

Royal Cross Primary School Improvement Plan 2021 – 2022

Communication is key

School Improvement

COMMUNICATION IS KEY

Our 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 education.

Our Vision

Our vision is to guarantee specialist provision which will empower deaf children and prepare them for the modern 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 specialists in deaf education.
- To provide children with an excellent education in a caring & understanding environment through a creative curriculum.

Educational Partnerships

We will work in partnership with parents and colleagues, supporting our children ...

- To feel safe – online & in the world
- To do well – progress & achieve
- To be happy – well-being & self-esteem
- To be healthy – emotional & physical
- To be listened to – to have a voice & a language

Intent

The Improvement Plan will reflect the priorities identified following OFSTED (June 2019). It incorporates areas identified through our own self-evaluation and collected community views Summer 2021. It will be closely linked to the year's Performance Management focus and resulting Continuing Professional Development needs. The document aims to bring all our actions together in one coherent form. Progress against the action points will be monitored by the Curriculum Leaders, Deputy Headteacher, Headteacher and Governing Body.

By implementing this plan, we aspire to become a hub of **outstanding** education for profoundly Deaf children across Lancashire.

The **key priorities** for improvement for the coming year are:

Effectiveness of Leadership and Management

Priority 1: Share a clear and aspiring vision for providing an outstanding quality of education for all pupils realised through strong, shared values and confident curriculum leadership.

Quality of Education

Priority 2: Further develop the school curriculum to ensure relevance, challenge, and personalised learning (OFSTED Action June 2019) with a focus on Literacy and Maths.

Behaviour and Attitudes

Priority 3: Implement a holistic approach to the wellbeing and recovery of all pupils within a safe, positive, respectful culture that motivates and engages all pupils to learn.

Personal Development

Priority 4: Provide a holistic approach to learning that ensures all pupil's cultural; physical and well-being needs are met enabling pupils to develop their wider knowledge and skills.

Development of Royal Cross Provision

Priority 5: Develop an outstanding educational service for Deaf pupils across all key stages, to include key stage transition and school to school support.

The priorities for 2021/2022 reflect the work that took place towards the achievement of 2020/2021 priorities. We realise that the COVID outbreak will have had a major impact on our Deaf pupils, socially, mentally and in their learning. Therefore, some aspects of last year's priorities will be incorporated into this year's school improvement plan as actions.

The plan incorporates information from teacher and support staff appraisals, feedback parent questionnaires as well as community views explored through face to face meetings.

Each curriculum leader has produced subject action plans drawn up as a following observations, discussions and monitoring of their subjects.

Staff training and continuous professional development remains a priority to enhance the quality of teaching and learning across subject areas. This has been developed through awarding of TLRs, teachers' appraisal and discussions with support staff.

This plan will be regularly reviewed and discussed through:

1. Senior Leadership (SLT) meetings
2. SLT monitoring
3. Staff meetings
4. Curriculum Leader meetings
5. Appraisal meetings
6. LA School Improvement Advisor meetings
7. Headteacher Reports and termly Governor meeting

Effectiveness of Leadership and Management

Key Priority 1: Share a clear and aspiring vision for providing an outstanding quality of education for all pupils realised through strong, shared values and confident curriculum leadership.

