



Wokingham Provision for Hearing-Impaired pupils



Local Offer

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities?

- Children are identified with a hearing loss at an early age through neonatal screening
- Children will have received a statement of special educational needs from the Local Authority
- Children are referred to the Resource by the Sensory Consortium Service

1.2 What should I do if I think my child has SEND?

- Speak to their class teacher, Headteacher or SENCo

2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

Teacher of the Hearing-Impaired in consultation with class teacher, Speech and Language Therapist (SALT) and SENCO

2.2 How will I be informed / consulted about the ways in which my child is being supported?

- Each child has an IEP and termly meetings are held to discuss and review progress
- Informal meetings with parents as required

2.3 How will the school balance my child's need for support with developing their independence?

- Individual Education Plan (IEP)
- Visual timetables
- Visual support in class
- Child speak IEPs
- Small group inputs or support to recap key learning points
- Sensitive TA support

2.4 How will the school match / differentiate the curriculum for my child's needs?

The curriculum will be differentiated based on each individual child's need, taking in to account teacher assessments, advice from the Teacher of the Hearing-Impaired, the need for small group or 1:1 if needed or specific interventions. Language is simplified/rephrased by the TA in the class

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Each child's needs are looked at individually to determine the best strategies for them. Strategies include:

- Differentiated activities
- Visual support including pictures, writing frames or word banks
- Signed support where necessary
- Visual timetables
- Reward systems
- ICT support
- Help walls
- Small steps with specific achievable objectives
- Kinaesthetic approach to activities

2.6 What additional staffing does the school provide from its own budget for children with SEND?

- Two full-time on-site Teachers of the Hearing-Impaired
- Teaching Assistants with British Sign Language skills
- Educational Audiologist

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

- Hearing-Impaired children receive daily access to a Teacher of the Hearing-Impaired to develop language and communication skills
- Hearing-impaired children receive assessment, advice and direct input from a qualified Speech and Language Therapist.

2.8 What resources and equipment does the school provide for children with SEND?

- Radio aids
- Classroom soundfield systems
- Signing resources
- Speech and language development resources
- Listening programmes
- Reading books
- Visual support materials

2.9 What special arrangements can be made for my child when taking examinations?

- 25% additional time
- Scribes
- Readers
- Quiet areas
- Live speech mental maths tests

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

- On-going language assessments
- IEP Meetings
- Annual review meetings

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

- IEPs are set and reviewed termly and updated based on everyday observations from school staff, as well as taking advice from Teacher of the Hearing-Impaired and SALT
- Termly meetings are held with parents to report on progress and set new targets

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- Teachers of the Hearing-Impaired are happy to arrange meetings to discuss issues

3.4 What arrangements does the school have for regular home to school contact?

- Home school books
- Email/phone contact

3.5 How can I help support my child's learning?

- Recommendations given by Teachers of the Hearing-Impaired and SALT

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

- Support for parents is upon request

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

- Each child's views are sought in preparation for their Annual Review

3.8 What accredited and non accredited courses do you offer for young people with SEND?

3.9 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

- Parental questionnaires at the end of each key stage
- Regular meetings with school Head teachers and Local Authority

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

- Teaching Assistants
- Specific interventions e.g. Circle of Friends, 1:1 time, Social stories
- Targeted 1:1/small group sessions with Teacher of the Hearing-Impaired

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- Behaviour Support Plans
- Reward charts/stickers

4.3 What medical support is available in the school for children with SEND?

Please see the Local offers from Emmbrook Infant School and Emmbrook Junior School

4.4 How does the school manage the administration of medicines?

As above

4.5 How does the school provide help with personal care where this is needed, eg. help with toileting, eating etc ?

As above

5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?

- Two on-site Teachers of the Hearing-Impaired
- Speech and Language Therapist (with specialism in hearing-impairment)
- Audiologists from Royal Berkshire Hospital/Ewing Foundation
- Cochlear Implant Centre teams
- Educational Psychologist
- Occupational Therapist
- Physiotherapist

5.2 What should I do if I think my child needs support from one of these services?

Only children with a Statement of Special Educational Needs for a Hearing Impairment can access the Resource and its services.

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- In school staff follow programmes provided by these services
- Speech and Language Therapist provides 1:1 support according to need

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- Speak to the class teacher, SENCo or headteacher

5.5 What arrangements does the school have for liaison with Children's Social Care services?

6. Training of school staff in SEND

6.1 What SEND training is provided for all school staff?

- Deaf awareness training given to new staff
- Training by outside agencies e.g. Cochlear Implant centre

6.2 Do teachers have any specific qualifications in SEND?

- Yes- qualified Teachers of the Hearing Impaired
- Yes- BSL levels 1/2

6.3 Do teaching assistants have any specific qualifications in SEND?

- BSL Level 1 or 2
- B-Tech advanced award qualification
- Teaching Assistants are given opportunities to attend courses and training to further develop their knowledge and understanding of Hearing-Impairment
- Courses attended include Speech and Language courses (at Wokingham Hospital) and online Hearing Impairment training
- Cochlear implant technical update training

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- All hearing-impaired children are included in out of school activities and trips in discussions with parents and risk assessments are undertaken in line with the Local Authority guidelines. Parents may accompany their child if necessary or 1:1 support may be provided depending on the level of need

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

- Through discussions with parents and school staff. Advice is also taken from the place to be visited in terms of their facilities and accessibility from the Teacher of the Hearing-Impaired

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

8.2 Have adaptations / improvements been made to the auditory and visual environment?

- Schools have been acoustically treated with lowered ceilings, acoustic tiles, carpets and blinds/curtains throughout
- Soundfield systems have been fitted in every classroom

8.3 Are there accessible changing and toilet facilities?

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

8.5 How does the school communicate with parents / carers who have a disability?

As previously stated

8.6 How does the school communicate with parents / carers whose first language is not English?

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the school?

- Home visits from school staff
- Liaison with current pre-school or setting and visits to meet the child in that familiar setting
- Planned transition visits
- TA to accompany child to new setting on visits
- Transition book of photos
- Meetings with the family and specialist services involved with them
- SENCO/Teacher of the Hearing-Impaired to attend annual reviews

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- Additional transition visits as needed
- Photos of key adults and places in the new team
- Next teacher to see child in current setting
- Parents introduced to teachers / T.As as appropriate
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details

9.3 How will my child be prepared to move on to his or her next school?

As above

9.4 How will you support a new school to prepare for my child?

- Meet and discuss individual needs in year 5 if the child has a statement of educational need
- Suggest new school come to visit child in current setting
- Share good practise and strategies with new school staff

- Teaching Assistant may accompany visits to new school
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details

9.5 What information will be provided to my child's new school?

- In discussion with parents, school will share records of interventions, impact, assessments (including language assessments, statutory assessments and other standardised tests carried out), diagnosis and strategies that have been developed and been successful

9.6 How will the school prepare my child for the transition to further education or employment?

n/a

10. Who can I contact to discuss my child?

- Class teacher
- Teacher of the Hearing-Impaired
- SENCO
- Head

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

As previously stated

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

- Reading Deaf Children's Society
- NDCS
- Me2 Club
- Sensory Consortium Service
- Relevant websites

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

As above

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

- Feedback via parent questionnaire
- Contact Teacher of the Hearing-Impaired/SENCO or Head to deal with complaints