



GP17– Hearing Support

Last Review Date	November 2022	Next Review Date	November 2024
Leader of Policy Review	HSU Manager, Headteacher		
Associated Policies	Additional Needs, Admissions, Disability Inclusion, Diversity and 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