



# STATEMENT OF PURPOSE



Royal School  
for the Deaf Derby



A guide to the Residential Care at  
Royal School for the Deaf Derby for  
Parents/Carers and Professionals

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This Statement of Purpose is produced by Royal School for the Deaf Derby (RSDD) and relates to the Residential provision of the school. It relates to the academic year 2024-25 and will be renewed and updated at the end of the academic year.

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## Welcome to Royal School for the Deaf Derby

This Statement of Purpose is produced by Royal School for the Deaf Derby (RSDD) and relates to the Residential provision of the school.

*“RSDD is a real home from home where the children and young people are looked after by our care staff who are extremely experienced in working with young people.*

*We work closely with parents and professionals, so we have a shared understanding of the best way to support everyone. We are proud of our residents, proud of our team and proud of how we all work together to support the care and education in our outstanding provision.”*

*Maria Banks, Lead for Residence*



*“RSDD is a Residential Special School for young people 3-19 years old. Currently, we have residents from the primary, secondary and Post-16 areas of our school. Our residents all have EHCPs (education, health, and care plans) and permanent severe to profound hearing loss. The focus for us here at RSDD is to ensure that each young person fulfils their potential and they become fully independent young people who can add value to their communities. We work in partnership with the education day staff, and the highly specialised therapeutic and audiology team we have on site.”* Kam Banga, Deputy Headteacher (Care and Guidance)



*“One of the most important decisions a parent, guardian or social worker has to make is to decide on a residential provision for a child. We hope that this Statement of Purpose will give you all the information you need to help you support your decisions. I also know that paperwork and photos can sometimes only capture a small part of what life is like in a residential provision. We are always happy to welcome visitors and potential residents to have a look for themselves and see our caring, nurturing and homely residence.”*

*Paul Burrows, Headteacher*



## Statement of Purpose Residence Provision Overview

This Statement of Purpose is produced by Royal School for the Deaf Derby (RSDD) and relates to the Residential provision of the school.

This statement sets out the aims and objectives of the Residence and provides children, parents, and others with information on how the Residence is organised and managed. Within this document, references are made to RSDD's 'Policies and Procedures' and the 'National Minimum Standards for Special Schools,' which must be read in conjunction with this statement. Policies, procedures, and guiding principles are readily available to view on Royal School for the Deaf's website. A child-friendly version of this statement can be found on the RSDD website in BSL (British Sign Language).

Royal School for the Deaf Derby (RSDD) is a non-maintained day and special residential school with a nationwide catchment area. The capacity of the school is 140 children and young people, with a Residence capacity of 37 children and young people. All pupils have Education and Health Care Plans where the school is identified on this plan.

RSDD is a unique provider of day and weekly boarding (4 nights or part-time placements by request) for Deaf children and young people aged 3–19. We deliver literacy, numeracy and all curriculum areas in both British Sign Language and English tailoring our approach to the individual communication profiles of children and young people. We are a signing and speaking community where the languages and cultures of both Deaf and Hearing people are valued equally. We promote a powerful sense of identity and independence and prepare children and young people for further or higher education and/or the world of work.

We offer 38-week educational residence placements and respite care for school children who attend RSDD and Post 16 provisions, providing a warm, caring, supportive, safe, secure and non-oppressive environment that appreciates and develops the characteristics of a child's or young person's race, gender, ability and religion together with their likes and dislikes, dietary needs, cultural, religious, social, emotional, medical and physical needs.

We encourage parents, carers and those funding the placements of children and young people to visit our school and experience the breadth of our provision. We offer free assessments for prospective pupils and a one-term placement as an extended assessment where necessary.

Throughout this document we will use the term CYP to refer to Children and Young People to capture the full breadth of our residential provision

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## What are we trying to achieve for our CYP?

### 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 can 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 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.

