

Adapted from the NDCS document “Choosing a School for your Deaf Child Checklist”

<p>What training do mainstream staff receive on the needs of deaf children?</p>	<p>Mainstream staff receive training on best practice for including deaf pupils.</p>
<p>How often do mainstream staff receive training?</p>	<p>We provide this as needed. We find this works better than committing to certain times of the year which may miss staff who have joined the school at different times. This also means that we can focus in on the teachers and staff who are interacting with our deaf pupils most regularly.</p>
<p>What training will mainstream staff receive on the specific needs of my child?</p>	<p>All of your child’s mainstream teachers will be given your child’s specific pupil passport. This is a document written by the Lead Teacher of the Deaf which includes key information about your child’s communication preferences and needs, any assistive equipment that they use, and adaptations that may need to be put in place to provide them with full access to the lesson.</p>
<p>What percentage of time will be spent in the resource provision or mainstream classes and how is this decided?</p>	<p>We strive to be led by the pupils’ needs, so the split between time in mainstream and time in resource provision is decided on a case by case basis. When we know a pupil is due to join the resource provision, we will try to get as much information as possible from parents/carers and their current educational setting to build an understanding of their current academic levels, support needs, intervention needs and their particular interests or talents. From this, the Lead Teacher of the Deaf will decide on an initial timetable to try and best match the overall needs of the pupil. This timetable often changes over time as we get to know the pupil and develop a better understanding of their needs.</p> <p>As a minimum, all pupils attend the following mainstream lessons:</p> <p>Key Stage 3 (Years 7,8,9)</p> <ul style="list-style-type: none"> - Form time/PSHCE - Maths - Science - Art - Technology - PE <p>Key Stage 4 (Years 10 and 11)</p> <ul style="list-style-type: none"> - Form time/PSHCE - Maths - PE - Mainstream GCSE science, or ASDAN science in the resource provision - At least one “option” GCSE <p>At the moment the amount of time that people</p>

	spend learning in the resource provision ranges between 16% and 55%.
What size group will my child be in when they are in the resource provision?	This will vary depending on a number of factors including the lesson/intervention taking place, the number of pupils we working at a similar level, and the particular needs of the pupil. At the moment, some lessons in base are 1:1 and the largest group we have currently is 5 pupils:2 members of staff.
What size group will my child be in when they are in the mainstream class?	This will vary depending on the subject and, in the case of maths and science, which set a pupil is in. The current range is from 12 pupils – 30 pupils.
What level of support will my child receive when they are in mainstream classes and who will provide the support?	Pupils will always have the option of having support in their lessons. This will either be from a teacher of the deaf, a communication support worker (CSW) or a Deaf Instructor (DI).
Will my child be asked how they would like to be supported or is the support the same for every deaf/disabled pupil?	We strive to be as needs-led as possible, so take into account a pupils' views when it come to their support. If a pupil is able to gain sufficient access to a lesson without specific DAHIT support and wants the opportunity to learn more independently, we will take this into account. At their request, some of our pupils currently attend Maths, Geography, RS, Classics or PE independently. In these instances, the Lead Teacher of the Deaf stays in regular contact with the mainstream teacher to ensure that the pupil is still achieving well and managing to access the lesson. Pupils also have the opportunity each morning to check in with the CSW allocated to their form group and give their opinion on how their independent lessons are going. If either the pupil or the mainstream teacher feel that the pupil is struggling or not fully accessing the lesson, then a member of DAHIT will start supporting the pupil in the lesson again. This may sometimes be for a short period if the pupil is struggling with a new topic (e.g. the pupil may usually manage independently in maths, but need some additional support for a few weeks whilst the class are learning about graphs and data) or to help the pupil catch up if they have had a period of absence from school. This may also depend on the particular activities taking place. For example, some of our pupils usually like to attend PE independently, but request support when they are doing trampolining and gymnastics as they prefer to remove their hearing aids/cochlear implants to prevent the risk of them becoming damaged.
Are there any deaf/disabled pupils or adults in the school? If not, will my child meet deaf/disabled pupils and adults	Yes, we have two Deaf Instructors who are deaf adults who are native British Sign Language users. They are able to teach the pupils British Sign

