



Fleetdown Primary Academy

Specialist Resource Provision Policy

Autumn 2023

Next review Autumn 2024

The Pirate Ship at Fleetdown Primary Academy is a Specialist Resource Provision (SRP) for children with a profound hearing loss. After consulting with the Headteacher, this policy has been developed by the Teacher of the Deaf and has been written in line with the requirements of:

- The Equality Act 2010.
- The Children and Families Act 2014.
- SEND Code of Practice 2014.
- NDCS Quality Standards resource provision for deaf children in mainstream schools.
- NATSiP Quality Standards document for resource provisions.

The Inclusion of children with disabilities is a core element of educational policies - in 1994, the Salamanca Statement dictated that **all** children should **learn together**, wherever possible, regardless of any difficulties or differences they may have. This statement is reflective of how we work at Fleetdown to ensure a fully inclusive curriculum is delivered to our deaf pupils. The NDCS Quality Standards document is used to help our school evaluate the effectiveness of the provision made for our deaf children and highlights throughout, the core principles of inclusive teaching. In line with this document, our **aims** for the provision are:

- To ensure the resource provision is embedded within the mainstream school to facilitate inclusion in all aspects of school life.
- To raise attainment levels of our deaf pupils.
- To enable our deaf pupils to reach their full potential academically, socially, and emotionally in a safe and nurturing environment.
- To enable our deaf pupils to become confident, independent learners.
- To promote the **membership** of deaf children in their mainstream class and school.
- To ensure every deaf child is afforded the same opportunities as their hearing peers.
- To cultivate an awareness of the needs of our deaf pupils.
- To ensure the whole school fosters a positive attitude towards deafness.
- To encourage our pupils to develop a positive deaf identity.
- To ensure our deaf pupils are happy and feel included at school.

The SRP

Fleetdown Primary School has a nautical theme, our deaf children call themselves the Pirates and our learning environment is known as the Pirate Ship. Admissions to the SRP are at the request of the Local Education Authority, in consultation with the Headteacher and parents, and in accordance with county guidelines. All children admitted to the SRP have an Education Health Care Plan and have been diagnosed with a bilateral, severe to profound hearing loss which requires them to wear hearing aids or have a cochlear implant.

The SRP follows a flexible, Total Communication approach to match the needs of our learners. This encompasses oral/aural, British Sign Language (BSL), Sign Supported English (SSE), Visual Phonics, Visual cues, mime/gesture and Communicate in Print.

Our student's needs are addressed on an individual basis and appropriate provision is put in place. Where possible, we encourage the integration of our deaf pupils in their mainstream class for all of their learning. Their academic needs are supported by Communication Support Workers, all of whom have relevant experience and hold at least a Level 2 qualification in British Sign Language. All staff have deaf awareness training throughout the year and regular guidance on how to teach and meet the needs of our deaf learners, ensuring the barriers to their learning are removed.

Where progress is not sufficient and our Pirates are working more than one academic year below their age equivalent expectations, English and/or Maths lessons are delivered in The Pirate Ship. The Teacher of the Deaf will teach through a differentiated curriculum, following personalised planning. This is always in agreement with the pupil's parents/carers, class teacher and SENCo.

To ensure any identified gaps are filled, the HI staff implement specific interventions during some afternoons. These sessions can also be used to pre-teach key vocabulary for the next lesson to ensure our deaf learners have optimal access to their learning. It is well documented that children with a significant hearing loss show delays in their early language acquisition, so it is important to ensure all of our deaf pupils are immersed in a language rich environment where they have the opportunity to learn new words and make links with a conceptual understanding.

To give deaf children the best access to their learning there a few key things that should always be considered:

- Ensuring any audiological equipment is working optimally within all lessons will allow for effective use of residual hearing.
- Providing opportunities for discussion and the explicit teaching of new vocabulary is vital for their progress.
- Providing a shared method of communication is crucial to a child's language development, which in turn will contribute to the development of their literacy skills.
- An understanding of a child's linguistic ability will ensure work can be differentiated to an appropriate expectation and assess their progress effectively.

In addition, we also ensure that reverse integration is available for all pupils at Fleetdown Primary Academy. This means that pupils who are identified as having specific speech and language requirements can also benefit from specialist teaching within the Pirate Ship too.

Assessment

Having low expectations can lead to low attainment, so it is important that we set high expectations for all our learners. Our deaf pupils are assessed against the same National Curriculum criteria as hearing children and are tracked and monitored the same way as all other children in the school. For our Pirates who access their core lessons in the Pirate Ship, we also implement some assessments recommended by the National Deaf Children's Society which are a useful tool in identifying specific gaps and measuring smaller steps of progress.

We also use PK Check lists to assess pupils who are working more than 2 years below their age equivalent expectations, again this allows us to track smaller steps of progress. By using these types of assessments, it allows us to identify whether pupils are increasing their level of skills in key areas that are not necessarily represented using the school's data system. As well as these termly assessments, our Teacher of the Deaf and Speech and Language Therapists also conduct annual language assessments which are used to inform targets moving forward.

All parents of Fleetdown are invited in to discuss the progress of their children twice a year at our parent's evenings, as well as receiving written reports twice a year. In addition to this, our deaf pupils benefit from an annual review, which facilitates the evaluation of the effectiveness of the special provision that is in place for their child. Annual reviews are held in partnership with our SENCo, the Teacher of the Deaf, the mainstream class teacher (where applicable), parents and any other professionals that may be involved with the pupil. By working collaboratively and sharing everyone's individual understanding of the pupil's barriers to learning, it enables the review process to be increasingly personalised and relevant.

