

Descriptor of need	<p>DEFINITIONS</p> <p>SEN Units are special provisions within a mainstream school where the children with a specific type of SEN are taught mainly within separate classes.</p> <p>Resourced Provisions are where places are reserved at a mainstream school for pupils with a specific type of SEN. Pupils may be taught mainly within mainstream classes, but require support of a base and some specialist facilities around the school.</p> <p>Students aged 11 to 18 who require a place in a Resourced Provision for children who are Deaf or have hearing impairment will meet some or all of the following criteria as evidenced through reports and evidence provided by settings or other professionals:</p> <ul style="list-style-type: none"> • Will have been assessed by an appropriately qualified professional as having a permanent hearing loss, ranging from moderate to profound (Natsip criteria), which has a significant ongoing effect on speech, language, communication, social/emotional development and access to the curriculum, or a speech disorder which results in the need for British Sign Language/ Sign Supported English. • May currently hold a place in (or have met eligibility criteria, within last 12 months, for) a primary school DHI ARP or Unit. • May be known to the local DHI service and receive advice, support and tutoring from a peripatetic HI teacher. • May have, or been in the process of undergoing assessment for, an Education Health and Care Plan (EHCP). <p>On receiving an application for the ARP will work with the LA through the Place Planning process to establish which provider will be most appropriate to meet the need of the child.</p> <p>In all cases, the LA and setting will work together to ensure that the admission of a child is appropriate for the needs of a child and is not <i>"incompatible with the efficient education of others."</i> [Special Educational Needs and Disability Code of Practice 2015]. The number of available places are limited each year and reviewed in line with required procedures relating to high needs and additionally resourced provision to reflect demand for places and to ensure the efficient and effective use of available resources.</p> <p><i>*NB A place in a primary school ARP or Unit <u>does not guarantee</u> a place in the secondary equivalent ARP. Parents/carers must be advised that they must not assume that this will be the case and must be advised of the details regarding the place planning process.</i></p> <p><i>In the case of a student with hearing loss <u>and</u> an additional learning disability, difficulty or developmental delay, these students should initially be considered for a place within the DHI resourced provision in the first instance. Once notification of an application for a DHI placement has been received by The Academy from the LA, the DHI coordinator and Lead Teacher of Higher Learning Needs will look at all of the available evidence to determine if access to an alternative curriculum would best meet the needs of the student. The alternative curriculum would then be accessed through the Higher Learning Needs Unit.</i></p>
Assessment and Planning	<ul style="list-style-type: none"> • The DHI coordinator ensures that the results and guidance from the available assessments are followed up by teachers and the Learning Support Assistants that are working directly with HI students. • SEN Support Plans are used if there is no EHCP in place • Education Health and Care Plan information. • Reports from the student’s current school. • ECHP/Educational Psychologist assessment and reports • Reports from other professionals involved with the child such as Speech and

	<p>Language or Occupational Therapy, learning and language team and reports from services working with the family</p> <ul style="list-style-type: none"> • Regular in class assessments by subject specialists. • Daily feedback from the Learning Support Assistants (LSAs) working directly with students. • Salford Reading Tests, Star Reader and Accelerated Reader Tests which assess reading ability and comprehension and identify vocabulary that a student may be finding difficult. • Reading Profiles. • Cognitive Ability Tests conducted during a student's transition period which ensure students are placed in the appropriate academic ability set. • Reports from other professionals involved e.g. Audiology Service, Deaf CAMHS, Speech and Language Therapy. • Hearing Impaired peripatetic service and Teacher of the Deaf reports from primary school. • Homework and marking to inform planning. • Annual examinations. • Formal academic reports which are sent home. <p>A whole school program of quality assurance and staff appraisal ensures that lessons are planned to maximise progress for all students at The King's Academy.</p>
Groupings for teaching	<ul style="list-style-type: none"> • DHI students are set by academic ability and attend mainstream classes, with specialist subject teachers and additional support and guidance from the DHI team. • If a DHI student has an additional learning need or disability then they may be placed in the Higher Learning Needs class to follow an alternative curriculum with support and guidance from the DHI team. • Opportunities as appropriate for students to be taught in smaller, distinct classes with high levels of support to reinforce vocabulary and learning.
Human resources and staffing	<ul style="list-style-type: none"> • The DHI Coordinator advises learning support staff and teaching staff based on recommendations from assessments and reports. The coordinator is the main point of contact for parents and the Local Authority for all HI related issues. • Mainstream subject specialist teachers, experts in their subject. • A safety net of specialist DHI cover support that ensures that DHI students always have access to the curriculum and won't be put in a position where staff absence means they do not have access to their learning. • Learning Support staff (Qualified at Level 2 to Level 4 in British Sign Language). • Classroom Support Assistants trained in Deaf awareness and common barriers to learning experienced by Deaf students. • Teacher of the Deaf. • Technical support to test and advise re: equipment and liaise with Audiology at James Cook Hospital. • Deaf Role Model opportunities. • British Sign Language (BSL) tuition for formal qualifications BSL Levels 1 to 3 for students and staff. • Deaf Awareness training for all staff and students. • Continuing Professional Development throughout the year for all staff, teaching and non-teaching so that the whole school environment is Deaf aware. • Training and awareness for student teachers, NQTs and staff new to the Academy. • DHI social group staffing. • Parents' evening support. • Extra curricular support. <p><i>* Decision making about structure and the allocation of resources in the DHI Resourced Provision is based on improving the educational outcomes for the students with SEN(D) in our care [6.1 The SEND Code of Practice 2014]. The changing needs of the students</i></p>

