

Castleford Academy Deaf and HI Resource Provision



*A specialist provision for
Deaf and Hearing Impaired Pupils*



Ethos:

To ensure every D/deaf child reaches their maximum social and academic potential

Philosophy:

We recognise and celebrate the potential of our D/deaf sign bilingual children. We hold a strong commitment to providing a child centred approach to develop learning.

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Curriculum & Learning

<p>What curriculum is provided?</p>	<p>All children access curriculum that reflects their individual needs. This may consist of:</p> <ul style="list-style-type: none"> • Involvement in all mainstream classes. • Target Language intervention in Base • Target Maths intervention in Base • Pre and Post intervention for curriculum subjects in Base • BSL input in Base with a Deaf Instructor • Coursework/Homework intervention • KS4 Core Subject Boosters • NDCS Healthy Minds and Working Memory
<p>What does learning in the resource look like?</p>	<p>Lessons are 60 minutes long; the frequency of these lessons depends on the individual needs of the child.</p> <p>The Teacher of the Deaf, Specialist Learning Support Officer and Deaf Instructors plan innovating and engaging lessons which are delivered to pupils on a 1:1 or group basis.</p>
<p>What does learning in the mainstream lessons look like?</p>	<p>Lessons are as you would expect from mainstream lessons.</p> <p>The resource child is likely to have some specialist support (e.g. Teacher of the Deaf, Learning Support Assistant/Officer, Deaf Instructors.) All of which are specialists in Deaf Education or Communication Support.</p> <p>The child will have access to the mainstream class teacher to the same level as any other child in the class The communication support, facilitates communication between the mainstream teacher and the child.</p> <p>The timetable may be adjusted to allow for interventions work to be completed in base if necessary.</p>

Assessment

<p>How are children assessed?</p>	<p>Specialist Assessments are used within the resource provision and are conducted on an annual basis:</p> <ul style="list-style-type: none"> • ERT (Edinburgh Reading Test) • BPVS (British Picture Vocabulary Scale) • SRT (Salford Reading Tests) <p>Our deaf pupils complete the same mainstream assessments as their peers. Most pupils will qualify for an additional support within these assessments (this is subject to an initial needs assessment). This support may include:</p> <ul style="list-style-type: none"> • BSL/English Interpreter • Oral Language Modifier (OLM) • Additional Time (25%) • A reader • A scribe
<p>What do you do with the assessment information?</p>	<ul style="list-style-type: none"> • Teacher of the Deaf will use this information to assess and track the progress of each child (part of the Annual Review). These assessments help us to decide how we can best teach and support each child individually • The head teacher & leadership team of Castleford Academy will use this data to contribute to whole school SEN progress • Managers in Wakefield Council's Sensory Impairment Team will use this information to monitor the progress of individual children • The Head of the Special Educational Needs Support Service will use this data to analyse pupil progress compared to expected targets
<p>GCSE and Formal Examinations</p>	<p>All formal examinations take place within the resource provision under the academies exam procedure.</p>

Staffing & Support

Do children get 1:1 support?

Yes, the majority. The level of support is decided by the complexities of each child's (and group of children's) level of deafness and support required. All children receive 1:1 support in all core subjects. (Maths, English, Science). However, this is subject to numbers of children within the resource provision.

We feel very strongly about providing the child with opportunities to become independent – this is again subject to the needs of the child and the type of lesson.

Have the staff been trained?

Yes, all support staff have BSL qualifications (Level 2/3). Some staff have completed an HLTA qualification in addition to their sign language qualifications. Each support assistant attends regular in-house training by the academy. This ensures the professional standard of the team remains current and of a high standard in accordance with the national standards for resource provisions.

Our Teacher in Charge has a Post Graduate Diploma in Deaf Education (Qualified Teacher of the Deaf status) and has a severe/profound hearing loss.

All teaching and support staff have had training on

- Levels of Deafness and Implications
- Support Strategies for mainstream
- Hearing Aid maintenance
- ASDAN Training
- Safeguarding & child protection
- Behaviour management
- Speech and Language Therapy
- Occupational therapy

Individual members of staff are trained and experienced in a range of other areas and interventions. If there is a specific area you would like to know about, please ask.

