



SEN and Disability

Local Offer: Primary Settings


Mainstream, Short Stay Schools, Special
Schools and Academies

Name of School: Royal Cross Primary

School Number: 00134

Updated: **06/11/2019**



School Name and Address	Royal Cross Primary School Elswick Rd Ashton Preston PR2 1NT 						
Telephone Number	01772 729705						
Website Address	www.royalcross.lancs.sch.uk						
Does the school specialise in meeting the needs of children with a particular type of SEN?	<table border="1"> <tr> <td data-bbox="416 672 507 730">No</td> <td data-bbox="507 672 598 730">Yes</td> </tr> <tr> <td data-bbox="416 730 507 913"></td> <td data-bbox="507 730 598 913">✓</td> </tr> </table>	No	Yes		✓	If yes, please give details: Hearing Impairment Speech, Language and Communication Needs	
No	Yes						
	✓						
What age range of pupils does the school cater for?	2 - 11						
Name and contact details of your school's SENCO	Bev Hennefer - Headteacher - 01772 729705 head@royalcross.lancs.sch.uk						
Name of Person/Job Title Completing the Local Offer Document	Kath Markham – School Business Manager – 01772 729705 bursar@royalcross.lancs.sch.uk						

Accessibility and Inclusion

- How accessible is the school environment?
Is the building fully wheelchair accessible? Do you have accessible parking spaces? Have there been improvements in the auditory and visual environment? Are there accessible changing/toilet facilities? How do you improve access to the setting?
- How accessible is your information? - including displays, policies and procedures etc. Do you have information available in different font sizes, audio information, Braille, other languages etc. How does the setting communicate with parents and families whose first language is not English? How is information made accessible to parents and families with additional needs?
- How accessible is the provision?
How do you make use of resources such as symbols, pictures and sign graphics to support children's access to resources? Do you have furniture such as height

adjustable tables or alternative ways of presenting activities so that children can access them?

- Do you have specialised equipment (e.g. ancillary aids or assistive technology?)

Our school provision:

Royal Cross is a completely accessible school, particularly geared towards the needs of deaf/ HI/ SCLN children and every aspect of school life is open to everyone.

There are good acoustics, amplification systems, visual safety features and a totally inclusive communication environment so that no one misses out on any part of the day.

The building is on one level and easily accessed by wheelchair users, including toilet and parking facilities.

Every effort is made to ensure that information is accessible to all members of the school community e.g. range of communication modes – Speech & Language, BSL, SSE, PECs, sign language interpreters or language translation if required.

A wide range of specialist equipment and resources is available to enable full access to the provision for everyone who comes into our school e.g. Sound field systems, FM Radio Aids

Teaching and Learning

- What arrangements do you have to identify and assess children with SEN?
- What additional support can be provided in the classroom?
- What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)
- What SEN and disability and awareness training is available to all staff?
- What staff specialisms/expertise in SEN and disability do you have?
- What ongoing support and development is in place for staff supporting children and young people with SEN?
- What arrangements are made for reasonable adjustments and support to the child during tests and SATs?
- How well does your SEN provision map illustrate the range and level of support for individual pupils or groups with similar needs and the resources allocated to meet those needs?

Our school provision:

- Royal Cross is committed to providing a total communication environment for all and pupils, parents and families. There is an emphasis on language development through a flexible use of speech and signing in whatever combination works best for each child.
- All pupils have an Education, Health and Care Plan (EHCP) and are supported by Personalised Education Plans.
- All pupils are supported by a qualified Teacher of the Deaf and the support of Teaching Assistants(TA3) (HLTA) and Speech & Language Therapists –This makes it easy to spot additional needs so that extra support can be arranged.
- The pace and style of curriculum delivery is modified to allow time for children to learn new vocabulary and concepts and specialist resources are used to support literacy teaching e.g. signed graphics and visual phonics.
- Deaf Studies is a unique feature of the curriculum and helps to develop pupils' sense of identity and preparation for adult life. This is led by a deaf member of the support staff who is also a trained deaf tutor and assessor. Children have specialist BSL interventions to help them develop the signing skills they will need to mix with the deaf

community. The children at Royal Cross have the support of a deaf/HI peer group and a deaf role model within school.

