

**HAGUE SCHOOL
PROVISION FOR DEAF /
PARTIALLY HEARING
CHILDREN**

PROVISION

OUTLINE

2016

PROVISION OUTLINE

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1. Background and purpose of the provision

The provision was set up in September 2003. It is the second such provision in a primary school in Tower Hamlets, the other is at Culloden school.

Who is the provision for?

There is a long continuum relating to hearing and deafness. Along this continuum there is a range of different types and levels of hearing loss spanning from

hearing slight loss mild loss moderate loss severe loss profound
→ → → → →

In general the more significant the hearing loss the bigger the range of effects there may be on a child's development. These result in implications for the types of strategies required. There are the day to day effects but these can also be mixed with long term effects. The latter relate to gaps that may develop in an individual child's development, particularly listening and speech/language and communication skills, owing to reduced experienced or lack of / reduced exposure to sounds and speech/language. If sufficient exposure isn't adequately re-introduced the gaps may become wider and the delay more entrenched. This can significantly hinder a child's learning.

The purpose of this provision is to cater for children for whom the combination of the day to day and long term effects of their hearing loss means that there are sufficient gaps in their development and learning that they require the following:

- regular access to quiet space in order to hear speech patterns more clearly.
- opportunities to develop listening skills.
- regular sessions in quiet conditions with teachers of the deaf to develop delayed communication + language skills to reduce the gap.
- a tight support system within the school to ensure effective curriculum access. This would include the need for pre-lesson and post-lesson teaching by teachers of the deaf and trained teaching assistants.
- all staff to be aware of the needs and appropriate strategies to use with deaf / partially hearing children.
- statement of special educational needs due to the extent of their needs relating to their deafness.

The best fit for the above to happen is in a school such as Hague which has:

- a particular focus on deafness and hearing loss. This is so that a more in-depth understanding within the school can be developed, moving beyond the understanding of the basic strategies for day to day implications level + so that acoustic conditions can be improved gradually within the school
- teachers of the deaf and trained teaching assistants on site. This is so that the amount of liaison and training that is necessary between staff can happen in order to ensure the tightest system of support as appropriate for individual children and so that there is sufficient access to teachers of the deaf.

The provision at Hague is primarily for deaf children who have the potential and are showing the potential to develop their spoken language through use of their residual hearing. Decisions in relation to the assessment of this potential are made by professionals working with the children and parents prior to their entry into Hague. Culloden has the facilities to cater for deaf children who will use British Sign Language as their main form of communication and who will access the curriculum through BSL. Children who are showing this potential are more likely to go there. Deaf / partially hearing children are not necessarily going to fit neatly into these two possibilities and both provisions are aware of overlap and the need to be flexible. The deaf / partially hearing children who come to Hague have statements of special educational needs and the borough's Special Educational Needs Section make the final decision as to whether a child comes to Hague as part of its designated provision. We carry out a needs/intervention analysis which determines the type and the amount of support which each child may receive at any given point in their career at Hague,

2. Underlying principles of the provision

- ❖ We must address the deaf / partially hearing children's particular needs and ensure as much access to the curriculum as possible. In addition, we need to remember the importance of their social / emotional needs and of not place an unacceptable amount of pressure upon them as they move up the school. We are keen to listen to the views of deaf / partially hearing adults as well as the children themselves, particularly in relation to the developing identities of our deaf children.
- ❖ We aim to foster our deaf children's self esteem as we do for all children at Hague, but taking into account the particular issues that may affect them. Through this we also aim to prioritise developing their general independence skills and independence as learners.
- ❖ Our priority at Hague is to ensure high expectations for all and to develop independent learners. We need to continually monitor progress and potential. All should be aware of the possible mismatches within the children as learners (e.g. cognitive level may not be fully reflected yet in linguistic competence) so that a fair picture of them is presented in assessments and adequate support systems set up. We also aim to reduce these mismatches as much as possible.
- ❖ We recognise the importance of opportunities for natural conversation to support the development of the spoken language of our deaf children and incorporate this in our planning for them. Our aim is that each individual child develops their listening and spoken language skills as far as they can in order to access curriculum and social interactions as independently as possible.
- ❖ We also aim to ensure general awareness of the potential cognitive demands placed upon deaf children in relation to the curriculum and their learning. These can relate to many areas, such as listening reading and writing, and can be a result of the long term effects of deafness, particularly on language development. The additional processes that they often have to go through in a learning activity need to be borne in mind, particularly when assessing their progress.
- ❖ Hague school and this provision aim to be inclusive. As part of this the provision prioritises close liaison and dialogue between staff who work with the children.
- ❖ We also aim to liaise closely with the children's parents and to organise regular parents' groups so that they have the opportunity to meet each other.