### Our Aims and Objectives

All residential care provided will conform to the requirements of the Children Act 1989 and 2004 (amended), Children and Social Work Act 2014 and the National Minimum Standards for Special Schools. It is intended that each CYP will have a Residential Placement & Care Plan which will outline the care and support that will be provided by the Residential Team and enable each CYP to develop skills and maximise their potential through participation in a range of activities in a stimulating, positive and safe environment.

*"Children make good progress from their initial starting points. They are supported and encouraged to select the targets they wish to work towards in relation to independent living skills. Targets are carefully tracked through a skills-review system."* **OFSTED 2023**



## **What culture we are trying to create around our CYP?**

We are a proud and particularly important part of the deaf culture in Derby and across the UK. We work hard to encourage deaf identity and have numerous deaf role models within the staff team. We develop independence and deaf awareness skills within our CYP so that they can fully participate in and contribute to society.

### **Ethos and Culture**

The ethos and culture of the Residence are founded in child-centred practice, which promotes the development of meaningful relationships between staff and children based on core values of mutual respect and good parenting. Respect is given to the values of privacy, dignity, independence, choice, rights, and fulfilment. All staff are encouraged to have an active awareness of each child's gender, racial, cultural, religious, and dietary needs, and all children will receive sensitivity in practice, especially when dealing with personal issues. Information about children accommodated within Residence will remain confidential and will not, therefore, be disclosed to another; except when required or permitted by the law. All staff will actively promote family contact as appropriate and as agreed in the children's individual Residential Placement & Care Plans. Through the work of the Residence, Trustees, Governors and Staff teams, everyone is committed to maximising the quality of life provided for the children living at times away from their homes. Our fundamental values and principles focus on the five core values, which are; Being Healthy, Staying Safe, Enjoying and Achieving, Making a Positive Contribution and Achieving Economic Wellbeing.

### **Team Ethos**

Staff at RSDD are committed to promoting positive outcomes for children and young people accessing the Residence provision. Partnerships working with schools, parents, placing authorities and carers guarantee that our young people have full access to a range of support, resources, and the local community. Our aim is to empower our young people to be independent, make informed decisions about their lives, take responsibility, and participate fully in all aspects of their care. Residence encourages children and young people to maintain and develop healthy and supportive relationships with their parents, carers, relatives, and friends subject only to any restrictions from their placing authorities, those with Parental Responsibility for a child and any Court Orders.