- The school has access to a multi-disciplinary team including an NHS Speech and Language Therapist; BSL trained assessor, WELLCOMM and ELKLAN trained staff.
- Progress towards outcomes is tracked against individual targets agreed at Review Meetings and broken down in Personal Learning Plans that are shared and discussed with families. These are evaluated regularly.
- Language Therapist (SALT) and Physiotherapist deliver programmes on site, working closely with the pupils.
- All school staff are experienced in working with pupils with HI / profoundly deaf / SLCN and have additional BSL sign qualifications.
- All pupils have access to a qualified Educational audiologist on site.
- Specialist furniture and equipment is available to support pupils to access their environment and curriculum. All activities within school are presented in a variety of alternative ways so as to engage the different types of learners. Alongside this we offer a range of assisted technology aids, including iPads, Sound field systems that aid communication.
- All staff undertake an on-going programme of in house and additional specialist training.
- The school is committed to offering regular continued professional development and all staff attend annual appraisal meetings and have on-going training in order to meet the differing needs of all children.
- We offer a creative child centred curriculum which is based on a Creative Curriculum approach with opportunities for enhanced learning through bought in workshops and visits to educational and cultural settings.
- IT is high profile as a powerful tool for developing independent communication skills e.g. iPads in the classroom and for home use.
- Royal Cross is fully committed to off-site learning opportunities and pupils are fully supported at all times to safely engage in offsite learning through Residential experiences, Forest Schools and creative arts opportunities.
- All children will have a baseline assessment carried out on entering the school and will automatically have them completed in the Early Years Foundation Stage and Year 6.
- In addition, children are assessed on a regular basis using B-Squared software that is based on the National Curriculum for both CORE and Foundation subjects.
- The school shares educational progress yearly through an annual report and annual EHCP reviews.
- Each class has a designated area on the school website to share information, photographs and achievements.
- We have a detailed SEN provision map that clearly identifies pupil need and levels of support required in class. Individual pupils and groups with additional learning needs will have access to supplementary resources and specific targeted interventions as required.
- Pupils have the best of both worlds – specialist teaching in small groups plus partnership links with mainstream secondary and primary schools. They benefit enormously from working and playing with other deaf children as well as mixing with larger groups of children in mainstream settings.
- Information is available on request in different formats including, where necessary, other language formats. For parents whose first language is not English the school will seek to provide an interpreter to attend meetings. Royal Cross has achieved the English as an Additional Language quality mark in recognition of its work with EAL learners and families. Royal Cross will also ensure BSL qualified interpreters are available to help deaf families take a full and active part in their child's education.

- We work closely with our secondary school partners to ensure that there is an effective choice of KS3 provision available for all our pupils when they leave Royal Cross, ranging from a specialist secondary school and a supported Deaf Resource Unit within a mainstream secondary school.

Reviewing and Evaluating Outcomes

- What arrangements are in place for review meetings for children with Education, Health and Care Plans (EHCP)?
- What arrangements are in place for children with other SEN support needs?
- How do you assess and evaluate the effectiveness of the provision you make for children and young people with SEN and Disability?

What the school provides:

- The school holds annual review meetings for parents that can be arranged at a suitable time for parents to attend at school with a LA SENDO or at home with key staff.
- Individual progress targets are set as part of the Personalised Education Plan and Pupil progress is assessed regularly to check for barriers to learning and if there is a need for specific targeted intervention.
- The effectiveness is evaluated using B-Squared data, the evaluated Personalised Education Plan, discussions with key staff and families and where possible through pupil feedback.

Keeping Children Safe

- How and when will risk assessments be done? Who will carry out risk assessments?
- What handover arrangements will be made at the start and end of the school day?
- Do you have parking areas for pick up and drop offs?
- What arrangements will be made to supervise a child during breaks and lunchtimes?
- How do you ensure a child stays safe outside the classroom? (e.g. during PE lessons, school trips)
- Where can parents find details of policies on anti-bullying?

