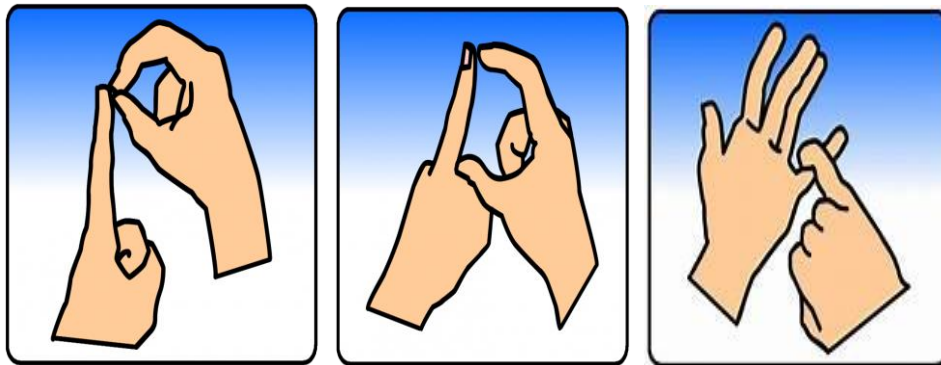


Welcome to

The Provision for Deaf Students

HENDON SCHOOL

2023-24



MISSION STATEMENT

We aim to enable all our deaf students 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 value sign language. We provide specialist resources within an integrated mainstream setting.

Student Profile

The Provision for Deaf Students (PDS) caters for students aged 11-18 in a mainstream secondary school setting. Each student has an Education and Health Care Plan, associated with an educationally significant hearing loss. 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 students access the mainstream curriculum through oral/aural methods and if required, through BSL/SSE. Students come from a variety of London Boroughs including Barnet, Camden, Hackney, Islington, Kensington and Chelsea, Hammersmith and Fulham and Westminster. We also monitor the needs of deaf students who do not have an EHCP and offer appropriate advice to their parents and mainstream staff.

The students 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. Students have the opportunity to integrate fully into the mainstream lessons, but may be taught in small groups or individually in the acoustically treated classrooms of the PDS, when appropriate.

We currently have ten deaf students in Years 7 to 12, with hearing losses ranging from severe to profoundly deaf. All students wear post-aural hearing aids, or have cochlear implants and have access to radio aid systems for lessons. The school has Soundfield systems in over fifty classrooms, which allows teachers' voices to be heard more clearly. Additionally, in each class room and in corridors around the school, there are flashing light indicators to signal lesson transitions.



PDS students having fun on a trip to Greenwich

Staff Profile

We currently have six members of staff in the PDS. As with any department within the school, we work collaboratively to support our students. New staff have access to a deaf friendly induction programme and on-going training to maintain and develop good practice. Between us, we have many years experience of teaching and supporting deaf students.

Kalpna Patel – Acting Head of PDS, Qualified Teacher of the Deaf

Sanyu Nakasi – Qualified Teacher Of the Deaf

Andrea Hanak – Specialist Support worker

Alexandra Crane – Specialist Support worker

Members of staff in The PDS are attached to different year groups and attend year meetings and assemblies. We have oversight of the pastoral needs of the students attached to our respective year group and are the named Key PDS Tutors on the students' Individual Learning Plans.

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

The line manager of the PDS is currently Lisa O Connor, one of the Assistant Deputy Head Teachers. Regular meetings are held to maintain an overview of the provision in terms of staffing (including training) resource management and student progress. The head of The PDS also liaises with the head of the ASD provision (HARP) and the SENDCO regarding sharing good practice.



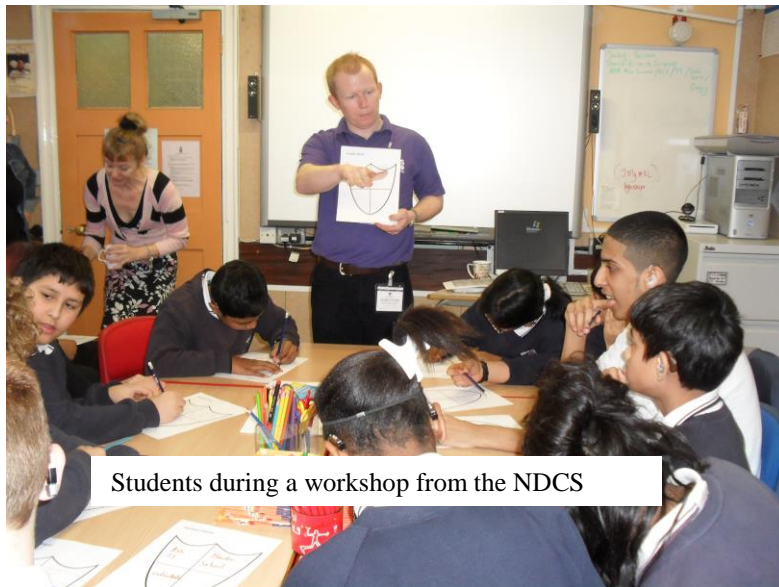
PDS students – Peak District 2016

Inclusion

The aim of the PDS is that the deaf students 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-esteem.

We feel that the whole school benefits from having deaf students within its community. We work closely with mainstream staff and students to raise awareness and understanding and promote equality of opportunity for deaf students.

The deaf students have opportunities to meet their deaf peers through the week within mentoring time and at lunchtimes.



Students during a workshop from the NDCS

Smart Futures

PDS students follow the mainstream Smart Futures Programme with their hearing peers for the majority of the time. When appropriate, we deliver some Smart Futures sessions within small group settings in the PDS. These group sessions are sometimes only relevant to deaf students, but on other occasions we encourage our students' hearing friends to join them. We deliver a yearly programme to Year 7 students, in which they learn about what it is like to be Deaf, as well as how a hearing aid works, basic sign language, and other interesting activities.

