



Royal Cross Primary School

Lancashire's school for deaf children

Policy Title:	Teaching and Learning Policy
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Author and Role:	Bev Hennefer, Headteacher, with reference to The School Bus.
Ratified by:	Governors Policy Committee
Responsible Signatory:	Clive Gregory
Date of signature:	Signature removed for GDPR purposes
Details:	This Policy: Sets out the consistent procedures and approaches to assessment, recording and reporting across key stages one and two of learning.
Cross reference:	EYFS Assessment Policy. Marking and Feedback Policy Assessment, Reporting and Recording 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 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.

Statement of intent

At **Royal Cross School**, we aim to encourage and enable our pupils to challenge themselves and to achieve their best outcomes.

Royal Cross School is the identified special school provision for Lancashire's Deaf pupils needing a special school education.

The particular cohort of children who are able to benefit from the specialist provision at Royal Cross School are those children whose primary category of need is Deafness. This category of need will be recognised on the child's Education Health and Care Plan (EHCP).

The purpose of this policy is to outline how the school provides:

- The best quality learning and teaching for all our Deaf pupils.
- Equality of opportunity for all pupils.
- A safe and positive environment for all pupils which supports their welfare, safety and personal development.
- A supportive and challenging environment which holds high expectations for pupil progression and attainment.
- Accessible learning resources and specialist methods that can appropriately cater to the educational needs of pupils.

Legal framework

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

- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Single Equalities Policy

Roles and responsibilities

The governing board will be responsible for:

- Overseeing the school's educational provision, including monitoring the ways in which the educational provision meets the needs of pupils.
- Monitoring and maintaining oversight of pupil progress and attainment, and ensuring that high expectations are established for all pupils.
- Ensuring that the school's budget and funding is effectively used to support pupils.

The headteacher will be responsible for:

- Ensuring that all SEND within the school is identified and addressed.
- Ensuring the effective deployment of resources to cater for the needs of pupils.
- Ensuring that all staff receive sufficient ongoing training to support pupils to succeed and thrive in the school environment.
- Overseeing the implementation of this policy.

Teaching staff will be responsible for:

- Holding high expectations for all pupils that are specific to their individual needs and capabilities.
- Ensuring that all teaching methods and learning activities used are accessible for the needs of all the pupils in the class, and that pupils' needs are taken into account when planning lessons.
- Informing the headteacher where there are any resources or materials that would be beneficial to support pupils' learning.
- Planning lessons in such a way that caters to a variety of learning styles.
- Evaluating the impact of teaching methods and lessons on pupil progress and attainment.

Equal opportunities

The school will ensure that all pupils within Royal Cross School's identified cohort have access to all aspects of educational life at the school, regardless of SEND.

The school will ensure that all teaching is made accessible for all pupils within Royal Cross School's identified cohort, and appropriate additional learning resources will be provided to ensure this wherever this is necessary, e.g. support from TAs or sensory materials.

Teaching staff will ensure that pupils' needs are assessed and reviewed where necessary in response to their behaviour, progress and attainment, and that these needs are catered for wherever reasonably practicable.

The school uses a 'total communication' approach to teaching to ensure that all pupils can access the lessons – this includes the use of signing, symbols and objects of reference where needed.

Staff will maintain high expectations of all pupils and will be expected to provide an environment where all pupils feel included, supported and challenged, and can achieve their best outcomes.

The school will implement a whole-school approach to the promotion of the fundamental British values, and will ensure that these values are taught throughout all relevant areas of the curriculum.

Curriculum

The school offers a curriculum that is broad, balanced and differentiated to suit all pupils' needs.

The school follows the national curriculum, adapting and adjusting this curriculum as necessary to meet the needs of pupils. The school offers the following subjects:

- English
- Maths
- Science
- Design and technology
- History
- Geography
- Art and design
- Music
- PE
- Computing
- RE
- Relationships and health education

Pupils will also complete national assessments that are appropriate for their KS and abilities. Special measures and adjustments will be made for pupils to sit national assessments wherever necessary.

A copy of the school's curriculum is available upon request.

Lesson planning

Teaching staff will provide general overviews of their overarching learning plans for pupils to the headteacher and Curriculum Leader **at the start of each term** – these are available to parents upon request.

Lessons will be developed for the abilities and needs of each class, and differentiation in learning activities is used to ensure all pupils can achieve their best outcomes and to fulfil any measures outlined in pupils' Education Health Care Plans (EHCPs).

Specialist support staff with BSL signing skills will be strategically placed to support learning as directed by teaching staff and the headteacher. This can include the Deaf Tutor as a BSL user.

Lessons will be designed with accessibility in mind, and will include:

- A combination of whole-class, group and individual teaching.
- Materials which cater to a variety of communication needs and styles.
- Materials which cater to a variety of learning styles.
- Individualised targets for pupils.
- Adaptations for the needs of specific pupils, including communication approaches and the effective use of resources, where necessary.

Behaviour management

The school holds high behavioural standards for all pupils, while recognising the barriers some pupils will face to what is traditionally considered 'good behaviour' as a result of their needs. The school's overall behavioural standards, rules and methods of sanctioning poor behaviour are laid out within its Behaviour Policy.