Our school provision:

Safeguarding

- All staff/volunteers and governors are Disclosure & Barring Service (Enhanced DBS) checked. Keeping children safe is a school priority.
- Annual safeguarding training is delivered for all staff.
- Monthly safeguarding update training is delivered to all staff.
- Anti-bullying and Behaviour Policies are available on the school website or copies can be obtained from the office.
- It is essential for pupils to learn protective behaviours for their personal safety both online and 'out and about' as their communication difficulties can make them particularly vulnerable. Royal Cross offers practical support for families on Online Safety awareness.
- Royal Cross fully supports the annual Safer Internet Day held nationally.

Risk Assessments

- The school has in place all statutory risk assessments, based upon LCC model risk assessments and guidance adapted to the circumstances of the school. These are carried out where necessary by the people who know the child best and shared with others who need the information.

Travel

- School liaises with the local authority transport to ensure safe travel for pupils to and from school.
- There are clear hand over arrangements at the start and end of the school day with designated parking areas on the school car park for transport requiring disabled access.
- The local authority transport department liaises with school to carry out any pupil transport risk assessments.
- Pupils are escorted in taxis right up to the pupil entrance door where they are met by school staff on duty at the beginning and end of the day.

Educational visits

- All outdoor learning is risk assessed individually e.g. gardening, PE, swimming, and other events.
- Outside the classroom during physical activities or trips high quality and experienced staffing levels are maintained to ensure children are kept safe at all times.
- All risk assessments follow the local authority guidelines. We follow the Lancashire model policy for educational visits and all visits are risk assessed, using EVOLVE, by visit leaders and approved by one of the three trained Educational Visit Co-ordinator's.
- Teachers are responsible for completing the necessary risk assessments for all their individual class educational visits.

School premises

- There is an excellent level of supervision at break and lunch times by school staff who know the children well and can communicate easily with them.
- Fire Safety provision includes a flashing warning light in addition to the audible alarm and Deaf Alerter vibrating radio pagers.

- School staff and children regularly practice 'Lock Down' procedures to maintain a high profile for personal and site security. Access to the school site is secured through fencing, gates and key pad entry.
- Health & Safety checks are carried out on a regular basis or as needed.
- Playground inspections are carried out termly with an additional annual inspection, including any outside play equipment, seating and fences.
- Individual area specific risk assessments are available.

Individual pupil risk assessments

- Pupil risk assessments are written as required by the class teacher and regularly updated, throughout the year. These will include any medical issues and medication and behaviour information such as Behaviour Plans and Positive Handling Plans (PHP).
- A risk assessment will be done for any pupils needing a PHP. These will be written by the class teacher in conjunction with families and key staff.

Health (including Emotional Health and Wellbeing)

- How do you manage safe keeping and administration of medication?
- How do you work with a family to draw up a care plan and ensure that all relevant staff are aware of the plan?
- What would the school do in the case of a medical emergency?
- How do you ensure that staff are trained/qualified to deal with a child's particular needs?
- Which health or therapy services can children access on school premises?

Our school provision:

- Royal Cross nurtures pupils' emotional wellbeing through access to appropriate communication - everyone feels included and can participate fully in the life of the school.
- The provision of a deaf peer group/role models has a positive impact on the development of personal & social confidence. Pupils are encouraged to develop a positive view of themselves as deaf learners, thus protecting their emotional health. They gain confidence from being with other deaf children and therefore do not feel isolated.
- Royal Cross has a member of staff trained as a Mental Health first aider and with the NDCS Healthy Minds Programme. School is also part of the police operation ENCOMPASS. This ensures effective multi agency safeguarding of all our children and protects the wellbeing of all pupils within Royal Cross.
- The management of medication is in accordance with Medicine Safety Policy and Guidance.
- All parents are asked to send in any medication in clearly marked boxes with instructions for administration. All medication is stored securely in a lockable container. The school encourages parents to contact the school to discuss any concerns they may have regarding their child's health.
- In school there is a high ratio of trained First Aiders (including Paediatric First Aid). We have a designated medical room with lockable storage and clear procedures in place in the event of a medical emergency.
- Management of first aid arrangements are undertaken in such a way as to ensure there are adequate arrangements for training and retraining of first aid staff, provision of first aid equipment and facilities and for the recording of first aid treatment.
- Each class and designated areas in school have fully equipped first aid boxes, and in the mini buses. Classes take first aid boxes with them when going out of school on organised visits / sporting events.

