HAGUE DEAF RESOURCE BASE (DRB)

PROVISION OUTLINE

CONTENTS

1. Background and purpose of the provision

The provision was set up in September 2003. It is one of two primary deaf provisions in Tower Hamlets, the other is at Culloden school.

Who is the provision for?

Several factors may impact a deaf child's development. These may include, but are not limited to; levels of deafness, cause of deafness, type of deafness, age of identification, age the child was aided, device compliance, exposure to sound, speech and language, either spoken or signed (or lack of), additional diagnoses, environmental factors and access to services and support. These factors combined result in implications for the types of strategies required to support each deaf child's unique needs. There are the day-to-day effects but these can also be mixed with long-term effects. The latter relate to gaps that may develop in an individual child's development, particularly listening and speech/language and communication skills, owing to reduced experience or lack of/reduced exposure to sounds and speech/language. If sufficient exposure is not adequately re-introduced the gaps may become wider and the delay more entrenched. This can significantly hinder a child's learning.

The purpose of this provision is to cater for children for whom the combination of the day to day and long term effects of their deafness means that there are sufficient gaps in their development and learning that they require the following:

- regular access to quiet spaces in order to hear speech patterns more clearly.
- an acoustically treated learning environment with deaf aware staff and peers.
- opportunities to develop listening skills.
- regular sessions in quiet conditions with Qualified Teachers of the Deaf (QToDs) to develop delayed communication and language skills to reduce the gap.
- regular in-school access to specialist Speech and Language Therapy from the Deafness team
- a tight support system within the school to ensure effective curriculum access. This would include the need for pre-lesson and post-lesson teaching by QToDs and teaching assistants.
- all staff to be aware of the needs and appropriate strategies to use with deaf children.
- Educational Health Care Plans (EHCPs) due to the extent of their needs relating to their deafness.
- daily audiology checks to ensure children's equipment is in good working order to maximise their access to learning.
- access to a deaf peer group and enrichment activities to help build a strong deaf identity, independence, good SEMH and self-advocacy skills.

The best fit for the above to happen is in a school with high ambitions, proud traditions and integrity such as Hague, which also has:

- a particular focus on deafness so that a more in-depth understanding within the school can be developed, moving beyond the understanding of the basic strategies for day to day implications
- QToDs on site. This is so that the amount of liaison and training that is necessary between staff can happen in order to ensure the tightest system of support as appropriate for individual children and so that there is sufficient access to QToDs.

The provision at Hague is primarily for deaf children who have the potential and are showing the potential to develop their spoken language through use of their residual hearing and assistive listening devices. The provision is generally for children with moderate to profound levels of deafness, but with flexibility e.g. for additional needs or progressive deafness who would benefit from a resource base. Decisions in relation to the assessment of this potential are made by professionals working with the children and parents prior to their entry into Hague.

Culloden has the facilities to cater for deaf children who will use British Sign Language as their main form of communication and who will access the curriculum through BSL. Children who are showing this potential are more likely to go there. Deaf children are not necessarily going to fit neatly into these two possibilities and both provisions are aware of overlap and the need to be flexible.

The deaf children who come to Hague have EHCPs or PDAs. The borough's Special Educational Needs Section makes the final decision as to whether a child comes to Hague as part of its designated provision.

2. Underlying principles of the provision

- We must address the deaf children's particular needs and ensure as much access to the curriculum as possible. In addition, we need to remember the importance of their social/emotional/mental health needs and not place an unacceptable amount of pressure upon them as they move up the school. We are keen to listen to the views of deaf children and adults, particularly in relation to the developing identities of our deaf children.
- We aim to foster our deaf children's self-esteem as we do for all children at Hague, but taking into account the particular issues that may affect them. Through this, we also aim to prioritise developing their general independence skills and independence as learners and deaf young people. We ensure our reports and communications use positive terminology around deafness, as advocated by DTOD and BATOD in this document.

