



*'We can and we will'*  
**GLEBE PRIMARY SCHOOL**

### **POLICY FOR THE SPECIALIST RESOURCED PROVISION (SRP)** **FOR HEARING IMPAIRED PUPILS**

#### **Mission Statement**

At Glebe Primary School, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

#### **Specialist Resourced Provision**

Glebe Primary School has the London Borough of Hillingdon's only Specialist Resourced Provision (SRP) for hearing impaired pupils of Primary School age.

The pupils are usually referred to Glebe by the Local Authority's (LA's) Special Educational Needs & Disabilities (SEND) team. In addition, places may be made available to some pupils from out of borough schools. The London Borough of Hillingdon has designated the SRP to cater for 9 pupils.

The pupils attending Glebe SRP have an Education and Health and Care Plan (EHCP) with hearing loss as their primary need. Their hearing loss is mostly within the severe to profound category with a significant impact on their language acquisition and communication skills. Our pupils have either cochlear implants or high powered Behind-The-Ear hearing aids. All the children benefit from the sound-field systems in the class rooms and have the benefit of a personal Radio aid where appropriate.

Pupils' access to the mainstream classrooms is bespoke and dependent on their needs and ability. It is our aim that pupils can access the mainstream classroom with their hearing peers with support and differentiated tasks, which are tailored and adapted to their needs. However, for some pupils it would be in their best interest to be withdrawn and taught in a small group at a slower pace. As far as possible, we provide a reverse integration policy, meaning that deaf pupils are taught in a small group with hearing peers who would benefit from the small group setting and specialist teaching. We find that reverse integration works well for maths and English lessons. All deaf pupils are supported in class in 'language-rich' lessons, e.g. history, RE, etc. and support is provided by SRP staff to facilitate access to the curriculum.

#### **Aims**

We aim to promote the learning of hearing impaired pupils through:

- Providing ongoing support from specialist staff;
- Employing and advising on a range of differentiated teaching methods;
- Providing and monitoring a wide range of suitable technical aids;
- Encouraging the pupils to achieve their full potential and prepare them for life as independent adults;
- Working in partnership with parents and other professionals;

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- Monitoring and assessing pupil progress with class teachers and reviewing progress at the annual review of the EHCP.

The individual needs of the pupils are met by the close liaison between class teachers and Teachers of the Deaf (TOD) who are involved in planning, differentiation, implementation, evaluation and assessment of programmes of study. This provision may be delivered via pre-teaching of a topic, in-class support, individual or group reinforcement. This flexibility ensures that the pupils have the best access to the curriculum suited to their personal needs.

Of primary importance, is the aim to help each individual develop a positive self-image as an individual with a hearing loss. To develop their personal understanding of deafness, encouraging confidence and independence and helping them to acquire the self-help skills and strategies necessary to develop and succeed as individuals.

### Communication

At Glebe, we use a natural aural / oral approach to communication with the hearing-impaired pupils. To enable our pupils to achieve their potential in a mainstream educational setting, maximum use is made of the pupils' residual hearing, or cochlear implant, through supporting the optimal use of Behind-the-Ear (BTE) hearing aids, speech processors and radio aids.

A high priority is given to speech and language development. The visiting Speech and Language Therapist, in collaboration with the TOD, regularly assess and monitor the pupils' language skills. Individual programmes of auditory training, and specific language teaching, are jointly devised and implemented in order to support access to the curriculum. Parents are regarded as partners and are invited to participate in their child's speech and language session and are encouraged to reinforce the work at home.

Glebe SRP staff work closely with the TOD, Speech and Language Therapists and Audiologists at the cochlear implant centres and paediatric audiology clinics, which the children attend.

Hearing-impaired pupils are encouraged to work collaboratively and play with their hearing peers in order to benefit from good language role models.

### Audiological Policy

The SRP aims to ensure maximum use of the pupils' residual hearing through appropriate and effective use of amplification equipment and auditory training. Good audiological practice is achieved by:

- Head of the SRP supporting the pupils' consistent use of amplification equipment;
- Encouraging the pupils to become independent and responsible in their use of amplification equipment both at school and in the home;
- Maintaining the good working order of hearing aids/cochlear implants through daily checks;
- Head of the SRP ensuring that there is spare equipment e.g. batteries, tubing, charging ports/leads so that all children have appropriately working equipment at all times, such is their right;
- Encouraging the use of radio hearing aids in the mainstream setting, where appropriate;
- Monitoring of listening conditions throughout the school and advising staff appropriately, including the support of mainstream staff with the use of the soundfield systems;
- The school being acoustically treated throughout, to ensure the best possible listening environment for deaf children;
- Providing In-service Training (INSET) for staff and governors, e.g. on deaf awareness issues and the use of radio aids on an annual basis, or as required;
- SRP team, led by the Head of the SRP, having weekly meetings, whereby any appropriate audiology training takes place and/or audiological issues are discussed;
- Liaising with parents on the audiological management of their child's hearing loss;

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- Maintaining close liaison with relevant health professionals, including cochlear implant teams and Hillingdon Hospital Children's Hearing Assessment Centre.

