

Resourced provision for children who are deaf or have a hearing impairment

Children's Services Department
SEN Service

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Introduction

This booklet is intended as advice to schools, resourced provision managers/ teachers in charge and professionals who work with children who have special educational needs (SEN) that can be described as deafness and hearing impairment (HI).

The resourced provisions for children with deafness and hearing impairment are listed in the document *Provision in Hampshire for children and young people with Education, Health and Care (EHC) plans* (see page 6 for further details). They are all part of a mainstream school and those children admitted will normally have a severe hearing loss complicated by other special educational needs. The broad aim is that these provisions will allow identified children to access a mainstream curriculum in a supportive environment where their needs are met by staff who understand their difficulties and are able to provide individual programmes of learning. It is anticipated that some of the children may make progress such that they can attend their local mainstream school in due course.

Resources

The funding for resourced provisions is delegated to schools through the school's funding formula and is based on the number of pupils in the resourced provision. An Agreed Place Number (APN) is established with the headteacher each year and, although minor adjustments may be necessary, major adjustments are avoided as far as possible in order to enable forward planning and to promote stability and retention of specialist staff.

Please see guidance notes for further details which are available on Hampshire County Council's website at <http://www3.hants.gov.uk/education/schools/budgetshares.htm>.

Those children who need to learn through signing will qualify for additional funding.

The resourced provisions have access to the full range of centrally managed educational support services provided through the County Council but, of particular importance, is the speech and language therapy provision made by the local Health Service.

Speech and language therapy provision is a collaboration between Children's Services and Health Services with therapists, employed by the Health Service, working closely with resourced provision managers, through direct and indirect contact with the children to provide a programme tailored to each child's specific areas of need. Speech and language therapists work directly with the children in providing individual and small group therapy in a wide range of areas, including phonology (speech sound awareness and production) understanding and use of language, vocabulary, narrative and social communication skills. The nature of input will vary according to the age of the child, with the youngest receiving more individual therapy. As children get older much of the language need will be met through the incorporation of targets, set in discussion with the speech and language therapist, into classroom activities. Some children with severe speech and language delay or disorder may continue to receive remediation.

Therapists are also involved in the setting of individual targets and the writing of Individual Education Plans (IEPs), on-going assessment both formal and informal, writing reports for annual review and training and support to teaching assistants.

Management and staffing

The headteacher and governing body of the school are responsible for spending the budget for the resourced provision. There should be a teacher in charge who is a qualified teacher of the deaf or a teacher of the deaf in training under the supervision of a qualified teacher of the deaf. The aggregate period for which any unqualified teacher of the deaf may be employed to teach deaf and hearing impaired pupils should not exceed three years. All staff should have a commitment to continued professional development. Staff working with pupils using sign should have, or be in the process of obtaining, British Sign Language Level 2 in the primary phase and Level 3 in the secondary phase. The special educational needs inspector with responsibility for hearing impairment and the team leader for hearing impairment in the Specialist Teacher Advisory Service will be able to offer advice on this and are also able to offer advice and support concerning recruitment of staff for the resourced provision. The team leader of the Specialist Teacher Advisory Service should be informed if a vacancy arises for the teacher in charge position (or its equivalent) before the vacancy is advertised.

All additional members of the school staff should receive awareness raising training; whole school awareness is necessary because of the emphasis on mainstream inclusion for children admitted to the resourced provision.

It is recommended that **minimum** staffing levels should be:

- 1 full-time teacher of the deaf : 6 children.
- Sufficient numbers of appropriately trained learning and communication support assistants to ensure the pupils receive the support they need to access lessons in mainstream classes.

Pupils using sign to access the curriculum will usually need full-time support. This will be indicated in their statement of special educational need.

Admissions criteria

These criteria have been produced for school staff and County Council staff in order to establish a shared understanding of the level of need likely to indicate the consideration of a placement at a resourced provision for deafness and hearing impairment.

In considering children's special educational needs, access to the curriculum is taken to be a central issue. Most children who are deaf and hearing impaired can access the curriculum once they have additional educational provision. This is normally provided from the resources available in the school, through the delegated funding arrangements for special educational needs, or through a statement of special educational needs, together with the support of the Specialist Teacher Advisory Service.

The majority of pupils who are deaf and hearing impaired attend a local mainstream school where their learning needs are met with appropriate support. Only those

children with the most severe and/or persistent difficulties will require access to a resourced provision for deafness and hearing impairment.

- It is expected that the child will meet the County Council's criteria for deciding to make a statutory assessment for deafness and hearing impairment.
- The primary area of special educational need must be deafness and hearing impairment which is made more complex by other areas of special educational need.
 - Significant communication/language delay or disorder.
 - Difficulties with self-esteem or emotional development.
 - Social functioning and/or behaviour needs.
- The child will require access to daily support from specialist staff experienced in supporting deaf or hearing impaired children.
- The child will require extensive modification of the curriculum and the language through which the curriculum is accessed.
- The child will require access to visiting staff or additional outreach support, eg speech and language therapist or the behaviour support specialist.

