

Training:

- Deaf Awareness Training and how to meet legal requirements are provided to staff, pupils and associated professionals (free)
- BSL courses (free except exam fees)
- Strategies on how to overcome barriers to learning
- Suggestions on resources for class teachers and support staff.



The Deaf Centre

September 2019



SENSORY SUPPORT SERVICE

DARRICK WOOD SCHOOL
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KENT, BR6 8ER

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SSSHI Local Offer

Local Offer

The Sensory Support Service Hearing Impairment (SSSHI) consists of three teams providing a continuum of support for children and young people with a diagnosed hearing loss.

Griffins is the hub of the Sensory Support Service, Hearing Impairment and Vision Impairment teams.

The Sensory Support Service HI teams support children and young people (0-19 years) with a diagnosed hearing loss, working with their families, the educational setting and other professionals.

The wellbeing and needs of the Deaf child lie at the heart of this vibrant team. All the Teachers of the Deaf (ToD) train regularly to keep abreast of new research and technology in the field of Audiology and Deaf Education.

Our aim is to provide a high quality service for the children and young people through innovative practice working in partnership with partners, providers and families. We will work together to achieve the best educational and social-emotional outcomes for our children and young people.

The “voice” of each child and young person and their family are central to the work that we do. We ensure that they are informed and empowered to make appropriate choices. The holistic approach is of paramount significance and essential to the development of young people as they prepare for adult life.



Audiology/Acoustics:

- Hearing aids and CIs are checked daily and parents/carers are informed of any faults found. The Deaf Centre work closely with CYPAC and the Implant Team at St Thomas' hospital. Parents are always encouraged to ensure their child's audiological equipment is in good working order each day as a pupil's audiology and management will impact on their learning. All pupils are offered access to an Assistive Listening Device (ALD)/Radio Aid.
- Advice and support on managing the classroom acoustic Environment and using Specialist Audiological Equipment, e.g. Soundfield Systems/ Radio Aids

Assessment:

- As part of our tracking and monitoring of learning and progress, each pupil is individually assessed upon entry to the school by both the Mainstream and the Base. This will then continue throughout their time at Darrick Wood..
- Monitoring and tracking of academic progress
- Advice on referral to other professionals
- Advice for EHCP, if appropriate

Social and Emotional:

- When pupils enter Secondary school, our aim is to integrate them positively into the mainstream environment.
- In addition to meeting academic needs, we place great emphasis on supporting our pupils' social and emotional welfare. Through our Healthy Minds programme; designed by the National Deaf Children's Society (NDCS), we help to develop a pupil's understanding of their emotions and their ability to cope with these whilst establishing their Deaf identity. This programme builds a pupil's self-esteem and confidence, encouraging resilience.

Educational:

- Every Deaf pupil is on role at Darrick Wood School and will be allocated a form group.
- Support is provided in mainstream lessons. Either a Teacher of the Deaf or a Deaf Communicator will provide communication support and/or notetaking with language modification where necessary. Support is offered in registration and assemblies.
- Each pupil's timetable will reflect their personal needs and ability to access mainstream lessons and learning. They will also have access to small group sessions in the Deaf Centre to support language development (pre/post tutoring) which underpins their subject learning. Some pupils are taught English, Maths or Humanities in the Base. British Sign Language (BSL) lessons, Healthy Minds and Speech and Language groups are also offered.
- We have a specialist SaLT in the Base, who works 1-1 or in a group as identified in the EHCP. Targets are shared with all team members and follow-up is provided by a specialist Deaf Communicator. Feedback from the pupil, the Deaf Centre team, mainstream staff and SaLT is regularly reviewed to ensure progress.
- Partnership working/liaison with all departments and subject teachers.
- Preparation of materials to support all learners.
- We encourage participation in Mainstream and Deaf Centre extra-curricular activities, trips and outings.

Specialist Placement Criteria

- A permanent severe or profound hearing loss, or a deteriorating loss which needs to be monitored closely.
- A language delay caused by a significant hearing loss, which requires specialist targeted teaching and support so as to develop delayed language and communication skills.

The Team have an Open Door policy for general advice on hearing loss.

What the Deaf Centre can provide.

We aim to have a holistic approach to your child's education.

Every child has an individual timetable which meets their individual needs and allows for the best access to learning both in the mainstream and the Deaf Centre Base.

The Hearing Impaired pupils in the Deaf Centre are taught or supported by Teachers of the Deaf or Deaf Communicators. Some of the pupils are oral/aural whilst others may require sign (SSE) to support their learning and communication. Some pupils are withdrawn to the Deaf Centre for specialist language and speech work.

There is a close working relationship between the Deaf Centre, Hearing Team and the Primary Deaf Base at Griffins, as well as local Audiology, tertiary Audiology, Cochlear Implant Centres, Educational Psychologists and the Speech and Language Service.

A Learning and Inclusion Plan (LIP) is provided with audiological information and recommendations for reasonable adjustments to allow equitable access to the learning environment.