

Auriol Specialist Centre for Children with Hearing Impairment School offer 2018-2019

	Questions	School Response
1	<p>How does the Specialist Centre know if children need extra help and what should I do if I think my child may have additional needs?</p>	<ul style="list-style-type: none"> • We receive information through Surrey County Council Service for children with SEND so that we know what your child's needs are. • We communicate with the children's feeder schools so that we can learn about their needs in school • We talk to you about your child and their needs. • Pupils accessing the Centre have an Education Health and Care Plan (EHCP) which identifies the most appropriate provision for the pupil. The EHCP also identifies the pupil's primary and, where appropriate, additional needs. It is reviewed annually to ensure that it continues to reflect the pupil's current needs. • The progress of your child is monitored regularly by class teachers and the Head of Centre who will ensure that additional support is provided if necessary. This will then be discussed with you when appropriate. • If your child seems to have an emerging or additional need it may be that there will be additional assessments carried out in the Centre or by an Educational Psychologist, hospital or visiting specialist teacher. • If you have concerns about the progress or attainment of your child, you should in the first instance speak to the class teacher and then the Head of Centre to discuss your concerns. • We work closely with other professional services, such as Educational Psychology, Speech and Language and Occupational Therapy in order to meet your child's needs.

2	How will the Centre staff support my child?	<ul style="list-style-type: none">• The Education and Health Care Plan outlines the particular needs of your child and recommends the relevant resources, teaching programmes and multi-agency involvement required to meet these needs.• The Head of Centre co-ordinates how the EHCP will be implemented across the school• Termly targets are recorded on a PET (a document which records Personal Education Targets) and a meeting is held with the parents and child, Head of Centre and class teacher to review the PET and discuss new targets. These are then shared with all the staff who are working with your child. The PET is reviewed regularly with evidence contributed by all the adults who work with your child.• We have a robust half termly assessment schedule to monitor your child's progress so that we can identify the next learning steps for your child.• Annual speech discrimination tests are administered to monitor your child's hearing and these are used alongside information from hospitals/cochlear implant teams.• We have a specialist Speech and Language team who work in the Centre and give direct therapy to all deaf children at least a weekly. Speech and Language therapy targets are set termly in collaboration with Centre staff. These are shared with parents and with all teaching staff who work with your child in order to develop these skills across the curriculum.• All the deaf children are members of a mainstream class and will be expected to follow the same curriculum and routines as their peers. The teacher of the deaf will advise the class teachers on how to include your child in these lessons. A learning support assistant will also support your child in class to access the curriculum. Children in the Centre will be expected to spend at least 80% of their time learning in their mainstream class alongside their mainstream peers.• In addition, your child will be withdrawn for specialist teaching sessions in small groups or on a one to one basis. This provision is matched to your child's needs.• Staff recognise the importance of developing the children's deaf identity, so the children understand more about their deafness and the deaf culture. Deaf awareness is embedded in the ethos of the school and deaf pupils are involved in raising the profile of this culture.
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3	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Your child will have access to an engaging curriculum. Deaf children will be supported to ensure that they have access to the curriculum so that they are able to make progress. • Our Auriol curriculum is irresistible and enables all learners to enjoy and achieve. • Your child will be pre-tutored for key vocabulary related to the curriculum. For example, specific science vocabulary can be explained and rehearsed, in order to support independent access to learning. • The level of support from the Specialist Centre staff will depend on your child's needs, as outlined above. • During the academic year we receive visits from (theatre, sports, music) groups who provide other opportunities for our pupils to widen their knowledge and skills.
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • We have an open door policy and if at any point you wish to discuss your child's progress, an appointment can be made to meet with the class teacher or the Head of Centre. Staff in the Centre can offer advice and practical ways that you can help your child at home. • The home school book may be used to share new learning.

