Complex Special Educational Needs Information Report 2022 - 2023

Royal School for the Deaf Derby (RSDD) is a non-maintained residential special school for children and young people who are deaf. We have a child centred approach with personalised programmes to meet individual needs. Weekly or part-time residential placements are available to young people from a nationwide catchment area. All children and young people have an Education Health Care Plan and there are approximately 103 on roll aged between 3 and 19.

The broad range of subjects offered is delivered by highly trained staff using an individualised approach tailored to the language profiles of each child. An Audiologist and Speech and Language Therapists, who specialise in working with deaf children, provide expert support. The Health Centre provides a comprehensive support service to children and young people and a Complex Needs Co-ordinator provides additional input where the needs of the child require this.

Vision and Values

Our vision for children and young people at Royal School for the Deaf Derby

- To have confidence in developing their own deaf identity and their sense of belonging.
- To feel safe, happy and cared for in an environment where all children are listened to, can express their views and are understood whatever their preferred communication.
- To be challenged to achieve their best through excellent teaching, a comprehensive curriculum and a wide variety of experiences from Early Years to 16 Plus.
- To work in an environment that encourages lifelong learning, and equips our children and young people with the tools and skills to achieve.
- To be tolerant and inclusive, so all children and young people are able to build effective relationships based on empathy, friendship and respect.
- To have excellent access to communication support.

We promote the following values for children and young people at Royal School for the Deaf Derby

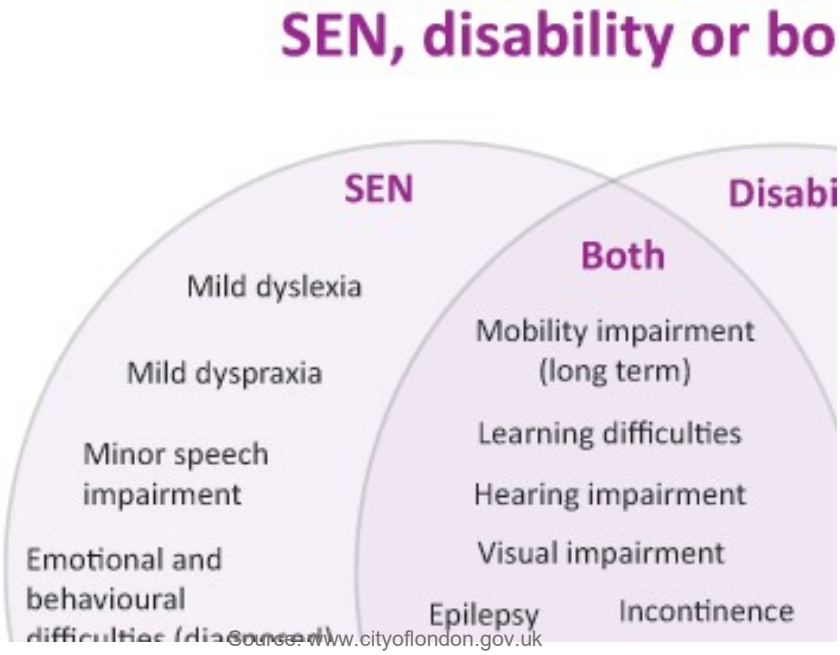
- To have a 'can do' attitude to achieve to their potential with positive deaf and hearing role models.
- To understand, respect and promote British Values and culture within the school and wider community.
- To feel comfortable, safe and happy within both school and residence.
- To enjoy and thrive in a school rich in cultures, languages and experiences.
- To make sure all children and young people have the opportunity to become responsible adults and leave ready to enjoy the challenges of life beyond school.

Definition of Complex Special Educational Needs and Disability (SEND)

SEND = Special Educational Needs and / or Disability.
CSEND = Complex Special Educational Needs and / or Disability.
The SEND Code of Practice 0-25 yrs. 2015 states that 'A student has SEND where their learning difficulty or disability calls for special educational provision, that is different from, or additional to that normally available to children and young people of the same age.'

At RSDD, children and young people are considered to have complex special needs in addition to deafness if they have greater difficulty learning than others of the same age, or

require additional resources or adaptations to be made to the physical environment to facilitate inclusive learning. The diagram shows issues categorised as Special Educational Needs (SEN), those that are disabilities and those issues that are in both categories:



Provision

On entry to RSDD each child and young person's level of SEND is assessed in order to ensure continuity of learning from Primary school, Secondary School and Post 16, or transference from another school setting.