Managing Audiology

At Fleetdown Primary School, we acknowledge the necessary management of audiological equipment to ensure that optimal listening experiences are achieved. All audiological equipment, including Assisted Listening Devices (ALD's) are checked every morning to ensure they are working optimally to enhance the pupil's access to sound.

We encourage our deaf pupils to develop audiological self-advocacy from as early as EYFS, where we will teach children to replace their speech processors if they fall off, take their hearing aids in and out in the correct way, and/or report dead batteries. As the children progress through school we will move towards teaching them how to clean their equipment, re-tube their hearing aids and troubleshoot for any faults they may identify.

We also acknowledge the noise level, acoustics and layout of classrooms are particularly important for our deaf learners. When we look at the noise level of a classroom, we are interpreting a mixture of sounds. Optimal listening conditions are created when background noise is kept to a minimum. Classrooms are mainly carpeted which reduces excess noise from the scraping of chairs and footsteps. Large windows are covered with blinds to help absorb sound and both external and internal doors remain closed for the entirety of the lessons.

Staff incorporate recommended procedures of good practice as stated by the NDCS, ensuring children are always sat opposite their teachers and specialist TA to allow for good access to lip pattern with any supporting visual cues in their direct eye line. Teaching staff are consistent in promoting the use of ALDs. Staff also receive specific training on cochlear implants from a Teacher of the Deaf from one of the implant teams.

Social, Emotional, Mental Health and Well Being

The NDCS states the deaf population are twice as likely to experience mental health problems, such as depression and anxiety compared to the hearing population, so the importance of cultivating a positive deaf identity is crucial for our deaf pupils. To tackle this issue, we implement Healthy Minds sessions for our Pirates. These sessions are run with our deaf cohort as whole and are attended by other children within the trust who also have a hearing loss. This gives our Pirates the opportunity to come together and talk about shared experiences. During these sessions we focus on mental health and well-being and help our deaf pupils understand what their deafness means for them.

Speech and Language Therapy

Speech and Language therapy (SALT) is provided by specialist speech and language therapists from Kent Community Health on behalf of the NHS. It is crucial that SALT is not considered as an isolated intervention, but rather something that should be carried across into everyday learning. To facilitate this, our deaf pupils who meet the criteria for these sessions are accompanied by their CSW, who can then implement these skills in the classroom and share recommendations with our parents/carers.

Working in Partnership

As well as ensuring we work closely with our families, we also work closely with outside agencies such as,

- Social Services.
- Deaf CAMHS.
- Educational Psychologists.
- The NDCS.
- Speech and Language Therapists.
- Audiology clinics.
- Cochlear Implant teams.
- Specialist Teaching and Learning Service.

Managing hearing loss in Mainstream school

Implications	Strategies
Hearing speech clearly in background noise	• A quieter room will make it easier for deaf pupils to hear instructions, especially when doing independent learning. • Minimise background noise, e.g. pens tapping, papers rustling. • Ensure pupils sit near the front of the classroom, in the Hall and towards the side so they can see the person speaking, the board and their TA. • Keep the door closed as this will reduce noise from echoes and reverberation as well as noise from outside the classroom.
Following spoken instructions and conversation	• New information/instructions need to be presented with visual prompts and access to lip reading. • Adjust pace of lesson delivery to enable pupils to follow, process and look at any visual cues. • Deaf pupils will need additional teaching time to follow-up and reinforce topic vocabulary, concepts and learning new signs. • Ensure you have made eye contact and have a pupil's attention before communicating with them. • Repeat and check that the pupil has understood new information/instructions. • Provide visual materials e.g. key words, written instructions. • Ask pupils to explain what they need to do next to check they have understood.
Listening in group situations	• Be aware of sources of background noise. • Keep background noise to a minimum through classroom management. • Ensure whoever is talking gains pupil's attention before proceeding. • Direct pupils to any visual resources to aid their understanding of what is being discussed. • Allow time to relay information through sign. • Allow for processing time
Discriminating quiet speech sounds	• Use visual prompts, signs, sounds mats where possible, to reinforce learning, emphasising sounds that may be difficult to discriminate. • Use subtitles when watching DVDs and videos (these should be checked first).
Locating the source of sound	• In the classroom, ensure you are facing the pupil. • During classroom discussions, identify the child who is talking so the deaf pupil can turn to see their lip-patterns and facial expressions to support their listening. Afterwards, repeat or rephrase what they say.

Pupils may need extra time to process information before responding	• Present instructions and information in small stages, with key words explained or clarified when possible. • Write important instructions on the board but always face pupils when giving spoken instructions. • Allow time for pupils to use their listening skills and then have the information supported with visual cues. • Give repetition and further explanation whenever possible. • Check understanding of new vocabulary and concepts, identifying any areas of confusion.
A high level of concentration is required throughout the day so pupils may become tired	• Allow pupils to have learning breaks as appropriate. • Try to use visual material to support what you are saying and to break up the talk.
'Over-hearing': Deaf children miss important information when the conversation is not directed towards them	• Encourage pupils to say when they have not understood instructions or information. • Use new words/signs in different contexts so they have lots of opportunities to hear/see them before they use them. • Repeat answers given by other pupils, especially if they are wrong. • Indicate a change in topic in conversations
Understanding the beliefs and intentions of others (Theory of Mind) and understanding age-appropriate concepts	• Provide pupils with opportunities to explain their feelings or those of others. • Provide opportunities to discuss current affairs or other relevant topics. • Support understanding of emotional vocabulary and reasoning to help understand the world around them.
Developing social skills and communication	• Provide opportunities to develop peer interaction through class activities e.g. Talk Partners (supported by a TA).

This policy will be reviewed on annual basis by the Teacher of the Deaf in conjunction with the Senior Leadership Team and the governing body.

Michaela Wright

Teacher of the Deaf

SRP Lead

Michaela.wright@golden-thread.org