

# Heathlands School

## Special Educational Needs and Disability

Heathlands is a special school for deaf children aged 3-16. Pupils are admitted if their main need is hearing impairment and if they require a curriculum delivered through total communication.

The following indicates the specialist provision for deaf children and what additional support may be offered to children with needs and /or disabilities in addition to deafness. Through these measures the school seeks to ensure all pupils have full access and that no children with needs in addition to deafness are treated less favourably than their peers.

Heathlands works in partnership with a range of Local Authorities (LA) and in some pupils' cases additional funding or resources is provided by the placing LA to deliver the provision outlined below. In some cases the additional provision comes about through referral to outside agencies.

The [Hertfordshire Local Offer](#) can be viewed at

[http://www.thegrid.org.uk/learning/sen/whole\\_school/#local](http://www.thegrid.org.uk/learning/sen/whole_school/#local)

Mrs Reeves-Costi is the school's SEN co-ordinator. She can be contacted through the school office.

### Support and Interventions

#### Specialist provision for deaf children

- Qualified teachers of deaf children who are also subject specialists
- On site Speech and Language therapists specially skilled in paediatric hearing impairment
- A range of support staff skilled in working with deaf pupils
- All staff qualified in BSL
- On site British Sign Language training centre
- Curriculum designed to meet the needs of deaf children
- Cross curricula approach to language and communication development an integral part of the Curriculum.
- A child centred total communication policy and communication rich environment
- Acoustically treated classrooms which meet BB93 specifications
- Provision of radio aids
- Provision of soundfield equipment in upper school classrooms
- On site audiology clinic for checks, repairs and ear mould making
- Classroom layout and lighting suited to the needs of deaf children to ensure they can see clearly for the purposes of lip-reading and watching signing
- Close links with NHS audiology/ENT departments
- Close links with a range of external agencies and voluntary organisations for deaf children.

#### Access to a supportive environment

- Specialist equipment to access the curriculum identified and planned for on an individual basis
- Access requirements identified within any new premises projects
- Accessibility plan in place
- Elevators and stair lift improves access to some facilities on different levels.

### **Strategies/Programmes to support Speech and Language**

- Whole staff training on meeting the language and communication needs of pupils
- Links with the local NHS Trust for advice and input on language and communication needs additional to those related to Deafness.
- Specialist room equipped to support Speech and Language therapy in the early years
- Support, guidance and training sessions offered to parents
- BSL tuition for pupils and parents/carers.

### **Strategies/Programmes to support Occupational and Physio Therapy**

- Ongoing liaison with relevant professionals, IEPs in place to disseminate recommendations on practice to all staff
- Intervention programmes designed by NHS therapists delivered in school by support staff
- Training delivered to staff related to specific needs of individual pupils.
- Use of appropriate equipment where recommended e.g. sloped writing boards for specific children
- Flexibility across the curriculum to include work to support the development of fine and gross motor skills where necessary/ appropriate.

### **Social skills programmes/support**

- Work with specialist agencies on a range of programmes; SAFE, Deaf Hope, CAMHS
- Inclusion activities with local schools
- PSHE schemes of work
- Work Experience programme for all students
- Nurture provision.

### **Mentoring Activities**

- Support from senior students
- Support from external mentors matched to particular pupil's needs
- Positive role models in school
- Small supportive form groups for pastoral care
- Independent listener in Heath House.

### **Strategies to modify behaviour**

- Wow procedures provide clear behaviour structure
- Clear procedures for dealing with incidents of bullying
- Systems for staff to report concerns
- Central records kept of behaviour, sanctions and rewards
- Reporting system which allows students the opportunity to step down their behaviour
- Individual pupils "on report"
- Individual behaviour plans
- Clear rewards and sanctions system linked to house points system
- Themed assemblies to target social and academic understanding
- Clubs provided at lunch
- Extended PSHE program
- Nurture provision if needed.

### **Strategies to support literacy development**

- Accelerated reading program and daily reading workshops
- Cross curricula literacy central to Lower School topic cycle and being developed at all levels within the school Curriculum.
- Training offered by Literacy specialists to other subject specialists in upper school
- Colour and shape coding system for emergent writers and those needing more support
- Ability setting and targeted support for individuals
- KS4 External exams offered at range of levels
- Support given to parents on how to read with their child.

