



# GP17– Hearing Support

<b>Last Review Date</b>	November 2017	<b>Next Review Date</b>	November 2018
<b>Leader of Policy Review</b>	HSU Manager, Headteacher		
<b>Associated Policies</b>	Additional Needs, Admissions, Disability Equality, Fire Safety		

The Hearing Support Centre (HSC) at the School is a resourced centre for deaf students. The students supported by the HSC have hearing losses, which range from moderate to profound; many have additional educational needs. Students must have a statement of special educational needs to access the Centre.

The aims of the HSC are to fulfill the following rights for deaf children and young people:

- To be fully included in the life of the school
- To have their individual needs respected
- To have a full and relevant education in an appropriate environment to optimise language and communication skills
- To have the necessary literacy skills to enable them to take full advantage of the curriculum, including the National Curriculum
- To develop the range of skills, knowledge and experiences required for individual fulfillment and independence
- To develop appropriate skills to enable them to participate in hearing and deaf communities to the extent that they themselves choose
- To be valued in terms of both their deaf and hearing identities
- To have access to, and use of, amplification suitable for their needs

The following provisions are made in order to meet the above aims:

- Teaching, support and monitoring by qualified Teachers of the Deaf, with additional support from NNEBs and Learning Support Assistants, all of whom have signing skills.
- The allocation of a Teacher of the Deaf to each student to act as his/her Key Worker.
- A Signing Club for students in Year 7 who have deaf students in their forms, for other students, if requested, and for mainstream staff.
- Deaf awareness sessions for Year 7 students and NQTs
- An education programme for each student which responds to his/her needs through providing access to differing forms of support and a range of approaches to education in order to ensure a broad, balanced and relevant curriculum.
- The use of Total Communication as the medium of communication with the emphasis on oral/aural or sign to be determined by each student's needs.
- The optimum provision and management of personal hearing aids and FM systems, through the daily checking by Teachers of the Deaf, and involvement of the Sensory Support Service
- Appropriate arrangements for tests and examinations to include 25% extra time
- Appropriate forms of assessment and monitoring through:
  - The School's own procedure of end of unit tests, annual examinations
  - CATs, KS3 assessments, and a range of appropriate external qualifications and accreditation at the end of KS4, and AS/A Levels and other appropriate qualifications at Post-16
  - Departmental tests in literacy: Edinburgh Reading Test; British Picture Vocabulary Test
  - The writing and regular monitoring of Individual Educational Plans for each student
- Access to other professionals: Speech and Language Therapist, Social Workers for the Deaf, Consultant Paediatrician (audiology), Educational Psychologist.
- Close liaison with all mainstream staff involved with deaf students.

- The involvement of parents/guardians through:
  - Annual Review / Transition Plan Meetings / Parents' Evenings
  - Student's Individual Educational Plans
  - School Reports
  - School homework diary
  - Letters and telephone calls