

Information about the SENSS Hearing Resource Base at The New Marston Primary School

Special Educational Needs Support Services (SENSS) vision:

“Working in partnership to secure good outcomes and a positive future
for children and young people with SEN and/or disability”

About the SENSS Hearing Resource Base at New Marston Primary School

The SENSS Hearing Resource Base at New Marston Primary School is part of a continuum of support offered within the Local Offer for children and young people with hearing impairment living in Oxfordshire.

The link to this site is as follows <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

Admissions

A child seeking a resource base place must have an Education, Health and Care Plan (EHCP) in which the local authority has named the SENSS Hearing Resource Base at New Marston Primary School as the appropriate placement to meet the child's educational needs. Further detail is included in the Admission Indicators document (Appendix 1).

Aims

We aim to enable children to:

- enjoy their time at school
- fulfil their academic and social potential in an inclusive mainstream setting
- have the same educational opportunities and challenges as their normally hearing peers
- become effective communicators in their chosen mode(s) of communication
- become independent
- be involved in decisions regarding their own education and take increasing responsibility for their own learning
- benefit from the close co-operative working of parents, the school and other agencies
- have a well-supported and smooth transition from primary to secondary school
- be prepared for life at secondary school and in the wider community
- become resilient young adults with positive self-image and good self-esteem



Context

New Marston Primary School is a member academy of the River Learning Trust situated between Copse Lane and Marsh Lane in north Oxford. The Hearing Resource Base has direct strategic links to the school Senior Management Team via the Inclusion Coordinator and there is an agreed Memorandum of Understanding outlining the ways in which the school and the Base work together to provide for the children within the base who are on school roll and first and foremost members of New Marston Primary School.

Qualified Teachers of the Deaf and Communication Support Workers, employed by SENSS, are based at New Marston. They support children both in class and in individual and small group work in the Hearing Resource Base. The Base staff work closely with mainstream staff to monitor progress and determine provision to enable access for pupils with hearing impairment.

The SENSS Hearing Resource Base for secondary aged pupils with hearing impairment is located at The Cherwell School in Summertown approximately 2 miles from New Marston. Many of the children in the New Marston Hearing Resource Base transfer to The Cherwell School for Year 7.

Resources

The Hearing Resource Base at New Marston was set up in 1988 to provide for pupils with hearing impairment who need additional support; more than can be provided by their local school. It benefits from on-site staffing and extra facilities. The Base is well resourced with up-to-date audiological equipment, teaching resources and acoustically treated teaching rooms. These rooms are used for additional tutorial support, small group work, meetings and other pupil and community activities.

The Hearing Resource Base was refurbished in 2017 with new acoustic treatments in all the Base classrooms to provide a superior listening environment.

Resources to support access and inclusion of the pupils with hearing impairment are also stored in the Hearing Resource Base. In addition, the Base serves as a resource for the peripatetic team of Teachers of the Deaf who work for the SENSS Hearing Impairment Team in and around the City of Oxford who can borrow books, games and other resources which are stored there.

Audiological provision

Children with hearing impairment at New Marston use a range of audiological equipment. These are indicated in the child's Education Health and Care Plan and can include personal hearing aids, cochlear implants and wireless radio systems. Soundfield systems are installed in Resource Base teaching rooms and in classrooms in the school. These deliver the teacher's voice at the same volume to every part of the classroom and benefit all children in the class, not only those with hearing difficulties. The number and position of soundfield systems is reviewed each year and adjustments are made to ensure that the listening needs of current children with hearing impairment at New Marston are met as well as possible. A PA system and visual presentations are used for school assemblies. Technology is included as a focus in the school Accessibility Strategy and Memorandum of Understanding.

Teachers of the Deaf work in collaboration with the health authority to ensure personal equipment is working optimally. They also support New Marston children and staff to use equipment to best effect and to monitor, evaluate and develop the use of technology to support children from the Hearing Resource Base within the school. INSET is offered in

September and on-going support is given throughout the year as the curriculum and children's learning needs change.

The learning environment

New Marston Primary School is aware of the effect noise can have on learning. Many areas, including corridors, have carpet or other acoustic flooring and acoustic ceiling tiles which help to reduce noise. Curtains, blinds, soft materials used in table and wall displays, further help to improve the listening environment.

