

The HI Specialist Resource based within The Willows Primary School

Local Offer

The HI Specialist Resource offers enhanced specialist 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.

The resource follows an oral/aural or total communication approach, where all possible communication will be encouraged and fostered including signed support as appropriate.

A placement at the resource is seen as a partnership between The Willows Primary School, the HISR and parents.

HISR Provision:

- Daily access to a Teacher of the Deaf
- Weekly specialist teaching from a Teacher of the Deaf to support the development of listening and language
- Daily support from Specialist Practitioners to support access to the mainstream curriculum alongside peers, this could include: in-class support; pre and post tutoring; targeted activities supporting listening and language development; and modelling and observation during specialist teaching time and speech and language therapy time
- Ongoing specialist language assessments and informal assessment completed by Teachers of the Deaf will inform teaching and monitor progress
- Daily support with audiological management of equipment, and to support an increasing independence in the use of equipment
- Support of an Educational Audiologist as required
- Deaf awareness training for all staff who work with the pupil
- Access to a quiet space for targeted language and listening activities
- Pre- and post-teaching of language and concepts to support access to the mainstream curriculum
- Teaching in a mainstream classroom where staff are trained and understand the needs of a deaf learners, and work closely with HISR staff to share knowledge of the pupils learning and progress both within language and the curriculum

In the resource provision, children will:

- Learn alongside peers in a mainstream classroom where staff have a good understanding of the needs of deaf learners
- Have progress monitored through specialist assessments and informal assessments
- Take part in targeted sessions with Teachers of the Deaf and Specialist Practitioners to support the development of their language and listening
- Be involved in activities with deaf peers

- Be supported to develop deaf awareness, an understanding of their own deafness and confidence to communicate with others about their deafness
- Attend educational visits with class groups and with deaf peers, and will be encouraged to engage with extra-curricular activities within the school
- Be supported to develop positive social and emotional wellbeing
- Have daily checks of audiological equipment to ensure that equipment is working effectively
- Be able to access support with equipment from an Educational Audiologist when it is needed
- Be supported to gain increasing independence in learning, in making known their needs as deaf learners and in managing their audiological equipment

The resource team work closely with multi agencies, including:

- Speech and Language Therapy
- Implant Centres
- Education Psychology
- Inclusive Learning Services (HI peripatetic team)
- Inclusive Learning Services (SEND Advisors)
- The local audiology department and ENT
- Transition work with other settings

Working with parents

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 will support parents within these key roles, and are happy to attend appointments where possible if this is supportive to parents.

A pupil's progress will be monitored through ongoing observation and assessment and by formal assessments over time. This information will be used to plan targets and next steps in learning. This information will be shared with parents informally throughout the year, and more formally during an Annual Review Meeting.