

Information Report

The Rookeries Deaf and HI Resource Provision



*A specialist provision for Primary aged
Deaf and Hearing Impaired Pupils*



Vision

Ethos:

To ensure every deaf child reaches their maximum social and academic potential.

Philosophy:

We recognise and celebrate the potential of our deaf sign bilingual children. We hold a strong commitment to providing a child centred approach to develop learning.

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Curriculum & Learning

<p>What curriculum is provided?</p>	<p>All children get a curriculum that reflects their needs.</p> <ul style="list-style-type: none"> • There is an inclusive learning environment in both the Resource and mainstream school. • Pupils may be fully included in mainstream classes. • Pupils may attend a mix of both mainstream classes and resource classes. • In the morning, planned by a teacher, daily Literacy and maths lessons take into account what the pupil has already learned and what we want them to achieve next. • According to need, some Literacy and maths is delivered in the mainstream setting with specialist support, some is delivered in the Resource. • In the afternoon pupils attend mainstream lessons in subjects such as Geography, History, PE, ICT, French, Music, Science, RE and topic work where they are provided with specialist support as appropriate. • Pupils receive daily input and support from a DI as appropriate to develop their receptive and expressive language skills. • Support from an SLSO for access/communication/differentiation is available. • Pre/post teaching is offered to introduce ideas and check understanding. • There are fortnightly SaLT visits by a QSaLT. • SaLT sessions are delivered as appropriate by SLSO under the guidance of the QSaLT. • Specialist resource/ curriculum packs are provided to support learning. • Deaf peer support is available. • A social skills group is available. • Support is given to pupils to develop awareness of danger signals. • Signed support at extracurricular activities is available. • Signing choir can be attended.
<p>What does learning in the resource look like?</p>	<ul style="list-style-type: none"> • It is a purpose built resource with acoustically treated/small group rooms. Pupils are seated in such a way as to give them the best view of the teacher, the DI and each other. • Every morning the children have a daily check of Hearing Aids and Cochlear Implants in the Resource by specialist staff and hand in their home/school books. • Children have Literacy and maths every morning. Some are supported in mainstream by specialist staff

	<p>for these lessons while others are in the Resource where daily Literacy and Maths is delivered to small groups by a ToD and supported by a DI and SLSO's.</p> <ul style="list-style-type: none"> • The National Curriculum is followed in the Resource at a pace appropriate to the individual child. • Pupils experience an individualised/differentiated programme of work delivered by specialist, experienced staff within a team approach. • Small group work takes place with SLSO/DI to develop receptive and expressive communication skills, vocabulary and reinforce concepts. • Emphasis is placed upon language acquisition be that BSL, SSE or oral. Fingerspelling is an important part of this work. • Emphasis is placed upon providing visual stimulation for pupils. • Peer collaboration and sharing of ideas is very important. • Pupils read daily to a member of staff and practice their weekly spellings. • All work is marked promptly in line with the mainstream marking policy and is used to inform future planning. • The Resource follows mainstream programmes such as Assertive Mentoring and Rainbow Maths. • The Resource uses the mainstream reward systems of Golden Tickets and Credits. • Pupils have assemblies, breaks and lunch with the whole school, with signed support. • BSL interpreters booked as and when required.
<p>What does learning in the mainstream lessons look like?</p>	<p>Lessons are as you would expect from a mainstream setting.</p> <p>The resource child is likely to have some support from a SLSO to aid communication access and differentiation of the lesson if needed, and sometimes a DI. The child will also have access to the mainstream class teacher. Support will not necessarily be 1:1, nor full time. The level of support depends on the child's needs.</p> <p>Teachers are encouraged to use visual clues, write key words on the board to support verbal information, ask open ended questions to check understanding and ensure their face is visible when they are talking to assist with lip reading.</p> <p>At The Rookeries Junior and Infant School there are:</p> <ul style="list-style-type: none"> • Mainstream Deaf aware staff. • Mainstream staff who can sign (Passed BSL Level 1). • Classrooms tailored to the needs of hearing impaired children.