There should be evidence that the child has potential to integrate into the mainstream classroom and access the school curriculum with modification for their deafness and hearing impairment and other areas of special educational need.

- If the child being considered for a placement already attends a mainstream school then staff from that school should have previously sought advice from external agencies, eg their specialist teacher adviser for hearing impairment, educational psychologist and Speech and Language Therapy Service and adopted appropriate teaching styles and support strategies and implemented intervention programmes for an agreed period of time (usually between 3 and 6 months).
- In those cases where the child's needs are so complex that they require 1:1 support in a mainstream classroom for more than 20 hours per week, including supervision at less structured times such as during lunch then consideration should be given to an alternative placement in a resourced provision for deafness and hearing impairment unless it is considered that the additional needs can be quickly addressed and the child can make progress or the child is using a full-time communication support assistant to access the curriculum.
- Where English is the second language the child should have a significant language delay as a result of their hearing loss in their first language.

Admissions procedures

Admission to resourced provision for deafness and hearing impairment is via Hampshire County Council's SEN Service and not through approaches by individuals directly to resourced provision.

1. On completion of a statutory assessment of special educational needs the SEN Service will arrange for the child's proposed Education Health Care plan to be discussed by the County Assessment Placement Group (CAPAG).
2. CAPAG will consider the child's assessed special educational needs having particular regard to the criteria listed in this document.
3. Where placement at a resourced provision is considered appropriate, the SEN Service will refer the papers to the nearest resourced provision.
4. The headteacher will respond within ten working days, either saying that a place is available and arrangements for the child's admission will proceed, or that the school feels unable to offer a place. The latter may be the case if the resourced provision is full or if the school believes it is unable to meet the child's needs in view of the balance of needs within the current group. Such reasons would need to be clearly outlined. In exceptional circumstances, the school may be required to take the pupil by the SEN Service.
5. The SEN Service will confirm any offer of a place and, once accepted, issue the final statement or amended statement, as appropriate.

Provision

Resourced provisions for deafness and hearing impairment will provide:

1. access to a good listening/acoustic environment, with appropriate FM sound field equipment
2. access to specialist teaching and therapy programmes to meet children's speech, language and communication needs which are taken into account and supported across the curriculum
3. access to appropriate skilled teaching and in-class support
4. access to appropriate integration within the main school
5. access to direct and indirect support from a speech and language therapist
6. a peer group experiencing similar needs
7. a school ethos in which deafness/hearing loss and Deaf culture and language is accepted and understood
8. a school ethos in which deaf and hearing impaired children have their strengths challenged and stretched
9. access to on-going review and assessment procedures
10. an environment where the emotional needs of deaf and hearing impaired pupils are recognised and managed
11. a focus for multi-agency involvement and support, which includes parents, Health Services and Children's Services
12. enhanced visual support for learning and organisational skills.

Exit procedures

Children's needs do change. Schools with resourced provision have a responsibility to ensure that places are not being filled by children who still have special educational needs but no longer require the high level of specific support available from the resourced provision.

Upon leaving the resourced provision a child would normally be expected to transfer to his/her local school. In some instances there might be grounds to phase the transition moving from the resourced provision, to the main school in which the resourced provision is situated, and then on to the local school. In exceptional circumstances, continuation at the main school where the resourced provision is located, could be considered with the transport provided by the County Council if necessary but in most cases this would be regarded as parental preference and so the County Council would not provide transport.

In most cases children are likely to retain their EHC plan, which will be amended to specify a level of support on their exit from the resourced provision.

When a child exits a resourced provision it is the responsibility of the resourced provision to ensure that a transition plan is in place and agreed with the parents and the receiving school. The Specialist Teacher Advisory Service will be key to the success of any transition arrangements and should be fully involved in the planning process. If a child is to remain in resourced provision the County Council will expect to see evidence in the annual review report that the child continues to need a place.

Further information

List of specialist provision in Hampshire for children and young people with I

- Please refer to the document *Provision in Hampshire for children and young people with EHC plans* available online at <http://documents.hants.gov.uk/childrens-services/sen-provision-in-hampshire.pdf>

or go to the Local Offer at <https://fish.hants.gov.uk/localoffer>

Hampshire County Council SEN Criteria documents are available at www.hants.gov.uk/sencriteria

SEND Code of Practice: 0-25 years, DfE, 2015 available at www.gov.uk/government/publications/send-code-of-practice-0-to-25

Schools: guide to the 0 to 25 years SEND Code of Practice, DfE, available at www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings

If you would like more information please contact the SEN Service, email enquiries.sen@hants.gov.uk.