

Auriol Resource Base for Children with Hearing Impairment School Offer 2020-21

	Questions	School Response
1	How does the Resource Base know if children need extra help and what should I do if I think my child may have additional needs?	<ul style="list-style-type: none"> • We communicate with the children’s feeder schools so that we can learn about their needs in school. • We talk to you about your child and their needs. • Pupils accessing the Resource Base have an Education Health and Care Plan (EHCP) which identifies the most appropriate provision for the pupil. The EHCP also identifies the pupil’s primary and, where appropriate, additional needs. It is reviewed annually to ensure that it continues to reflect the pupil’s current needs. • The progress of your child is monitored regularly by class teachers and the Head of Resource Base, who will ensure that additional support is provided if necessary. This will then be discussed with you when appropriate. • If your child seems to have an emerging or additional need, it may be that there will be additional assessments carried out in the Resource Base or by an Educational Psychologist, hospital or visiting specialist teacher. • If you have concerns about the progress or attainment of your child, you should in the first instance speak to the class teacher and then the Head of Resource Base to discuss your concerns. • We work closely with other professional services, such as Educational Psychology, Speech and Language and Occupational Therapy in order to meet your child’s needs.
2	How will the Resource Base staff support my child?	<ul style="list-style-type: none"> • The Education and Health Care Plan outlines the particular needs of your child and recommends the relevant resources, teaching programmes and multi-agency involvement required to meet these needs. • The Head of Resource Base co-ordinates how the EHCP will be implemented across the school.

- Termly targets are recorded on a PET (a document which records Personal Education Targets) and a meeting is held with the parents and child, Head of Resource Base and class teacher to review the PET and discuss new targets. These are then shared with all the staff who are working with your child. The PET is reviewed regularly with evidence contributed by all the adults who work with your child.
- We have a robust half termly assessment schedule to monitor your child's progress so that we can identify the next learning steps for your child.
- Annual speech discrimination tests are administered to monitor your child's hearing and these are used alongside information from hospitals/cochlear implant teams.
- We have a specialist Speech and Language team who work in the Resource Base and give direct therapy to all deaf children at least a weekly. Speech and Language therapy targets are set termly in collaboration with Resource Base staff. These are shared with parents and with all teaching staff who work with your child in order to develop these skills across the curriculum.
- All the deaf children are members of a mainstream class and will be expected to follow the same curriculum and routines as their peers. The teacher of the deaf will advise the class teachers on how to include your child in these lessons. A learning support assistant will also support your child in class to access the curriculum, if appropriate. All of our HI children will be expected to spend at least 80% of their time learning in their mainstream class alongside their mainstream peers.
- In addition, your child will be withdrawn for specialist teaching sessions in small groups or on a one to one basis. This provision is matched to your child's needs.
- Staff recognise the importance of developing the children's deaf identity, so the children understand more about their deafness and the deaf culture. Deaf awareness is embedded in the ethos of the school and deaf pupils are involved in raising the profile of this culture.
- The deaf children start the day in the Resource Base so that specialist equipment can be checked. The Resource Base staff are available throughout the day to ensure that equipment is working well so that children can make maximum use of their listening skills.

		<ul style="list-style-type: none"> • The Head of Resource Base ensures that all staff are trained in deaf awareness and understand how to support deaf learners to make good progress in mainstream classrooms. • The Head of Resource Base has regular contact with your child throughout the day. Head of Resource Base will act as the first point of contact for HI needs through direct meetings, and telephone/email contact. The Chair of the Governing Body has a responsibility to ensure that all procedures and school systems and policies are in place and working effectively. There is an allocated Inclusion governor with responsibility for pupils with SEND in the school.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Your child will have access to an engaging curriculum. Deaf children will be supported to ensure that they have access to the curriculum so that they are able to make progress. • Our Auriol curriculum is irresistible and enables all learners to enjoy and achieve. • Your child will be pre-tutored for key vocabulary related to the curriculum. For example, specific science vocabulary can be explained and rehearsed, in order to support independent access to learning. • The level of support from the Resource Base staff will depend on your child's needs, as outlined above.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • We have an open door policy and if at any point you wish to discuss your child's progress, an appointment can be made to meet with the class teacher or the Head of Resource Base. Staff in the Resource Base can offer advice and practical ways that you can help your child at home. • There are three parent consultation evenings each year, when you can meet with both the class teacher and the Resource Base staff. PETs are also reviewed in these meetings. • Your child's progress towards achieving outcomes will be discussed annually at the Annual Review. These outcomes are broken down into smaller targets on their Personal Education Targets (PETs). These PET targets are reviewed at least half termly and shared with you termly. • Your child's progress is measured on a half termly basis to assist staff in accurately assessing attainment and progress.