Assessment

<p>How are children assessed?</p>	<p>Children are assessed every day. This does not mean they are tested every day. The Resource follows all of the mainstream school's assessment methods. All Literacy lessons are introduced with a Learning Intention and Success Criteria against which the pupil's work is marked. All maths lessons are introduced with a Learning Intention and Steps to Success against which the pupil's work is marked.</p> <p>Twice a week pupils participate in Rainbow Passport Maths sessions, each with their own individual targets which once achieved are rewarded with a certificate before the child moves on to the next level. Once a week all pupils sit the Assertive Mentoring Maths test which provides data that can be tracked to show an individual's progress. Every week pupils produce a sustained piece of individual writing based upon the skills they have practiced that week and this is assessed in line with the mainstream marking policy.</p> <p>We use on-going assessment to assess children. This is when we compare the child's work to nationally published grids. This tells us what the child needs to learn next. It also helps us to know the level the child is working at and how fast they are making progress.</p> <p>As pupils who have an Education Health Care Plan are entitled to 25% extra time in tests and exams and may be assisted by a reader who will provide lip clues.</p>
<p>What do you do with the assessment information?</p>	<p>Teaching staff look at the assessment progress of each child.</p> <p>Our assessments help us to decide how we can best teach and support each child.</p> <p>Individual targets are set and reviewed for children based on the assessment information. It also informs teacher planning for Literacy and maths.</p> <p>The head teacher & leadership team of The Rookeries Junior and Infant School monitor the progress of individual children.</p> <p>Managers in Wakefield Council's Children's Sensory Impairment Team monitor the progress of individual children.</p>

	<p>The Head of the Special Educational Needs Support Service has an overview of pupil progress compared to targets.</p> <p>Parents are formally informed of a child's assessments each year. This happens via the school report and the child's Annual Review. However, parents can discuss assessment at any time with the teacher in charge.</p>
What about Y6 SATs?	<p>We aim for our children to take the Y6 SATs tests.</p> <p>The decision for a Y6 child to take the test or not is made based on the child's SEN. Typically, pupils sitting SATs may do so in a separate room, with a communication support as needed.</p>
Staffing & Support	
How many staff do you have?	<p>This depends on the number of children currently placed at the resource.</p> <ul style="list-style-type: none"> The resource typically has a teacher in charge, a Teacher of the Deaf, two Deaf Instructors and a small team of Specialist Learning Support Officers and Assistants. BSL interpreters are available to be booked when required.
Do children get 1:1 support?	<p>Resource staffing does not provide all children with full time 1:1 support. All children have some 1:1 time, but support is normally provided on a 1:2 or 1:3 ratio.</p> <p>We find that the structures, environment and specialist staff of the resource, helps the children to have more independence and so be freed from full time 1:1 support.</p> <p>The level of support is decided by the complexities of each child's (and group of children's) special needs.</p>
Have the staff been trained?	<p>Yes. Teaching and support staff have had training on:</p> <ul style="list-style-type: none"> Deaf Awareness BSL (to at least Level 1)

	<ul style="list-style-type: none"> • Hearing Aid and Cochlear Implant maintenance • Radio Aid use and maintenance • Safeguarding and Child protection • Speech, language and communication needs • Behaviour Management • Social skills • Healthy minds <p>Individual members of staff are trained and experienced in a range of other areas and interventions. If there is a specific area you would like to know about, please ask.</p>
Who is the SENCo?	<p>The Teacher in Charge fulfils the role of SENCo for the pupils in the resource provision.</p> <p>The mainstream school also has a SENCo. The teacher in charge liaises with the mainstream school SENCo about access to mainstream classes.</p>
Do you use the expertise of other specialists?	<p>First of all, we try strategies and interventions that we already know and have worked for other children with similar needs. Often, this works very well.</p> <p>However, we do also engage other specialist professionals where we have concerns that we should better meet the needs of a child.</p> <p>We liaise with the following services</p> <ul style="list-style-type: none"> • Educational Psychology Service (EPS) • Occupational Therapists (OT) • Speech & Language Therapists (SALT) • Social Care • CAF Team • School Transport • Bradford Cochlear Implant Centre • Audiology • ENT Consultants