	<p>mean that the model of all of our SEN(D) provision requires flexibility to be able to respond appropriately to those needs to support the student in the context of mainstream school.</p>
<p>Curriculum and Teaching Methods</p>	<ul style="list-style-type: none"> • Students are set by academic ability. • Mainstream students follow a mainstream curriculum with subject specialists. • Quality First Teaching is supplemented by additional specialist HI support with close monitoring of success and progress in place. • BSL Interpretation of the curriculum where appropriate. • Deaf-friendly note taking format (Years 11 to 13). • Signed reinforcement of vocabulary. • Reinforcement of Speech and Language Therapy strategies. • Whole school Deaf Awareness training for all Staff and students.
<p>Resources and Intervention Strategies</p>	<p>Intervention may include:</p> <p>Daily</p> <ul style="list-style-type: none"> • Integration in mainstream school and lessons (unless the student has been 'set' in against the HLN Unit- see previous note). • Contact with a dedicated team of BSL Signers and Learning Support Assistants and 'Deaf aware' teaching and non-teaching staff. • Feedback and adjustments from the Learning Support Assistants working directly with students to pre-empt issues before they arise and address issues that may cause a problem later in the day. • Contact with parents though '<i>Home-Communication books</i>'. • 1 to 1 and 'BSL friendly' reading groups during Daily Reading Time. • Additional support for vocabulary. • Homework support. • Access to a break and lunch time Deaf social room to encourage strong links with their own Deaf community. • Opportunities for personal character development. <p>Weekly</p> <ul style="list-style-type: none"> • 1 to 1 Tutorials with the DHI Coordinator/ High Level Teaching Assistant. • Small group work with the DHI Coordinator/ High Level Teaching Assistant. • English and Maths tutorials with a focus on subject specific vocabulary. • BSL lessons for Years 7 to 9 to formalise signs to be age appropriate. • Teacher of the Deaf time as appropriate. • BSL lessons for Sixth Form during their timetabled Enrichment time. • Technology support and training for students. • Deaf Role Model time. <p>Other resources/ intervention</p> <ul style="list-style-type: none"> • Signed assemblies and events such as Parents' Evenings, Carol Service, Prize Giving, and The Academy Production. • Subtitling of all video resources. • Support for trips, visits, any other opportunities in the curriculum. • Alternative home/commutation methods for parents who may be Deaf themselves. • Pre and post Work Experience visits to support the students in their chosen route. • An emphasis on preparation for adulthood and additional support during transition to appropriate Post 16 education and training either at The King's Academy Sixth Form or a suitable alternative. • Experience of the universities admission and support process UCAS for profoundly Deaf students. • A growing working relationship with Doncaster College for the Deaf for Post 16 residential education.

** Decision making about structure and the allocation of resources in the ARP is based on improving the educational outcomes for the students with SEN(D) in our care [6.1 The SEND Code of Practice 2015]. The changing needs of the students mean that the model of all of our SEN(D) provision requires flexibility to be able to respond appropriately to those needs to support the student in the context of our mainstream school.*