Hearing Resource Base staff

Teachers of the Deaf and Communication Support Workers have experience of teaching children with hearing impairment and supporting across the curriculum at Foundation, KS1 and KS2. Staff may also be required to work at The Cherwell School when needed.

Regular in-service training and guidance is given to mainstream staff including Teaching Assistants so that the use of facilitative teaching strategies for pupils with HI is maximised in class and learning is enabled.

How do we support children?

No two children are the same and support models may look very different for different children with hearing impairment.

We aim to enable access using the mode of communication of children's choice – spoken English, Sign Language (usually Sign Supported English with British Sign Language where appropriate) or a combination of these.

A child's access and progress in each subject area is constantly monitored so that the support provided can quickly respond to changing individual need. Teachers of the Deaf work closely with mainstream colleagues and joint planning is key when seeking to diminish the difference for children with hearing impairment.

In-class support can include: checking instructions and material have been understood; assisting with individual, pair and group tasks; supporting peer interaction; providing signed communication; differentiating and modifying resources; summarising/transcribing film clips.

Individual and small group teaching takes place in the Hearing Resource Base according to individual need. It can include: specific interventions; pre-and post-teaching of key vocabulary, language and curriculum concepts; parallel teaching mainstream material to a small group simultaneously with the subject teacher; acting as a live speaker for any work involving audio material; delivering a programme of Personal Social Health and Citizenship Education (PSHCE) to help build positive and resilient young adults.

Much use is made of ICT in the Hearing Resource Base for both teaching and communication. The Base has iPads which have been used with the children to:

- encourage search skills for topics and vocabulary
- support for concepts and vocabulary visually
- animate stories and films supported by sign language
- play literacy and maths games
- reward good work

Access Arrangements are offered to “level the playing field” for children with Special Educational Needs or Disability (SEND) in SATs and other tests. Teachers of the Deaf play a key role in identifying the most appropriate arrangements for children with hearing impairment based on their needs and normal way of working in the classroom and they work with school staff to ensure these arrangements are in place.

Social inclusion and well-being

We aim to help children with hearing impairment to develop a positive self-image and become confident, independent and resilient young adults. To this end, we have a particular focus on supporting well-being and enabling social links with hearing and other children with hearing impairment across Oxfordshire. We do this in various ways, for example:

- involvement in school productions
- residential trips
- signing club is offered to children in school to encourage and facilitate communication
- a programme of regular PSHCE sessions devised and delivered in the Hearing Resource Base where children with hearing impairment can join together to focus on developing an understanding of hearing impairment and wider issues that affect them
- deaf awareness sessions for hearing peers may be given
- annual activity days are organised by SENSS HI which provide opportunities for friendship links with a wider group of deaf children within Oxfordshire
- children are signposted to other events for children with hearing impairment including those organised by Oxfordshire Deaf Children’s Society

Like all New Marston children, children with hearing impairment have opportunities to be involved in all school activities, both curricular and extra-curricular. We encourage children to fully participate in clubs both during the school day and after school and there is an agreed process within the Memorandum of Understanding for providing communication support for these wider opportunities if it is needed. Children with hearing impairment have been members of a range of after school clubs and have represented their class on the school council. They have also been involved in drama productions and residential school trips.

Tracking children’s progress

In addition to school tracking processes, the progress and provision of a child in the Hearing Resource Base is regularly monitored via procedures outlined in the SEND Code of Practice (including individual targets and Annual Reviews of EHCP). Specialist language and other assessments are used for diagnostic purposes to inform interventions and to track progress.

How do we give children a voice?

We try to hold children with hearing impairment at the centre of any decisions that affect them and give them opportunities to make choices about their learning, their support, their equipment, their future pathways etc. This is done both *formally*, for example as part of the Annual Review of EHCP, and informally in regular individual or group support sessions and day to day in conversation.

We also expect children to be active learners and to evaluate the success of their learning so that they can be partners in determining next steps and in setting goals.

How do we work with parents and other agencies?