- ❖ There are two key points of consideration that affect our planning and monitoring of the children: their particular needs relating to their deafness (particularly developing their listening and spoken language skills) and curriculum access. We have developed systems for these and will continue to evaluate the effectiveness of these systems. We are aware of the close links between these two elements and aim to incorporate this awareness into our development of effective systems of monitoring.

- ❖ British Sign Language and use of sign. We acknowledge that BSL is the first language for many deaf people and respect their identity as a distinct minority cultural group. We also acknowledge that BSL and use of sign is sometimes considered to be the natural language of many deaf people along the entire spectrum of degrees of deafness (ie. those with mild, moderate and severe hearing losses) and we wish to incorporate issues around this when addressing the social and emotional needs of our deaf children. We are committed to considering the links between the two within our spoken language approach. We are aware of the challenges that face many deaf young people and adults who may not feel a part of the hearing world or the deaf world. We want to aim to support our deaf children so that they will not feel 'stuck' in the middle of two worlds but will have as much flexibility as possible to move between the two and so that they will ultimately be able to make their own choices with regard to their deaf and hearing identities. We also want them to be confident when they meet their deaf signing peers within this borough as well as when they meet their hearing ones. Therefore, we consider our deaf children's acquisition of BSL as an important part of their development and would like to develop appropriate ways of achieving this within our particular setting. We take a whole school with regards to this. We currently offer signing lessons to all classes within EYFS and KS1 but sometimes KS2 classes may request slots. We are committed to these being delivered by an appropriate Deaf native signer.

3 Systems of support and involvement of all

The provision aims to support inclusion through prioritising and addressing the following:

- Curriculum access. Ensuring effective access to the curriculum for our deaf and partially hearing children.
- Individual Education Plans. To develop our deaf / partially hearing children's listening and spoken language skills that will support and feed into their developing curriculum access.
- Assessment / Monitoring. To ensure that our deaf and partially hearing children are making good progress and that effective assessment and monitoring systems are in place to support this.
- *Support / Involvement of all + Training / Ongoing dialogue*. These are key elements. They are necessary for the above to occur in the best possible way and to ensure cohesion. For the provision to be inclusive we believe it is crucial that everyone in contact with our deaf / partially hearing children (including outside agencies) is as involved with their development as possible. We also aim for everyone to have sufficient understanding and awareness for this to happen. We prioritise the development and maintenance of systems to support this and for training to incorporate opportunities for ongoing dialogue to consolidate and embed specific training sessions relating to deafness issues. We also aim to extend the dialogue to a range of groups of staff and hearing pupils.
- Home/School Liaison. We aim to extend the involvement of all to the parents of our deaf and partially hearing children. Working and close liaison with the parents of deaf / partially hearing children takes on a particular importance as there is a need for as much supportive dialogue and joint work as possible with regard to individual children's development of listening skills, use of hearing aids and spoken language and communication skills out of school as well as in. We also try to offer and maintain a context in which parents can discuss issues, concerns and feelings.

4. Outline of current systems

In order to develop and maintain quality provision for our deaf / partially hearing children we have a rolling programme of an annual review of its key features and identification of new themes to keep it fresh and adaptable to changes that occur.

This outline is reviewed by DPH staff and other key people annually and changed / adapted accordingly. The lead teacher of the deaf then adapts the Outcomes and Guidelines documents as appropriate for the coming year. A subsequent development profile for the provision in conjunction with the school development plan for the coming year is then also written by the lead teacher of the deaf.

