



Middlewich Primary School



Hearing Impaired Resource Base



Parent Handbook



Introduction



Welcome to the Middlewich Primary Hearing Impaired Resource Base!

Middlewich Primary School is proud to have a resource base, catering to the specific needs of deaf children. This handbook aims to outline the philosophy of the hearing impaired resource base as well as inform you of our role and the facilities available.

Our hearing-impaired children are established as fully integrated members of their mainstream class. However, to ensure their individual and specific needs are met, they also receive teaching from a trained teacher of the deaf. Additionally they are supported by specialist teaching assistants both within mainstream classes and through withdrawal sessions. This ensures they develop the language skills essential for access to the curriculum. The time spent in mainstream lessons will vary depending on the child and their ability to access mainstream teaching.

All staff within the unit and some throughout the school hold British Sign Language (BSL) qualifications, which can be used to aid communication where necessary. Respect and understanding of deaf children is developed through whole school involvement in activities such as and 'Sign2Sing' and 'Deaf Awareness Week'.

The base is situated in a purpose built room (Poppy Room) within the mainstream school and is acoustically treated to ensure that hearing impaired children have optimum conditions for listening during specialist teaching times. Within the base there are places for 10 primary aged pupils.

Children enter our resource base from a wide range of communication backgrounds. We continually review our communication approach, embracing both spoken and signed language, tailoring it to the needs to each individual child.

Deaf Awareness Day



HI Resource Base - Poppy Room





Aims of the unit



The hearing impaired resource base at Middlewich Primary aims to ensure that:

- Hearing impaired children have access to a broad and balanced curriculum.
- Members of the HI unit are fully integrated into school life.
- HI children are provided with a multidisciplinary package of support appropriate to their needs. This may also involve external professionals from outside of the unit.
- All mainstream staff receive deaf awareness training and are given guidance to support HI children in their class.
- Children's language and social skills are developed and tracked using specialist assessments.
- Children receive direct specialist teaching focussing upon language and communication
- Audiological management is of high priority so that children have the best access to their learning environment.
- A close working relationship is developed with parents in order to meet the needs of the child.
- Children have the best auditory access possible through the regular care, maintenance and monitoring of audiological equipment.





Communication

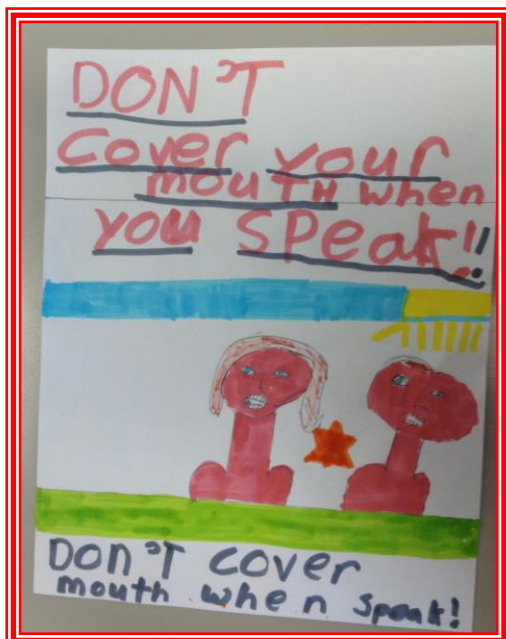
In Middlewich Primary school HI resource base we use a total communication approach. For us this means that whilst an auditory oral approach is most commonly used, some children receive additional clarification through the use of SSE (Sign supported English). Staff within the base and throughout the school hold BSL qualifications and have experience of working with children who use this as their primary communication mode.

Staffing

Within the department we have a full-time teacher of the deaf (Miss V. Smith) as well as several teaching assistants who specialise in working with deaf children. We also have close links with Leighton Audiology Department, Manchester Cochlear Implant Team, Cheshire East Sensory Support Service and the NHS Speech Therapy Service.

Support

Children within the HI department have support which is timetabled to suit their individual needs. Support focuses on developing language skills and enabling access to the curriculum where possible. This will involve 1:1 or small group work with the teacher of the deaf as well as specialist teaching assistant support whilst in mainstream classes. In order to promote their independence there may be times or particular subjects when they are not supported.



Deaf Awareness Day



Secondary Transition



When considering secondary education, we aim to ensure a smooth transition where appropriate support is already in place before the children attends. Many children recently have continued their education at Middlewich High School where there is currently specialist HI provision. Some children have attended other local mainstream secondary schools, with appropriate support from the local authority Sensory Impairment service.

Assessment, recording and reporting

Whole school strategies have been developed to monitor and track each child's performance individually. Where needed, adaptations are made to reflect the child's learning needs. Each HI child will also have an 'Individual Education Plan' which is usually known as an IEP (or an equivalent). IEPs are reviewed termly and are used to focus on specific targets. Additional assessment procedures include:

- Audiological assessments by the LEA educational audiologist.
- Language assessments to track language specific progress which are administered internally
- Speech and language assessments administered by the speech and language therapist
- Other school based assessments in line with school assessment policy.



Visits to Middlewich High School



ACE Language Assessment



Admissions

The hearing impaired resource base specialises in educating children with a hearing loss, accepting those who have a statement of hearing impairment or an Education and Health Care (EHC) Plan.

Links with parents

The school as a whole operates an open door policy, encouraging parents to be involved in their child's education. Likewise parents are always welcome in the resource base to discuss any matter they wish. Throughout the academic year there will be 2 parent/carer evenings where the progress of the child will be discussed with both the class teacher and teacher of the deaf. In addition to these meetings, parents of HI children will also be invited to an annual review. The purpose of annual review is to enable all parties to discuss the child's progress over the year and agree targets for the forthcoming year.

Daily communication will be encouraged with parents/ carers through the home/school book. Parents are invited to participate fully in their child's education by supporting them with homework, with particular focus on the individual needs of their child.

Audiology

The children's equipment and any FM systems are checked every morning. This happens shortly after the children arrive in school to ensure they have the optimal auditory access to their learning environment. For more detailed information please see our Audiology Policy.