Actions (RAG rated)	Monitoring evaluation & cost	Target date	Predicted Outcomes
GOVERNANCE & EXTERNAL QUALITY ASSURANCE			
<ul style="list-style-type: none"> Governor training through external links and in-house training in school. Governor involvement in visits into school and work with curriculum leaders. External training through LCC – increase uptake from nominated Governors. Participation in LCC SSG support, networks and meetings by SLT 	Chair of Governors Cost Chair's time LA SIP Advisor – SSG funding	Autumn 2021 then ongoing throughout year.	<ul style="list-style-type: none"> Governing Body have the skills and knowledge to support the school effectively. Governors work closely with Headteacher ensuring continued school improvement and accountability Senior management have access to high quality advice and support to develop school improvement.
CURRICULUM DEVELOPMENT			
<ul style="list-style-type: none"> Embed DHT role as curriculum lead across school. Calendar of curriculum monitoring timetable for staff meetings Quality assurance calendar established as part of school monitoring. DHT to attend professional special school network meetings Curriculum training offered across a variety of subject to all staff. DHT prepare and present regular reports to the governing body on the curriculum and its impact on pupil progress as part of continuous professional development. 	DHT Cost DHT time + Curriculum Leaders time. LCC Training costs	Autumn 2021 then ongoing throughout year.	<ul style="list-style-type: none"> DHT will confidently lead the curriculum and support teachers to deliver high quality education. DHT will ensure the curriculum is relevant and challenging for all pupils. Pupils are motivated and engaged by the curriculum. Whole school curriculum ensures progression across all age groups. Pupils make good or outstanding progress from their starting points.
STAFF DEVELOPMENT			
<ul style="list-style-type: none"> Annual cycle of performance management. SLT appraisal - objectives linked to strategic school improvement. TLRs awarded to curriculum leaders. Curriculum leader objectives linked to school improvement. Support staff objectives linked to classroom practice. Peer mentoring & coaching programmes established to support curriculum understanding and teaching and learning. 	SLT Cost DHT time + Curriculum Leaders time.	Autumn 2021 then ongoing throughout year.	<ul style="list-style-type: none"> Leaders in school feel supported by the SLT. Curriculum Leaders & class teachers plan and deliver an effective curriculum for Deaf pupils. Teaching staff are supported to deepen knowledge and skills for subject areas.
SCHOOL IMPROVEMENT & PEDAGOGY			
<ul style="list-style-type: none"> Programme of Action Research to be developed by individual class teams. Curriculum Impact records to be developed across key areas of school activities. Specific Maths interventions aimed at improving outcomes for Deaf children take place. 	Class teams	Autumn 2021 then ongoing throughout year.	<ul style="list-style-type: none"> All staff involved in continuing school improvement and work towards achieving the best possible outcomes for all pupils. Staff are enthusiastic in their roles as educators. All staff share a clear and ambitious vision for providing an exceptional quality of education to all our pupils. Specific learning needs of profoundly Deaf pupils are supported through teacher specialism (Qualified Teachers of the Deaf)

CONTINUOUS PROFESSIONAL DEVELOPMENT

<ul style="list-style-type: none"> • Embed the role of Curriculum Leaders as effective and knowledgeable middle leaders. • Curriculum leaders prepare and present regular reports to the governing body on their subject area and its impact on pupil progress as part of continuous professional development. • Curriculum leader's appraisal objectives linked to school improvement objectives. • Staff training needs identified through appraisal discussions with SLT. • Curriculum leaders lead staff training and parent workshops in their subject areas as part of their professional development. 	<p>SLT Costs - teacher time</p>	<p>Autumn 2021 then ongoing throughout year.</p>	<ul style="list-style-type: none"> • Curriculum leaders have the skills and knowledge to lead their subject and take ownership of CPD for staff within school. • Curriculum leaders can successfully support teachers in the delivery of their subject. • Curriculum will be relevant and challenging for all pupils. • Teachers feel supported and will deliver a more effective curriculum.
<ul style="list-style-type: none"> • UPR leaders deliver specialist training through school-to-school support, outreach, and parent workshops. • Continuous professional training opportunities sourced by UPR staff and supported by SLT. 	<p>UPR staff Cost – LCC training & apprenticeships</p>	<p>Spring 2022</p>	<ul style="list-style-type: none"> • UPR teachers develop confidence as specialist qualified teachers of the Deaf and lead training opportunities in their specialism. • Pupils make good to outstanding progress from their starting points across English and Maths.
<ul style="list-style-type: none"> • SLT CPD sourced through LCC 'Spotlight' programme (senior leadership profiles). • DHT to attend a local Heads network groups & SLT meetings. • DHT to spend one day a week as office based to work alongside Headteacher in strategic tasks. 	<p>DHT Cost – LCC training</p>	<p>Spring 2022</p>	<ul style="list-style-type: none"> • School resilience strengthened against changes in SLT leadership, school's strategic vision sustained. • School continues to aspire to be an 'outstanding' provider of education for Deaf pupils.
<ul style="list-style-type: none"> • SLT attend local and county wide professional networks, including Lancashire SEND. • Headteacher plays a continuing role in BATOD North committee • Headteacher continues links with NATSIP & NASEN • SLT attend national curriculum & assessment meetings for schools for the Deaf. 	<p>SLT Costs – travel costs to national meetings & conferences.</p>	<p>Autumn 2021 then ongoing throughout year.</p>	<ul style="list-style-type: none"> • SLT will have the knowledge and understanding to support the strategic improvement of Royal Cross across all areas of the school improvement plan, including finance and SEND reforms and updates. • Headteacher maintains professional links with Qualified Teachers of the Deaf to update specialist knowledge & skills.
<ul style="list-style-type: none"> • School Business Manager to contribute towards the school's long term Premises Action Plan, to include future development of the office / reception areas. 	<p>SBM</p>	<p>Autumn 2021</p>	<ul style="list-style-type: none"> • The school Business Manager embeds her role as a member of the SLT within school, including the long-term strategic development of the school's administrative systems.

