

Heathlands School

Special Educational Needs and Disability

Heathlands is a specialist school for deaf children. It is an inclusive school admitting children who may have needs in addition to deafness provided that the main need is their hearing impairment and the requirement for 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.

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

www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx

Mrs Reeves Costi and Mrs Brinsden are the school's SEN co-ordinators. They can be contacted through the school office.

Support and Interventions

Specialist provision for deaf children

- Qualified teachers of deaf children and young people who are also subject specialists
- On-site Speech and Language therapists, skilled in paediatric hearing impairment
- A range of support staff, skilled in working with deaf pupils with various SEN
- 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 across Lower and Upper school, also in shared spaces.
- On site audiology clinic for checks, repairs and making ear moulds
- 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
- Sixth form provisional to enable deaf children to study at A Level in their first language.
- Residential boarding for students where distance does not allow daily travel, to enable access to educational provision appropriate to their needs.
- 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
- Elevator access to English, Art and Drama departments.
- Stay open fire doors in all main corridors
- Disabled students toilet
- Visual fire alarms
- Visual bell in Upper school
- Yellow markings to assist visually impaired students

Strategies/Programmes to support Speech and Language

- Whole staff annual CPD 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.
- A number of support staff have completed ELKLAN training.
- Colour and shape coding to support language and literacy development
- Access to Visual Phonics to aid Deaf children in visually identifying phonemes in words.

- Implementation of Word Aware programme with staff to support students' vocabulary development.
- Differentiated Vocabulary Books for Upper School students to learn, retain and reinforce key words.
- Word files in lower school support the children's vocabulary development and promote increasing independence as writers.
- 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
- SEN profiles 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.
- SMARTmoves and fine motor skills programmes available to identified pupils.

Social skills programmes/support

- Work with specialist agencies on a range of programmes; SAFE, Sign Health, CAMHS.
- Inclusion activities with local schools.
- Inclusive sports events with other deaf schools
- PSHE schemes of work
- Work Experience programme for all students.
- Student Leadership programme in Upper School.
- Provision of a range of clubs and extra curricular activities

Mentoring Activities

- Support from senior students
- Weekly mentoring sessions for identified pupils.
- Support from external mentors matched to particular pupil's need
- Positive role models in school.
- Small supportive form groups for pastoral care
- Independent listener in Heath House
- In-school therapist to support individual pupils and families

Strategies to modify behaviour

- WoW procedures provide clear behaviour structure
- Clear procedures for dealing with incidents of bullying
- Pro-social behaviours promoted
- 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.
- All staff are trained in Therapeutic Thinking.
- 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.
- Range of clubs provided at lunch and after school.
- Extended PSHE program

Strategies to support literacy development

- Accelerated reading programme 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

- Use of Visual Phonics to support sounding out and breaking down of individual words
- Word Aware programme support vocabulary development across the school
- Ability setting and targeted support for individuals
- KS4 External exams offered at range of levels
- Support and workshops given to parents on how to read with their child and support them with writing.

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, Sparx, Times Table Rockstars.

Provision to support access to the curriculum

- Staff trained to teach students with needs over and above their deafness.
- 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 and visitors to motivate and engage learners

Strategies to support independent learning

- Student planners
- Vocabulary Books
- Use of visual timetables and checklists
- Targeted study club
- Tutoring programme
- Individual support from Form tutor
- Use of ICT systems that facilitate independent study and self-assessment e.g. Accelerated Reading, My Maths, Sam learning.
- Oxford Reading Buddies promote independent supported reading skills.
- English, maths and science channels on school website for revision/ home learning support.
- Pastoral support and guidance in creating personal examination revision timetables.
- 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 staff 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 on Arbor.
- 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 meetings. 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
- Communication through email via school office for Upper students.
- iPads to facilitate "Facetime" communication with deaf parents, Video Relay Service access to school office, face to face, telephone or email contact with other parents.
- Spoken language interpreters available if required.
- Liaison with a wide range of professionals
- Termly parents' contact meetings
- Annual review documents include a full and detailed curriculum report for each pupil.
- Parents are able to make an appointment to come into school to discuss any issues they might have.
- Sharing assemblies
- Special events e.g. family learning days, safety workshops
- Sign and Play afternoons
- Parents signing support group

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
- PEEP if required

Support for Transitions

- Starting EYFS
- EYFS TO KS1
- KS1 TO KS2
- Starting secondary Ed.
- KS2 TO KS3
- KS4 to KS5
- Leaving school for college
- Preparation for Adulthood
- Transitions to boarding

Expertise of Staff

- Teachers are specialists in deaf education. They are qualified teachers of deaf children or will achieve this mandatory qualification within the mandatory 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.
- Staff working with children are trained in the use of Herts Therapeutic Thinking 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, fine motor skills programme, 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	www.hertsdirect.org	01992 588542
Children's Services	Email: cs.complaints@hertscc.gov.uk	
Ofsted	Royal Exchange Buildings, St. Ann's Square, Manchester M2 7LA E-Mail : enquiries@ofsted.gov.uk	08456 404045
Parent Partnership Service (SEN)	www.hertsdirect.org/parentpartnership Email: parent.partnership@hertscc.gov.uk	01992 555847
Black Minority Ethnic (BME) Achievement Team - If your complaint is about racial harassment or discrimination	www.thegrid.org.uk	01438 844752
HertsHelp	www.hertsdirect.org/hertshelp	0300 123 4044
Family Lives	www.familylives.org.uk	0808 800 2222
Carers in Herts	www.carersinherts.org.uk	01992 586969
Children's Legal Centre	www.childrenslegalcentre.com	01206 873820
Citizen's Advice Bureau	www.citizensadvice.org.uk	08444 111 444
Herts Local Offer	www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx	

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