	<p>We liaise with other external agencies from time to time depending on the individual needs of the pupils, for example:</p> <ul style="list-style-type: none"> • Paediatricians • CAMHS (Child & Adolescent Mental Health Service) • School Nursing Teams • Targeted Youth Support (TYS) • Physiotherapists • School Exclusions Team • Behaviour Support Service (BSS)
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Strategies and Interventions

<p>What strategies are used to support children?</p>	<p><i>The strategies used depend on the individual needs of a child. This list gives some examples of what we have provided to current children.</i></p> <p>General Strategies</p> <ul style="list-style-type: none"> • Differentiating language to make it fully accessible to the individual child • Developing the child’s language acquisition, be that in BSL, SSE or oral • Developing the child’s receptive and productive skills, be that in BSL, SSE or oral • Providing concrete, tactile objects from the real world to help understanding of concepts • Reviewing regularly how much support an individual child needs and working towards greater independence • Providing resource packs to support learning • Input from DI’s and SLSO’s as appropriate <p>English</p> <p>English lessons in the Resource are planned in line with the National Curriculum, with:</p> <ul style="list-style-type: none"> • Emphasis upon understanding the difference between BSL and English word order. • A very high level of structure to tasks while fostering the ability to work independently. • Daily access to word and sentence level tasks to improve phonic and high frequency word skills, as well as their application in grammatically correct sentences.
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- Daily writing activities which are differentiated to facilitate independent working.
- Weekly sustained writing activities without support.
- Daily 1:1 reading with a member of support staff (5-10 minutes).
- Group story time to develop comprehension and receptive skills delivered simultaneously by the ToD and DI.
- A wide range of writing tasks to develop the ability to write for a specific audience and purpose.
- Access to a wide range of texts to develop the ability to read for different purposes.
- Emphasis upon accurate punctuation and appropriate presentation.

Maths

Maths lessons in the Resource are planned in line with the National Curriculum, with:

- Daily small group maths lessons with learning personalised to accelerate progress.
- A very high level of structure to tasks while fostering the ability to work independently.
- Staff understanding of the language demands of the subject and lessons planned to account for this via differentiation.
- Regular testing, target setting and assessment.

Science & Foundation Curriculum

These lessons take place in the mainstream school and are planned by teachers. Pupils from the Resource attend these lessons with their age appropriate class. Support from the Resource in these lessons includes:

- Promoting Deaf Awareness.
- Ensuring suitable seating.
- Access to language through the presence of SLSO's and DI's in class.
- Access to differentiated materials and tasks as appropriate.
- Ensuring equipment is being used, such as Radio Aids.
- Ensuring BSL interpreters are available when necessary.

Independence

- Skilled staff who know that sometimes they need to move away to allow the child to 'get on with it' by themselves.
- A reduced reliance on 1:1 support.

	<p>Speech, Language & Communication</p> <ul style="list-style-type: none"> • A Qualified Speech and Language Therapist visits the Resource on a fortnightly basis and plans and oversees personalised programmes and targets for the pupils. This is delivered by Resource staff 4 times a week. <p>Lunchtimes</p> <ul style="list-style-type: none"> • Adult 1:1/1:2 supervision at lunchtimes (to support social times and communication)
<p>What is your approach to behaviour and exclusions?</p>	<p>The Resource follows the mainstream school's behaviour and exclusion policies.</p>
<p>Admission</p>	
<p>Who should I contact if I am considering my child coming to the resource?</p>	<p>You should first contact a manager of CSIT based at County Hall (01924 303660). This is the best first contact. This is because CSIT managers line manage the resource provisions.</p>
<p>How are children admitted to the Resource?</p>	<p>The resource caters for some children with the highest level of need. Accordingly, all children have a Statement of Special Educational Needs (Statement), or an Education, Health, Care Plan (EHC Plan).</p> <p>An Annual Review must be held. At this annual review one of two things is likely to happen to progress admission to communication Resource provision.</p> <p>Either:</p> <ul style="list-style-type: none"> • Parent preferences a Resource place <p>Or</p> <ul style="list-style-type: none"> • The current school says it is no longer able to meet the communication needs of the child. <p>After the meeting, the school send the info about the review to SENART. This is then considered by SEN Panel, a group of experts who work to ensure fairness and consistency across the district.</p> <p>If SEN Panel decide to consult, managers of the Resource will decide if either of the Resources can meet the child's needs. The manager will take into account</p>