<p>Who is the SENCo?</p>	<p>The Teacher in Charge fulfils the role of SENCo for the pupils in the resource provision.</p> <p>The Academy also has a SENCo. The teacher in charge liaises with the mainstream Academy SENCo about access to mainstream classes.</p>
<p>Do you use the expertise of other specialists?</p>	<p>First of all, we try strategies and interventions that we already know and have worked for other children with similar needs. Often, this works very well.</p> <p>However, we do also engage other specialist professionals where we have concerns that we should better meet the needs of a child.</p> <p>We liaise with the following services</p> <ul style="list-style-type: none"> • Educational Psychology Service (EPS) • Occupational Therapists (OT) • Speech & Language Therapists (SALT) • Audiologists and ENT Consultants • Social Care • CAF Team • School Transport • Independent Travel Team <p>We liaise with other external agencies from time to time depending on the individual needs of the pupils, for example:</p> <ul style="list-style-type: none"> • Paediatricians • Deaf CAMHS (Child & Adolescent Mental Health Service) • We Sail • School Nursing Teams • Physiotherapists • Behaviour Support Service (BSS)

Strategies and Interventions

What strategies are used to support children?

The strategies used depend on the individual needs of a child. This list gives some examples of what we have provided to current children:

General Strategies

- In class communication support
- Communication support for Assemblies and Form time
- Daily Audiological checks
- Daily Equipment/Uniform checks
- Pastoral and Mentor support

English

- Target Language sessions in resource provision. (Reading, Vocabulary, Comprehension and Grammar)
- Differentiated English resource packs
- 1:1 daily reading sessions
- Note taking for all mainstream English lessons
- Pre English lessons in resource provision to equip the children with lesson content prior to the mainstream.
- Post English lessons to reinforce the lesson content and unfamiliar vocabulary
- English boosters with the Teacher of the Deaf.
- Homework Club

Maths

- Target Maths sessions in resource provision. (Number, Data handling, Algebra and Shape and Space)
- Visual maths resource packs
- Weekly Maths Challenge (Timetables – am only)

- Note taking for all mainstream Maths lessons
- Pre Maths lessons in resource provision to equip the children with lesson content prior to the mainstream.
- Post Maths lessons to reinforce the lesson content and unfamiliar maths vocabulary
- Maths boosters with the Teacher of the Deaf.
- Homework Club

Science

- The Virtual Learning Environment contains a range for science signs
- Differentiated biology, physics and chemistry resource packs
- Experiment time in base (in line with mainstream planning)
- Note taking for all mainstream Science lessons
- Pre Science lessons in resource provision to equip the children with lesson content prior to the mainstream
- Post Science lessons to reinforce the lesson content and unfamiliar science vocabulary
- Science boosters with the Teacher of the Deaf

Independence

- Independent Travel Programme
- Skilled staff who know that sometimes they need to move away to allow the child to 'get on with it' by themselves
- A reduced reliance on 1:1 support in practical subjects e.g. PE, DT etc
- Healthy Minds Programme (NDCS)

Speech, Language & Communication

- Support to access the programmes advised by the Speech & Language Therapist.
- Follow up speech work in base under the direction of the SALT

	<p>Social</p> <ul style="list-style-type: none"> • Support, encouragement and positive reinforcement for positive social behaviours. • Use of ICT to facilitate social interaction. • Invitation to the Deaf Youth Club • Signing Choir (Sept 2014) • Whole service trips (Pantomime, sports days etc) • Opportunities to meet deaf peers at lunch and break times. <p>Behaviour</p> <ul style="list-style-type: none"> • The resource provision follows the Academy Behaviour Policy. All issues relating to behaviour are taken to the Head of Year. The ToD liaises with academy senior management to resolves an issues pertaining to behaviour
Admission	
How many places are there?	There are 15 places.
Who should I contact if I am considering my child coming to the resource?	You should first contact a manager of SENSS based at County Hall (01924 303660). This is the best first contact. This is because the SENSS manager line manages the staff at resource provisions.
How are children admitted to the Resource?	<p>The resource caters for some children with the most complex needs. Accordingly, all children have a Statement of Special Educational Needs (Statement), or an Education, Health, Care Plan (EHC Plan).</p> <p>An Annual Review must be held. At this annual review one of two things is likely to happen to progress admission to communication resource provision.</p> <p>Either:</p> <ul style="list-style-type: none"> • Parent preferences a communication resource <p>Or</p> <ul style="list-style-type: none"> • The current school says it is no longer able to meet the complex needs of the child.