- Our priority at Hague is to ensure high expectations for all and to develop independent learners. We need to continually monitor progress and potential. All should be aware of the possible mismatches within the deaf children as learners (e.g. cognitive level may not be fully reflected yet in their linguistic competence) so that a fair picture of them is presented in assessments and adequate support systems set up. We also aim to reduce these gaps as much as possible.
- We recognise the importance of opportunities for natural conversation to support the development of the spoken language of our deaf children and incorporate this in our planning for them. Our aim is that each individual child develops their listening and spoken language skills as far as they can in order to access curriculum and social interactions as independently as possible.
- We also aim to ensure general awareness of the potential cognitive demands placed upon deaf children in relation to the curriculum and their learning. These can relate to many areas, such as listening, reading and writing, and can be a result of the long-term effects of deafness, particularly on language development. The additional processes that they often have to go through in a learning activity need to be borne in mind, particularly when assessing their progress.
- Hague School and this provision aim to be inclusive. As part of this the provision prioritises close liaison and dialogue between staff who work with the children. We also liaise closely with the children, their parents and external agencies where necessary.
- There are three key points of consideration that affect our planning and monitoring of the children: their particular needs relating to their deafness (particularly developing their listening and spoken language skills), needs relating to their social, emotional and mental health and curriculum access. We are aware of the close links between these elements and aim to incorporate this awareness into our development of effective systems of monitoring.

3. Systems of support and involvement of all

The provision aims to support inclusion through prioritising and addressing the following:

- Curriculum access. Ensuring effective access to the curriculum for our deaf children.
- Learning Plans (LPs). To support our deaf children to work towards their Annual Review targets and any other targets arising throughout the year, at school or at home. We have identified seven key areas and select up to three of these per LP.

  The areas are-

  - Listening and Attention
  - Deaf Identity/ Personal Amplification
  - Speech, Language, Communication and Interaction
  - Social and Emotional
  - Cognition and Learning

- Academic
- Specific home learning targets

LPs are reviewed twice a year with children, parents and teachers and new targets are set or maintained as appropriate.

- Listening Profiles. To provide a snapshot of the listening strengths and difficulties our deaf children encounter in different school scenarios and provide tips for those working with them to help minimise these difficulties.

- Formal and Informal Assessment/Monitoring. To ensure that our deaf children are making good progress and that effective assessment and monitoring systems are in place to support this. This includes analysis of school data, alternative assessments and standardised assessments for other areas of development as well as our day-to-day observations and co-working with colleagues and parents.

- Support / Involvement of all and Training/Ongoing dialogue. These are key elements. They are necessary for the above to occur in the best possible way and to ensure cohesion. For the provision to be inclusive we believe it is crucial that everyone in contact with our deaf children (including outside agencies) is as involved with their development as possible. We also aim for everyone to have sufficient understanding and awareness for this to happen.

- Home/School Liaison. We aim to extend the involvement of all to the parents of our deaf children. Working in close liaison with the parents of deaf children takes on a particular importance as there is a need for as much supportive dialogue and joint working as possible with regard to individual children's development of listening skills, use of hearing aids and spoken language and communication skills out of school as well as in. We also try to offer and maintain a context in which parents can discuss issues, concerns and feelings.

- Deaf identity development and emotional wellbeing. Developing a positive deaf identity is an important part of our deaf children's development. This will help them have a strong self-concept and self-esteem as a deaf young person and support them to advocate for themselves and their needs. Developing independence and awareness of themselves as a deaf learner and feeling part of the deaf community will increase their self-esteem and mean they can set themselves high ambitions. We ensure that our deaf children participate in deaf community events such as Panathlon sports events and invite speakers or events in, such as Hearing Dogs, Sounding Out and deaf role models. We also use the Personal Understanding of Deafness curriculum with our children and adapt the NDCS Healthy Minds and Buddy Up training to support our deaf children's deaf identity development.Pupil voice is important to us and we often ask the children what they would like to learn about around deafness and follow their lead.

4. Outline of current systems

In order to develop and maintain quality provision for our deaf children, QToDs self-assess using the NDCS/NatSIP Quality Standards for Resource Provisions document as a guideline, using a RAG system to identify strengths and areas of development for the provision. We reflect on our practice, speak to key stakeholders and reflect CPD, current research in the general education world and deaf education world. This is reviewed by DRB staff and changed/adapted accordingly, measuring the impact of the actions arising from the previous self-assessment.