		<ul style="list-style-type: none"> • The Resource Base is committed to high achievement and self- evaluation. Progress and attainment data is analysed within the school assessment schedule and individual children’s support is reviewed and amended as necessary. • We compare our results with robust national data using the Consortium for Research into Deaf Education (CRIDE) survey, which reports data for hearing impaired pupils nationally.
5	<p>What support will there be for my child’s overall well-being?</p>	<ul style="list-style-type: none"> • We are committed to multi-agency working to ensure that the needs of the whole child are met. • All staff are deaf aware and committed to supporting the development of the children’s deaf identity. Resource Base assemblies are held regularly to promote this in a small and safe environment. Deaf role models are invited to the Resource Base to widen the children’s knowledge and understanding of the variety of opportunities and services available to deaf people. • Professionals from other agencies including physiotherapy, occupational therapy, health and CAMHS visit the Resource Base on a regular basis (in addition to the SALT team who are based in the Resource Base). As well as supporting individual pupils, these professionals advise staff and offer training. • Children in the Resource Base are encouraged to take part in Pupil Voice processes. A hearing impaired pupil represents the Resource Base as an inclusion representative on the Auriol School Council. • Pupils contribute to the annual review of their EHCP through a person centred review process. Pupils know their targets and progress is tracked visually in the Resource Base. • Staff know individual pupils very well and any pupil requiring additional support will be offered it from a staff member with whom they have a good relationship. The children are encouraged to reflect on their feelings with Resource Base staff. Social skills groups are run jointly with SALT for specific skills related to interaction and well-being. Transition to the next phase of learning is supported by extra visits to the new provision and making sure that the children have the confidence to use specialist equipment in a new setting. • HI Children also have access to whole school emotional support interventions including Emotional Literacy Support Assistants (ELSA) sessions.

6	<p>What specialist services and expertise are available in our Resource Base?</p>	<ul style="list-style-type: none"> • There are three qualified and experienced Teachers of the Deaf • All our TODs hold a British Sign language qualification. • At least one Teacher of the Deaf is a Designated Safeguarding Lead within the school. There is a programme of training in the school which keeps teachers and LSAs up to date with all of the specialist skills necessary for working with children with SEND. • In the Resource Base, we have a team of Specialist Speech and Language therapists in hearing impairment. • In addition, we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs. This includes advisory teachers from physical and sensory support services for visual and multi-sensory impairment and physical disability as well as an Educational Audiologist, physiotherapists and occupational therapists.
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • As already stated, all our staff receive regular training to support them to fulfil their roles. Teaching staff and learning support assistants have accessed targeted programmes of Continuing Professional Development to develop their skills which typically include a range of specialist training, such as speech and language development, sensory integration, deaf awareness, audiology and any other needs that are raised through our appraisal system. • The specialist SaLT team works with the Teachers of the Deaf to provide training for teaching staff and is available to discuss strategies to support your child. • Members of the Resource Base attend network meetings with other Resource Base leaders in order to further develop and share good practice. • Members of the Resource Base attend regional and national conferences and have led workshops to develop other professionals.
8	<p>How will my child be included in activities outside the</p>	<ul style="list-style-type: none"> • We have a range of clubs before, during lunch and after school, and we encourage our children to take part in them when possible. • We have previously had specialist visitors who run clubs specifically for deaf children and are keen to continue these when the opportunities arise.