		<ul style="list-style-type: none"> • Termly coffee meetings for parents of hearing impaired pupils regularly discuss initiatives to support deaf children's learning at home. They also give you the opportunity to network with other parents and Specialist staff informally. • There are three parent consultation evenings each year, when you can meet with both the class teacher and the Specialist Centre staff. PETs are also reviewed three times each year. • Your child's progress towards achieving outcomes will be discussed annually at the Annual Review. These outcomes are broken down into smaller targets on their Personal Education Targets (PETs). These PET targets are reviewed at least half termly and shared with you termly. • Your child's progress is measured on a half termly basis to assist staff in accurately assessing attainment and progress. You will receive a termly report card outlining your child's attainment at that point in time. • The Specialist Centre is committed to high achievement and self- evaluation. Progress and attainment data is analysed within the school assessment schedule and individual children's support is reviewed and amended as necessary. • We compare our results with robust national data using the Consortium for Research into Deaf Education (CRIDE) survey, which reports data for hearing impaired pupils nationally.
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • We are committed to multi-agency working to ensure that the needs of the whole child are met. • All staff are deaf aware and committed to supporting the development of the children's deaf identity. Specialist Centre assemblies are held regularly to promote this in a small and safe environment. Deaf role models are invited to the Centre to widen the children's knowledge and understanding of the variety of opportunities and services available to deaf people.

		<ul style="list-style-type: none"> • Professionals from other agencies including physiotherapy, occupational therapy, health and CAMHS visit the Centre on a regular basis (in addition to the SALT team who are based in the Centre). As well as supporting individual pupils, these professionals advise staff and offer training. • Children in the Centre are encouraged to take part in Pupil Voice processes. A hearing impaired pupil represents the Specialist Centre as an inclusion representative on the Auriol School Council. • Pupils contribute to the annual review of their EHCP through a person centred review process. Pupils know their targets and progress is tracked visually in the Centre. • Staff know individual pupils very well and any pupil requiring additional support will be offered it from a staff member with whom they have a good relationship. The children are encouraged to reflect on their feelings with Centre staff. Social skills groups are run jointly with SALT for specific skills related to interaction and well-being. Transition to the next phase of learning is supported by extra visits to the new provision and making sure that the children have the confidence to use specialist equipment in a new setting. • HI Children also have access to whole school emotional support interventions such as guinea pigs, gardening and Emotional Literacy Support Assistants (ELSA).
6	<p>What specialist services and expertise are available in our Centre?</p>	<ul style="list-style-type: none"> • There are three qualified and experienced Teachers of the Deaf, one of whom is supporting a school in the BET until summer 2019. • All our TODs hold a British Sign language qualification. • At least one Teacher of the Deaf is a Designated Safeguarding Lead within the school. There is a programme of training in the school which keeps teachers and LSAs up to date with all of the specialist skills necessary for working with children with SEND. • We have trained interveners who support children with additional needs, and their development is supported by advisory teachers from physical and sensory support. • In the Centre we have a team of Speech and Language therapists who have specialist training in hearing impairment. • In addition we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils' needs. This includes advisory teachers from physical and sensory support

		<p>services for visual and multi-sensory impairment and physical disability as well as an Educational Audiologist, physiotherapists and occupational therapists.</p>
7	<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • As already stated, all our staff receive regular training to support them to fulfil their roles. Teaching staff and learning support assistants have accessed targeted programmes of Continuing Professional Development to develop their skills which typically include a range of specialist training, such as speech and language development, sensory integration, deaf awareness, audiology and any other needs that are raised through our appraisal system. • The specialist SaLT team works with the Teachers of the Deaf to provide training for teaching staff and is available to discuss strategies to support your child. • Members of the Specialist Centre attend network meetings with other Specialist Centre leaders in order to train and share good practice. • Members of the Specialist Centre attend regional and national conferences and have led workshops to develop other professionals. • Our learning support assistants receive weekly training sessions and some of them receive specialist training for interventions.
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • We have a range of clubs before, during lunch and after school, and we encourage our children to take part in them when possible. • We have specialist visitors who run clubs specifically for deaf children. • Our off-site visits are designed to enhance curricular and recreational opportunities for all our pupils. They provide a wider range of experiences than could be provided on the school site alone as well as promoting the independence of our children as learners. • We also offer children the opportunity to take part in a wide range of residential activities and trips. Trained staff who are familiar with audiological equipment will support your child on their trip. • Your child's safety is of paramount importance and therefore all visits and activities are risk assessed to ensure they are appropriate for individual pupils. • Care plans are written for children with complex needs so that all staff are fully aware of the medical procedures that must be carried out in order to ensure your child's safety.

