

Welcome to

The Provision for Deaf Students

HENDON SCHOOL

2012 – 2013



MISSION STATEMENT

We aim to enable all our deaf/hearing-impaired pupils to achieve to the best of their abilities, academically, socially and emotionally by providing access to a high quality learning environment using mainly an oral/aural approach. We also use signed communication. We provide specialist resources within an integrated mainstream setting. The School has soundfield systems in 50 of the teaching rooms.

Pupil Profile

The Provision for Deaf Students (PDS caters for pupils, aged 11-18. Each pupil has a Statement of Special Educational Needs associated with an educationally significant hearing loss; some of our pupils have cochlear implants. The pupils all require support from The Provision for Deaf Students in a mainstream secondary school. Provision for Deaf Students staff (teachers of the deaf, specialist support teachers, learning support assistants communication support workers and deaf sign language tutors) help the pupils access the mainstream curriculum through oral/aural methods and if required, through BSL. Students come from a variety of London Boroughs, as well as Barnet, including Camden, Hackney, Islington, Kensington and Chelsea, Hammersmith and Fulham and Westminster.

The pupils are on the roll of Hendon School, and are members of mainstream tutor groups. They integrate into classes with their hearing peers according to individual needs. Pupils have the opportunity to integrate fully into the mainstream lessons, but may be taught in small groups or individually in the acoustically treated in The PDS when appropriate.

We currently have sixteen deaf/hearing-impaired pupils in Years 7 to 11 are having hearing losses range from moderate to profound deaf. All pupils wear post-aural hearing aids, or have cochlear implants and have access to radio aid systems for lessons.

We also monitor the needs of deaf/hearing-impaired pupils who do not have a statement, and offer appropriate advice to their parents and mainstream staff.



A unit lesson

Staff Profile

We currently have eleven members of staff. As with any department within the school, we work as a team and have access to an induction programme and on-going training. Between us, we have many years experience of teaching and supporting deaf/ hearing-impaired pupils. Most of our Specialist Support Teachers are employed on a part time basis to ensure a wide skills base in the unit. Eight staffs have Degrees.

Ms Cathy Ward	Manager of the Provision
Ms Louise Whitaker	Deputy Head of unit/Manager on Monday
Mrs Sue Walker-Nolan	Specialist Support Teacher
Dr Angela Miln	Specialist Support teacher
Ms Jenny Cohen	Specialist Support teacher
Ms Kalpna Patel	Specialist Support teacher
Michele Limerick	Educational Interpreter
Eva Stavrou	Deaf, Sign Language tutor
Patricia Brydon	Support Worker
Andrea Hanak	Support Worker

Most members of staff in The PDS are attached to a different year group and attend year meetings and assemblies. We have an oversight of the pastoral needs of the pupils attached to our respective year group and are the named Key PDS Tutor on these pupils' Pupil Progress Planner).

To facilitate communication across subject areas and to ensure we meet the needs of the pupils, we attend meetings and training sessions with curricular areas when this is considered appropriate.

The line manager of the PDS is currently Alex Yates one of the Assistant Deputy Head Teachers. Regular meetings are held to maintain an overview of the unit in terms of staffing (including training|) resource management and pupil progress. The head of The PDS also works closely with the SENCO regarding support and sharing good practice.

Inclusion

The aim of the PDS is that the deaf/hearing-impaired pupils should integrate as fully and as effectively as possible, both academically and socially within the school. We want them to achieve to the very best of their abilities, and develop positive self- images.

We feel that the whole school benefits from having deaf children in its community. We work closely with mainstream staff and pupils to raise awareness and understanding and promote equality of opportunity for deaf/hearing-impaired pupils. All Hendon pupils learn Sign of the week during their assembly times each week.



Relaxing during Year 11 form time

Personal and Social Education (PSHE)

PDS pupils follow the mainstream PSHE Programme with their hearing peers for the majority of the time.

When appropriate, we deliver some PSHE sessions within small group settings in the PDS. These group sessions are sometimes only relevant to deaf/hearing-impaired pupils, but on other occasions we encourage our pupils' hearing friends to join them. We also use modified materials where necessary.

We are continually developing opportunities to allow our pupils to explore personal, social and emotional issues relating to their hearing loss. For example, we encourage and help organise meetings with hearing-impaired and Deaf adult role models. This is part of an overall PSHE programme specifically designed to meet the needs of young deaf/hearing-impaired people growing up in a hearing community.

Communication

We practise mainly oral/aural approaches in the PDS with emphasis on good use of residual hearing, hearing aids, lip-reading and speech. However we do have a student who communicates using BSL and we provide communication support for them. Written notes, gestures are used to help access the curriculum; particularly during in-class support.

We encourage our pupils to consider and discuss their communication needs and identities. Some pupils who access through speech and language do use sign language outside school.

