

Local Offer Torbay

Education Provider

Provider: St. Margaret's Academy Enhanced Resource Provision for Hearing Impaired Pupils

1. What special education provision is available at our setting?



What do we do here to meet your needs?

The children receive individual teaching time from an experienced, qualified teacher for hearing impaired pupils. This teacher has the recognised mandatory qualification for teaching pupils with hearing impairment as well as British Sign language skills to level 2. The teacher for hearing impaired pupils will identify, in consultation with pupils, parents and teaching staff within the school, suitable times to withdraw pupils from mainstream lessons to provide this additional individual teaching time.

This time is used to provide pre-teaching of vocabulary and concepts, post tutoring, conversation to develop receptive and expressive language, and deaf identity.

The teacher for hearing impaired pupils, in consultation with specialist teaching assistants working with individual hearing impaired pupils in the classroom and mainstream teachers, will monitor pupil's learning to identify where they might need some extra help.

We provide and maintain FM systems for pupils where appropriate.

We provide information to staff in school on strategies to help hearing impaired learners in the classroom.

We provide trained specialist teaching assistants (STAs) within class to ensure that hearing impaired pupils understand and are able to follow lessons. Two STAs are qualified to BSL Level 2 and one STA is at BSL Level 3.

We consult and work with audiology professionals, cochlear implant team professionals, specialist speech and language therapist, specialist CAHMS, Health and social care sensory team and educational psychologists as appropriate.

We like to work closely with the parents to help the children achieve good outcomes.

2. What criteria must be satisfied before children and young people can access this provision/service?



What sort of needs would you have for us to be able to help you?

A child with a diagnosed severe or profound sensori neural hearing loss or a moderate hearing loss with a diagnosed additional learning disability may be offered a place here. Admissions to the enhanced resource provision are controlled by Torbay Local Authority Special Educational department who liaise with Torbay Advisory Teachers for hearing impaired pupils.

Pupils from outside of Torbay who meet the admissions criteria may be offered places if the provision is not full.

3. How do we identify the particular special educational needs of a child or young person?



How do we work out what your needs are and how can we help?

The special educational needs of a child are identified through discussion with parents, child (where appropriate), teachers and support staff, audiologists, speech and language therapists and through audiological and language assessments.

4. How do we consult with parents and/or children and young people about their needs?



How do we find out about what you and your parents think you need help with?

We consult in various ways - parent evenings , reports, annual reviews, we discuss/share individual targets with the children and parents each term, and communication through e-mail and telephone calls.

Questionnaires about the support of the enhanced resource provision are sent out to parents and pupils annually.

5. What is our approach to teaching children and young people with special educational needs?



How will we teach you?

All pupils are fully included in the school. They receive support from specialist teaching assistants or the teacher of the deaf in class for various subjects according to need. Whilst we provide this support, we also encourage them to work independently once we are sure they understand the task.

They receive 1:1 or small group sessions with a qualified teacher for hearing impaired pupils or a specialist teaching assistant under the direction of the teacher of the deaf. Our focus, in addition to supporting pupil's academic learning, is in preparing and equipping young people with hearing impairment with the skills they need to take part as active members of society. This includes developing their language and communication skills so that they are competent communicators who accept and embrace their hearing loss and have the skills required to make their hearing needs known. In addition extra work is undertaken in the area of developing personal social and emotional skills to ensure that pupils are able to keep themselves safe in all aspects of their life and relationships. We feel it is very important for the children to develop their independence and confidence, which we positively encourage. They are also encouraged to take responsibility for their learning and their audiological equipment.

6. How can we adapt our curriculum for children and young people with special educational needs?



What sort of things will you learn here?

All pupils take part in a full range of subjects. The curriculum is differentiated to meet the needs of hearing impaired learners taking into account language levels, using advice provided by the school's teacher for hearing impaired pupils.

We help pupils to understand their hearing loss and manage their hearing equipment. We run a signing club for all children in school, so that other children have the skills to communicate with the hearing impaired children that use sign language.

7. How will we ensure we get the services, provision and equipment that children and young people need?



How will we make sure that you get all of the help that you need from different people?

We work closely with the audiologists to ensure that hearing aids are meeting pupil's needs.
We make referrals to the specialist speech and language therapist where appropriate and work together on speech and language therapy programmes.
We signpost pupils and parents to the National Deaf Children's Society, both local and national.
We signpost pupils and parents to sign language courses where required.
We signpost to Health and Social care services.
We make referrals to Child And Mental Health Services (CAMHS) and specialist CAHMS where appropriate.

8. How is this provision funded?



Who pays for this?

Torbay Local Authority fund the school directly for 8 places within the enhanced resource provision.

9. What additional learning support is available for children and young people with special educational needs and how do they access it?



What else will we do to help you learn and how will this happen?