Audiology

Please refer to the DRB Audiology Protocol

Supporting the children

- All of the children currently supported within our provision have an EHCP (or one pending). The model of support that we have at Hague is as follows:
- Each deaf child has a key QToD. This QToD will plan sessions and resources to support the child holistically to make progress in collaboration with the child and all key stakeholders and be able to operate in an advisory role to support teaching and support staff.
- There are unfortunately no dedicated DRB TAs. Teaching assistant support in class is put in place according to the child's needs where necessary and in agreement with their class teacher, as it is for mainstream children.
- We aim to timetable support so that it targets the most needed areas of development for the children. This means we have to consider giving more support to some children than others. This is reviewed and adapted continuously in dialogue with teachers, speech and language therapists and teaching assistants.
- We aim to develop the children's independence as much as possible but also are aware that this needs to be carefully planned and monitored according to the child's stage of development. Therefore there will be times when a child will be working independently as appropriate to their needs.
- The nature of the provision is that it is inclusive and that all staff should be involved. Therefore, teaching assistants, class teachers and the speech and language therapist will be working with the children at different times as well as the QToD.
- A specialist speech and language therapist from the Barts Deaf/Partially Hearing Speech and Language team comes in for 1 day a week. Her input includes working with the deaf children on her caseload individually or in groups , out of class and in class. She contributes to monitoring the children's progress in relation to their speech, language and communication and to their individual education programmes. She has regular meetings with provision staff and provides reports for Annual Reviews.

- QToDs also liaise closely with any other professionals involved with our DRB children, including NDCAMHS, Early Help, Occupational Therapy, Physical Therapy, ASDAS, Phoenix Outreach and Health and Social Care professionals.Our approach is holistic and a united multidisciplinary approach is key to ensure we are supporting all aspects of a child's development.

Curriculum planning and support

Lesson preparation pre-teach/parallel teach and reinforcement sessions

Some of these might include:

- Pre-teach session. This is when a QToD might introduce information, particularly relating to key curriculum vocabulary and concepts, that the children will be learning in class before the lesson so that they are a little prepared and have some 'hooks to hang' the later ideas discussed in class on. This might be necessary when it is felt that the child will be able to access the ideas within a class discussion but requires a bit of prior input.
- Parallel teaching session. This is when a QToD might jointly plan sessions with a class teacher when it is felt necessary to break it down into smaller steps for the deaf children to access. The key teacher of the deaf may then teach the deaf children in a quiet environment at the same time as the class teacher but modifying the information and tasks. This can also happen from week to week on a more one off basis when it is felt that the curriculum requires modification. This may also involve creating resources such as vocabulary banks or visuals for class teachers to use to support the deaf children in their teaching or operating in an advisory role to support planning. The QToD may also work in class with the deaf student and support them with their activities in that sense, too.
- Reinforcement session. This is when a QToD reinforces material that has been discussed in class to ensure understanding.
- Specific group intervention sessions: These sessions are either delivered one to one or in a small group of children (sometimes including hearing children, depending on the needs of the child and the intervention) and target key areas of their development and needs due to their deafness.
- Class teachers consider the deaf children's needs when planning for the class. Class teachers also use a variety of strategies to support curriculum access such as visual cues, role play, modified language as appropriate and targeted questions. They know they can speak to the QToDs for additional support.
- Teaching assistants also support the curriculum access of children in class and during any targeted sessions with them. However, there are no teaching assistants specifically allocated to DRB children, so the support they receive will vary depending on the needs of the class cohort.

Ensuring and monitoring pupil progress and Learning Plans

Our deaf children's needs relating to the day-to-day and long term effects of their deafness mean that they are likely to be delayed in comparison to their peers with their learning and understanding of the curriculum and the world around them.

The extent of this varies from child to child. We, therefore, aim to ensure progress so that they catch up as much as possible. For this to happen we focus on three areas for monitoring and developing:

- Needs relating to deafness e.g. listening and language skills, deaf identity
- Curriculum access
- Social, emotional and mental health

We have high expectations for our deaf children. We aim to gradually reduce any gaps between their stage of development and what they are exposed to in class so that they develop as individual learners and fulfil their learning potential.

<u>Developing and monitoring listening and language skills</u>

- <u>Conversation.</u> We prioritise providing opportunities for as many natural conversations as possible for our deaf children. These are ideal contexts to develop their listening and language skills naturally. Our deaf children have had reduced experiences of natural conversations due to the effects of their deafness. Therefore, some of our support prioritises opportunities for this to happen. To support this and the children's developing social/emotional needs, we have a number of group sessions when children from different year groups get together. These provide a further context for extending listening, language and communication skills as well as for developing the children's awareness of emotional intelligence, self and others. All the groups provide opportunities for the children to get together as deaf individuals who have something in common.