- Any Individual Care Plans are developed with families as required and staff trained accordingly. Pupil care plans are shared with school staff to ensure continuity of care.
- There is close partnership with health and social care providers and effective liaison with Audiology Clinics and CI Teams. School medical services, OT, Physio and Speech & Language therapies are delivered in school.
- School works closely with a range of other agencies to ensure a successful multi agency approach to all health and care needs of our pupils, including Early Help, Schools Psychology Services, Deaf CAMHS, Lancashire Inclusion Service, Lancashire SEND Team, Lancashire School Safeguarding Service and local NDCS groups.
- The governing body review matters of Health and Safety on a regular basis and delegate the responsibility for ensuring the policies are put into practice.
- School liaise closely with health professionals to complete care plans and ensure relevant training and information is shared.
- In all cases of medical emergencies and/ or hospitalisation one or both parents will be contacted and requested to go directly to the hospital where they will be met by a member of the school staff. The nearest hospital to the school is PRESTON Hospital where there is an Accident & Emergency Unit. The school will keep records of all accidents and injuries and has a procedure in place for ensuring that they are reviewed regularly in order, where possible, to minimise the likelihood of recurrence. The school will keep a record of any first aid treatment, prescription medicines or treatment given to a pupil. The school will always contact parents if a pupil suffers anything more than a trivial injury, if they become unwell, or if the school has any worries or concerns about their health.
- School has established and successful working partnerships with a range of other professionals, including health and therapy services Occupational Therapy, Speech & Language Therapy, Physiotherapists, Deaf CAMHS; Manchester Implant staff; as well as NDCS personnel. These health and therapy services are delivered on-site.

Communication with Parents

- How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?
- How do parents communicate with key staff (eg do they have to make an appointment to meet with staff or do you have an Open Door policy?)
- How do you keep parents updated with their child/young person’s progress?
- Do you offer Open Days?
- How can parents give feedback to the school?

Our school provision:

- Pre-school & Early Years Stay & Play sessions are held regularly in school and families are encouraged to attend to explore the provision at Royal Cross and to network with specialist professionals working with deaf/HI children.
- Parents are able to meet the class teacher and the Head/Deputy before their child starts school and photos of the staff are available in school and the prospectus/website. Transition sessions are supported by Royal Cross and families are invited to attend with the children.
- Parents are encouraged to contact school immediately and arrange to meet with staff if they have any concerns. They are also welcome in school at any time.
- Home/school books, class email, Class Dojo, Teachers2Parents text messaging, newsletters and phone calls are all used regularly in addition to written reports to ease communication between parents and key staff and keep them up to date with their child’s progress.
- We have a regular programme of Home visits in place and support families with transport when needed. This allows families to take advantage of the many opportunities to come into school for celebration events, special assemblies, parent workshops and meetings.

- We welcome informal feedback and also seek parents' views more formally via questionnaires each year.
- Parents can give feedback at annual review meetings, annual reports and through web site email links.
- As many of our pupils live at some distance from the school, communication with parents is an important priority and key to strong partnerships between home and school.

Working Together

- What opportunities do you offer for children to have their say? e.g. school council
- What opportunities are there for parents to have their say about their child's education?
- What opportunities are there for parents to get involved in the life of the school or become school governors?
- How does the Governing Body involve other agencies in meeting the needs of pupils with SEN and supporting their families? (e.g. health, social care, voluntary groups)
How do home/school contracts/agreements support children with SEN and their families?

