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Primary Deaf Base at Griffins

**Provision for Primary-Aged Deaf and Hearing
Impaired Children in Bromley**
SEPTEMBER 2019

SENSORY SUPPORT SERVICE



Sensory Support Service - Hearing Impairment

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.



Partnership Working

- There is a close working relationship between the Base and other professional teams, such as the Sensory Support Service Hearing Team and Deaf Centre at Darrick Wood School (Secondary Base), Local Audiology, Tertiary Audiology, Cochlear Implant Centres and Educational Psychologists.
- Where there is a need we will refer to and liaise with other agencies such as Occupational Therapy, Social Care, CAHMS etc.
- The Base operates an open door policy and parents are encouraged to share in their child's Educational development.

British Sign Language (BSL)

- BSL clubs are run for pupils and BSL workshops are available to main school staff. There are plenty of opportunities for the school community to learn to sign songs for assemblies and school plays.
- The Sensory Support Service also offers British Sign Language (BSL) tuition and workshops for parents, families and other professionals working with Deaf pupils.

Deaf Awareness

- Deaf Awareness workshops are run for parents, families, carers and professionals throughout the year. Please contact the Base for further details.



Speech and Language (SaLT)

- Specialist Speech and Language Therapists visit the Base, providing group or individual therapy sessions. They liaise closely with Base staff and parents.
- SaLT team-teach to deliver a programme of group intervention sessions, including Live English. All pupils have daily Speech and Language carry over, delivered by ToD or Specialist TA.
- 'Live English' sessions, led by the Speech and Language Therapist and Teacher of the Deaf, are provided to develop the older pupils' social awareness and understanding and use of functional, social language. These sessions sometimes include trips out of school to practise their skills.

Social and Emotional Development

- In addition to meeting academic needs, we place great emphasis on developing pupils' social and emotional welfare.
- Through our Healthy Minds Programme, developed by the NDCS, we promote pupils' understanding of their hearing loss, emotions and ability to cope with these whilst developing their Deaf Identity. The programme builds pupils' self-esteem confidence and resilience.
- A close relationship with the two mainstream schools promotes positive attitudes between children under the care of the Base and their hearing peers.
- We encourage pupil participation in extra curricular activities, outings and residential trips with the main schools and the Primary Base.
- A Specialist Counsellor for the Deaf is available to pupils in the Base in order to support social and emotional needs.



The Peripatetic Hearing Team supports children 0-19 years.

The Primary Deaf Base at Griffins supports children; 3-11 years, who have an EHC Plan and a specialist placement at Darrick Wood Infant and Nursery School or Darrick Wood Juniors.

The Secondary Base for HI, the Deaf Centre at Darrick Wood School supports children and young people; 11-18 years, who have an EHC Plan and a specialist placement at the school.

Introduction to the Base

The Primary Deaf Base has provision for 18 pupils who have a permanent severe or profound hearing loss, or may have a deteriorating loss which needs to be monitored closely. Pupils may also have an associated language delay.

Specialist teaching and support is provided by qualified Teachers of the Deaf (ToDs). A team of Deaf Tutors and Specialist Teaching Assistants from the Base also offer support and intervention where appropriate.

The pupils are on roll at Darrick Wood Infant and Nursery School Academy and Darrick Wood Junior School. Deaf pupils integrate into the mainstream classes, as appropriate, and are encouraged to take part in all aspects of school life. Support is provided in the mainstream classes by a Teacher of the Deaf or Specialist Teaching Assistant.

Communication

The Base has a Child-Centred Communication Policy. The appropriate communication approach is tailored to the child. Some of the pupils are oral/aural whilst others may require sign (Sign Supported English [SSE/BSL]) to support their learning and communication.



Learning

- Each pupil has an individual schedule. Timetables are tailored according to individual ability, need and language level to ensure best outcomes.
- English and Maths are taught in the Base by ToDs. Language levels and development is closely monitored and used to inform practice.
- When a pupil attains language levels and skills which are age appropriate, consideration will be given to their attendance, with support from the Base in mainstream English or Maths lessons, or both.
- Pupils may be withdrawn into the Base for specialist language and speech work.
- Specialist support in the Base may take the form of 1:1 work, group activities, individual work or reverse inclusion sessions alongside hearing peers. It may cover targeted audiological work, listening skills, pre or post teaching, SaLT work, or social emotional activities.
- Speech and Language Therapy (SaLT), Healthy Minds, Live English are a part of pupils' schedules.
- In the afternoons, pupils integrate into mainstream lessons such as Science, Geography, History Art, ICT, PE etc. with specialist support from the Base as necessary.
- Learning and Inclusion plans, which include targets towards outcomes, are updated and shared termly with teachers and parents to ensure progress.



Assessment

- Pupils' individual learning and progress is assessed, tracked and monitored both by the mainstream school and the Base throughout their time with us. This sharing of data informs our planning and target setting.
- Specialist Teacher of the Deaf assessments are carried out, as appropriate, to track speech accessibility, language development and writing skills. This data is shared with mainstream teachers, parents and other professionals through the Learning and Inclusion Plans and is used to identify areas for development.
- Teachers of the Deaf provide information on referral to other professionals where needed.
- Teachers of the Deaf also provide written advice for Education Health and Care Plans (EHCP), including tracking of progress towards outcomes.

Audiology

- Hearing aids (HA) and Cochlear Implants (CI) are checked daily and parents/carers are informed of any faults found.
- The Base works 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.
- Children will be provided with an Assistive Listening Device (e.g. Radio Aid) when they are assessed as ready. This enables them to develop their independent listening skills in environments where background noise is more challenging.
- Mainstream classes are fitted with a soundfield system to assist in making the teacher's voice more audible.
- Advice and support on managing the acoustic environment is provided to mainstream teachers.

