



# Royal Cross Primary School

Lancashire's school for deaf children

<b>Policy Title:</b>	SEN Policy
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<b>Author and Role:</b>	Headteacher with reference to The School Bus & Lancashire SEND Services
<b>Ratified by:</b>	Governors Policy Committee
<b>Responsible Signatory:</b>	Clive Gregory
<b>Date of signature:</b>	This signature has been removed for GDPR purposes.
<b>Details:</b>	This Policy: 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>	Anti-Bullying Policy Single Equalities Policy Teaching & Learning Policy Accessibility Plan SEN Information Report Royal Cross School's Local Offer

## 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 on this policy 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 Special Educational Needs Policy

### Provision

*Royal Cross School is Lancashire's County Specialist provision for Deaf pupils across all areas of Lancashire. Pupils can attend from 2 years without an Education and Health Care Plan (EHCP), however, if they wish to transfer into the school's Early Years Provision, they must have an EHCP in place or have the agreed Local Authority expectation that one will be issued. Please visit our web site to find out more about our approach to learning.*

[Royal Cross Primary School: Welcome to Royal Cross Primary School for Deaf Children](#)

### Statement of intent

Royal Cross School values all pupils and celebrates diversity of experience, interest and achievement. All pupils need to experience praise, recognition and success. Pupils with SEND have equal entitlement to this.

We are committed to meeting the special educational needs of all pupils and ensuring they make progress towards the outcomes identified on their Education and Health Care Plans. We believe in working in supportive partnerships with colleagues and across a range of services to safeguard positive outcomes for our children.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of any additional needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of Deaf pupils.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

*Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.*

For the purposes of this policy, all Royal Cross School pupils are defined as having SEND due to levels of Deafness. This means that all pupils at Royal Cross School will have:

- A significantly greater difficulty in learning than most others of the same age.

- A level of Deafness that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings, including communication approaches and access to the curriculum.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings. This is clarified through individual provision mapping and linked to the specialist provisions only available within a specialist school for Deaf children.

## Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2018) 'Working Together to Safeguard Children 2018'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2022) 'Keeping children safe in education 2022'
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

## Objectives

Royal Cross School supports and upholds its duty of care within the SEND code of Practice. Through the implementation of this policy, the school will:

- Use best endeavours to make sure that all pupils get the support they need to access the school's broad and balanced curriculum.
- Ensure that all pupils with additional identified needs engage in the activities of the school alongside their Deaf cohort.
- Ensure there is high-quality provision to meet the needs of all pupils, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards all pupils in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that any pupils with additional SEND needs are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating provision, at Royal Cross this is the SENCO.
- Inform parents when any additional SEND provision needs to be made for their child. This may include the updated assessment of categories of need, should they change within the child's time at Royal Cross. If this is required, school will support an early review of the Education Health and Care Plan.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
  - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for pupils with SEND.
  - Information about the admission arrangements for pupils with SEND.
  - A SEN information report about the implementation of the school's policy for pupils with SEND.

## **Roles and responsibilities**

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to the SEND Code of Practice
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The headteacher is responsible for:

- Ensuring the school offers a broad and balanced curriculum, with high quality specialist teaching (Qualified Teachers of the Deaf)
- Ensuring there is a positive and enriching educational experience of for all pupils, including pupils with additional SEND.
- Ensuring the school holds ambitious expectations for all pupils at Royal Cross.
- Establishing and sustaining culture and practices that enable all pupil to access the curriculum and learn effectively by whatever communication method is appropriate.

- Ensuring the school works effectively in partnership with parents, carers and professionals, to identify any additional needs and providing support and adaptation where appropriate.
- Ensuring the school fulfils its statutory duties with regard to the SEND code of practice.
- Working with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensuring the SENCO has sufficient time and resources to carry out their functions.
- Providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils. This includes having a Total Communication approach at all times so that all BSL users have access to social conversations and signed communication.

The SENCO will be responsible for:

- Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual pupils with additional SEND.
- Liaising with the relevant designated teacher for Children Looked After.
- Advising on provision mapping to provide the right level and appropriate support.
- Liaising with the parents of pupils.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

### Teachers will be responsible for:

- The development of their BSL signing skills through internal and external continuous professional development.
- Following the Total Communication Policy of the school.
- Planning and reviewing support for pupils in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every Deaf pupil is able to study a broad and balanced national curriculum delivered at a pace and style of delivery that is appropriate for individual pupil needs.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to all pupils they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils.
- Keeping the SLT team up-to-date with any changes in behaviour, academic developments and causes of concern.

### **Identifying Additional SEND Needs**

The school recognises that early identification and effective provision improves long-term outcomes for pupils. As part of the overall approach to monitoring the progress and development of all pupils, Royal Cross School has a clear approach to identifying and responding to pupils whose main category of need should change and therefore be recognised within statutory paperwork.

With the support of the SLT, class teachers who have the mandatory Qualification for Teachers of the Deaf will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances. This may at times include the specialist input from external professionals and agencies.

'Less than expected progress' may be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

In addition, key specialist staff will assess the types of learning paths and approaches that pupils may be responding to. This may be characterised by:

- A preference for a more consistent, daily sensory diet within their curriculum.

- Frequent sensory breaks in contrast to their peers
- Changes in behaviour not directly related to communication frustration (common in Deaf children).
- Preference for a less stimulation, visually 'busy' environment, in contrast to that of their Deaf peers.