Our school provision:

- Royal Cross prioritises communication and pupils are taught in small groups so there are many opportunities for children to contribute to discussions and express their views e.g. Circle Time, membership of the School Council, attending EHCP Review Meetings.
- Pupil voice is important, and pupils have the opportunity to have their say via the school council.
- The school council has representation from each class. The Chair, Vice-Chair and Secretary were all voted into office by the other children in school, along with the Head Boy and Girl. The council meets regularly throughout the terms and is facilitated by a link member of staff and Headteacher.
- The school council have their own notice board in the conference where a record of minutes is kept. There is also a Pupil Notice Board in the hall that pupils may use.
- Parents are encouraged to comment on their child's PLP or WOW Moments, contribute to care or behaviour management planning (if relevant) and submit Parent Advice Forms and attend Review Meetings. Parents are also encouraged to contact the headteacher with any concerns.
- Parents have the opportunity to have their say about their child's education at annual reviews or via our annual pupil questionnaire.
- There are 3 parent/family representatives on the Governing Body and an active PTFA. Getting involved gives families the opportunity to get to know each other and can be an invaluable support network as well as an opportunity to participate in the life of the school.
- We are able to signpost families to out of school activities run by voluntary organisations e.g. local NDCS groups and involve other agencies in meeting the health or social care needs of pupils where necessary e.g. Deaf CAMHS, Early Help or family support services.
- We value our home school partnership and work hard to overcome the geographical and cultural barriers that may interfere with their involvement.

- As part of this partnership we like to hear parents / carers views of our school. We endeavour to use annual parental questionnaires, annual home /school agreements, annual data collections, annual reports, annual attendance information and Personalised Education Plans to support families of children with SEN.

What help and support is available for the family?

- Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?
- What information, advice and guidance can parents access through the school? Who normally provides this help and how would parents access this?
- How does the school help parents with travel plans to get their child to and from school?

Our school provision:

- Royal Cross School is committed to supporting families of deaf/HI children. Royal Cross School is fully committed to investing in parents and carers. The staff team work in partnership to help complete any of the statutory assessments and referrals need to support families and pupil outcomes.
- Through close partnership working with parents, carers and other professionals we can effectively meet the needs of all of our pupils and their families within a supportive, child-centred framework.
- We offer exceptional individualised support for our pupils through the NDCS 'Healthy Minds' Programme to address the complex emotional needs of deaf/HI children who may face increased pressures in life through social isolation. In addition we have a member of staff who is trained in Mental Health First Aid and works closely with class teams to identify vulnerable pupils needing additional support.
- Class teams will work alongside families and children who need additional help and signpost them quickly to the correct agencies and offering support as an impartial party. School is committed to working collaboratively with families to meet the needs of children.
- Every effort is made to provide translations or interpreters if needed and help is available from the school office with completing paperwork.
- Home visits/help with transport, can also be arranged by request.
- Parent Workshops, communication courses and support with behaviour management plus links to other sources of help and advice are provided regularly by the school.
- Daily escorted pupil transport is usually provided for all pupils who live at a distance from the school and we would help with travel plans if required.

Transition to Secondary School

- What support does the school offer around transition? (e.g. visits to the secondary school, buddying)

Our school provision:

- 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 pupils' 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.
- We have developed a programme of successful transition and support with a range of specialist secondary school providers.
- We also have a regular package of school to school support which is offered to the key staff across all secondary placements. This offers training and support for classroom strategies, assessment, curriculum adaption and Audiological management. This ensures a smooth and successful transition to next stage learning.

Extra Curricular Activities

- Do you offer school holiday and/or before and after school childcare? If yes, please give details.
- What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?
- How do you make sure clubs and activities are inclusive?
- How do you help children to make friends?

Our school provision:

- A variety of lunchtime clubs are provided through Sports Funding e.g. PE / Sport with a trained member of staff and a wide range of activities, educational visits and residential trips enhance the curriculum and are open to all pupils.
- Art club – dinner time
- Library club – dinner time
- We signpost families to out of school activities e.g. local NDCS groups, holiday activities and sports events in their home areas.
- Annual residential holidays are offered to year 5 and 6 pupils with specialist challenging activities.