Quality of Education

Key Priority 2: Further develop the school curriculum to ensure relevance, challenge, and personalised learning (OFSTED Action June 2019) with a focus on Literacy and Maths.

Actions (RAG rated)	Monitoring evaluation & cost	Target date	Predicted Outcomes
CURRICULUM REVIEWS			
<ul style="list-style-type: none"> Curriculum leaders review assessment systems to ensure small steps of progress are measurable for more complex learners. Curriculum leaders conduct subject data reviews and analysis to identify areas for development. 	Curriculum leaders Cost curriculum leader time	December 2022 - then termly	<ul style="list-style-type: none"> Curriculum offer is strengthened and developed, ensuring all Deaf pupils make progress from their individual starting points and that individual small steps of progress are celebrated. Curriculum is relevant, holistic, engaging, balanced and broad for all for all Deaf pupils. Curriculum is updated on a regular basis to meet the changing needs of Deaf pupils. Curriculum to meet the needs of all able Deaf learners by offering opportunities to extend and challenge. Personalised timetables in place for complex sensory learners.
<ul style="list-style-type: none"> Teachers review curriculum planning alongside curriculum leaders ensuring planned content meets the needs of all learners 	Curriculum leaders & teaching staff.	Termly & ongoing	
<ul style="list-style-type: none"> Curriculum leaders develop links with external visitors to widen opportunities for learning. Curriculum leaders to visit a similar education setting to work with a peer, leading the same curriculum area, to ensure high standards within that subject area. 	Curriculum leaders Curriculum leader time Costs – travel & workshop costs	December 2022 then termly	
<ul style="list-style-type: none"> Curriculum leaders present subject reviews to school Governors 	Curriculum leaders Cost curriculum leader time	Termly & ongoing	
CURRICULUM DEVELOPMENT & TRAINING			
<ul style="list-style-type: none"> Annual timetable of staff meetings, Inset and staff training drawn up and shared with staff. 	SLT Cost – SLT time	September/October 2021	<ul style="list-style-type: none"> There is an appropriate focus by all teaching staff on the foundations of learning with clear evidence of progression and skill development across all subject areas. Subject Leaders feel confident and competent to lead with their subject areas and pass on their invaluable knowledge. Subject specific knowledge of all teachers is strengthened to ensure challenge and rigour within teaching and learning. School staff included in school development and feel valued as professionals. Overall increase in staff confidence and professional development, including audiology.
<ul style="list-style-type: none"> EYFS lead shares foundations for learning, to include starting points in subject areas 	EYFS Lead - Cost EYFS time	Spring 2022	
<ul style="list-style-type: none"> Teachers to spend time coaching and mentoring their class team on the school curriculum and skills progression. Teachers given time to observe peer mentoring to ensure all feel confident and capable to deliver the wider curriculum 	Class Teams	Ongoing through weekly team meetings.	
<ul style="list-style-type: none"> Curriculum leaders to deliver in-house staff training to support colleagues with the necessary information, skills, and knowledge to effectively teach the subject. Raise staff knowledge of audiology through in house training. 	Curriculum leaders Cost curriculum leader time	Termly throughout the year	
<ul style="list-style-type: none"> Training through staff meetings & INSET to develop understanding of what good and outstanding practice looks like. All staff involved in school improvement priorities. 	SLT Cost – SLT time + LA SIP SSG funding	Termly throughout the year	

