

Criteria for the HI Specialist Resource based at The Willows Primary School



The HI Specialist Resource offers enhanced specialist HI support within a mainstream primary setting for children whose primary area of need is their deafness and who have a severe speech and language delay as a result of their deafness. All children who are placed within the resource will be supported through provision as outlined in an Education, Health and Care Plan (EHCP). The resource follows an oral/aural or total communication approach, where all possible communication will be encouraged and fostered including signed support as appropriate.

Entrance Criteria

Children typically have a severe- profound sensori-neural loss or auditory neuropathy. With reference to the NatSIP Eligibility Framework, children will typically fall within the band A2-A1 (See Stoke on Trent HI Matrix, Range 5ii). For children to access the HI Specialist Resource, they need to have an Education, Health and Care Plan which outlines that they require the specialist provision of the resource.

Children who attend the resource are expected to make good progress in language and communication due to the intensive Specialist Support and will begin to close the gap with peers in their educational attainment. Children will be expected to access the curriculum alongside their hearing peers in the mainstream classroom, through specialist support in the classroom and through targeted withdrawal support for language development and for support in specific curriculum areas. Children will also be expected to access some time independently alongside peers in the classroom (as appropriate to the needs of the child).

Children who do not meet the above criteria can be considered on a case by case basis and may be offered a short outreach assessment to support the information gathering process.

A placement at the resource is seen as a partnership between the school, the resource and parents. All parents will be invited in at least annually to review their

child's progress and to co-produce targets for the coming year as well as being invited to other parent events and parent meetings that take place within the school throughout the year.

It is widely recognised that parents play a key role in supporting their child's language, social and emotional, and learning progress. For pupils with a hearing impairment, parents also play a key role in supporting the use and maintenance of equipment, and ensuring attendance at key appointments such as Speech and Language Therapy and Audiology. The resource base will support parents within these key roles, and are happy to attend appointments where possible if this is supportive to parents.

Through the annual review process, and through ongoing assessment, pupil's progress will be reviewed and tracked.

Exit Criteria

There are times when it is appropriate for pupils to leave the HI Specialist Resource and move to another Educational Setting. This can be for a variety of reasons, and can be to a number of types of settings, including: Mainstream Schools or Academies, Specialist Provisions or Special Schools. This decision would always be taken through discussion with parents and through gathering advice from appropriate specialists. This conversation would take place over time, and would also be discussed formally within an Annual Review Meeting. Situations that may lead to a conversation about the appropriateness of provision include:

- Concerns over rates of progress within language or within the curriculum despite provision that has been targeted and personalised to meet the needs of the child
- Inability to access the curriculum alongside peers even with appropriate reasonable adjustments and specialist support
- Significant changes in the child's circumstances which lead to a significant change of band on the NatSIP Eligibility Framework

Following a review meeting, a report of the meeting is sent to the Local Authority for consideration. A decision is then made as to whether to amend (change), maintain (keep the same) or cease (stop) the Education, Health and Care (EHC) plan. If a

different type of placement is being considered, the recommendations may be looked at by a Panel who will come to a decision which will be shared with parents.