		<ul style="list-style-type: none"> • Parents /carers take an active part in discussions around residential visits and these are discussed at parent meetings, annual review meetings and at coffee mornings.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • We have an Accessibility Plan which regularly reviews access to the curriculum and the school environment. • A number of special adaptations have been made throughout the school with the Centre children in mind. All classrooms are carpeted, have acoustically treated ceiling panels and are fitted with a sound field system (amplifying speech) to improve listening for all. They all have interactive whiteboards and visualisers so that the children can access all visual information. • The building is accessible for wheelchair users with wide corridors and ramps. There is a disabled toilet and changing facilities. Flashing fire alarms are fitted throughout the school. Steps outside the school are marked clearly for children with visual impairment. • All pupils with hearing impairment have Radio Aid amplification systems. • iPads are used to provide additional visual prompts including restricting the amount of information accessed from a Smartboard. • Modified texts are used for children with visual impairment.
10	How will the Centre prepare and support my child in the transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> • As children transition to KS2 in our school we work closely with the local authority to ensure that children are offered provision that meets their needs. Parents are invited to visit the school prior to applying for a place and at any time through the application process. Year 2 parent meetings also take place. • We work closely with our feeder schools to offer a series of pre-transfer visits with support to help your child become familiar with their next teacher and setting. Your child will have a Year 6 'buddie' and we endeavour to match HI pupils with Year 6 children who are in the Centre. • Transition reviews take place in Year 5 where secondary placements are discussed. There is a close link with our local Secondary Specialist Centre for Hearing Impairment and their lead ToD is invited to the reviews. In Year 6 the children visit their secondary schools and their future teachers are also encouraged to visit Auriol. We also visit the school for ourselves in order to share vital information and to make the transition as smooth as possible.

		<ul style="list-style-type: none"> • The children are encouraged to attend any transition days organised by the local authority (for example, children who will be attending mainstream schools in Surrey will all share a transition day).
11	<p>How are the setting's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • The Specialist Centre receives from Surrey a set amount of funding per year for its pupils with hearing impairment. This ensures the children will have support from the Teachers of the Deaf, learning support assistants and audiological support and equipment • In addition to this, extra funding is sometimes granted from the local authority to meet more complex needs • A significant amount of school resources is dedicated to providing access to learning and appropriate levels of staffing. • One speech and language session is included in the Specialist Centre provision, but additional funding can be applied for should parents and professionals feel that once a week is not sufficient to meet the child's needs.
12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<ul style="list-style-type: none"> • An EHCP may identify a banding level which reflects a child's current needs. We plan provision to achieve the outcomes set for each individual pupil and these are reviewed each term at PET meetings. • The amount and type of provision in the EHCP is decided after the views of key professionals have been taken on board and after a period of consultation with parents.
13	<p>How are parents involved in the Centre? How can I be involved?</p>	<ul style="list-style-type: none"> • We believe that a pupil's education is a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate with you regularly. • Parents are invited to all Annual Review and PET meetings. • There is a Parent Association as well as parent representation on the Governing Body. • Parents of HI pupils are encouraged to attend the Parent Forum. • All parents are welcome to apply to become a parent helper for a class or for trips (safeguarding checks will be requested).

		<ul style="list-style-type: none"> • The Specialist Centre holds termly coffee meetings to provide parents with the opportunity to network with each other as well as learn about new school initiatives or events that are taking place in the deaf community. • We write a termly newsletter for the Specialist Centre so that you can see what your children have been learning about. Information about the Centre and the local deaf community is also shared • Parents are invited to attend school performances and when outside speakers come in to the Centre (such as The Listening Bus). • We have an open door policy so you are welcome to come and share your thoughts or concerns with us. • Parent views are collected every 2 years and results are shared and available to read. Practice is enhanced if parents have identified an issue that needs to be addressed. • Parents can communicate with the LSA, class teacher or head of Centre via the home/school communication book.
14	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • Peta Fain, Head of Specialist Centre, Inclusion Lead and Lead Teacher of the Deaf. • pfain@auriol.surrey.sch.uk, 0208 393 4721