



## The Mead Infant and Nursery School Specialist Centre for Deaf Children

### Special Educational Needs and Disabilities (SEND) Local Offer

#### What is the local offer?

The Children and Families Bill (2014) outlines the Government's plans to require Local authorities to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special educational Needs and Disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below forms our local offer and shows how we provide for children with hearing impairment at The Mead Specialist Centre for Deaf Children.

#### 1 How does The Mead School Specialist Centre know if children need extra help?

- From Reception upwards children in the specialist Centre have an Education, Health and Care Plan which identifies their needs and the provision to meet them. Children with hearing impairment in the Nursery usually have 'assessment placements' and during the academic year evidence is collected to support a request for an EHCP assessment. Assessment places have to be approved by the local SEN panel.
- A multi-disciplinary team including parents, teachers and therapists review the EHCP at least annually to ensure that it reflects current needs
- Child's progress is regularly and rigorously monitored by an experienced and specialised team consisting of: Teacher in Charge, class teachers, speech and language therapists and specialist teaching assistants

	<p><b>What should I do if I think my child may have special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• If there are concerns about progress, parents will be invited to a meeting with staff to consider what interventions would be appropriate</li> <li>• If there is an emerging or additional need, assessments may be carried out by other specialist teachers, therapists or an Educational Psychologist</li> <li>• We have an open door policy towards communication between parents and teachers</li> <li>• We encourage parents to speak with their class teacher, or in the case of children who are deaf, the Teacher in Charge if they have any concerns</li> </ul>
2	<p><b>How will The Mead School staff support my child with a hearing impairment?</b></p>	<p><b>The Mead Infant School Specialist Centre for Deaf Children will: -</b></p> <ul style="list-style-type: none"> <li>• Ensure provision outlined in your child's EHCP is put into practice</li> <li>• Share targets, strategies and interventions with all staff who teach and support your child</li> <li>• Continue to implement the school motto of inclusion: 'Proud to belong.' All staff are aware of the needs of deaf children through Insets and daily access to Teacher of the Deaf</li> <li>• Assign a specialist teaching assistant experienced with the needs of deaf children to support learning (and promote independence) in mainstream class</li> <li>• Ensure that your child can hear optimally around the school using hearing equipment and managing noise levels</li> <li>• Provide additional resources e.g. visual prompts, so your child feels secure and understands clearly what is happening around them</li> <li>• Pre-teach key concepts and vocabulary to support access to the mainstream curriculum</li> <li>• Provide regular one to one and/or small group sessions in quiet acoustic conditions with TA or Teacher of the Deaf</li> <li>• Hold regular multi-disciplinary meetings to discuss your child's</li> </ul>

		<p>progress and needs and plan next steps</p> <ul style="list-style-type: none"> <li>• Ensure that support staff attend Speech and language and Teacher of the Deaf sessions so that they can reinforce skills throughout the week</li> <li>• Provide you with details of their learning and activities during the day via a home/school book</li> </ul> <p>NB: Dan Sims is Chair of the Governing Body which has the responsibility to ensure that all procedures and policies are in place. Garnette Watts is governor with responsibility for pupils with SEN.</p>
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> <li>• The curriculum is engaging, broad and balanced</li> <li>• Learning is differentiated (when needed) and is supported by activities and resources which develop language and understanding</li> <li>• advice is taken from the Teacher in Charge, Speech and Language therapists and, as appropriate, other outside agencies to support access and extend learning</li> <li>• There is extensive pre/post-teaching to help pupils access all areas of learning</li> </ul>
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> <li>• We are committed to high levels of achievement and have rigorous assessment procedures throughout the year. Results are analysed and progress is carefully tracked.</li> <li>• Your child's progress is also reviewed at least termly by the ToD, Speech and Language Therapist, Specialist Teaching Assistant and classteacher</li> <li>• We discuss your child's progress at Annual Reviews and parent consultation meetings</li> <li>• We offer an open door policy and a meeting with the teacher in charge or class teacher can be arranged very quickly if there are concerns</li> <li>• We write a home/school book daily to let you know what and how</li> </ul>

		<p>your child has been learning. We inform you of key topics covered in 'Coming up next week' parentmail as well as ways of supporting your child's learning at home</p> <ul style="list-style-type: none"> <li>• The Specialist Centre has coffee mornings for parents, teacher of the deaf and Speech and language therapist to discuss ways of helping children progress</li> <li>• Parent workshops offered throughout the year and this information is also available on the website</li> </ul>
5	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> <li>• Wellbeing is central to the school's vision and there is a well-developed policy. (See 'Wellbeing' area on school website)</li> <li>• The school has a long established ethos towards inclusion and has had provision for deaf children for more than 20 years</li> <li>• Specialist teaching assistants have training to understand and meet wellbeing needs. They monitor children carefully and will alert teachers, SENCO or teacher in charge if there are any issues</li> <li>• Excellent communication, co-ordinated by Teacher in charge, with outside agencies including Auditory Implant Centres, Audiology clinics, Speech and Language Therapists, Occupational Therapists, Advisory teachers for other impairments. As well as offering support for individual pupils, these professional also advise staff on strategies</li> <li>• Daily access to Teacher in charge for all areas of child's well-being</li> <li>• Emotional and social development of each child is considered as important as language and often included in IEP targets.</li> <li>• All children learn about zones of regulation and can easily communicate their feelings to adults in the school.</li> </ul>
6	What specialist services and expertise are available at or accessed by the school ?	<ul style="list-style-type: none"> <li>• Highly qualified and experienced teacher of the deaf (Teacher of the Deaf)</li> <li>• Highly experienced and motivated specialist teaching assistants</li> <li>• Specialist (Deafness)Speech and Language therapists</li> </ul>