We ensure FM systems are working to their optimum through regular checks through a hearing aid analyser.
We help the pupil to become independent in the management of their hearing aid systems.
We help the pupil to understand their hearing loss and explain their hearing needs to others.
We provide training to staff on the use of equipment and classroom adaptations and liaise with teachers regarding the curriculum and how the help the pupil access it.
If additional support is needed we consult with pupils and their parents and make referrals to specialist speech and language therapy services/child and mental health services/ health and social care as appropriate. We also work closely with the Special Needs Co-ordinator in school.
We signpost pupils and their families to the National Deaf Children's Society both local and national.

10. How do we support and improve the emotional and social development of children and young people with special educational needs?



How can we help you learn about your feelings and relationships?

In class the children access the PSHE curriculum. We help the children to understand their hearing loss and manage their hearing aids and radio aids, to develop a sense of independence and confidence in themselves. We encourage them to talk to us if they have any worries or concerns in school and the main school has good strategies in place to support children about their feelings and relationships. We refer to NDCS literature to support our work. We have good deaf awareness in the whole school population, especially as this enhanced provision has been based here for over 50 years!

11. How do we support children and young people with special educational needs moving between phases of education and preparing for adulthood?



How can we help you to get ready to change to a different place or to leave here?

We provide additional sessions for transition on moving up to secondary school- in addition to regular transition days organised for all pupils. Extra individual visits are organised for hearing impaired pupils joining the provision. The specialist teacher also makes visits to the pupils at their nursery school and liaises closely with the teachers for hearing impaired pupils who have previously worked with these pupils.

We provide training and information about a pupil's needs for staff and especially for new staff.

We discuss the future with the children and encourage independence, to prepare them for the future.

12. What other support is available for children and young people with special educational needs and how can they access it?



What other help can we give you or help you to get?

We signpost to the Sensory Team, NDCS www.ndcs.org.uk local deaf children's society
We make referrals to specialist speech and language therapists in discussion with pupils and parents as appropriate and make referrals to Deaf CAMHS if required.

13. What extra-curricular activities are available for children and young people with special educational needs?



What other activities can you do here?

A wide range of lunchtime and after school clubs are offered to all pupils at St. Margaret's Academy which hearing impaired pupils are free to access. We would attempt to provide support staff to enable you to access these clubs if required.

14. How do we assess and review progress towards agreed outcomes, and how are parents, children and young people involved in this process?



How do we know that the help we are giving you is working?



How can you and your family tell us what you think?

We use individual education plans with pupils and parents which address the needs of individual hearing impaired pupils and outline what provision will be put in place for individual pupils. These plans are reviewed on a termly basis or more frequently if required due to changes in need. Termly meetings are held with pupils to discuss progress and plan next steps.

We liaise with audiologists to ensure appropriate amplification is being provided for pupils. An annual review report is written by the teacher for hearing impaired pupils outlining work covered and its outcomes.

We carry out a range of assessments to monitor progress and listening skills.

15. How do we assess the effectiveness of our special needs provision and how are parents, children and young people involved in this assessment?



How do we make sure that we are being the best that we can be?



How can you and your family tell us what you think?

Annual questionnaires are sent to pupils and parents.

The teacher for hearing impaired pupils attends relevant training courses provided nationally wherever possible to keep skills up to date.

16. How do we ensure that teaching staff and other staff have the expertise needed to support children and young people with special educational needs?



How do we make sure that everyone that works with you has the right skills and can do the right things to help you?

We provide training to staff on:

- use, maintenance and management of audiological equipment,
- classroom strategies,
- signing skills (where appropriate),
- communication and language development
- deaf awareness

We attend appropriate training sessions offered nationally.

We work with an audiological technician from the Ewing Foundation for 3 days each term to keep our audiological skills up to date, to ensure that children and young people's audiological equipment is functioning correctly and meeting their needs and keep abreast of new equipment coming on to the market.

The specialist teacher is a member of both the British Association of Teachers of the Deaf (BATOD) and the National Sensory Impairment Partnership (NATSIP) to help keep up to date with research and developments in the education of hearing impaired pupils.

17. How do we keep parents informed where children and young people have special educational provision but do not have an Education Health and Care Plan?



How do we make sure that your parents know how we can help them?

Most pupils within the provision have a statement or EHCP .

If a pupil does not have an EHCP, parents are invited to attend an annual review of provision and progress in addition to all the information provided as standard for all pupils within St. Margaret's Academy.

18. How can parents, children and young people make a complaint about our provision?



What can you do if you are not happy about something that has happened here?

We would hope that parents felt that they could telephone or e-mail the teacher for hearing impaired pupils at St. Margaret's Academy or Mrs Sara Pike, school SENCO, in the first instance to try and resolve any problems. If this is not possible parents can follow the St. Margaret's Academy formal complaints procedure.

19. How can parents, children and young people get more information about the setting?



How can you find out more about us?

Telephone or e-mail the school to arrange a visit or meeting with the teacher for hearing impaired pupils.

Please visit our school website <http://stmargaretstorbay.org.uk/>