regularly?	<p>Language and help them to work towards Level 1, Level 2 (GCSE equivalent) and Level 3 (A level equivalent) qualifications. They also act as role models for our pupils and provide lived experience of how they navigate the world as a deaf adult. Our Lead Teacher of the Deaf is also a deaf hearing aid user who is English/BSL bilingual.</p> <p>We also invite in deaf visitors and guest speakers to meet the pupils. In the past few years we have had people in from BID to talk about assistive technology in the home, hearing dogs for the deaf, Deaf Ex who run community trips and events, TV producers and deaf actors from BSL Zone and people in from the Leeds Interpreting Service to explain to pupils how to book BSL interpreters for appointments or events.</p>
What communication approach does the school or unit follow?	<p>As we strive to be needs-led, we do not follow a set communication approach as we feel this would not best meet the needs of each deaf pupil. We are able to effectively communicate using spoken English, Sign Supported English or British Sign Language, depending on the needs of a particular pupil. All pupils will have the opportunity to develop their spoken English with our Teachers of the Deaf and our Speech and Language Therapist and their British Sign Language with our Deaf Instructors.</p>
My child's home language is not English. What can the school do to provide accessible information?	<p>We will book an interpreter who speaks the child's home language for their EHCP review. If there is any additional paperwork that needs completing, or particular information that needs sharing or discussing, we will try to do this as part of their EHCP review whilst the interpreter is present. If there is any information that needs sharing throughout the year (e.g. about trips) we will explain this to your child in school, so they are able to help explain it to you. Where possible, we will also try to ensure that information sent home is in accessible English so it is easier for parents to translate themselves if needed.</p>
How many deaf children is the school or resource provision funded for?	<p>Currently 14 but we would work with the local authority to expand this if needed</p>
How many deaf children are there now?	<p>10</p>
How many deaf children does the school expect there to be in the future?	<p>This is difficult to say exactly, as it varies so much depending on pupil movement and parental preference. If you want to know how many other parents in your child's year have expressed an interest in a place, please ask the Lead Teacher of the Deaf.</p>
How many teachers are there in the	<p>4</p>

unit?	
Are all the teachers qualified Teachers of the Deaf (ToDs)?	Three are fully qualified. One is a qualified speech and language therapist and is half way through her MSc to become a qualified Teacher of the Deaf
How many support assistants are there?	6 Communication Support Workers 2 Deaf Instructors
What training do support assistants receive and how often?	The Lead Teacher of the Deaf is responsible for ensuring that the TODs, CSWs and DIs have the necessary training to ensure that they can appropriately meet the needs of our pupils. We do not have set schedules for training, because we work responsively to meet the needs of the cohort we have at the time. In the past two years we have had training on trauma-informed practice; effective communication and de-escalation; equality, diversity and inclusion; and developing executive functioning skills.
What sign language qualifications or deaf awareness skills do support assistants have?	2 Deaf Instructors <ul style="list-style-type: none"> - Both have Level 6 BSL 6 Communication Support Workers <ul style="list-style-type: none"> - 1 has Level 6 - 1 has Level 4 and is working towards Level 6 - 3 have Level 3 and are working towards Level 6 - 1 has Level 2 and has almost completed Level 3
What sign language qualifications do Teachers of the Deaf have?	4 Teachers of the Deaf <ul style="list-style-type: none"> - 1 has Level 6 - 2 have Level 3 - 1 has Level 2

	Based on site	Visit how often?
Speech and language therapist	X	
Audiologist		Usually twice a year to do ear mould impressions for hearing aid users
Educational audiologist		As needed
Audiological technician		N/A
Educational psychologist		As needed if the child has additional needs other than deafness that would necessitate this
Occupational therapist		As needed if the child has additional needs other than deafness that would necessitate this
Physiotherapist		As needed if the child has additional needs other than deafness that would necessitate this
Qualified Teacher of the Deaf (ToD)	X	
Deaf/disabled adult role models	X	
Careers adviser	X	