	<ol style="list-style-type: none"> 1. Your child's age, ability and special needs 2. The effective education of all of the resource (and mainstream pupils) 3. The efficient use of the local council's finances. <p>If the manager agrees to a place, we will give a start date. It is really important that this allows time for transition. Transition includes time for:</p> <ul style="list-style-type: none"> • the current school to collect and copy the information (e.g. previous EPS reports, SALT reports, CAF information etc). • Resource staff to discuss your child with the current school. • Resource staff to read through all the relevant paperwork. • Resource staff to make a visit to the current school. • Resource staff to liaise with main school over any arrangements to access mainstream lessons. • Resource managers to make sure sufficient staffing is in place for your child's effective education. • Your child to make visit(s) to see the resource and meet other children. <p>A typical length of time would be a half term.</p>
Transition	
<p>What transition arrangements are in place for children moving into the resource?</p>	<p>During the transition period, we:</p> <ul style="list-style-type: none"> • Observe the child in their current school (this may be the CSIT Advisory Teacher) • Read through the information that has been supplied by their current school • Show the parent around the resource • Facilitate a visit(s) for the child • Provide a transition book <p>The amount of visiting done depends on the child. For some children, having several visits can ease anxiety. For others, visiting is an interruption to their predictable routine and can cause them significant distress.</p>
<p>What transition arrangements are in place for children moving out of the resource?</p>	<p>When children move back to their local mainstream school or to high school, we:</p> <ul style="list-style-type: none"> • Invite the child's next school to the Annual Review

	<ul style="list-style-type: none"> • Support the next school to observe the child in their current environment • Provide information to the next school • Facilitate visits for the child to their next school • Liaise with the next school to provide a transition book • Answer any questions that the parent or child may have (we may already know the answer, we may have to ask on the child's behalf or we may support the child to ask the school themselves). <p>Again, the amount of visiting depends on the individual child's needs.</p>
Parent Information	
<p>How do parents communicate with the Resource?</p>	<p>Generally, children arrive by taxi from across the district. This means we don't see parents on a daily basis like a local mainstream school might.</p> <p>Parents can get in touch with us in a number of ways:</p> <ul style="list-style-type: none"> • Home School Book: This is the book that your son/daughter brings home. It is great for communicating day-to-day issues • Resource Office: 01977 600368 (Ext: 219 or 220) • Main School Office: 01977 723 820 • Sign up to the school's 'Parent Mail' system. • Meeting: We're happy to meet with parents. Just get in touch so we can agree a time. <p>Parents are invited to attend their child's Annual Review and are consulted about each IEP. They are also invited to the mainstream school's parent consultation evenings which take place every term and are supported by staff from the Resource.</p>
<p>What should a parent do if they are unhappy with us?</p>	<p>Always, the first step is to tell us! Ways to get in touch are in the section above. We will do our best to get to the bottom of any concerns you have.</p> <p>Services offered include:</p> <ul style="list-style-type: none"> • Information for parents/carers on SEN policies, procedures and provision

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| | <ul style="list-style-type: none">• Advice on individual cases through our telephone help-line or home visits• Support with paperwork and preparing for and attending meetings. |
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If you remain dissatisfied, please contact:

- Joanne Kirsopp
- Lead Teacher DHI Team
- Children's Sensory Impairment Team
- 01924 303660
- jkirsopp@wakefield.gov.uk

Special Needs & Disability - Jargon Buster

The Local Offer and School Information Reports are written in a way that tries to avoid jargon. However, sometimes abbreviations or unusual phrases are used. We want you to be able to fully understand what you read. That's why this glossary has been created.

The definitions could go into more depth. We could include even more definitions. However, we have tried to keep this a manageable size for parents & carers. For further details, family information and support services are listed on Wakefield's Local Offer website.

As jargon changes, this document needs to change. Comments or suggestions from parents and carers are very welcome. These can be submitted via the Wakefield Local Offer website.