Audiology

We encourage all the pupils to make maximum use of their residual hearing. We carefully monitor and maintain their amplification systems, and encourage them to take responsibility for the use and care of this equipment.

Each pupil's hospital assesses his/her hearing loss and audiological needs. They provide the pupils hearing aids, batteries and ear moulds. The PDS staffs are in regular contact with the hospitals.

To help the pupils make the best use of their equipment, we encourage them to monitor the quality of their own hearing aids, radio aids and cochlear implant processors and discuss their needs with staff.

Staffs regularly check the pupils' aids, both manually and in a test box to ensure they are working effectively. We repair minor faults, and make necessary arrangements to provide pupils with appropriate spare equipment when theirs has to be sent to manufacturers or hospitals for repair.

We train mainstream staff and pupils to use the radio aid equipment in lessons to ensure maximum benefit for individual children.

Assessments

Deaf/hearing-impaired pupils are entitled to special arrangements during all assessments, including lesson-based tests, school examinations and formal external examinations. This includes SATS, GCSE's AS and A2 exams.

These special arrangements include, for example:

- Additional time, with short supervised breaks for any exam over 2 hours
- Permission to sit exams in the PDS which provides a favourable listening environment, and allows extra time to be taken without interruption
- Access to live speakers during listening exams (e.g. mental arithmetic and modern foreign language exams.)
- Access to modified papers that have simplified carrier language
- Signed modification where applicable

PDS staffs liaise with subject teachers, Heads of Curricular Areas and the appropriate examination bodies. We ensure that assessment procedures and materials are appropriate for deaf/hearing-impaired pupils and those assessments are carried out in favourable conditions so that pupils are not disadvantaged by difficulties with listening and language.

The PDS provides the opportunity for certain pupils to opt for alternative accreditation in some curricular areas.

As well as mainstream examinations and assessments students are assessed using specialist reading and vocabulary tests in the PDS and we use the PARROT system to assess listening skills.

Nature of Support

Our support enables pupils to access the full curriculum and develop their language and communication skills (whether through spoken language or sign language). When necessary, we devise individual language programmes for individual pupils.

We modify the pupils' support programmes to meet the specific needs of individual pupils at any one time. Our support programmes are based on regularly reviewed and carefully devised Individual Learning Plans (ILPs). They involve both in-class support and small group or individual tutorials in the PDS.

The PDS sessions may include both timetabled sessions and/or negotiated withdrawal from mainstream lessons when appropriate.

A Sixth form Unit lesson

For signing pupils we provide, if necessary, an alternative language / English programme, taught in the unit by a Teacher of The Deaf. The pupils access English through a variety of methods including the scaffolding of BSL and English. This is taught with the help of the deaf sign language tutor. Pupils may also participate in a 'living' English programme. These pupils may attend additional Literacy classes in place of Modern Foreign languages.



Links with the Main School

The PDS was established at Hendon School in 1979 under the management and supervision of Barnet SENSS. In April 2003 the PDS was delegated to Hendon School thus becoming completely integrated. There is a very positive and healthy relationship with in the school towards pupils with a hearing loss. This is evident in the commitment, understanding and support that mainstream staff and pupils show the deaf/hearing-impaired pupils.

PDS staffs liaise regularly with the mainstream staff through In-Service Training (INSET), formal and informal discussions and written reports. All NQTs (newly qualified teachers) and other teachers new to Hendon School receive INSET on Deaf Awareness. They are also given a range of strategies to ensure pupils have full access to the curriculum

We also provide a 'Deaf Awareness' programme to all new Year 7 pupils as part of their mainstream PSE curriculum.

All mainstream pupils and staff have weekly access to sign language lessons.

Links with Parents

PDS staff involve parents fully in the education of their children and keep them well informed. We achieve this through home/school diaries, letters, reports, telephone calls, parent's evenings and Individual Education Plan (ILP) and Annual Review meetings.

We encourage parents to contact the PDS to discuss any matters as soon as they arise.



Jack's Annual Review

Links with Other Professionals and Outside Agencies

The PDS staff liaise with, advise and provide relevant information to appropriate professionals and voluntary agencies. These include professionals from:

- Health (e.g. consultants, audiologists, technicians, speech and language therapists and cochlear implant teams).Speech and Language therapy is provided according to individual pupil need.
- Education (e.g. education psychologists, specialist careers officers, colleagues from Barnet Special Educational Needs Support Service and staff attached to feeder primary schools and local Further Education and Higher Education establishments)
- Social and Welfare Agencies (e.g. specialist social workers and technical officers)

We encourage opportunities for the deaf/hearing-impaired pupils to meet with a wide spectrum of deaf/ hearing-impaired people by promoting organisations such as Friends of Young Deaf, London Disability Sports Forum and local sign language classes and Deaf youth clubs. We have links with the NDCS and The Jewish deaf Association.



