

Jubilee Primary School Resource Base for deaf children

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| <p>Specialist resource provision: Primary Resource provision forms part of a continuum of support available to deaf children and their families within Lambeth.</p> | <p>Nature of needs met:</p> <ul style="list-style-type: none"> • Children aged for entry from Nursery to Year 6 • Language and communication development, curriculum access and learning needs for children with severe to profound hearing loss and/or a moderate hearing loss with additional learning needs or vulnerabilities • Have a completed statement of special educational need or Education Health and Care Plan (EHP) with deafness as the prime need • Have an additional need or vulnerability, as a consequence of which, the SEND Panel consider that they will benefit from the additional support that a specialist provision can give to enable them to ultimately become fully included and make at least good progress |
| <p>Number of places</p> | <ul style="list-style-type: none"> • 15 pupils |
| <p>Admission procedure</p> | <ul style="list-style-type: none"> • Referral by Lambeth Local Authority SEND department (or neighbouring authority) to the Headteacher and Hearing Support Team. |
| <p>Range of Needs – admission criteria</p> | <p>All deaf children entering the provision will have a:</p> <ul style="list-style-type: none"> • Moderate to profound hearing loss including additional needs |
| <p>Teaching arrangements including staffing</p> | <ul style="list-style-type: none"> • Pupils are integrated into mainstream classes according to individual needs within an inclusive school framework • Provides access for Base pupils to their entitlement to the Foundation Stage and National Curriculum, and the extended curriculum as offered to all other pupils in the school • Qualified Teacher of the deaf co-ordinates all aspects of classroom learning, works 1:1 with students on a personalised programme of learning support • Teacher of the deaf works in partnership with a range of professionals involved in the care and education of the child, including Speech and Language Therapists, NHS audiology Clinics and Cochlear implant centres • Specialist support staff (HSTAs) qualified in BSL level 2 minimum, provide additional access to the curriculum, pre and post teaching, support the development of strategies and skills to enable optimum inclusion in mainstream classes • Implementation of a Total Communication approach, which makes use of spoken language, lip reading, residual hearing, effective amplification systems, British Sign language (BSL), Sign Supported English (SSE) a Signed English (SE), fingerspelling gestures, visual cues (pictures and written text) and augmentative communication aids. |

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| Curriculum and outcome objectives including progress measures | <ul style="list-style-type: none"> • At end of EYFS - Early Learning Goals in the EYFS Profile • At Year 1 Phonics Screening Check in line with national expectations • At key Stage 1 in line with national expectations for the National Curriculum • At Key Stage 2 in line with national expectations for the National Curriculum |
| Assessment arrangements | <ul style="list-style-type: none"> • Students will have had multi-agency assessments as part of the statutory assessment process and have an Education Health Care Plan with hearing loss as a primary need naming a placement in the host school with support from the resource provision |
| Communication with and involvement of parents | <ul style="list-style-type: none"> • Annual review of Education Health Care Plan , Termly Parent Conferences (Parents Evenings), At any other time by telephone or in person by appointment |
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