Academic	Study towards GCSEs, A Levels or a Degree in subjects like Maths, English, Science, History and Geography.
Additional curriculum (For sensory impaired pupils)	Additional skills which sensory impaired pupils need to learn alongside the school curriculum in order to maximise independence (eg. Braille, BSL, ICT skills, Habilitation).
Advisory Teacher	A specialist teacher who visits schools and Early Years settings to advise on special needs provision.
Annual Review	A meeting held every year which updates a child's statement or EHC plan (See statement and EHC plan definitions).
ASDAN	This refers to programmes/qualifications that focus on skills for learning, skills for employment and skills for life. It is often used for young people from Y9 upwards who need such skills in their curriculum.
Audiogram	An audiogram is a chart used to record the results of a hearing test.
AWPU	Age-Weighted Pupil Unit – The money given to a school for each pupil. The value of this varies depending on a child's age.

BAME	Black & Asian and Minority Ethnic.
BSL	British Sign Language. A means of signed communication.
BSP	Behaviour Support Plan – a document that outlines how a child behaves and the best responses that adults can give.
BSS	Behaviour Support Service.
CAF	Common Assessment Framework – this is an assessment and then a series of meetings. It helps to co-ordinate team work for children and families. It includes the parent(s), school and any other professionals involved.
CAF Meeting	A meeting of people who are involved with a child/young person. This meeting discusses the current situation and plans actions that have a positive impact on the youngster(s).
CAF Team	A team of Wakefield Council employees who support anyone in the children’s workforce who is co-ordinating a CAF.
CAMHS	Child and Adolescent Mental Health Service - the NHS team whose remit includes mental health of those under 18.
CI	Cochlear Implants - An aid where a speech processor converts sound into electronic signals that are passed to electrodes implanted in the cochlea.
Connexions Service and Advisers	These may help with Transition to college or employment by arranging visits, interviews and support. They may also help with CVs and application forms.
CYP	Children and Young People.
Decibels(dB)	The decibel (abbreviated dB) is the unit used to measure how loud it is.

DI	Deaf Instructor. A person qualified to teach BSL British Sign Language.
Differentiation	Teachers adapting lessons to suit the learning needs of groups or individuals within the class (e.g. adjusting the difficulty of a task, providing adult support, or finding using a Dictaphone to record ideas instead of writing.)
EAL	English as an Additional Language.
EHC Plan	Education, Health, Care Plan - This is a legal document that outlines a child's SEN or disability. It outlines what outcomes the child is working towards. It also gives an overview of what will happen (this is called the provision) to achieve the outcomes. It also says how education services, health services and care services are going to contribute. EHC plans have been introduced from Sept 2014 onwards. They replace statements (see definition of statements below). The replacement of statements with EHC plans will be completed by 2018.
EP	Educational Psychologist – this is a specialist in child development and child psychology.
EPS	Educational Psychology Service.
EWO	Education Welfare Officer. A professional worker who visits pupils' homes to support attendance problems and other welfare matters in co-operation with the school.
Frequency in Hertz	Frequency or Pitch . High frequency is where sound waves happen at a very high pace and are close together. Low frequency happens when sound waves are slow and far apart. Speech is a mixture of High and Low frequency sounds.
GCSE	General Certificate of Secondary Education – a standard qualification used by many English schools to recognise achievement of Y11 students.
HA	Hearing aids - These are devices which help the child hear noises they cannot normally hear.

Habilitation	The process of supplying a person with the means to develop maximum independence in activities of daily living through training.
IEP	Individual Education Plan – a written plan that sets targets for a child. Most IEPs are reviewed after several months. However, they are sometimes reviewed after 4 or 6 weeks.
INSET	In-Service Education and Training – courses and training for school staff.
Key skills and wider skills	Communication Application of number Information Technology (IT) Working with others
LA	Local Authority – the public sector organisation that runs local education services. In Wakefield District, it is Wakefield Council.
LAC	Looked After Child – A child who is fostered, or who lives in a children’s home or who has short breaks (short breaks were previously known as respite).
Lead Professional	The key person who organises a CAF and CAF meetings.
LSS	Learning Support Service.
MDA	Multi-Disciplinary Assessment – an assessment done by a range of health or education experts. The assessment will determine whether a child has autism or not.
Mild deafness: 20-40 dB	Would hear a baby crying or music from a stereo but unable to hear whispered conversation.
Moderate deafness: 41-70 dB	Would hear a dog barking or a telephone ringing but may be unable to hear a baby crying.
MSP	My Support Plan – A plan that looks at the needs of the child and outlines what everyone is going to do to help meet these needs.