<ul style="list-style-type: none"> • Training for support staff to ensure they are confident in providing interventions in line with pupils learning to support their development of core literacy and mathematics knowledge and skills. 	Support staff Costs – LCC training	Termly throughout the year	<ul style="list-style-type: none"> • Pupil progress and outcomes improve, particularly in reading, writing and maths. • Disadvantaged pupils make improved rates of progress in literacy & maths.
PARENTAL ENGAGEMENT WITH THE CURRICULUM			
<ul style="list-style-type: none"> • Parent programme of curriculum support through Parent workshops. • Yearly timetable drawn up with curriculum leaders. • Offer workshops online/face to face/ follow up materials. • Offer sessions to work alongside their child in class to observe/participate. 	SLT + Curriculum leaders Cost – staff time	Termly throughout the year	<ul style="list-style-type: none"> • Parents are better able to support pupil learning at home. • Parents engage with school to support learning and pupil outcomes improve. • More parents engage with Online Safety events hosted by school & pupil online safeguarding strengthened.
<ul style="list-style-type: none"> • Parent views sought for best way forward for Online Safety events. • Parent views sought on training needs. 	Headteacher	Autumn term 2021	
MONITORING OF TEACHING & LEARNING			
<ul style="list-style-type: none"> • Annual timetable drawn up of quality assurance events to share with staff. • Annual cycle of appraisal for all staff, including SLT. • Timetabled programme of monitoring of teaching and learning (challenge for more able pupils) by SLT, including appraisal, lesson observations, book looks, evidence walks, display audits, drop in sessions and Governor focussed learning walks. • Follow ups to give detailed feedback, guidance and coaching to support personal/whole school development. 	SLT Nominated Governors	Autumn term 2021 Then termly and ongoing.	<ul style="list-style-type: none"> • Further increase the proportion of outstanding teaching across the school. • Improve the teaching of core literacy and mathematic knowledge and skills. • Ensure that teaching, resources, attitudes and the learning environment meets the individual needs of all pupils, including the complex and most able. • Ensure there is a clear continuity of learning in place for all pupils including the complex and most able. • Maintain high standards of pupil's outcomes with 100% of pupils achieving good or better progress against their Education, Health & Care Plan objectives. • Barriers to learning identified quickly and appropriate strategies and interventions applied to help pupils progress & achieve.
<ul style="list-style-type: none"> • Data analysis by to look for patterns and trends, identify areas for development and areas of celebration. • Curriculum Leader data analysis reports • Curriculum leaders present findings to Governor Curriculum committee meetings. 	SLT Curriculum leaders Cost – assessment packages + staff time.	Termly	
<ul style="list-style-type: none"> • Focus intervention groups for Literacy & Maths to support 'catch-up'. • Intervention impact statement to be completed by Head & Intervention teacher. 	Intervention tutor Cost – Recovery Premium + Government National Tutoring fund.	January 2022 July 2022	

Behaviour and Attitudes

Key Priority 3: Implement a holistic approach to the wellbeing and recovery of all pupils within a safe, positive, respectful culture that motivates and engages all pupils to learn.

