacher so that an investigation can take place. The Headteacher will always meet concerned parents in order to resolve difficulties. A parent who is still not satisfied should contact the Chair of Governors. Names and telephone numbers of governors can be obtained from the school office.

## **Visits to School**

*What to do if you are interested in visiting the school or seeking a place for your child.....*

We welcome visitors to look round the school. Please telephone to make an appointment so that someone will be available to show you round and answer any questions.

Formal applications for admission must be made by the Local Authority SEND office. SEND area offices phone numbers can be obtained from school.

## **Admission Criteria**

- Educationally significant level of hearing loss (or severe speech and language impairment) that has increased barriers to learning or coexists with additional factors.
- Able to benefit from a total communication setting and specialist communication strategies.
- Low levels of language and communication difficulties on entry.
- Requiring a deaf peer group and more time/intensive input from Teachers of the Deaf, in order to achieve potential - academically, personally and socially.

## Home, School and the Community



### Clubs

As the majority of pupils travel in taxis Royal Cross provides a variety of Lunchtime Clubs on the premises. Many pupils take part in activities after school in their home area and we are more than happy to help families find suitable After School Provision.

*There are a number of special events each year which we hope parents will attend. These include Celebration Days, Christmas entertainment and Sporting Activities.*



At Royal Cross we work hard to build good relationships with pupils' families and the local community.

### Home School Liaison

Home visits are arranged on a regular basis to share information and help with communication as well as keeping us in touch with families' views and needs. We can offer help with transport if required to make it easier for families to attend school events.

### PTFA / Family Group

The Parent Teacher & Friends Association works hard raising funds for additional resources and arranging social events. Weekend Family Groups provide support with communication and a chance for parents and siblings to meet. Getting involved gives families the opportunity to get to know each other and can be an invaluable support network through the ups and downs of parenting!

### Stay & Play

Royal Cross hosts free Stay and Play sessions for babies, nursery and Pre-school children. This helps to support children and families to access quality early intervention for language and communication. We work closely with NDCS groups and Speech and Language Therapists and alongside our Qualified Teachers of the Deaf this ensures that families have up to date advice and support.

### School & Community Resources

We also have good links with local services. The Harris Museum, School Library Service, local sporting Associations and other local organisations enable us to offer pupils the access they need to trips and resources to support learning within the school.

## Staffing

Royal Cross Primary School is a learning organization and our enthusiastic and talented staff are committed to continuing professional development. This ensures we have up to date skills and the expertise required to meet the individual needs of our pupils. All teachers are Qualified Teachers of the Deaf and all staff have sign language skills.

 <p>Beverley Hennefer Headteacher / DSL Qualified Teacher of the Deaf</p>	 <p>Sofia Parveen Deputy Head / DSL Qualified Teacher of the Deaf / SENCO</p>	 <p>Kath Markham School Business Manager</p>
 <p>Linzi Harding Qualified Teacher of the Deaf</p>	 <p>Pam Yale Qualified Teacher of the Deaf</p>	 <p>Lisa Hughes Teacher of the Deaf</p>
 <p>Lisa Dewhurst HLTA</p>	 <p>Janet Bamber Deaf Instructor</p>	 <p>Julie Rainford HLTA</p>



Debbie Cartwright  
TA 3



Louise Reilly  
TA 3



Laura Park  
TA 3



Christine Johnson  
TA 3/Speech & Language



Julie Mansford  
TA 3



Julia Briggs  
HLTA



Catherine Redman  
Welfare / TA2



Nicola Bamber  
Catering Assistant

Emma Jenkins

Tom Mutch

Speech & Language  
Therapists