In such circumstances, school **will assess** and review the provision available at Royal Cross across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

This will be done with the involvement of the family, pupil if appropriate and the Local Authority Send Team. The process will be to call an early review of the Education Health and Care Plan and to consider options. These options may include:

- Uplift to pupil weighting
- Employment of additional funded staff
- Involvement of external specialist guidance / advice
- Consideration of a more appropriate school provision.

## Safeguarding

The school recognises the evidence that shows that Deaf pupils are vulnerable and at a greater risk of abuse because of the impact that deafness has on language development, including the ability to communicate their experiences. At Royal Cross staff attend regular safeguarding updates and briefings and are made aware of this pupil vulnerability. This includes but is not limited to awareness that Deaf pupils:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.
- Are at greater risk of emotional distress due to social isolation as a result of the impact of deafness on language and communication.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.



- The potential for Deaf pupils with additional SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

## Curriculum Support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual pupils, is essential so that all pupils can achieve their full potential. Royal Cross also recognises that the curriculum should be presented at a pace and style that suits the needs of Deaf children, including a Total Communication learning environment.

The curriculum should also be ambitious and explore future possibilities including career opportunities, access to work and working with an interpreter.

### Teachers at the school will:

- Set high expectations for every pupil.
- Plan ambitious work for pupils whose attainment is significantly above the class cohort.
- Plan targeted interventions for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to monitor pupil progress.
- Plan lessons to ensure that there are no barriers to every pupil achieving.
- Be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Decisions on whether to make additional special educational provision for pupils will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the pupil's progress – using internal formative and summative assessments, alongside expectations of progress.
- Discussion with the pupil and their parent.



Once a pupil has been identified with additional barriers to learning, the school will employ a graduated approach to meeting the pupil's needs.

- **Assess:** establishing a clear assessment of the pupil's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the pupil's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals and work through the EHCP Review procedures with parents and the Local Authority SEND Team.

## EAL

The school is aware that there may be Deaf pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when Deaf pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have additional undiagnosed learning needs.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from additional SEND needs.

## Early years pupils with Additional SEND

Royal Cross has a specialist Nursery that caters for Deaf children from 2 years. These children may or may not have an Education Health and Care Plan in place. Quite often there can be misdiagnosis of learning needs due to the impact of deafness on language and communication. By providing early support by specialist Qualified Teachers of the Deaf, it is possible to begin to make accurate assessments of specific learning needs and avoid the dangers of either 'missed' diagnosis or 'misdiagnosis'.

*All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.*

The school will ensure all staff who work with young Deaf children are alert to emerging difficulties and respond early.

The school will:

- Ensure that staff listen and understand when parents express concerns about their child's development, as well as listening to any concerns raised by children themselves.
- Monitor and review the progress and development of all children throughout the early years.
- Use its best endeavours to make sure that a Deaf child with additional SEND gets the support they need.
- Designate a teacher to be the SENCO.
- Provide information for parents on how it supports Deaf children

## **Admissions**

A placement in our school involves parents making a positive decision in the light of the information and options available to them.

A pupil can be admitted at any stage of the school year as long as there is capacity and needs can be met within the parameters of the provision offered at Royal Cross School; however, the Local Authority will make the decision whether to allocate a place to a child in our school.

There are several routes by which a pupil can be admitted to Royal Cross School. Pupils who have undergone an assessment under the procedure laid down in the "Code of Practice of Special Educational Needs" may be issued with an Education Health and Care Plan (EHCP).

Pupils who attend Royal Cross School from Reception upwards MUST have an EHCP in place or be in the process of having one drawn up. Full details can be found on our school website along with our Local Offer (Under SEND):

[Royal Cross Primary School: Welcome to Royal Cross Primary School for Deaf Children](#)

## **Transition**

Royal Cross School is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

EHCP Review meetings will be held and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and additional provision at the new setting.

## **Involving pupils and parents in decision-making**

Royal Cross School is committed to working in partnership with all parents in the best interests of their child and will provide an annual end of year report for all parents on their child's progress, along with termly Personal Learning Plan meetings to look at outcomes and discuss new targets.

These will be supported by annual reviews of the EHCPs and discussions with the Local Authority SEND Team to set new outcomes at the end of key learning stages.

## Personal Learning Plans (PLPs)

School will regularly liaise with parents in setting PLP outcomes and reviewing progress. The class teacher will meet with the parents **three** times each year. Parents / carers will be invited to attend face to face or virtually.

The planning that the school implements will help parents and Deaf pupils express their needs, wishes and goals, and will:

- Provide first language support wherever needed.
- Focus on the pupil as an individual.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.

## Reviewing EHC plans

All Royal Cross School in key stages 1 and 2 have an EHCP in place.

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least three weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least three weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Ensure that any first language requirements for parents / carers are met by school.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.

- Prepare and send a report of the meeting to everyone invited within three weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for CLA, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

### **Supporting successful preparation for adulthood**

The school is aware that being supported towards greater independence and employability can be life-transforming for Deaf pupils with SEND. It recognises the importance of starting early, centring on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

This will include adaptations to living and work places for Deaf young people. This will be explored within the Deaf Studies curriculum at Royal Cross and through work with representatives from the Deaf Community.

The school will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships.
- Ensure that pupils engage in the activities of the school together and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

### **Managing complaints**

- The school will publish the Complaints Procedure Policy on the school website.

### **Staff training and improving practice**

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

## Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy. Please see the policy on the school's web site for further details.

## Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

## Publishing information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated **annually** and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the school website.

## Joint commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure pupils get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

### **Monitoring and review**

The policy is reviewed on an **annual** basis by the headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.