Actions (RAG rated)	Monitoring evaluation & cost	Target date	Predicted Outcomes
BEHAVIOUR SUPPORT			
<ul style="list-style-type: none"> • Strengthen staff understanding of the Behaviour Policy, including school's graduated response procedures through staff training and policy summaries as part of safeguarding updates. • All key changes to be communicated with staff, parents, carers, and pupils, ensuring, where possible, sufficient transition time. • SLT/Governor learning walks conducted termly to monitor pupil engagement with learning. • Members of the Pastoral Support to work collaboratively with each class team, parents, and carers to ensure bespoke arrangements are in place for pupils who may find engagement with learning difficult. • SENCo to refer to external professionals when necessary. • School to purchase high quality resources to support emotional resilience and difficult conversations. • Embed a whole school Values Policy as parts of PHSE curriculum. • Raise Profile of School values & involve school council in celebrating achievements. • Develop a wider role for the school council in school improvement. • Award Value certificates to pupils in celebration assemblies. • Raise awareness of all SEN needs represented within school - through assemblies & National Campaigns and the work of the school council. 	Pastoral support team + SENCO Cost - external referrals + resources (Time to Talk books).	Spring 2022	<ul style="list-style-type: none"> • Staff have the knowledge and skills to manage behaviour effectively throughout school. • Staff aware of the impact Deafness has on social and emotional resilience and wellbeing. • Revised and a range of strategies in place to support the emotional wellbeing of pupils • Clear routine and boundaries in place • Pupils feel safe, secure, and ready to learn • Pupils encouraged to share a respectful culture within / out of school. • Pupil achievement celebrated. • RCPS is a fully inclusive school for all SEN pupils.
PASTORAL SUPPORT			
<ul style="list-style-type: none"> • Develop a Pastoral Support Team based on individual staff strengths and skills. • Review / update school's Pastoral Support Policy. • Embed new procedures, policies and ethos around the positive management and support for pupils whose behaviours challenge. • Deliver training through staff meetings, INSET and peer support to develop understanding. • Monitor all incidents of challenging behaviour to ensure that newly established procedures have been adhered to providing coaching and mentoring conversations for those areas which require further improvement. • Routinely update all staff in relation of behaviour data scrutinised through school CPOMS, to include patterns and trends analysis. 	Pastoral Team Cost - LCC training	Spring 2022	<ul style="list-style-type: none"> • Staff are aware of the SEMH needs of pupils throughout school. • Staff confident in the identification of pupil and staff needs. • Staff confident in the procedures for supporting pupils with challenging behaviour. • Staff knowledgeable about who to go to for support. • Staff understand referral processes to external professionals. • Interventions in place to support pupils and staff to recover from their anxieties/traumas.

<ul style="list-style-type: none"> • Apply for DfE grant to train senior mental health lead for school. • Embed a school approach to Mental Health and wellbeing. • Whole school focus on physical activity and outdoor learning as part of the recovery curriculum. • Develop school's resources as a Forest School resource through training of staff and improvement of outdoor space. • Strengthen links with external professional networks involved in support for children & young people. 	School Sports leads Cost - Sports Premium funding + DfE funding.	Summer 2022	<ul style="list-style-type: none"> • All pupils have opportunities to access high quality outdoor learning provision. • Pupils and staff feel safe and valued.
SUPERVISION & SAFEGUARDING			
<ul style="list-style-type: none"> • Supervision offered throughout the school to support the wellbeing of staff. • Review the school's supervision policy. • Source facilitator training for EYFS lead to deliver EYFS supervision. • SLT to plan regular supervision using an external provider. • Purchase resources to help support conversations. 	SLT Cost - external facilitator training and delivery. Purchase of resources.	Summer 2022	<ul style="list-style-type: none"> • EYFS Lead is confident in the delivery of EYFS supervision. • Staff feel supported and valued. • School a supportive place for all.

Personal Development

Key Priority 4: Provide a holistic approach to learning that ensures all pupil's cultural; physical and well-being needs are met enabling pupils to develop their wider knowledge and skills.