Speech and language therapy

Transfer Arrangements

Primary- Secondary Transfer

Parents and pupils are encouraged to attend Hendon School's prospective parents evening which is always held in October. The head of the unit may visit a prospective pupil at their primary school, to discuss their particular needs.

If offered a place PDS staff visit pupils in their primary schools and organise an induction programme in the summer term prior to transfer. This programme includes a day at Hendon School in addition to the induction day organised by the mainstream school for all New Year 7 pupils. During the PDS induction day, the prospective deaf/hearing-impaired pupils meet all the existing PDS pupils and staff and accompany the current Year 7 deaf/hearing-impaired pupils to selected lessons. Communication support is provided for signing pupils.

Transition Planning

PDS pupils receive specialist careers advice from Year 9 onwards. We also support our pupils during their work experience programme. This includes helping arrange their placements, advising staff at the placements of the pupil's individual needs, and visiting the pupils whilst they are on their work experience.

Good links are maintained with local Further Education colleges to ensure contact is made prior to transfer to prepare pupils and college staff for the transfer. We also provide support to guide pupils who remain in the sixth form during their transition from school to Higher Education or work

QUOTES

Students whose hearing is impaired make good progress teachers are conscious what needs to be done to help them learn and are conscientious and sensitive in helping them overcome any impediments to learning. *(OFSTED 2003)*

The unit provides a pleasant and welcoming area for students in which to work. *(OFSTED 2003)*

When students have a problem or need advice they confide in a specialist teacher or support assistant and solutions are quickly found. *(OFSTED 2003)*

Teaching and support in withdrawal sessions are very good. Specialist teachers and support staff have very good relationships with students and clearly have their trust. *(OFSTED 2003)*

The support for deaf students is outstanding. *(OFSTED 2007)*

The School's good provision has enabled notable progress to be made by the deaf students. *(OFSTED 2007)*

I have seen his confidence, abilities and achievements steadily improve year on year.... his achievements would not be possible without the tremendous amount of commitment and effort that staff especially in the hearing unit, put into ensuring that he is able to access the curriculum. *(Year 11 parent)*

**SOME COMMENTS FROM OUR PUPILS
(YEARS 7- 11) and staff in BSL Signing Language class**

“I get a lot more help with my lessons, so I feel less stressed now.”

“It’s really nice that the hearing pupils understand about our hearing difficulties.”

“The hearing pupils include us in their conversations.”

“We have lots of opportunities to do things with our hearing friends and also to do different things just for hearing-impaired pupils.”

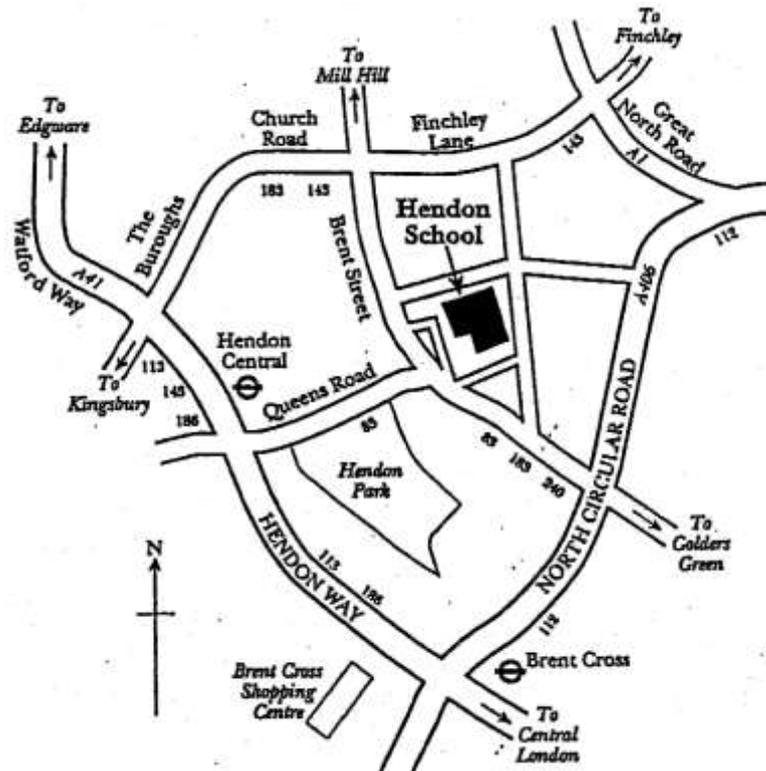
Mainstream, hearing students in a BSL class



Staffs has passed their Level 1 exams on 28th June 2012



How to Contact us



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