	<p>After the meeting, the school send the info about the review to SENART. This is then considered by SEN Panel, a group of experts who work to ensure fairness and consistency across the district.</p> <p>If SEN Panel decide to consult, managers of the resource will decide if either of the resources can meet the child's needs. The manager will take into account</p> <ol style="list-style-type: none"> 1. Your child's age, ability and special needs 2. The effective education of all of the resource (and mainstream pupils) 3. The efficient use of the local council's finances. <p>If the manager agrees to a place, we will give a start date. It is really important that this allows time for transition. Transition includes time for:</p> <ul style="list-style-type: none"> • The current school to collect and copy the information (e.g. previous EPS reports, SALT reports, CAF information etc). • Resource staff to discuss your child with the current school. • Resource staff to read through all the relevant paperwork. • Resource staff to make a visit to the current school. • Resource staff to liaise with main school over any arrangements to access mainstream lessons. • Resource managers to make sure sufficient staffing is in place for your child's effective education. • Your child to make visit(s) to see the resource and meet other children. <p>A typical length of time would be a half term.</p> <p>We appreciate that the current setting may be struggling to meet needs, but it is important that the resource has adequate time to prepare to meet the child's needs. This time may also be used to reorganise arrangements for other the children who also have complex SEN.</p>
Transition	
<p>What transition arrangements are in place for children moving into the resource?</p>	<p>During the transition period, we:</p> <ul style="list-style-type: none"> • Observe the child in their current school (this may be the CSIT Advisory Teacher)

	<ul style="list-style-type: none"> • Read through the information that has been supplied by their current school • Show the parent around the resource • Facilitate a visit(s) for the child • Provide a transition book • All pupils will be involved in mainstream transition activities <p>The amount of visiting done depends on the child. For some children, having several visits can ease anxiety.</p>
<p>What transition arrangements are in place for children moving out of the resource?</p>	<p>When children move back to their local mainstream school or to high school, we:</p> <ul style="list-style-type: none"> • Invite the child’s next school to the Annual Review • Support the next school to observe the child in their current environment • Provide information to the next school • Facilitate visits for the child to their next school • Liaise with the next school to provide a transition book • Answer any questions that the parent or child may have (we may already know the answer, we may have to ask on the child’s behalf or we may support the child to ask the school themselves. <p>Again, the amount of visiting depends on the individual child’s needs.</p>
<p>Parent Information</p>	
<p>How do parents communicate with the resource?</p>	<p>Generally, children arrive by taxi from across the district. This means we don’t see parents on a daily basis like a local mainstream school might.</p> <p>Parents can get in touch with us in a number of ways:</p> <ul style="list-style-type: none"> • The Student Planner: an opportunity to write a quiet note • Resource Office: 01977 605067 • Email: cswallow@castlefordacademy.com • Meeting: We’re happy to meet with parents. Just get in touch so we can agree a time.

<p>What should a parent do if they are unhappy with us?</p>	<ul style="list-style-type: none">• Always, the first step is to tell us! Ways to get in touch are in the section above. We will do our best to get to the bottom of any concerns you have. <p>If you are still dissatisfied, or seek advice please contact Special Educational Needs & Disability Independent Advice & Support Service (SENDIASS). 01924 379 015 SENDIASSWakefield@kids.org.uk</p> <p>Services offered include:</p> <ul style="list-style-type: none">• Information for parents/carers on SEN policies, procedures and provision• Advice on individual cases through our telephone help-line or home visits• Support with paperwork and preparing for and attending meetings. <p>If you remain dissatisfied, please contact: Joanne Kirsopp SENSS Team Manager Qualified Teacher of the Deaf Children’s Sensory Impairment Team Special educational Needs Support Service</p> <p>jkirsopp@wakefield.gov.uk</p> <p>01924 303660</p>
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