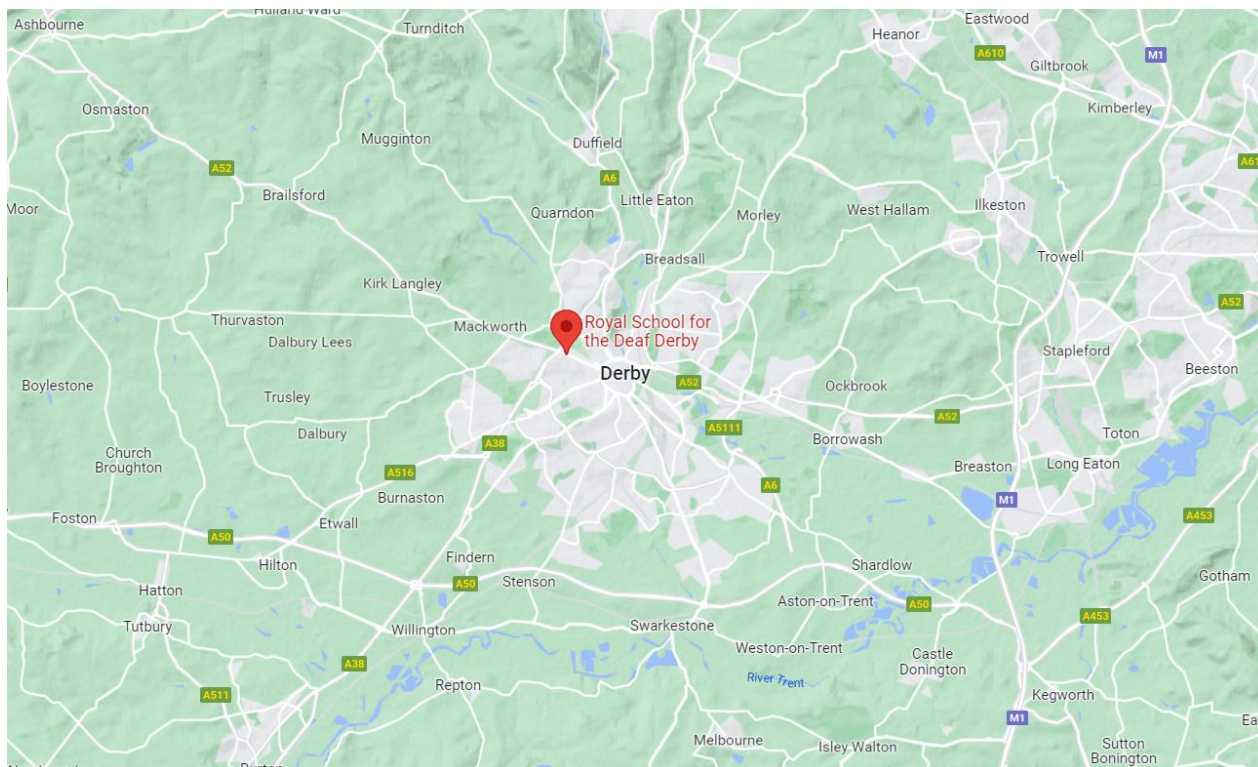
Contact details are included within a child's Residential Placement & Care Plan, and children can communicate with friends and family via letters, visits, emails, WhatsApp and, where appropriate, telephone calls.

### **Equal Opportunities**

We are an inclusive community committed to meeting and exceeding our obligations to promote equality and value diversity. Robust policies, attitudes and practices are in place to eliminate discrimination, harassment, and victimisation to ensure every child and young person is treated with dignity, care, and respect. Equality of opportunity for all, between and amongst children and young people who share or have different characteristics, is a crucial aim for holistic inclusion for all.

## Location and Admissions

RSDD is situated on the edge of Derby. The site is approximately 10 acres and includes a playing field, sports hall, attractive grounds, School, and Residence buildings. The school is within walking distance of Derby town centre, which has a large shopping centre, swimming pool, sports centres, cinemas, theatres, places of worship, museums, a railway and bus station and restaurants etc. Locally there are also youth clubs, dance classes, football teams and drama groups. There are potentially three Residence accommodations on the grounds of RSDD; Morris House, Lydia House and Friar Gate House. They are not all in use, depending upon numbers of residential students.



### Admission

Residence provides planned residential care for termly boarders who attend RSDD only and respite care for School pupils as planned with the Local authority.

We offer free two-day assessment for students prior to an offer of a school/Residence placement, and *an assessments period for pupils to ensure we can meet the needs of children and young people.*

Care is provided for children and young people of all genders whilst at RSDD up to their 19<sup>th</sup> birthday. However, RSDD will consider an extension of school arrangements beyond a young person's 19th birthday if;

- agreed in advance by the Department of Education
- a full Risk Assessment has been carried out; and is part of a clear transitional plan.

Planned and Emergency provisions for any child or young person at RSDD will be considered after fulfilling three specific criteria: There is a clear service requirement;

- Residence will be able to respond to the needs of the young person
- The child or young person being admitted will not impact negatively on the other children and young people already accommodated.
- The needs of all children and young people accommodated in Residence will be fully assessed prior to admission and will be based on a planning meeting/review decision.

A planned introduction will take place unless a referral comes via an emergency or a crisis referral.



Referrals are in connection with a request for an educational placement at RSDD School. All referrals are assessed by the Senior Manager of the School. All possible care is taken to ensure that the children accommodated in Residence placement needs can be met in line with their Education, Health Care Plan (EHCP).