The Hearing Resource Base works in close partnership with the school and parents/carers, together with any agencies involved with the children, such as Speech and Language Therapy, Occupational Therapists and Educational Psychologists. Close liaison with Teachers of the Deaf in pre-school settings and secondary schools and with other professionals ensures a smooth transition from one phase of education to another.

We recognise in the Hearing Resource Base that one size does not fit all and agree with each parent/carer of Base children what mode of communication with Base staff will suit them best; email, phone, text, messages in planners etc. We meet parents in person both formally and informally and parents are key in planning outcomes and in reviewing EHCPs for their children. We are currently exploring ideas about how we might consult parents so that their views are reflected in on-going Hearing Resource Base development.

Complaints

We take any concerns or complaints very seriously at New Marston Hearing Resource Base. In the first instance these should be raised with the child's key Teacher of the Deaf, the Hearing Resource Base Lead Teacher or SENSS Area Manager so that a resolution can be sought. We follow the Oxfordshire County Council complaints policy for formal complaints <https://www.oxfordshire.gov.uk/cms/public-site/resolving-disputes-mediation-complaints-and-appeals>.

Outcomes and Transition

Hearing Resource Base children achieve comparable KS2 results to their peers. At secondary level Hearing Resource Base children generally move on to Cherwell School, which provides a similar model of support to that offered at the Base at New Marston. If this level of support is no longer considered necessary, children may move on to a local mainstream secondary school. For some children a greater level of support is necessary to meet need at secondary school and in these cases the inclusion team at New Marston works closely with the Hearing Resource Base Lead Teacher to ensure a smooth transition to a special school.

Contact Details

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Sian Greenwood

Appendix 1

Special Education Needs Support Services (SENSS) Hearing Resource Base at New Marston Primary School: Admission Indicators

This SENSS base is resourced for primary aged pupils with hearing impairment.

Key Principles:

The indicators:

- are designed to promote and support the successful inclusion of pupils with hearing impairment in mainstream schools, wherever possible
- provide clarity about how the resource base provision fits into the overall continuum of provision for pupils with a hearing impairment

A	Essential indicators:
	<p>a) The pupil has an Education, Health and Care Plan (EHCP) or is currently undergoing a statutory assessment of his / her needs.</p> <p>b) The pupil can access the mainstream curriculum but may need it presented in a highly specialised and flexible way with opportunities for consolidation.</p> <p>c) The pupil has a persistent and long-term severe/profound hearing impairment (objective measure; average hearing loss is 71dB or greater in the better ear) that has impacted on his / her overall language and communication development resulting in significantly delayed attainment and progress over a period of time.</p> <p>A pupil with a moderate hearing loss and additional difficulties will be considered if the additional difficulties are having a significant combined impact on his / her language and communication development. Hearing loss will be the primary need.</p>
B	Additional factors:
	<p>a) Intelligibility; a familiar listener in context does not easily understand the pupil.</p> <p>b) The pupil needs additional daily support for language and literacy development.</p> <p>c) There is a need for significant modification to material and delivery of the curriculum, reinforced by opportunities for 1:1 / small group work in an acoustically treated base setting.</p> <p>d) There is a need for the equivalent of daily intervention from a teacher of the deaf and a high level of specialist teaching assistant or Communication Support Worker support.</p> <p>e) A personal education plan is needed to support development of independence, social and decision-making skills within an environment that supports the emotional wellbeing of the pupil.</p>

C	Voice of the child:
<p>The pupil wishes to attend the resource base.</p> <p>The independent views of the pupil have been sought about:</p> <ul style="list-style-type: none"> ○ his / her current setting ○ what would make him / her feel comfortable and keen to learn 	
D	Parent views:
<p>The parent's/carer's views about their child attending a resourced provision need to be taken into account unless the provision would not meet the needs of the child, or be incompatible with the efficient education of other children, or be an inefficient use of resources.</p>	
E	Additional considerations
<p>The place is in line with the efficient use of resources and effective education of the pupil and other children in the school.</p>	
F	Exit criteria
<p>The SENSS Resource Base place is reviewed on an ongoing basis in line with statutory requirements. The following circumstances would always lead to a placement review:</p> <ul style="list-style-type: none"> a) If a pupil or parent expresses the wish to change provision. b) There is a consensus view that the priority need could be best met elsewhere. 	

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