Actions (RAG rated)	Monitoring evaluation & cost	Target date	Predicted Outcomes
PARENT PARTNERSHIP			
<ul style="list-style-type: none"> • Re-engage established and new parents into school, to include <ul style="list-style-type: none"> ○ PTFA ○ Parent work shops ○ Class coffee mornings ○ EYFS Stay & Play sessions ○ EYFS - community inclusion partnerships ○ Online safety events ○ School events ○ Class web site areas ○ Christmas events 	DHT & Headteacher Costs - school budgets and fundraising	December 2021 then ongoing throughout the year	<ul style="list-style-type: none"> • Re-established and strengthened parental engagement. • Improved partnerships between school, home, and other professionals. • Parents of new pupils feel welcomed and part of the school community • Online platforms used effectively to promote parental engagement in school life & their child's learning. • Strengthened parents' engagement and involvement in the wider school life including online safety. • Promoted good relationships with parents • Improved communication with class teams and individual families. • Parents feel valued. • Pupil's outcomes improved as school / home work in partnership.
<ul style="list-style-type: none"> • To re-establish and maintain links within the local community through class trips out and school council links to fundraising events. • Re-build educational partnerships to develop pupil's understandings of careers and job opportunities. 			<ul style="list-style-type: none"> • Staff and pupils feel safe and confident when in the local community. • Pupils develop their social, communication and life skills. • Prepared pupils for independence and inclusion. • Raised the profile of school.
DEAF SELF ESTEEM & WELLBEING			
<ul style="list-style-type: none"> • Deaf Tutor to lead Deaf Studies curriculum updates, preparing our deaf pupils for the modern world and for transition to secondary school • Continued 1:1 session for vulnerable pupils led by Pastoral Support Team • Access to a Deaf peer group and a Deaf role model. 	Deaf Tutor	September 2021	<ul style="list-style-type: none"> • Pupil communication & BSL skills improved along with self-confidence and emotional resilience. • Pupil behaviours at home improved. • A collaborative approach to safeguarding and pupil wellbeing embedded across RCPS. • All Deaf pupils and Deaf staff feel part of a wider community and able to communicate on equal terms. • Deaf pupils have. + self -identity and develop as confident, communicative individuals.
<ul style="list-style-type: none"> • Review and update the Deaf Studies curriculum to include online safety to include deaf role models; careers; modern 'outlook'. • Incorporate emotional resilience from a deaf perspective taught through Deaf Studies. 	Deaf Tutor	September 2021	<ul style="list-style-type: none"> • An updated Deaf Studies curriculum that prepares young deaf learners for the transition to secondary school and life in modern Britain.

<ul style="list-style-type: none"> • Produce BSL video content around emotional vocabulary to share with families at home. • Deaf tutor to run in-house BSL training for school staff to support new members of staff. • Deaf tutor to lead in-house BSL training refresher course for established school staff. 			<ul style="list-style-type: none"> • An updated Deaf Studies curriculum in place that embraces new technology and prepares young deaf learners to use technology safely to communicate across distances. • RCPS pupils progress with BSL receptive & expressive sign communication, supported at home by families. • RCPS school staff signing skills maintained.
SAFEGUARDING			
<ul style="list-style-type: none"> • Purchase new digital equipment to develop IT skills with pupils. • Introduce a social media component into Deaf Studies to discuss dangers/benefits. • Termly online safety hybrid workshops/information for families. • Online safety incorporated into the curriculum for Computing, Deaf Studies and PHSE/RHE. • Whole school involvement in the Safer Internet Day 2022. • Online safety integrated into school curriculum. • Online safety information shared with pupils and families. • NSPCC involvement in parent workshops for SID 2022 	<p>Computing curriculum lead SLT Costs - new digital equipment, accessories, and programmes.</p>	<p>Spring 2022</p>	<ul style="list-style-type: none"> • + feedback from families around value of training. • Pupil's online safety promoted at home - pupils empowered to stay safe online. • Computing / IT skills integrated successfully across all aspects of the curriculum. • Deaf pupils aware of how to keep themselves safe whilst exploiting use of Digital devices for visual communication. • + feedback from pupils about how to stay safe online. • Best use of school finances to provide external online safety awareness. • Parents & families continue to access online safety information and training despite geographical distances & Covid safety measures.
<ul style="list-style-type: none"> • Relationship & Health Education policy written & agreed with parents/governors/SLT. • Monitor & review the delivery of the new Relationships & Health Education Policy throughout school • Lesson observations to monitor subject delivery and monitor impact. 	<p>SLT + Governors Costs - purchase of new resources</p>	<p>September 2021 then ongoing review throughout the year</p>	<ul style="list-style-type: none"> • Compliance with DfE statutory requirements September 2021. • An updated PHSE / R&HE scheme of work in place that better prepares RCPS pupils for life in modern Britain and gives them the strategies they need to stay safe. • Pupils, staff, and families aware of a range of personal safety strategies that are shared with pupils. • Case studies evidence confidence of all pupils in all aspects of PHSE / R&HE.
WIDER CURRICULUM			
<ul style="list-style-type: none"> • To monitor and evaluate the effectiveness of the wider curriculum. • Support individual staff interests and skills in the planning and delivery of a wider curriculum across key stages. 	<p>DHT Costs - resources from Sports Premium and school budget.</p>	<p>September 2021 then termly and ongoing</p>	<ul style="list-style-type: none"> • Curriculum impact studies showcase impact of wider curriculum. • Curriculum leader's presentations to Governors effectively evidence impact of curriculum on pupil personal development. • Teachers are enthusiastic in the delivery of a wider curriculum
<ul style="list-style-type: none"> • To support transition of pupils through: <ul style="list-style-type: none"> ○ Attendance at LA admission panels ○ Links into specialist provisions ○ Programme of transition meetings, reviews, and on-site visits. ○ Work with families through EHCP annual & transition reviews. 	<p>SENCo Costs - mini-bus costs for visits</p>	<p>September 2021, June 2022 and as needed for in year transitions.</p>	<ul style="list-style-type: none"> • Provide shared knowledge of pupils to ensure smooth transitions into and from Royal Cross. • Successful transitions into and from Royal Cross evidenced by + parent feedback.