In respect of all admissions, the assessment and approval process will always consider the needs of any new child concerned and the likely effects of his/her admissions upon the existing group of residents. This 'best-fit' matching for all children ensures that no one child admitted presents a known significant risk likely to compromise the safety or developmental opportunities of any other.

RSDD aims, where possible, to follow a model of admission that:

- informs the child or young person concerned, along with any person with parental responsibility of the pre-admission assessment;
- considers all information provided by placing authorities and parents involved with the child or young person;
- provide opportunities for the child and young persons to visit the Residence.
- meets the requirements of the Child and Young person's EHCP.

For young people over the age of 18, their permission will be sort before any information is shared with others who are non-professionals.

## Transport

Transport to and from the Royal School for the Deaf is the responsibility of the sponsoring authority, and parents/carers should liaise with their Local Authority as RSDD can make no changes for safety reasons.



## How do we know our Provision is the 'best' for our CYP?

### Resident Voice

All children within the Residence will be actively encouraged to become involved in making decisions about the day-to-day routines and practices within the Residence.

RSDD recognises the value of creating opportunities for children and young people to develop by promoting participation in cultural activities, sports, recreation, and decision-making. CYP are actively encouraged and supported to influence their care and the way the Residence is run. No child or young person is assumed to be unable to communicate their views or participate in decision-making. All children and young people will be given the opportunity to actively engage in and influence the planning and delivery of a wide variety of leisure activities and access to appropriate opportunities, sometimes involving calculated risk.

All children and young people will also be encouraged to form part of the interview process for new staff.

CYP are consulted and encouraged to participate in several ways. Residence children and young people meetings are regularly held in each house. By engaging the children in discussion and decision-making about activities or developments within the houses, the children and young people can gain an understanding of cost and choice. All residence students are invited to council meetings which are held every half term. These meetings give all children and young people a chance to be heard and look at all areas of Residence Life, including communication between houses, concerns, changes, upcoming events, and anything else which arises. These discuss what is going well and what could be better.

Decoration and colour schemes are discussed with the children and young people to reach an agreed choice which makes the home environment comfortable for all.



### Parent/carer/staff communication

Parents and carers are encouraged to keep in regular contact with their children at the school, and young people can contact parents, carers, or independent people at any time. We have a range of facilities to enable this, including WhatsApp, text, and telephone. Residential staff will contact parents/carers once a week, as a minimum, to inform them of how their child/young person has been throughout the week.

## Complaints

We endure to provide a friendly and safe environment in which children and young people will thrive to achieve their potential academically and socially. However, we recognise that sometimes things can go wrong, and parents and carers may need to make a complaint or raise concerns they have with Residence and the School.

We strongly believe that there will be effective communication between parents/carers and key staff who work with their child or young people, such as class teachers and care staff and so minor concerns can be sorted out quickly.

All children and young people at Royal School for the Deaf Derby have a right to expect that we will try to provide the best possible service for them. For a whole variety of reasons, things can sometimes go wrong. Wherever possible, we want to put things right and try to prevent the same type of problem from arising again.

Sometimes young people and their families feel uncomfortable about complaining, but it is only by letting us know that we can attempt to put things right.

There will be no reprisals against any pupil or the young person making a complaint.

## Community

As part of our community partnerships, pupils have links with local, national, and international communities, for example, performances by our Signing Choirs and links with European Schools for Deaf Children. These links help us maintain and share best practice across a range of settings.

## Inspections, Independent Visitors, and the Independent person

OFSTED complete an annual inspection of the Residence Provision.

Governors complete half-termly inspection of the Residence Provision

The Independent Visitor complete a half-termly inspection of the Residence provision. The first and last inspections are full inspections, and in between will focus on identified areas.

The students have an Independent Person who visits regularly; they are contactable via text, WhatsApp, or email. The Independent Person is an advocate for the children and young people within the Residence.