Early morning / lunchtime equipment checks + liaison with audiology clinic

- It is important that our deaf and partially hearing children's equipment is working effectively and fully so that they get maximum access to what is said in a variety of school situations. We, therefore, encourage and arrange for them to arrive at school 15-20 minutes early each morning so that a full check of their hearing aids and their hearing aids with their personal Fm Systems can be carried out. Teachers of the deaf and specialist Teaching Assistants carry out the checks. We need to work closely with children who are not on transport on arriving to school early enough for the checks.
- Staff are vigilant throughout the day with regards to equipment, particularly with children who are not yet able to identify or explain when there is a problem. We encourage developing the children's independence with regard to their equipment in stages. Brief checks of equipment are carried out after lunch particularly for our younger children.
- The monitoring of our deaf / partially hearing children's hearing levels and aided hearing levels is a very important part of our work. We draw from them when analysing their stage of development. We, therefore, work hard to maintain close links with the audiology clinic at the Hackney Ark.
- We draw from the NDCS Quality Standards for the use of Personal FM Systems which outline a set of audiology principles to work from.

Supporting the children

All of the children currently supported within our provision have a statement of special educational needs (or one pending). The model of support that we have at Hague is a combination of teacher of the deaf and teaching assistant and is as follows:

- Each deaf / partially hearing child has a key teacher of the deaf. A key teacher of the deaf can provide focused work and planning for each child.
- Each child also has a key Teaching Assistant who works under the guidance of both the key teacher of the deaf and the class teacher.

- When there is more than one deaf child in a class it means that overall there is more support available for each child as there is a greater amount shared between the two. However, we aim to timetable support so that it targets the most needed times for the children. We have developed support eligibility criteria procedures for targeting needs. We have to consider giving more support to some children than others.
- We aim to develop the children's independence as much as possible but also are aware that this needs to be carefully planned and monitored according to the child's stage of development. Therefore, it is likely that there will be times when a child may be working independently as appropriate to their needs.
- The nature of the provision is that it is inclusive and that all staff should be involved. Therefore, it is also likely that a range of teaching assistants as well as class teacher will be working with the children at different times. However, it is the key teacher of the deaf and key teaching assistant who will be providing the targeted support and involved in the planning and monitoring of progress.
- A speech and language therapist gives us up to one and a half days of her time. Her input includes working with the children individually or in groups out of class and in class. She contributes to monitoring the children's progress in relation to their speech, language and communication and to their individual education programmes. She has regular meetings with provision staff.

Curriculum planning and support

To ensure involvement of all staff as much as possible:

- Planning meetings: A child's class teacher, key teacher of the deaf and key teaching assistant, when possible, meet once a week for up to 30 mins to discuss curriculum access with a particular focus on the following week. Class teachers share their lesson plans for the following week and decisions are made with regard to appropriate access strategies for the deaf / partially hearing children in that class.
- Lesson preparation pre-teach / parallel teach + reinforcement sessions: Some of these might include:
 - Pre-teach session. This is when a key teacher of the deaf might introduce information, particularly relating to key curriculum vocabulary and concepts, that the children will be learning in class before the lesson so that they are a little prepared and have some 'hooks to hang' the later ideas discussed in class on. This might be necessary when it is felt that the child will cope with the ideas within a class discussion but requires a bit of prior input.
 - Parallel teach session. This is when a key teacher of the deaf might jointly plan a unit with a class teacher when it is felt necessary to break it down into smaller steps for the deaf children to access. The key teacher of the deaf may then teach the deaf children in a quiet environment at the same time as the class teacher but modifying the information and tasks. This can also happen from week to week on a more one off basis when it is felt that the curriculum requires modification.