<ul style="list-style-type: none"> • To provide opportunities to develop Life Skills, career roles and independence to include <ul style="list-style-type: none"> ○ school & class responsibilities ○ opportunities to visit the local community ○ School Council roles ○ Fund raising responsibilities ○ External visitors into school ○ Opportunities to work with BSL interpreters ○ Opportunities through the NDCS Listening Bus - Deaf communication/living aids ○ Appropriate audiological management of equipment and environment - to safeguard inclusivity ○ Access to a total communication environment to ensure all pupils are included in conversations. ○ Access to a Deaf role model - to encourage career choices. 	Deaf tutor	December 2021 then ongoing throughout the year	<ul style="list-style-type: none"> • Carefully planned activities evidence pupil independence • Pupils' feel confident to engage in opportunities both within and outside school where possible.
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Development of Royal Cross provision

Key Priority 5: Develop an outstanding educational service for Deaf pupils across all key stages, to include key stage transition and school to school support

Actions (RAG rated)	Monitoring evaluation & cost	Target date	Predicted Outcomes
LEADERSHIP & MANAGEMENT			
<ul style="list-style-type: none"> Embed the EYFS lead teacher role into school. Ensure new EYFS lead is included in relevant areas of school improvement. 	Headteacher Costs Staff time	November 2021	<ul style="list-style-type: none"> EYFS staff are planned into school improvement and are aware of their required contributions. EYFS staff share a clear and ambitious school vision for providing an exceptional quality of foundation education realised through strong, shared values, leadership, policies, and practice.
<ul style="list-style-type: none"> New EYFS lead included in annual appraisal to discuss training needs and ensure opportunities for discussion around roles. EYFS lead included in regular opportunities for any coaching and mentoring meetings. 	Headteacher + EYFS Lead Costs - any essential training costs	October 2021	<ul style="list-style-type: none"> EYFS lead feels valued and supported within her new role. EYFS department has a strong leadership structure and pupil outcomes are strengthened. Early years planned into school improvement and lead staff are aware of their required contributions.
<ul style="list-style-type: none"> Extend sessions of EYFS Stay & Play sessions to monthly meets. Work with other providers to develop an inclusive Stay & Play to involve visits to other settings. Establish nursery provision through increased publicity and provision. Work with LA Inclusion service to identify nursery pupils who would benefit from provision. Promote specialist Deaf support services across different multi-agency settings. Update fliers and information to share with external networks and multi-agencies. 	EYFS Lead + SLT Costs - travel & transport		<ul style="list-style-type: none"> Raised profile of RCPS EYFS provision. Increased pupil numbers accessing RCPS EYFS provision. Improved financial stability. Improved access to EY specialist provision (SLCN/Hi) for a wider range of Lancashire children. Support in place for families and access to information around school options and SEND opportunities, including EHCP assessment. Profile of school raised with Inclusion service - potential for growth identified and supported by LA. Potential to retain experienced, specialist staff and best use of school's resources to generate income.
<ul style="list-style-type: none"> Work with local publicity & social media platforms to publicise RCPS provision in a + way. Work with nominated governor on a regular basis to maintain a high profile. Advertise Virtual activity sessions and Nursery on NDCS FB page. 	Nominated Governor + SLT Costs - publicity charges		<ul style="list-style-type: none"> Raise profile of EYFS / school provision across a wider audience. Lessen dependency on LA support for pupil places - direct line to families who may otherwise not learn of RCPS specialist provision. Increase pupil places - sustain financial stability / sustainability.
QUALITY OF EDUCATION			
<ul style="list-style-type: none"> EYFS lead to embed new EYFS framework into daily teaching and learning across EYFS. EYFS lead to mentor new and experienced staff on the new EYFS framework. Strengthen the newly established EYFS team class meetings through appraisal discussions, training opportunities and weekly class meetings. EYFS lead to promote collaborative working. 	EYFS lead Costs - EYFS time	December 2021 then ongoing throughout the year.	<ul style="list-style-type: none"> EYFS staff share a clear and ambitious school vision for providing an exceptional quality of education to all our pupils realised through strong, shared values, leadership, policies, and practice. All staff are aware of their individual roles and responsibilities. School continues to build upon the effective team within the EYFS. Staff feel valued and supported within the new team.