*"Children benefit from exceptionally good relationships with staff, who know them incredibly well. The staff are highly skilled. They nurture the children and provide emotional warmth. Staff are excellent role models for the children. Their interactions with each other and the children create a calm atmosphere. The children are happy, settled and secure."*

**OFSTED 2024**

## How do we promote High Standards of Behaviour and Safety?

### Behaviour

Residence understands that rewards can be more effective than punishment in motivating children and young people, and RSDD is committed to promoting and rewarding good behaviour.

We have an effective Behaviour Management Policy in place, which all children and young people, and staff are familiar with.

Behaviour management and risk assessment feature prominently in our 'toolkit' for managing behaviour.

From time to time, behaviours will be displayed that are unacceptable. It is widely understood by staff that these behaviours can be attributable to the children and young people's past, their upbringing, or their inclusion needs. The Residence will make reasonable adjustments for managing behaviour which is related to a young person's individual support needs. In accordance with our Behaviour Management Policy, Residence staff use techniques for managing children's behaviour based on rewarding positive behaviour and avoiding disciplinary measures in reaction to negative behaviour(s) so that children and young people can understand and learn from their mistakes.

RSDD uses only approved reasonable and fair sanctions as a means of discipline. Staff receive training on promoting good behaviour within the Residence and the appropriate use of sanctions.

Any use of restraint by staff will be reasonable, proportionate, and lawful. Restraint will be used in exceptional circumstances and only when immediately necessary and for the minimum time necessary to prevent a child or young person from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property, including their own

Restraint is never used as a punishment. Where restraint is used by staff, this is recorded in writing and children, or young person are given the opportunity to be examined by a health professional. Children and young people's views are sought after any restraint.

### Countering Bullying

Bullying is not tolerated within RSDD. Staff, children, and young people understand that bullying is not acceptable. RSDD strives to maintain a positive and supportive culture among all young people and staff throughout the school, which includes Residence. RSDD operates a countering bullying policy (guidance and practice principles) which works in conjunction with the Schools Anti-Bully Policy, which has procedures designed to support resident children if they encounter bullying problems.

Staff are trained to recognise and deal with any indications of bullying and are proactive in intervening positively

### Supervision of CYP

All members of staff have a duty of care to children and young people within the Residence and the School. This duty includes keeping children safe and maintaining appropriate behaviour for children and young people throughout the day. The nature and degree of supervision will vary according to the age and abilities of children and young people, together with the nature of the activity in which they are participating.

RSDD recognises that not only the level of supervision but also the qualifications, experience, and characteristics of those who supervise benefit the social, emotional, and educational progress of children and young people.

### Safeguarding and Welfare

Safeguarding students' welfare is our highest priority underpinning all School and Residence life. RSDD work with a range of agencies and partners to safeguard children and young people, promote their welfare, and ensure they have the knowledge and support to keep themselves safe and continue to develop healthily. RSDD have an experienced welfare team, including the DSL (Designated Safeguarding Lead) for the school. It also employs a Behaviour and Attendance Lead, Welfare and Safeguarding Lead, Health Lead, a SALTs team, an Audiologist as well as RSDD commissioning two Art therapists to provide early support to children and young people. RSDD also works with outside agencies such as Social workers and Social Care, Local Children's Safeguarding Partnerships, Police, and health services.

Children and young people in Residence are also identified with a named Keyworker, who meets them regularly to discuss life at RSDD.

Ofsted Welfare carries out annual inspections. An identified Independent Person and Governors from the Pupil Welfare Committee carry out announced and unannounced inspections each half-term.

Children and young people have easy access to Independent Visitors who visit regularly and can be contacted by phone or email.

We encourage all our young people and their families to tell us about any concerns or anxieties they may have, and RSDD will try its best to resolve them through both informal and formal complaint procedures.

“Staff have regular one-to-one and group discussions with children, who are able to communicate their views, wishes and feelings, and staff respond to these without delay. Children feel able to talk about their problems and staff feel able to instigate difficult conversations with children to explore issues sensitively.”