- Reinforcement session. This is when a key teacher of the deaf reinforces material that has been discussed in class to ensure understanding.
- Specific group intervention sessions: Sometimes key teaching assistants may join these sessions which form part of their ongoing training and dialogue with the key teacher of the deaf.
- Planning books: Outcomes from the weekly planning meetings are written in a child's planning book. The key teacher of the deaf is responsible for overseeing the use of these books. Running records of activities carried out, outcomes and examples of a child's spoken language are written in the books as well by key teachers of the deaf and specialist speech / language therapist as appropriate.
- Class teachers consider the deaf / partially hearing children's needs when planning for the class and highlight strategies for differentiation. The key teacher of the deaf supports this in the planning meeting. Class teachers also use a variety of strategies to support curriculum access such as visual cues, role play, modified language as appropriate and targeted questions.
- Key teaching assistants also support the curriculum access of the children in class during their targeted sessions with them.

Ensuring and monitoring pupil progress + Individual Learning and Education Plans

Our deaf and partially hearing children's needs relating to the day to day and long term effects of their deafness mean that they are likely to be delayed and behind their peers with their learning and understanding of the curriculum. The extent of this varies from child to child. We, therefore, aim to ensure progress so that they catch up as much as possible. For this to happen we focus on two areas for monitoring and developing:

- Needs relating to deafness: listening and language skills
- Curriculum access

We have high expectations for our deaf / partially hearing children. We aim to gradually reduce any gaps between their stage of development and what they are exposed to in class so that they develop as individual learners and fulfil their learning potential.

Developing and monitoring listening and language skills

- Conversation. We prioritise providing opportunities for as many natural conversations as possible for our deaf / partially hearing children. These are ideal contexts to develop their listening and language skills naturally. Our deaf / partially hearing children have had reduced experiences of natural conversations due to the effects of their hearing loss. Therefore, some of our support prioritises opportunities for this to happen.
- To support this and the children's developing social / emotional needs, we have a number of group sessions when children from different year groups get together. For example, Rhyme Time for Nursery and Reception and skills groups for the children across the school. These provide a further context for extending listening, language and communication skills as well as for developing the children's awareness of emotional intelligence, self and others. All the groups provide opportunities for the children to get

together as deaf / partially hearing individuals who have something in common.

- Initial Planning Report. When a child first comes to the school we spend half a term assessing their stage of development. We then write an initial planning report which highlights goals to work on with the child in order to support and develop his / her progress. This feeds into a child's eight week Planning meeting after a statement has been issued.
- Individual Education Plans. The children have Annual Targets set at their Annual Reviews. These are then broken down into objectives and targets throughout the year which become the children's IEPs. For example, a target might be to ensure that a child has a secure understanding of simple sentences at a three key word level. A related target might be that the child is successful in listening games incorporating instructions with three information words. Another goal might be to develop a child's awareness and understanding of syntax at an early longer sentence stage. A related target might be to develop and the child's understanding and use of 'and'. Staff consider what curriculum opportunities there are to support the development of these targets as well as working on them in out of class contexts. Progress towards the objectives and targets are recorded in the child's planning book and shared with parents. We wish to further develop the ways that we do this.
- Annual assessment periods. To support with the development of a child's Individual Education Plans we formally assess and reflect upon individual children's progress once a year prior to their Annual Reviews. We aim to involve all staff in this and incorporate a range of formal and informal assessments. We can make use of video to provide a record of conversation. We consider in particular the children's developing listening and language skills and how these are impacting on their learning and access in the classroom. We consider these in conjunction with the speech and language therapist.
- Reports. The key teacher of the deaf writes reports at Annual Review times and these highlight priorities for the next stages of development. New Individual and Education Plans are then written. They can be included in the individual child's school file alongside the class teachers' reports. We also report on progress towards previous annual targets in this report.
- Annual Reviews. All the deaf / partially hearing children who receive support from the provision have a statement of special educational needs. Once a child is given a statement there is a planning meeting between school and parents to highlight initial priorities and targets for support and development. These are taken from the objectives outlined on the statement. This is then followed with a review meeting one year later and subsequent annual reviews. These meetings need to include school staff, other professionals when appropriate and parents and review progress towards previous targets and general progress / concerns. New targets are set for the next year and support and provision is also discussed.