OFSTED	Office for Standards in Education – the independent government department that inspects school standards in England.
One Page Profile	A pupil profile that fits onto one page – it outlines a child’s needs and how to support that child.
OT	Occupational Therapy / Occupational Therapist – A specialist NHS worker who is an expert in movement, co-ordination and sensory needs.
Peripatetic teacher	A teacher who works in a number of schools to give specialist instruction (e.g. for a child who is hearing impaired or visually impaired.)
Profound deafness: >95dB	Would be able to hear a lorry or aeroplane noise but not a telephone ringing.
PSHE	Personal, Social and Health Education
Pupil Profile	A document that outlines a child’s needs and how to support that child.
Reformatted resources/materials	Texts or school materials which have been revised/represented in a different way to make them more accessible to visually impaired pupils (eg. Large print, braille, tactile form).
Resource Provision	A unit for children with complex special needs which is based on the site of a mainstream school.
QTOD	Qualified Teacher of the Deaf. A qualified teacher, who is additionally qualified to teach deaf children. They provide support to deaf children, their parents and family, and to other professionals who are involved with a child’s education.
QTVI	Qualified Teacher of the Visual Impaired – A QTVI has the expertise to teach both visually impaired and blind children.

Safeguarding	<p>Safeguarding means:</p> <ul style="list-style-type: none"> • protecting children from maltreatment, • preventing impairment of children’s health or development, • ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, • taking action to enable all children and young people to have the best outcomes.
QSALT	Speech & Language Therapy / Speech & Language Therapist – NHS specialists who assist children’s development of speech language and communication.
SATs	Standard Attainment Tests – National tests that are used across the country for Year 6 pupils. Children should complete them unless there is a valid reason not to (e.g. child is not cognitively able to access the test).
SA	School Action - School based action to support children with special educational needs
SA+	School Action Plus - School Action with other agencies also inputting into the school’s provision (e.g. Educational Psychology).
SEAL	Social and Emotional Aspects of Learning – Teaching youngsters social skills and understanding of emotions.
SEN	Special Educational Needs – a child has special educational needs if they require any form of special educational provision to be made for them to help them to make appropriate progress.
SENART	Special Educational Needs Assessment and Review Team – This team from Wakefield Council administer statements and Education, Health and Care plans. They also make sure that the local authority and its schools fulfil their duties (for example duties set out in the SEN Code of Practice).
SENCO	Special Educational Needs Co-ordinator - The adult responsible for co-ordinating SEN provision.
Severe deafness: 71-95 dB	Would be able to hear a chainsaw or drums being played but may be unable to hear a piano or a dog barking.

Sign Bilingual	An approach that systematically encourages the learning of and using of two languages at one time (BSL/SSE and Spoken English)
SLCN	Speech, language & communication need
SLD	Severe Learning Difficulties – a learning difficulty so severe that a child achieves in the lowest 0.1% of their age group.
SSE	Sign Supported English- Uses signs taken from BSL. It is used in English word order but does not attempt to sign every word that is spoken.
Statement (see EHC Plan also).	This is a legal document that outlines a child's complex SEN or disability. It outlines what objectives the child is working towards. It also gives an overview of what will happen (this is called the provision) to achieve the objectives or outcomes. The full name is <i>statement of special educational needs</i> .
Streaming / setting	Grouping pupils in classes according to their ability
Support staff	This term is normally used to mean adults who are not teachers, who still facilitate learning. This normally means teaching assistants. Sometimes the term is used very broadly to include office staff, lunchtime supervisors, catering staff, caretakers, cleaning staff and office staff.
Team Teach	This is a training programme that teaches staff how to manage difficult behaviour. This includes a range of de-escalation techniques. It also teaches staff how to use physical intervention to move or, if deemed necessary, hold a child safely.
Transition	The support processes to help a child move from one Key Stage to another, from one school to another or from school to college or employment.
VI	Visual impairment/visually impaired
Visual acuities	Measure of your central vision, the ability to distinguish details and shapes of objects.