### **Strategies to support numeracy development**

- Early years provision geared to the development of Mathematical skills and problem solving both through child initiated learning and through more intensive teaching
- Daily numeracy hour in Lower School classes
- Daily mental maths tests in some classes

- Ability setting and targeted support for individuals
- KS4 External exams offered at range of levels
- Cross curricula numeracy opportunities included through Curriculum Topic planning
- Small groups facilitate targeted assessment and feedback feeding into planning for learning
- Additional support is given with the language of maths
- Use of technology to support learning: educational websites such as My Maths, Supermathsworld.

#### **Provision to support access to the curriculum**

- Classroom staff who are specialists in planning and delivering the curriculum for deaf students
- Use of ICT e.g. laptops and touch screen computers to support access
- Targeted use of classroom support staff
- Planning adapted appropriately by teachers to address the learning needs of the pupils within the teaching group
- Development of links with local mainstream schools and colleges to provide a range of curriculum and sporting partnership opportunities.
- Programme of educational enrichment visits to motivate and engage learners.

#### **Strategies to support independent learning**

- Student planners
- Use of visual timetables and checklists
- Targeted study club
- Individual support from Form Tutor
- Use of ICT systems that facilitate independent study and self-assessment e.g. Accelerated Reading, My Maths, Sam learning.
- Pastoral support and guidance in creating personal examination revision timetables.
- Independent living programme
- Enquiring Minds curriculum.

#### **Support at unstructured times of the day including personal care**

- School staff on duty during breaks and lunchtimes
- Different activities made available for pupils at lunchtimes including clubs
- Support staff targeted to provide support for individuals' at breaks and lunchtimes
- Allocated area for students to go to if needed
- Social skill targets for identified students
- Appropriate facilities for independent personal care.

#### **Planning and Assessment**

- Individual student targets set annually for all subject areas, regularly reviewed
- Regular assessment and monitoring of progress and development - informs future planning and provision
- Short term targets displayed in Lower School classrooms and set out in Upper School student planners and logged in the SIMS data base
- Students are actively involved in self-evaluation of targets and participate in learning conversations with teachers
- Access arrangements for exams according to individual need
- Termly monitoring and report to parents relating to Effort, Homework and Behaviour
- Termly consultation meetings or formal review meeting. Children contribute to statement and EHC plan reviews
- End of year assessment
- Teachers hold termly pupil progress meetings. Analysis of progress evidences impact of interventions
- Attainment and progress is benchmarked with similar schools.

#### **Liaison and communication with parents and professionals, attendance at meetings and preparation of reports**

- Home school books for Lower School children
- I pads to facilitate "Facetime" communication with deaf parents, face to face, telephone or email contact with other parents.
- Liaison with a wide range of professionals

- Termly parents' contact meetings
- Termly progress cards for Upper School
- Annual review documents include a full and detailed curriculum report for each child.
- Parents are able to make an appointment to come into school at any time to discuss any issues they might have
- Sharing assemblies
- Special events e.g. family learning days, safety workshops
- Sign and Play afternoons each week
- Parents sign language group every week.

### Support for medical conditions

- Medical protocols for children with significant medical needs and allergies
- Procedures for administration of pupils' routine and emergency medication
- Access to specialist advice as required
- Training arranged for school staff as required

### Support for Transitions

#### Starting EYFS :

Weekly sign and play afternoons give children opportunities to familiarise themselves with the EYFS setting and to meet staff. School staff have pre-placement planning meetings with parents, hours in school gradually increase responding to how the child settles.

#### EYFS to KS1:

Introduction and transition times in year 1 area at the end of EYFS. Liaison between EYFS and KS1 teacher and opportunity for children to get to know the KS1 teacher who visits the EYFS setting. "Getting to know you" activities in the first week of term.

#### KS1 to KS2:

The small staff team in Lower School and flexible deployment of staff means pupils know staff of both key stages well. There are opportunities in the last week of term to settle into the new classroom with new staff and peers.

