

Maple Primary School Hearing Impaired Unit



Introduction

- The Maple School Hearing Impaired Unit is one of two HIU bases attached to primary schools in Hertfordshire.
- Pupils who attend the Unit are members of the mainstream school and participate in school lessons, assemblies, playtimes, lunchtime activities, school productions, open days and educational visits.
- Information relating to the school is in the School Prospectus, which is supplied to all parents/carers. This includes the address, telephone/fax number and email address of the school, as well as details of uniform, school times and our expectations of a child's behaviour in school.

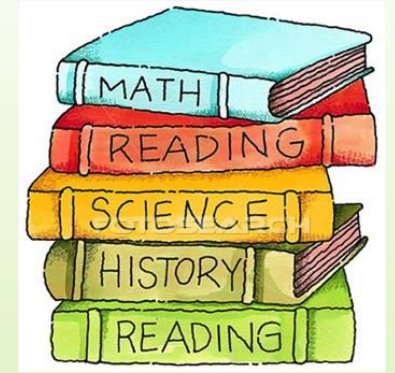


What is the process to obtain a place in the Unit

- Pupils are issued with a Statement of Special Educational Needs,(or EHC plan) which sets out the specific needs of the child and how these needs should be met. This is initiated by parents in discussion with their visiting ToD.
- The Statement may include written reports by Teacher of the Deaf (TOD), teachers, Speech and Language Therapists (SLT) an Educational Psychologist (EP), a Doctor and Parents. If parents agree with this, the Statement becomes a legal document.
- A request by parents for a Unit place is added to the statement and the request is put before a placement panel and the application is considered.
- The Statement has to be reviewed each year and Parents are consulted before any changes are made. Unit staff are happy to discuss any points regarding the assessment of your child.
- You have the right to disagree with what the Statement says.



The aims of the Unit are:



- To offer deaf children full access to the National Curriculum whilst catering for their individual needs.
- To create an environment that encourages the development of physical, intellectual, and language, emotional, social and communication skills.
- To give the children the opportunity to express themselves and their ideas.
- To provide Specialist teaching from trained ToDs.
- To contribute to the overall assessment of the child's needs.
- To plan and carry out an appropriate programme of learning for each child
- To develop independence and management of all audiological equipment including hearing aids and implant devises.

Inclusion

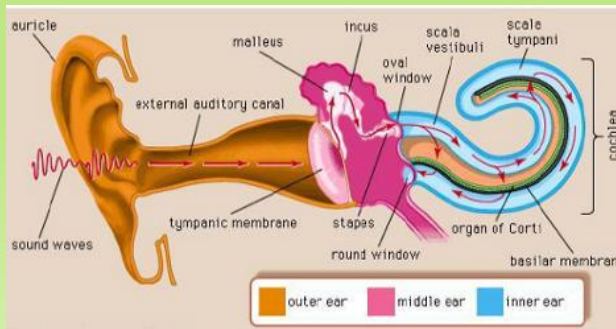


What is Inclusion?

- Inclusion means that all children are included in the full range of activities that the school has to offer. For some children this may mean doing different or similar things or receiving extra support for what everyone else is doing.
- The Unit and mainstream staff work closely together to ensure inclusion. All children attending the Unit are members of mainstream classes and integrate at different levels, according to their individual needs. Each child's programme is monitored regularly and amended when necessary.
- Both deaf and hearing pupils benefit from inclusion. The Unit pupils gain socially, emotionally and intellectually from working along side their hearing peers. Communication skills are also improved and inclusion helps prepare deaf children for life in a hearing society.
- Hearing children benefit from inclusion in a different but equally valuable way. By playing and learning with deaf children they gain first hand experience of how deaf children learn and communicate with each other and with the hearing world.
- Thus, all children learn to value diversity and respect one another.

Speech and Language Therapy

- The NHS currently provides SLT for all pupils attending the Unit. The therapists provide therapy as appropriate based on assessment and discussion with the unit teacher. Every child will see a therapist. They may be seen 1:1 or in small group sessions . Sometimes, therapists may support a child indirectly by giving advice to teaching staff, instead of taking the child out of class. Therapy is needs-led, so as the child's needs change, the therapy input will change.
- All therapy is based on researched evidence and evaluated termly. The therapists meet regularly with the Unit staff to plan and discuss therapy. The Therapist then writes targets which are evaluated in discussion with parents and Unit staff. New targets are given to teachers and parents.



The Therapists also



- Liaise regularly with professionals from audiology clinics and cochlear implant teams in order to co-ordinate programmes, assess and monitor progress of children.
- Assess each child's communication strengths and needs and writes a detailed report for the annual review. This report is shared with parents/carers, GP and other professionals involved in a child's care.
- Contribute to each child's IEP and statement of special educational needs.
- Offer parents/carers the opportunity to discuss their child's progress at the annual review meeting or at another convenient time by appointment.
- Make referrals to other agencies or professionals if appropriate.
- Provide advice and guidance regarding the modification of home/school environment to enhance communication.
- Provide training for school staff and parents.

Transport Arrangements



- The pupils Hertfordshire may provide transport to and from the Unit. Each taxi or minibus is licensed to carry a specific number of pupils and each vehicle carries a Passenger Assistant.
- Children should not travel in the taxi if a known Passenger Assistant is not with them.
- The taxi company should notify parents and school of any changes to the driver and Passenger Assistant.
- It is the responsibility of the parents to ensure that their children are ready to leave at the arranged time and that someone is available to receive their child on the return journey.
- It is important that parents work collaboratively with Passenger Assistants to ensure that their child behaves appropriately for health and safety reasons.
- It is the parents responsibility to notify the Transport of any changes.

Home / School Liaison



- We aim to foster a positive relationship between home and school. We are approachable and open.
- It is in the pupil's best interest that Unit staff work closely with parents.
- We keep in contact in a variety of ways:
- Staff pay an initial visit to each child's home. These visits provide an opportunity to share information and give parents the chance to express their views on their child's education and communication.
- Each pupil has a home/school liaison book, which can be used for communicating on a daily basis if required. Parents are asked to write in the book if there is anything they think staff ought to know. The book can also be an effective means of communication for the children. If parents and staff exchange information about the child's day-to-day experiences, they are able to discuss these far more effectively with the child.
- Parents are welcome to contact the Unit if they have any worries or questions.
- Appointments can be made to see Unit staff by making a request in the home/school liaison book or by telephoning the school.

Parents

- Parents are encouraged to keep a photo record of weekend and holiday activities for their child to share with Unit staff.
- Parents are expected to support their child with homework/spellings etc.
- It is the parent's responsibility to ensure that their child is correctly aided and audiological equipment is well maintained and batteries are supplied. Your child's equipment will be checked by staff on a daily basis.
- Any problems please contact your child's hearing clinic as soon as possible.





At Maple School, we pride ourselves on the fact that our Hearing Impaired children are happy and thriving.