As a result, the information will

- shape the child and young person's curriculum and pastoral provision
- identify the child and young person's particular needs that require support and identify intervention strategies
- ensure on-going monitoring provides regular feedback on achievements/ experiences
- ensure children and young people have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- involve children and young people in planning/agreeing their own targets where appropriate
- involve parents in a joint home-school learning approach

There are four identified areas of need at RSDD

- Communication & Interaction
- Sensory and/or Physical Needs
- Cognition & Learning
- Social. Emotional & Mental Health

How are children with medical conditions supported?

We have a Health Centre policy regarding the administration and management of medicines on the school site. Individual Health Care Plans are in place for individual pupils as required. Staff across the school and residence are trained in medical support at a level appropriate to their role.

Who is the best person to talk to about my child's learning?

The **class teacher and/or tutor** has responsibility for

- Checking the progress of your child
- Identifying, planning and delivering the differentiated curriculum for your child

- Personalised teaching and learning for your child
- Ensuring that the SEND Policy is followed.

The school has a **SEND governor** who monitors the welfare and progress for children and young people with additional needs.
RSDD has a **Complex Special Educational needs and Disability Lead (CSEND)** – Louise White louise.white@rsdd.org.uk. She coordinates all the support for your child and provides specialist support where needed to ensure that your child makes the best possible progress. She works alongside teachers and Deputy Headteacher of Achievement to ensure that your child and young person's EHCP objectives are reviewed on a regular basis. Annual child centred meetings are held to discuss the progress that your child and young person is making and what provision is required to ensure positive outcomes are reached.
CSEND Lead, together with the Deputy Headteacher of Achievement and governors, develop and review the SEND Policy.
If you have a concern around safeguarding please contact a member of the Safeguarding Team - safeguarding@rsdd.org.uk

How are children and young people with SEND supported at RSDD?

- Assessment on entry to RSDD. Outside agencies may be involved.
- Planning activities to meet the needs of the pupil.
- Interventions and support.
- Reviewing effectiveness of interventions and support.

We aim to work with the child and young person and parents / carers in this process.

What are the different types of support available?

Teachers and Educational Assistants have the highest possible expectations for your child and young person.
The quality of teaching and learning is reviewed regularly to ensure that the highest possible standards are achieved. There is a training programme in place to improve teaching and learning including SEND issues.

- Teachers adapt planning to support individual needs.
- Teachers use a variety of teaching styles to enable all ranges of pupils to access the curriculum.
- Pupils are taught in small groups and 1:1 tuition with personalised timetables for identified children and young people.
- Children and young people are fully involved in learning in class.
- Visual timetables are used where needed.
- Teachers and support staff work together to ensure there is targeted support according to your child and young person's needs.
- Teachers and Education Assistants have specialist skills knowledge and continuously seek to improve own learning through participation in courses and qualifications such as Teacher of the Deaf (ToD), Level 3 Teaching Assistant qualification and Level 3 BSL.
- Outside agencies are sometimes involved e.g. Educational Psychologists. Professionals may work directly with you and your child and make recommendations on support strategies to be used at home and in school.
- RSDD site has wheelchair access to all parts of the school, disabled toilets and parking, yellow marked pathways for partially sighted children and young people, ramps, handrails, and easy access for taxis/other transport with good outside lighting.
- Staff trained at RSDD as PROACT-SCIPr-UK® trainers – a proactive approach to learning and behaviour
- Comprehensive and personalised Individual Support Plans (ISP), Risk Assessments, and Intervention Plans.
- Using differentiated resources including a range of IT support packages.
- Use of off site providers.
- Communication preferences e.g. BSL, SSE and Signed English.
- RSDD maintains contact with support services in Children and Young People's Services

- National Deaf CAMHS.
- Educational Welfare Service.
- Educational Psychologist.
- Occupational Health Service.
- Speech and Language Therapists, Audiologist and medical agencies.
- Community Health Service.
- Complex Behaviour Team
- Family support and safeguarding.
- Art therapists.
- Luminate Careers
- STePS (Specialist Teaching and Psychology Service)

How can parents / carers support their child and young person?

We aim to work in partnership with parents and carers. We do so by

- Keeping parents and carers informed and giving support during assessment and any related intervention or provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child or young person's education.
- Making parents and carers feel welcome.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child or young person may be having or other needs the child or young person may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child or young person agree targets.
- Keeping close contact with teachers or tutor.
- Sharing ideas.
- Discussing your child or young person's targets and how these skills can be practised.

How do we measure a child's progress?