<ul style="list-style-type: none"> EYFS teacher to review EYFS curriculum planning ensuring planned content meets the needs of the current cohort. Further increase the proportion of outstanding Early Years teaching through: <ul style="list-style-type: none"> Training through staff meetings, INSET, peer coaching to build understanding of what good and outstanding looks like. Regular focused learning walks to take place. Follow up - feedback to include guidance and coaching to support personal/whole school development. Lesson observations as part of the annual cycle of performance management and ongoing SLT monitoring. Learning Journeys and planning monitoring. 	EYFS lead Costs - EYFS time SLT Costs - SLT/Governor time		<ul style="list-style-type: none"> Improve pupil outcomes in EYFS. The EYFS curriculum is strengthened, ensuring all EYFS Deaf pupils have access to a broad and balanced EYFS curriculum that is adapted in pace and delivery to meet all their needs, including language and communication.
<ul style="list-style-type: none"> Re-establish effective transition into the EYFS department through: <ul style="list-style-type: none"> Review policy & procedures. Establish a checklist protocol in association with EYFS lead + Parent Governor Key information to be communicated with parents, carers, and pupils prior to the start of the academic year. 	Headteacher + EYFS Lead + Parent Governor Costs - staff/Governor time	Spring 2021	<ul style="list-style-type: none"> Shared knowledge of pupils ensures smooth transitions. School develops positive early relationships with parents. There is improved provision in preparation for the new intake. Positive feedback from new families in summer 2022.
BEHAVIOUR & ATTITUDES			
<ul style="list-style-type: none"> Embed new procedures, policies and ethos around the positive management and support for pupils whose behaviours challenge Embed role of Behaviour Champion across school. Training through staff meetings, INSET and briefings to build understanding. Monitor all incident of challenging behaviour to ensure that newly established procedures have been adhered to. Providing coaching and mentoring conversations for those areas which require further improvement. 	SENCo + Behaviour Champion Costs - training as needed	Autumn 2021	<ul style="list-style-type: none"> Effective support is provided to all staff & pupils to manage behaviours and attitudes All staff are routinely updated in relation of behaviour as appropriate. Attitudes and behaviours towards learning remain positive.
PERSONAL DEVELOPMENT			
<ul style="list-style-type: none"> Key workers allocated to individual EYFS pupils to develop: <ul style="list-style-type: none"> communication with families assessment ease workload 	EYFS lead Costs - Staff time	November 2021	<ul style="list-style-type: none"> Continuity of communication established with families Positive relationships built with families and pupils Accurate assessments completed in class
<ul style="list-style-type: none"> Independence training through personal hygiene routines Attendance at school events 	EYFS lead Costs - Staff time	November 2021	<ul style="list-style-type: none"> EYFS pupils achieve across Physical & PSED areas of learning. High behaviour expectations of all pupils encouraged.
<ul style="list-style-type: none"> Establish intervention programmes of speech and language through class planning and continuous provision. Establish intervention programmes of BSL/SSE through class planning and continuous provision. 	EYFS lead Costs - Staff time	November 2021	<ul style="list-style-type: none"> EYFS pupils develop effective communication to better express their thoughts, feelings, and ideas.