### **Inclusion**

All the hearing-impaired pupils are on the roll of the school and are part of a mainstream class. The pupils have access to a broad and balanced curriculum that is differentiated according to their needs.

The TOD collaborates with mainstream staff on the planning and delivery of the curriculum. The level of support is planned and provided by SRP staff in liaison with mainstream staff and a relevant timetable devised.

Each pupil has a Special Educational Needs (SEN) Support Plan, which takes into account:

- Cognitive functioning
- Degree of hearing loss
- Use of residual hearing
- Language level and communicative competence
- Social and emotional considerations
- Any additional medical, physical, sensory and learning needs.

Consideration is given to the views of professionals and parents expressed in the pupil's EHCP and at the pupil's Annual Review of the EHCP.

Where possible, observations are made by SRP staff before the pupil starts school to inform decisions about appropriate levels of support.

Pupils initially spend as much time as possible in their mainstream class to enable them to get to know their class teacher and form peer group relationships.

The SRP aims to:

- Provide an environment where a mainstream school is sympathetic to the needs and management of hearing-impaired pupils; supporting and advising mainstream staff;
- Provide specialist on site support to meet the varied needs of the hearing-impaired pupils;
- ensure that the pupils have access to a broad and balanced curriculum, achieved either by in class support or withdrawal according to the individual needs of the pupils. The level of hearing does not dictate the level of withdrawal or support for each pupil; the whole pupil and level of functioning is taken into consideration;
- Set up timetables of in class support, prioritising core and foundation subjects, where there is a high language and conceptual content;
- Withdraw pupils as necessary for teaching of language and literacy skills and individual or small group work according to the needs of the pupils, in optimum listening conditions;
- Differentiate the curriculum where necessary, in collaboration with the mainstream teachers;
- Advise and provide INSET for mainstream staff on the integration of hearing-impaired pupils.

### **Differentiation**

The SRP aims to facilitate the hearing impaired pupils' access to the curriculum by providing for differentiation where it is necessary over and above that already provided by the mainstream teacher.

Differentiation is achieved by support with simplified notes, explanation of new vocabulary and concepts, and diagrammatic representation of the lesson - in either pictures or flow charts. In the SRP rooms, this is extended with display materials, books and pictures.

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Where necessary, tasks may be broken down into smaller, achievable steps and SRP staff will provide suitable work / tasks or homework to supplement that of the mainstream class.

### Partnership with Parents

It is acknowledged that parents/carers are experts in the field of their children; by close co-operation between school staff and parents the children will be happy, well-balanced members of the school community. The SRP values contact with parents/carers and works in partnership with them, through:

- Annual Reviews;
- Parents' Evenings;
- By telephone (parents are welcome to call at any time) ;
- Meetings arranged at the parents' or school staff request;
- Regular dialogue via a Home / School book;
- Inviting parents to attend Speech and Language sessions;
- Informal discussion before or after school;
- Informal discussion at termly coffee mornings held in conjunction with TODs from the Sensory Impairment Service.

SRP staff support parents/carers by:

- Encouraging involvement in the pupils' learning; topics, vocabulary etc;
- Discussing difficulties with homework, social interactions etc;
- Keeping parents aware of school visits, events etc;
- Providing parents with information about other professionals, e.g. NDCS, and being a point of contact between professionals;
- Introducing parents to other parents of hearing-impaired children;
- Contacting parents if the child needs to visit the audiological clinic and accompanying the child to the clinic if necessary;
- Providing educational reports for other professionals;
- Giving advice on audiological matters.

### Assessment and Monitoring

#### Assessment

Assessment is an ongoing process, which is carried out in conjunction with the pupils' class teachers. All pupils are assessed following the mainstream school procedures (see relevant policy). In addition, hearing impaired pupils are assessed and their progress monitored in the following areas:-

- Speech and communication;
- Language and Literacy;
- Listening skills;
- Progress in the mainstream class;
- Levels of support;

Language assessments, receptive and expressive, are carried out either by the TOD or Speech and Language Therapist. The results of these and their implications are explained to mainstream teachers and contribute to targets set at Annual Review or in SEN support plans. Various forms of assessment are used such as TROG (Test For Reception of Grammar), CELF (Clinical Evaluation of Language Fundamentals) or ACE (Assessment of Comprehension & Expression) as appropriate.