Curriculum access and monitoring progress:The children's Individual Education Plans incorporate planning for listening and language targets with the aim, where possible, of relating to areas of the curriculum as appropriate.

- P-levels and PIVATS: These indicate a breakdown of steps before National Curriculum Level 1 and breakdown Levels 1-4 into steps to allow closer monitoring of progress. Assessment is linked in to APP maths and First Steps English which applies to all children in school.

Staff training, liaison and dialogue

In order to ensure as much effective involvement of all staff as possible we try to prioritise ongoing training in two ways, through the provision of:

- Specific training sessions for particular groups of staff about the needs of deaf / partially hearing children and strategies for working with them
- Ongoing dialogue opportunities to maintain, consolidate and develop awareness.

We also try to ensure that there are sufficient opportunities for liaison between staff so that the planning for the children is structured with as much joint awareness as possible.

Currently we do the following:

- Staff new to working with deaf / partially hearing children receive an initial training session. For class teachers and key TAs this should last for approximately three hours.
- In subsequent sessions and dialogue we aim to revisit many of the ideas, particularly exploring the implications of the long term effects of deafness.
- Other groups of staff who have less involvement with the deaf children should have a shorter session that might focus on the day to day effects and implications with reference to the long term effects and implications for communication. We aim to develop systems for the delivery of these as appropriate.
- Further training sessions. These may occur during INSET or staff meetings. Further training for TAs can be offered at weekly team meetings/general TA meetings or by special arrangement.
- Opportunities for dialogue. Weekly planning meeting between class teacher, key teacher of the deaf and TA; half termly / termly staff meetings for curriculum / NC P-level + PIVAT progress analysis liaison time between class teachers and key teachers of the deaf; Team meeting between TAs, key teachers of the deaf and lead teacher of the deaf to discuss provision business + specific topics; opportunities for speech / language therapists and key teachers of the deaf to share work and discuss children's progress every half term or term; key TAs should accompany key teachers of the deaf for out of class support / pre-teach sessions at least once a week to enable maximum involvement and to ensure consolidation of ongoing training. The latter is particularly useful when it is necessary for the TA to take forward concepts in the class when the teacher of the deaf is not there. Much of the outcomes of dialogue opportunities are recorded in the children's Planning books.

Parents' Group / Home / School Liaison

- Parents have regular opportunities to meet each other and staff at school. There are usually particular topics relating to deafness / hearing loss and school systems that staff may discuss. It is also an opportunity for parents to raise concerns and discuss issues. D/ph Tas attend and often provide an invaluable service in interpretation and support. There are opportunities for parents to arrange to meet the key teacher of the deaf for their child for discussion at these meetings.
- We are currently reviewing our Toy Library sessions for children and parents in the Foundation Stage and this has been extended to parents of hearing children. ToDs may demonstrate play strategies and early reading approaches.
- We may also have home/school books for some children and these go home with some of the children at weekends and with others every day. In these a variety of things can be written by school staff and parents, including new vocabulary, curriculum themes and new targets and things that the children have enjoyed doing so that we can all talk about them. Many parents prefer face to face or telephone discussions.

Transport

- Some of our children come to school on transport with escorts provided by the borough. The depot should be contacted with any concerns or queries. If a child becomes sick during the day we have to phone the parents and wait for them to come to pick him / her up. When the escorts are sick another will be provided. Class teachers should be informed of this. Escorts should have ID badges to show when asked. School staff meet the children from the cars on arrival in the mornings and escort them to the cars at the end of the day. There is a Borough Transport Policy.

Transition

- Once a child has been given a place at Hague we usually organise a period of transition so that s/he has visited the school two or three times and become accustomed to the staff and the place. The lead teacher of the deaf also visits the child's current placement if there is one and gathers background information about the child. Key points from this are then shared with staff who will be working with the child so that they feel prepared.
- We usually begin formal discussions about transition to secondary school at a child's Year 5 Annual Review although parents are free to discuss this with school staff at any time prior to this. We aim that secondary transition issues should be raised at the general Parents' group at least once a year.

Please do contact us with any further questions