**OFSTED 2024**

## How do we Look after the Health Needs of our CYP?

All CYP will be given the same opportunities for Recreational, Sporting and Cultural Activities. RSDD, through the School, Health professionals and other links with Deaf services, have developed good working relationships, which has facilitated a comprehensive referral and recording system for supporting the mental health needs of our children with our own in-house therapist and NDCAMHS (National Deaf Children and Adolescent Mental Health Service).

As part of the admissions process, Staff in Residence, in partnership with parents and others, ensures that each resident child and young person is registered with a GP, which can be with our local GP or at home. Details are held confidentially and recorded in children's files. As part of the admissions process, those who have parental responsibility for the child are required to provide consent for emergency medical treatment and the administration of medication. Thereafter, decisions regarding administering or consenting to emergency medical treatment will be taken after consultation with medical professionals, senior managers, and those with parental responsibility.

All medication is stored in a locked cabinet in accordance with the Medication Regulations and the Misuse of Drugs Act Regulations 1973. It is also recorded on individual medical records. All residence staff are trained in administering and recording medications.

RSDD support and assess all young people on their ability to become independent in understanding their health needs and, where possible, self-medicate.

Children and young people are encouraged to maintain a healthy diet and to participate in activities that encourage exercise

Cultural and medical dietary needs are incorporated into Residential Placement & Care Plans. Regular meetings are held with children and young people, staff, and other professionals to discuss issues affecting people's health. Typically, this may include personal hygiene, diet, smoking, alcohol, drug and solvent misuse, personal safety, and general health.

All children and young people are actively discouraged from smoking. Smoking is not permitted within the RSDD site, and then only children and young people over the age of 18 may be permitted to smoke. Staff are not permitted to smoke anywhere on the school site or in front of children at any time or to provide any assistance for children and young people to smoke.

*"Children have a wide range of opportunities to engage in activities and to develop independence skills. They also build an increased sense of identity, belonging and being part of their own community. This reduces the isolation they experience in other settings."* **OFSTED 2024**



## How do we link with the education of the CYP?

The residence buildings share the same site as the education day buildings, so it is a short walk between the two. This means communication between the staff happens frequently and quickly. There is an electronic daily log on Microsoft Teams to share anything that has happened each day/night.

Residence works closely with the school to support a broad and balanced curriculum leading to a range of nationally accredited qualifications, i.e. GCSE, A Level, ASDAN, BTEC and Entry Levels. It follows the National Curriculum in Key Stages 1-3 before allowing option choices to the students for them to deepen their learning in certain subjects. At Post 16, most students are on an accredited college programme for part of their week. We develop skills in BSL and English, which are taught and assessed formally and rigorously monitored. Homework and reading from the school are completed in the early evening.

Teaching and learning are highly adapted and differentiated to meet the needs of individual children and young people through a range of strategies, including personalised timetables, education and behaviour plans, independence targets, communication profiles and other programmes to prepare them for transition to the next phase in their education and life.

Post-16 students attend off-campus providers facilitated by transition support communicators and follow a programme of their choice, accessing the opportunities and experiences available to all young people. On campus, subject specialist Teachers of the Deaf deliver all other subjects, including GCSE, Key Skills, and Skills for Life and provide 1:1 tutorials, structured self-study, and homework sessions. In addition, students enjoy and achieve in the Duke of Edinburgh's Award and Driving Theory.

Identified primary and secondary pupils attend mainstream schools and colleges for part of their curriculum delivery, and the primary department has developed two-way links with local primary schools. Deaf pupils from mainstream schools can attend RSDD for BSL and other options. Students in Y11 and Post 16 undertake periods of work experience.

We promote a positive sense of identity for all pupils and prepare them for the opportunities, responsibilities, and experiences of adult life in both deaf and hearing communities aided by extensive Careers Education Information Advice and Guidance.