#### KS2 to KS3:

Children and parents typically visit as prospective pupils in year 5. Upper School taster day each Autumn for year 6 transferring pupils, Senior staff will attend year 6 reviews and/or visit in the primary setting, transition day in Summer term of year 6.

#### Leaving school for post 16 education:

Youth Connexions (YC) advisers help investigate post 16 options and ensure information about students' needs is passed to new schools/colleges. The YC adviser attends parents' evenings and hosts a parents' clinic to expedite the investigation of FE providers and applications. The adviser meets students in Year 9 and provides 1:1 guidance in year 10 producing a Plan for Adulthood.

PSHE lessons cover options on leaving school (college, work, apprenticeships etc.). Students investigate their local colleges, potential courses and identify sources of support e.g. Communication Support Workers/ Note takers. Visits to local colleges are organised where possible to give students a taste of college life. Some students regularly attend college for curriculum work. This programme provides an opportunity to transfer, generalise and extend skills students have gained at school and facilitates the development of further skills to manage the everyday demands that arise from an adult environment.

As part of the PSHCE programme students spend one week on work experience.

#### Transitions from boarding:

Young people are prepared for adulthood through the transitions programme which covers a range of independence skills e.g. cooking, independent travel, accessing services. Young people are also supported emotionally to say goodbye appropriately to the staff and peers they have lived with.

### Expertise of Staff

- Teachers are specialist in deaf education. They are qualified Teachers of deaf children or will achieve this mandatory qualification within the expected timeframe
- All staff have training in BSL. Staff working directly with children are expected to achieve BSL level 3 as a minimum with many progressing to higher levels or being native users of BSL. Many staff are native users of BSL
- Staff working with children are trained in the use of Herts STEPS behaviour management and some have additional training on physical Restraint called "STEP-UP"
- Staff may undertake training from other professionals e.g. Occupational and Physiotherapists to deliver particular intervention programmes suited to individual pupils
- Select staff have training in various intervention programmes to support SEN students e.g. SMARTmoves, nurture, Lego therapy
- School staff regularly update their SEN knowledge and expertise by participating in whole school CPD
- School staff will refer to a range of external agencies and local authority specialist personnel to secure appropriate assessment, support and interventions for children e.g. advisors for physical or visual impairments, LINKS behaviour support team, Deaf CAMHS, SENSE.

### Complaints and Contacts

- The school has a complaints procedure which is displayed on the school website <http://heathlands.herts.sch.uk/parents-pages/complaints-procedure/>

### Useful contact details

Chair of Governors	The school secretary can tell you who this is and pass on any written correspondence	
Complaints Team	<a href="http://www.hertsdirect.org">www.hertsdirect.org</a>	01992 588542
Children's Services	Email: <a href="mailto:cs.complaints@hertsc.gov.uk">cs.complaints@hertsc.gov.uk</a>	
Ofsted	Royal Exchange Buildings, St. Ann's Square, Manchester M2 7LA E-Mail : <a href="mailto:enquiries@ofsted.gov.uk">enquiries@ofsted.gov.uk</a>	08456 404045
Hertfordshire SENDIASS Information Advice and Support Service	<a href="mailto:sendiass@hertfordshire.gov.uk">sendiass@hertfordshire.gov.uk</a>	01992 555847
Black Minority Ethnic (BME) Achievement Team - If your complaint is about racial harassment or discrimination	<a href="http://www.thegrid.org.uk">www.thegrid.org.uk</a>	01438 844752
ACE (Advisory Centre for Education)	<a href="http://www.ace-ed.org.uk">www.ace-ed.org.uk</a>	0808 800 5793
HertsHelp	<a href="http://www.hertsdirect.org/hertshelp">www.hertsdirect.org/hertshelp</a>	0300 123 4044
Family Lives	<a href="http://www.familylives.org.uk">www.familylives.org.uk</a>	0808 800 2222
Carers in Herts	<a href="http://www.carersinherts.org.uk">www.carersinherts.org.uk</a>	01992 586969
Children's Legal Centre	<a href="http://www.childrenslegalcentre.com">www.childrenslegalcentre.com</a>	01206 873820
Citizens' Advice Bureau	<a href="http://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a>	08444 111 444