Progress is reviewed each term but small steps of measurement are reviewed continually. These may be end of term topics and assessments. The CSEND Lead will monitor progress alongside the Deputy Headteacher Achievement. The Headteacher and Deputy Headteacher Achievement regularly feedsback to governors on progression.
We also have parent / carer evenings and parent / carer forums.
If you have any concerns about your child or young person's progress, you should initially talk to the teacher or tutor. You can email, phone or have face to face meetings where appropriate. If it is deemed necessary additional meetings can also be set up. If you feel that your child or young person has an unmet special educational need, after speaking to staff, you can contact the Headteacher.

Education, Health Care Plans (EHC Plans)

All pupils at RSDD have an Education, Health and Care Plan. The plans can be issued to pupils between the ages of 0-25 years and allows professionals from Education, Health and Care along with Parents to consider the needs of the child and young person and their desired outcomes. An EHC Plan will include details of:

- Longer-term outcomes set in the EHC Plan
- Shorter term outcomes, established through parental/pupil consultation and implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

How are EHC Plans reviewed?

EHC Plans must be reviewed annually with parents/carers and children and young people if appropriate. In addition EHC plans are reviewed 3 times a year by teaching staff. The Deputy Headteacher of Achievement will organise these reviews and invite

- The pupil's parent/carers
- The pupil if appropriate
- The relevant teacher
- A representative of the LA
- Any other person the LA considers appropriate
- Any other person the Headteacher/Deputy Headteacher of Achievement considers appropriate

The aim of the review will be to

- Assess the pupil's progress in relation to the EHC plan outcomes
- Review the provision made to meet the child and young person's needs as identified in the EHC Plan
- Consider the appropriateness of the existing EHC Plan in relation to the child or young person's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new outcomes for the coming year
- Give parents further opportunity to liaise with school.

Within the time limits set out in the SEND Code of Practice 2015, RSDD will complete the annual review forms and send them, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHC Plan.

How does my child or young person become involved in their support?

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice, 2015). Where appropriate all children and young people are involved in monitoring and reviewing their progress. We endeavour to fully involve all children and young people by encouraging them to

- State their views about their education and learning.
- Identify their own needs.
- Share in individual target setting across the curriculum.
- Involvement in school council.
- Answer questionnaires accessible to their need.

What support is there for my child or young person's over all wellbeing?

The health and wellbeing of all children and young people is of paramount importance and is monitored carefully.

There is an in-depth PSHE curriculum that aims to provide children and young people with skills, knowledge and understanding that enhances the child or young person's emotional, social, independence and wellbeing.

We have a dedicated Wellbeing team who deliver wellbeing sessions within the curriculum and which is overseen by our Wellbeing Lead Lucy Noble lucy.noble@rsdd.org.uk. There is also a programme in place with therapists who work with groups and individuals to promote healthy lifestyles in terms of well-being.

There is a reward system in school. Children and young people are divided into four houses which have peers who will support and nurture.

We have a Deputy Headteacher for Care and Guidance. neil.gorse@rsdd.org.uk

Further support for your child

National Deaf Children's Society
Umbrella

Disability Direct
Autism Education Trust

How is our school accessible to children with SEND?

- The school is mainly one level with a lift where the school has a second level.
- RSDD site has wheelchair access to all parts of the school, disabled toilets and parking, yellow marked pathways for partially sighted pupils, ramps, handrails, and easy access for taxis/other transport with good outside lighting.
- There is a school Health Lead on site.
- There is an Audiologist and Speech and Language therapists on site.

How will a child be supported through transition?

Rapid change can lead to insecurity and anxiety and/or stress. Children or young people with heightened anxiety and/or stress may become withdrawn and unresponsive or demonstrate inappropriate behaviour. Both extremes can inhibit learning. Bespoke transition plans are put into place at each stage. See our Transition Planning document.
Our transition programme aims to:

- Promote the smooth transition of pupils to each new setting.
- Prevent and alleviate stress and or anxiety.
- Promote the continuity of teaching and learning.
- Prepare for independence.
- Give impartial advice and guidance through Luminate Careers
- Address issues of planning and assessment as well as whole class organisation and teaching styles
- Prepare pupils for the next stage of their education and beyond as far as possible.

What do I do if I want to complain?

Our school has a Complaints Policy which can be found on our website. If you wish to complain, we always suggest that you come and talk with us first to try and resolve any issues.

See also

- Complaints Policy
- Diversity, Equality and Accessibility Plan
- Safeguarding Policy
- Health Centre Policy
- SEND Policy
- Transition Planning document
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Achieving More Together