

Maple Primary School Specialist Provision for Deaf children



Introduction

- The Maple School Specialist Provision for Deaf (SPD) children is one of two bases attached to primary schools in Hertfordshire.
- Pupils who attend the SPD 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 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 go through in order to obtain a place in the Base

- Prior to application, children are deemed to require an Education, Health Care Plan (EHCP) 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 Teacher of the Deaf (ToD).
- The Statement may include written reports by ToD, teachers, Speech and Language Therapists (SLT) an Educational Psychologist (EP), a Doctor and Parents. If parents agree with the content, the EHCP becomes a legal document.
- A request by parents for a place in the SPD base is added to the statement and the request is put before a placement panel and the application is considered.
- The EHCP has to be reviewed each year and Parents are consulted before any changes are made. The ToD is happy to discuss any points regarding the assessment of your child.
- You have the right to disagree with what the EHCP says.

The aims of the SPD 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 devices.

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 similar activities or receiving extra support for what everyone else is doing.
- The ToD and class teachers work closely together to ensure inclusion. All children attending the SPD base 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 deaf 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 the Provision. The therapists provide therapy according to the child's needs based on assessment and discussion with the ToD and parents/carers. The child may be seen 1:1 or in a small group. Sometimes, therapists may support a child indirectly by giving advice to teaching staff, rather than taking a child out of class. Therapy is needs led, therefore as the child's needs change, the therapy input will also change. The aim is to empower primary care givers i.e. parents and school/setting staff to be able to maximise the child's communication potential, through recommended activities, strategies and/or advice.
- All therapy is based on researched evidence and is evaluated termly. The therapists meet regularly with the ToD to plan and discuss therapy. The therapist writes the targets which are evaluated in discussion with parents and staff in the Provision. These targets are sent to parents and school

The Therapists also:

- Liaise regularly with professionals from audiology and cochlear implant teams in order to provide a co-ordinated service.
- Continually assess each child's communication strengths and needs and write a report for the child's Annual Review. This report is shared with parents/carers, school, SEND Dept. and other Hertfordshire Community Health Trust services involved with the child. It can also be shared with implant centres and other professionals with parents' agreement.
- Contribute to each child's IEP and EHCP
- Offer parents/carers the opportunity to discuss their child's progress at the Annual Review or at another convenient time by appointment.
- Make referrals to other agencies or professionals, if appropriate
- Provide advice and guidance regarding modification of home/school environment to enhance communication
- Provide training for school staff and parents

Transport arrangements

- Hertfordshire Local Authority may provide transport to and from school for the pupils. 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, through being approachable and open.
- It is in the pupil's best interest that SPD staff work closely with parents.
- We keep in contact in a variety of ways:
- 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 encouraged to contact the base if they have any worries or questions.
- Appointments can be made to see the ToD by making a request in the home/school liaison book, by telephoning the school or emailing.

Parents

- Parents are encouraged to work collaboratively with school.
- They 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 audiology clinic as soon as possible.

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