	<p>classroom including school trips?</p>	<ul style="list-style-type: none"> • Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils. They provide a wider range of experiences than could be provided on the school site alone as well as promoting the independence of our children as learners. • We also offer children the opportunity to take part in a wide range of residential activities and trips. Trained staff who are familiar with audiological equipment will support your child on their trip. • Your child's safety is of paramount importance and therefore all visits and activities are risk assessed to ensure they are appropriate for individual pupils. • Care plans are written for children with complex needs, so that all staff are fully aware of the medical procedures that must be carried out in order to ensure your child's safety. • Parents /carers take an active part in discussions around residential visits and these are discussed at parent meetings, annual review meetings and at coffee mornings.
<p>9</p>	<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • We have an Accessibility Plan which regularly reviews access to the curriculum and the school environment. • A number of special adaptations have been made throughout the school with the Resource Base children in mind. All classrooms are carpeted, have acoustically treated ceiling panels and are fitted with a sound field system (amplifying speech) to improve listening for all. They all have interactive whiteboards and visualisers so that the children can access all visual information. • The building is accessible for wheelchair users with wide corridors and ramps. There is a disabled toilet and changing facilities. Flashing fire alarms are fitted throughout the school. • All pupils with hearing impairment have Radio Aid amplification systems. • iPads are used to provide additional visual prompts including restricting the amount of information accessed from a Smartboard. • Modified texts are used for children with visual impairment.
<p>10</p>	<p>How will the Resource Base prepare and support my child in the</p>	<ul style="list-style-type: none"> • As children transition to KS2 in our school we work closely with the local authority to ensure that children are offered provision that meets their needs. Parents are invited to visit the school prior to applying for a place and at any time through the application process. Year 2 parent meetings also take place.

	<p>transfer to a new school or the next stage of education and life?</p>	<ul style="list-style-type: none"> • We work closely with our feeder schools to offer a series of pre-transfer visits with support to help your child become familiar with their next teacher and setting. Your child will have a Year 6 ‘buddie’ and we endeavour to match HI pupils with Year 6 children who are in the Resource Base. • Transition reviews take place in Year 5 where secondary placements are discussed. There is a close link with our local Secondary Resource Base for Hearing Impairment and their lead ToD is invited to the reviews. In Year 6, the children visit their secondary schools and their future teachers are also encouraged to visit Auriol. We also visit the school for ourselves in order to share vital information and to make the transition as smooth as possible. • The children are encouraged to attend any transition days organised by the local authority (for example, children who will be attending mainstream schools in Surrey will all share a transition day).
<p>11</p>	<p>How are the setting’s resources allocated and matched to children’s special educational needs?</p>	<ul style="list-style-type: none"> • The Resource Base receives a set amount of funding per year for its pupils with hearing impairment. This ensures the children will have support from the Teachers of the Deaf, learning support assistants and audiological support and equipment. • In addition to this, extra funding is sometimes granted to meet more complex needs. • A significant amount of school resources is dedicated to providing access to learning and appropriate levels of staffing. • One speech and language session is included in the Resource Base provision, but additional funding can be applied for should parents and professionals feel that once a week is not sufficient to meet the child’s needs.
<p>12</p>	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<ul style="list-style-type: none"> • An EHCP may identify a banding level which reflects a child’s current needs. We plan provision to achieve the outcomes set for each individual pupil and these are reviewed each term at PET meetings. • The amount and type of provision in the EHCP is decided after the views of key professionals have been taken on board and after a period of consultation with parents.

13	<p>How are parents involved in the Resource Base?</p> <p>How can I be involved?</p>	<ul style="list-style-type: none"> • We believe that a pupil’s education is a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate with you regularly. • Parents are invited to all Annual Review and PET meetings. • There is a Parent Association as well as parent representation on the Governing Body. • Parents of HI pupils are encouraged to attend the Parent Forum. • All parents are welcome to apply to become a parent helper for a class or for trips (safeguarding checks will be requested). • Parents are invited to attend school performances and when outside speakers come into the Resource Base (such as The Listening Bus). • We have an open door policy so you are welcome to come and share your thoughts or concerns with us.
14	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • Ellie Wilson, Head of Resource Base, Inclusion Lead and Lead Teacher of the Deaf. • ewilson@auriol.surrey.sch.uk, 0208 393 4721