		<ul style="list-style-type: none"> <li>• Many class teachers are experienced in teaching deaf children in their mainstream class. There are Insets for all new staff and ToD (Teacher in Charge) is always available to advise mainstream staff.</li> <li>• ToD attends conferences and courses for professional development</li> <li>• Excellent communication with other outside agencies including auditory implant centres and audiology clinics</li> <li>• Surrey Physical and Sensory Support</li> </ul>
7	What training are the staff supporting children with SEND had or are having?	<p>All support staff have had and continue to receive regular training. This includes:</p> <ul style="list-style-type: none"> <li>• Impact of hearing impairment</li> <li>• How to support hearing impaired children in mainstream classes</li> <li>• Language development</li> <li>• Management of hearing aids, implants and radio aids and soundfield systems</li> <li>• Importance of good acoustic conditions</li> <li>• Positive touch</li> <li>• Safeguarding</li> <li>• Wellbeing issues</li> <li>• Specific training for staff working with children who need access to Speech and Language therapy or Occupational therapy</li> <li>• To D sharing information from conferences and courses</li> </ul>
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> <li>• Activities and trips are available to all</li> <li>• Risk assessments are carried out and procedures are put in place so that all children can participate and appropriate levels of support are put in place if necessary to ensure safety and maximum</li> </ul>

		<p>access to activities.</p> <ul style="list-style-type: none"> <li>Children are accompanied by support staff who know them well and have an excellent understanding of their specific needs during a trip, e.g. use of radio aids</li> </ul>
9	How accessible is the school environment?	<ul style="list-style-type: none"> <li>All classrooms, including the Specialist Centre and the main hall are acoustically treated so there is low reverberation</li> <li>All classrooms (other than the Nursery) and the hall have soundfield systems</li> <li>All hearing impaired children have a radio aid (when appropriate)</li> <li>The Foundation Stage and ground floor of Key Stage One buildings are wheelchair accessible. There is a disabled toilet and changing facilities</li> <li>All classes have visual timetables</li> <li>All children at The Mead have deaf awareness sessions</li> <li>Sign language interpreters can be arranged on request</li> </ul>
10	How will the school prepare and support my child to join the school or transfer to a new school?	<ul style="list-style-type: none"> <li>Parents are most welcome to visit the school and meet the teacher in charge before applying and at any stage through the process</li> <li>Parents visit with their children prior to starting school (usually towards the end of the Summer term) and meet teachers and support staff who will be working with them. We make a book with plenty of photos in so you can talk about the school with your child.</li> <li>Parents and child are invited to attend Induction days for the Year group they are going into. They can also come and try out lunch with parents.</li> <li>ToD and assigned teaching assistant will do a home visit for nursery and Reception children.</li> <li>We have transition meetings with staff from the previous or next school</li> <li>There is a comprehensive transition plan for those children who move on to the specialist centre at the school next door, Auriol. Children visit on a regular basis and take part on a variety of activities to familiarise them with their new school</li> </ul>

		<ul style="list-style-type: none"> <li>• We hold a summer afternoon tea for new and existing parents to get to know each other.</li> <li>• Staff from the next school including ToD and TA s are welcome to come and observe children in their current setting to help them prepare for their needs</li> </ul>
11	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> <li>• The child's EHCP identifies the child's needs and the provision necessary to meet those needs.</li> <li>• We plan provision to achieve the outcomes for each individual child and these are reviewed at least annually, more often if needed.</li> <li>• We have at least termly meetings to discuss the progress and support needs for each child.</li> </ul>
12	How are parents involved in the setting? How can I be involved?	<p>We work in partnership with parents to support their child's learning and provide a welcoming, communicative environment in which parents are most welcome to participate. There are:</p> <ul style="list-style-type: none"> <li>• termly meetings with ToD and classteachers to review targets and discuss ways to helping you child</li> <li>• number of workshops for parents throughout the year to help parents support their children's learning</li> <li>• coffee mornings/ afternoon teas for parents of deaf children</li> </ul>

		<ul style="list-style-type: none"> <li>• there is a very active Parents Association</li> <li>• many opportunities for parent volunteers to read with children or help prepare resources</li> <li>• Parent Forum meetings once per term</li> <li>• Parents from the specialist Centre contribute to the annual Deaf Awareness week activities and several have been Parent Governors</li> <li>• A parent support group for those who have children with special educational needs</li> </ul>
13	Whom can I contact for further information?	<ul style="list-style-type: none"> <li>• Mel Blatcher, Teacher in Charge, Specialist Centre for Deaf Children Email: <a href="mailto:blatcherm@auriol.surrey.sch.uk">blatcherm@auriol.surrey.sch.uk</a> Tel: 0208 393 0966 0208 786 7422</li> </ul>