Each pupil's general ability is assessed on entry to Nursery, again when they enter Reception (baseline testing) using CEM (Centre for Evaluation & Monitoring) assessments and annually using InCAS (Interactive Computerised Assessments) assessments. Termly, teachers use their judgements about the child's ability and attainments and report progress to senior leaders. This follows the same procedures as the mainstream pupils.

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Standardised Assessment Tasks (SATs) tests are undertaken by all pupils at the end of the key stage. The TOD, in the quiet, familiar environment of the SRP hub rooms, usually carries out testing. SRP staff apply for any special arrangements as required, according to the regulations.

### **Monitoring**

Ongoing assessment and monitoring of pupils takes place at every lesson, which is supported or taught by SRP staff. Files are kept for each subject supported, in which the learning objective of each lesson is recorded and observations made about the pupils' understanding of the concepts covered. These notes are used to inform planning and differentiation and as an aid to report writing.

These lesson observations also contribute to targets set in the pupils' SEN Support Plans (SSP), which are written for each pupil in accordance with the Code of Practice. SSPs are written and reviewed termly.

In addition to the mainstream pupil records, files of information are kept on each hearing-impaired pupil, including the EHCP, Annual Review reports, SSPs, audiological reports and any other relevant records.

A Review of each pupil's EHCP is held at least annually in accordance with LA guidelines and the Code of Practice.

### **ICT**

Hearing-impaired pupils usually have delayed language and limited vocabulary. Many are slower to develop reading and writing skills than their hearing peers. Limited access to information and conversation often results in poor general knowledge. Information, Computers & Technology (ICT) can help hearing-impaired pupils overcome these difficulties, while supporting and enhancing their learning across the curriculum.

The SRP aims to use ICT to:

- Minimise difficulties in reading, writing, spelling and presentation of work;
- Improve communication skills;
- Be a medium for differentiated activities; pupils working on individual programmes at their own levels;
- Make daunting tasks more manageable, e.g. project work;
- Add interest to tasks and improve the pupil's enthusiasm and attitude to work;
- Raise the pupil's self-esteem by giving satisfaction at the quality of the appearance of the pupil's work;
- Facilitate the use of spell check and a thesaurus to improve spelling and help broaden the pupil's vocabulary.

### **Pupil Continuity / Transfer**

It is the aim of the SRP to ensure continuity of support and resources between educational establishments, in order to make transfers as smooth and stress-free as possible.

It is the aim of the SRP to:

- Ensure pupils and parents have as much information as possible about the choices available;
- Exchange pertinent information about the transferring pupil to the receiving school so that appropriate support / timetables / resources are in place.

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In order to achieve these aims, and a continuum of philosophy and practice, regular meetings take place between the TOD from the Sensory Impairment Service, Vyners School and Glebe School. At Secondary transfer, representatives from the preferred placement are invited to meet the pupils and attend Annual Review. Pupils make preliminary visits to the school of their choice. A communication profile is written for each pupil, outlining their auditory management, communication needs, language levels, social integration and amount of support required.

SRP staff work closely with the TOD from the Sensory Impairment Service who are supporting pre-school children. SRP staff make home or nursery visits to children who are being considered for entry to the SRP. Pupils and their parents are then encouraged to visit Glebe.

### **Soundfield Systems, Radio Hearing Aids and other technical aids**

The SRP aims to provide the best listening conditions possible for hearing impaired pupils in a mainstream school. In addition, the SRP has 2 large classrooms that are divided into areas for teaching small groups and one to one speech and language therapy sessions.

The hall, the ICT suite and all classrooms are fitted with soundfield systems. At present, the pupils within the SRP have access to Phonak Roger radio aids which includes a touchscreen microphone that transmits wirelessly to the receivers attached to the pupils' hearing aid/cochlear implant. School staff and the Cochlear Implant team at the hospital where the pupils were implanted work together to decide when a pupil is ready to make full use of a radio aid.

The TOD are supported by a specialist audiology technician from the Ewing foundation who is engaged once a term to ensure maximum effectiveness of all additional amplification aids; Radio aids and Sound field systems.

All teaching rooms are fitted with Interactive Whiteboards, with subject specific software and access to the Internet, which facilitates a visual element to whole class teaching.

The school has a networked computer system allowing pupils to access their work wherever they are, including the SRP rooms. In addition to computers, the SRP is equipped with technical aids to facilitate learning support and assessment, e.g. Interactive Whiteboard, TV, DVD, still and video camera, tape recorders etc.

Please see, in addition, the LA's Policy for Specialist Resourced Provision for hearing impaired pupils and Glebe School's Staff Guidelines for the SRP.

This policy was updated in November 2022 and will be reviewed at least every 2 years.

Mr J Dwyer  
Teacher of the Deaf in charge of SRP

**Reviewed: November 2022**

**To be reviewed: November 2024**