- <u>Learning Plans.</u> The children have annual targets set at their Annual Reviews. These are then broken down into objectives and targets throughout the year which become the children's LPs. For example, a target might be to ensure that a child has a secure understanding of simple sentences at a three key word level. A related target might be that the child is successful in listening games incorporating instructions with three information words. Another goal might be to develop a child's awareness and understanding of syntax at an early longer sentence stage. A related target might be to develop and the child's understanding and use of 'and'. Staff consider what curriculum opportunities there are to support the development of these targets as well as working on them in out of class contexts. Progress towards the objectives and targets are discussed with children, parents and teachers and reviewed at DRB LP Review days twice a year.

- Annual assessment periods. To support with the development of a child's Learning Plan we formally assess and reflect upon individual children's progress, often prior to their Annual Reviews or at other appropriate points depending on the assessment tool. We consider in particular the children's developing listening and language skills and how these are impacting on their learning and access in the classroom. We consider these in conjunction with the speech and language therapist.

- Reports. The child's QToD writes reports at Annual Review times and these highlight strengths and priorities for the next stages of development. We also report on progress towards previous annual targets in this report. They will also contribute to the child's annual class teacher report, too.

- Annual Reviews. All the deaf children who receive support from the provision have an EHCP. Once a child is given an EHCP there is an 8 week planning meeting between school and parents to highlight initial priorities and targets for support and development. This is no longer required by SEND section, but we find it useful to hold an informal meeting to check targets are still relevant. These are often taken from the objectives outlined on the EHCP. This is then followed with a review meeting one year later and subsequent annual reviews. These meetings are child-centred and include the child, their peers, school staff, other professionals when appropriate and parents and review progress towards previous targets and general progress/concerns. New targets are set for the next year and support and provision is also discussed. The Annual Review form is then shared with all relevant outside agencies and stakeholders who attended the meeting. In Reception, Year 2 and Year 5, the child's EHCP targets are also reviewed and updated in preparation for them entering the next Key Stage.

Staff training

In order to ensure as much effective involvement of all staff as possible we try to prioritise ongoing training in two ways, through the provision of:

- Specific training sessions for particular groups of staff about the needs of deaf children and strategies for working with them

- Ongoing dialogue opportunities to maintain, consolidate and develop awareness.

Currently we do the following:

- Staff new to the school receive an initial training session.
- In subsequent sessions and dialogue we aim to revisit many of the ideas, particularly exploring the implications of the long term effects of deafness.

- Other groups of staff who have less involvement with the deaf children should have a shorter session that might focus on the day to day effects and implications with reference to the long term effects and implications for communication. We aim to develop systems for the delivery of these as appropriate.
- Further training sessions. These may occur during INSET or staff meetings. Further training for TAs can be offered at general TA meetings or by special arrangement.
- QToDs attend CPD sessions and regularly liaise with the LBTH Sensory Service and other external agencies such as DPH Speech and Language Service.

Transport

Some of our children come to school on transport with passenger assistants arranged by the borough with private providers. If a child becomes unwell during the day we have to phone the parents and wait for them to come to pick him / her up as transport are unable to do this. When passenger assistants or drivers are unwell another will be provided. All passenger assistants and drivers are DBS checked by the borough and should wear ID badges. School staff meet the children from the cars on arrival in the mornings and escort them to the cars at the end of the day. The QToDs communicate with the passenger assistants and class teachers regarding any delays due to traffic and so forth. There is a Borough Transport Policy.

Transition

- Once a deaf child has been given a place at Hague we organise a transition visit with the family and their QToD so that s/he has visited the school and become accustomed to the staff and the place. A QToD also visits the child's current placement and attends their Annual Review meeting if there is one and gathers background information about the child. Key points from this are then shared with staff who will be working with the child so that they feel prepared.
- We begin formal discussions about transition to secondary school at a child's Year 5 Annual Review, although parents are free to discuss this with school staff at any time prior to this. The QToD liaises with staff from the child's chosen secondary school and will invite a representative to attend their final Hague Annual Review meeting to ensure that key points about the child are passed on. We also arrange additional visits to the secondary school and run a transition programme of intervention with our Year 6s after SATs to support them to feel ready for the change. Where appropriate, we also liaise with the borough's Independent Travel Team.

Please do contact us with any further questions

Reviewed: May 2025 by Kyrie Clarke (QToD)

Next review: May 2027