Teaching staff will work with pupils to devise their own classroom rules, and pupils will discuss how they will adhere to these rules. Each class will work towards their own reward system which will be designed to encourage pupils to focus on their learning.

In the first instance, teaching staff will work with pupils who exhibit challenging behaviour to develop individualised targets which take their needs into account. Where this does not improve a pupil's behaviour, their class teacher will work with members of the Pastoral Support Team to devise an emotional self-regulation plan in collaboration with the pupil's parents, and the pupil where appropriate. This will include a graduated programme of interventions and support managed by the class team in collaboration with the Pastoral Support Team.

Where challenging behaviour persists, or serious poor behaviour is exhibited, pupils will be sanctioned in line with the Behaviour Policy.

Classrooms

Teaching staff will ensure that their classrooms are clean, accessible and suitable for the needs of the pupils within Royal Cross School's identified cohort.

Teaching staff and the headteacher will take into account pupils' EHC plans when requesting and allocating resources and equipment to classrooms.

The headteacher and School Business Manager will collaborate to ensure that lighting, furniture and other fixtures and fittings in the room are suitable and conducive to a positive learning environment for pupils with a variety of support needs. This will include acoustically adapted rooms where possible and the provision of specialist equipment such as sound field systems.

All classrooms have the following to ensure that they are accessible for all pupils:

- Curtains on windows to deaden reverberation.
- Sound field systems to provide best access to speech sounds.
- Carpeted areas to deaden reverberation and additional noise/feedback from furniture movement.
- Bright lights for good lip pattern and facial expression reading.
- Interactive 'Clever-Touch' TV's to provide high quality visuals at eye level of pupils.
- Bright interactive classroom displays to provide a visually stimulating environment for Deaf pupils. This also helps to deaden reverberation from class walls.

The school nurse will be responsible for collaborating with the school to ensure that classrooms are equipped with any medical supplies that pupils may need throughout the day, and teaching staff will receive training from medical professionals on how to use these medical supplies.

The headteacher will ensure that Support Staff are deployed to classrooms in such a way as to ensure a suitable staff:pupil ratio for the needs of the pupils in each class. The school support staff will be deployed for one-to-one support for specific pupils as required or identified on an EHCP.

Homework

Homework will be set by individual teachers to supplement the teaching delivered to pupils in class. Assignments will be differentiated and balanced and will be set at a frequency that is appropriate for each pupil's age and individual needs.

Homework set will always be:

- With agreement of parents / carers
- Relevant, meaningful and set for a purpose.
- Used to supplement learning and give pupils additional opportunities, rather than used as a means of 'catching up' or finishing work not completed in class.
- Differentiated based on each pupil's needs, capabilities and prior performance.

The school will evaluate the effectiveness of homework and the types of assignments set with pupils' parents to ensure it remains helpful to their education and development and will adjust assignments accordingly.

If the content or frequency of homework proves to be problematic for any pupil, that pupil's parents will be expected to contact their child's teacher so that alternative arrangements to ensure home-school links in the pupil's learning can be established.

Parents

The school is committed to working with parents to ensure that they feel included in their child's education and development. Parents will be encouraged to be open and honest with the school to ensure that any barriers their child is facing regarding their education can be overcome.

The school will ensure that parents are regularly updated about the progress their child is making, and the learning they are engaged in. The school will also provide regular opportunities for parents to visit the school and participate in their child's learning. This will be done through:

- Termly opportunities to meet to discuss the pupil's Personal Learning Plan. These will be offered as a face/face meeting; telephone; virtual or email meetings.
- Annual (twice for Reception pupils) review meeting of the EHC Plans. These will be offered as a face/face meeting; telephone; virtual or email meetings.
- Any additional meetings can be called at any time by parents by contacting the school office and arranging an appointment.

In addition to more formal meetings, all parents have access to an online information platform through Class Dojo. This is used by families and class teams to share information and photos of children's achievements at home and in school.

The school will work with parents to ensure that pupils are supported to complete homework assignments.

Attendance

Attendance at school is mandatory for all pupils of statutory school age; however, the school recognises that some of our young people may have medical and/or support needs that present additional barriers to attendance.

Parents will be expected to call and inform the school office of their child's absence by **09:30 am** on the first day of this absence and each day thereafter.

While the school is mindful of, and sensitive to, these additional barriers, we are also aware that these pupils' right to a full-time education is the same as that of any other pupil. For this reason, the school will maintain high attendance ambitions and targets for all pupils, and will provide additional support to pupils whose circumstances make this more difficult.

The school will work on a continuous basis with the parents of all pupils whose attendance drops below **90 percent** to identify specific barriers to attendance and to work out strategies to address those barriers and to ensure that the risk of pupils falling behind in their education is mitigated as far as possible.

Holidays will not be taken during term time unless in exceptional circumstances; the decision to grant or deny term-time holidays is solely at the discretion of the headteacher and the headteacher's decision cannot be appealed.

Monitoring and review

This policy will be reviewed **regularly** by the governing board and headteacher. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.