*"Children make exceptional progress from their starting points. The education and care staff have a seamless approach to supporting and caring for children. As a result, children are able to flourish and are supported in their aspirations for the future."* **OFSTED 2024**

## Who looks after our CYP?

There is a mixture of Deaf staff with their first language being BSL and hearing staff who receive training in BSL aspiring to Level 3 and further.

All relevant safeguarding training adhering to KCSIE (Keeping Children Safe in Education) 2022/23 is undertaken by staff.

The Residence team have a wealth of experience, having a balance of both Deaf and hearing staff working across the three houses. Morris House, Lydia House, and Friar Gate House.

### Residence Line Management

**Paul Burrows; Headteacher.** Fellow of the Chartered College of Teaching. NPQH. PGCE (secondary). BENG Electronic Engineering. Working towards BSL Level 3

**Kam Banga; Deputy Headteacher (Care and Guidance).** NPQH (2<sup>nd</sup> year). PGCE (secondary). BSc Biological Sciences. Working towards BSL level 1.

**Maria Banks; Lead for Residence.** Level 5 in Leadership and Management, C&G Level 3 Award in Education and Training Working towards BSL level 2.

**Julie Holdsworth; Head of House.** Diploma level 3 Children and Young People; BSL first Language

**Jade Lowe; Head of House.** BA in Deaf Studies; BSL is her first language. Working towards BSL Level 3.

**Meema Ryan; Residence Care worker.** Diploma level 3 Residential Child Care; BSL first Language.

**Angela Moorcroft; Residence Care worker.** Diploma Level 3 Residential Child Care; BSL first Language.

**Barry Clampitt; Residence Care worker.** Diploma Level 3 Residential Child Care; BSL level 6.

**Donna Hankey; Residence Care worker.** Diploma Level 3 Residential Child Care; BSL Level 3.

**Gwen Alnaieb; Residence Night Worker.** Diploma Level 3 Residential Child Care; Working towards BSL Level 2

**Lydia Holt; Residence Care Worker.** Diploma Level 3 Childcare. Working towards BSL level 2.

**John Atkinson Residence Night Worker.** Working towards Diploma Level 3 Residential Child Care; BSL first Language.

Additional staffing from the school support residence daily in the early evening as part of transition between day/care staff. School staff support covering for absent staff too instead of the use of agency/unfamiliar staff.

Evening staffing is arranged to meet the needs of the children and young people.

Residential houses are covered with two evening staff in each house, with an extra member of staff working across both houses. Waking night workers cover both houses whilst children and young people are sleeping and extra staff sleep in each house to be on call through the night.

The Deputy Headteacher of School for Care and Guidance is on call throughout the evening and night when the Residence Lead is unavailable.

## Supervision

All staff are provided with regular supervision in differing formats;

- The Headteacher and Deputy Headteacher of the School meet daily for informal supervision. These are not recorded.
- The Deputy Headteacher of School and Residence Lead meet daily for informal supervision. These are not recorded
- The Headteacher, Deputy Headteacher and Residence Lead meet weekly for informal supervision. These are not recorded.
- All full-time and part-time Residence staff receive half-termly one-to-one Reflective Supervision. All staff can request additional Reflective Supervision. All formal supervision is recorded.
- All staff attend weekly team meetings, and these are recorded. Night staff have handovers and access to the day records.
- All staff receive a yearly training programme which includes regular Safeguarding training and updates.
- All staff receive yearly appraisals.





## How do you contact us?

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Facebook: <https://www.facebook.com/RSDDOfficial>

Twitter: <https://twitter.com/RoyalSchoolDD>

*Patron: Duke of Devonshire, KCVO, CBE, DL*  
*Headteacher: Paul Burrows*  
*Company Reg No 3367515*  
*Registered Office: As above*  
*Registered Charity No. 1062507*

DfE no 831 7023



**Royal School  
for the Deaf Derby**