We are continually developing opportunities to allow our students to explore personal, social and emotional issues relating to their hearing loss. For example, we encourage

and help organise meetings with deaf adult role models. This is part of an overall Smart Futures programme specifically designed to meet the needs of deaf young 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, assistive hearing devices, lip-reading and speech. Written notes and gestures are used to help access the curriculum; particularly during in-class support. There are opportunities for our students to learn/improve their sign language.

We encourage our students to consider and discuss their communication needs and identities.

Audiology

We encourage all the students 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. To help the students 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.

Staff regularly check the students' aids, both manually and in a test box to ensure they are working effectively. We repair minor faults, and make necessary arrangements to provide students with appropriate spare equipment when theirs has to be sent to manufacturers or hospitals for repair. The Ewing Foundation visits us on a regular basis.

Each student's hospital assesses their hearing loss and audiological needs. The hospitals provide the students' hearing aids, cochlear implants, batteries and ear moulds. The PDS staff are in regular contact with the hospitals to help monitor listening behaviours and accessibility and report any audiological problems.

The school has Soundfield systems in over 50 classrooms. This ensures that the teachers can be heard clearly across the classroom, allowing all students have equal access to optimum listening conditions. We train mainstream staff and students to use the radio aid and Soundfield equipment in lessons to ensure maximum benefit for individual children.

Assessments

Deaf students are entitled to special arrangements during all assessments, including lesson-based tests, school examinations and formal external examinations if it is their usual way of working. This includes GCSEs, vocational and A level 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
- Oral Language Modification
- Readers
- Scribes
- Access to live speakers during listening exams (e.g. modern foreign language exams.)
- Rest breaks
- Laptops
- Signed modification

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

The PDS provides the opportunity for certain students 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. We use the PARROT system to assess listening skills. These are scheduled and helped to monitor progress and observe changes.

Nature of Support

Our support enables students 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 students.

We modify the students' support programmes to meet the specific needs of individual students 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, including mentoring and/or negotiated withdrawal from mainstream lessons when appropriate.

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 devolved to Hendon School. There has always been a positive and healthy relationship between the mainstream school and students and staff in PDS. This is evident in the commitment, understanding and support that mainstream staff and students show the deaf students.

PDS staff 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 students have full access to the curriculum

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



Students visiting from Japan having a sign language lesson

Enrichment

As well as academic success, we focus on additional enrichment in our students' lives, giving a more holistic and varied education. This is achieved through trips, workshops, and small group work that will give our students the necessary additional skills needed to take their place in the world outside of the school community.

These activities include trips to the theatre for deaf friendly performances and workshops with specialist charities, such as the NDCS, RAD and Mousetrap. Through these organisations, we have been to see many West End shows, including Charlie and the Chocolate Factory, Wicked, and The Railway Children. Some of these performances also included a private pre-show behind the scenes tour of the theatre, as well as drama workshops. We have also had a 'Money works' workshop from The Royal Association for Deaf people (RAD) in which the students were informed about the importance of financial awareness and management.

In 2016, the PDS embarked on our first ever over-night trip to the Peak District. We stayed at the historic Ilam Hall, which is a 16th century country estate, currently owned by the National Trust. On our trip, we visited a functioning Limestone quarry, as well as an organic dairy farm. For many of our students, this was their first opportunity to visit the country side, giving them a greater perspective and knowledge of life outside of our busy city.

Many of our students also participate in activities outside of school, including sports clubs and teams, including football, swimming, Taekwondo and tennis. These students have had fantastic success in their respective sports, with one of our former students becoming the World Deaf Under18's Tennis champion, representing Great Britain!



PDS students at a Limestone Quarry, Derbyshire 2016



RAD 'Money works' workshop 2018



PDS students and staff enjoying the scenery in the Peak District 2016



PDS student (middle) receiving gold medal at World Deaf Under 18's Tennis Championship 2017

Links with Parents

PDS staff involve parents fully in the education of their children and keep them well informed. We achieve this through letters, reports, telephone calls, parents' 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.



Parents, student and teachers meet for an 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, deaf CAMHS). Speech and Language therapy is provided according to individual student need and where possible.
- 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 students to meet with other deaf 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 session

Transfer Arrangements

Primary- Secondary Transfer

Parents and students are encouraged to attend Hendon School's prospective parents' evening which is always held in the Autumn term. The Head of the PDS and Key Tutors, may visit a prospective student at their primary school, to discuss their particular needs.

If offered a place, PDS staff visit students 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 students. During the PDS induction day, the Year 6 students meet all the existing PDS students and staff.

Transition Planning

PDS students receive specialist careers advice from Year 9 onwards. Good links are maintained with local Further Education colleges to ensure contact is made prior to transfer to prepare students and college staff for the transfer. We also provide support to guide students who remain in the sixth form during their transition from school to Higher Education or work

QUOTES

(from previous OFSTED)

“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.”

“The unit provides a pleasant and welcoming area for students in which to work.”

“When students have a problem or need advice they confide in a specialist teacher or support assistant and solutions are quickly found.”

“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.”

“The support for deaf students is outstanding.”

“The School’s good provision has enabled notable progress to be made by the deaf students.”

“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.”
(Parent of student)

SOME COMMENTS FROM OUR STUDENTS

(YEARS 7- 13)

“The PDS is very welcoming.”

“PDS Staff are good at explaining the lesson assignments and homework.”

“PDS staff know what the student requires and engages us.”

“The PDS is very supportive.”

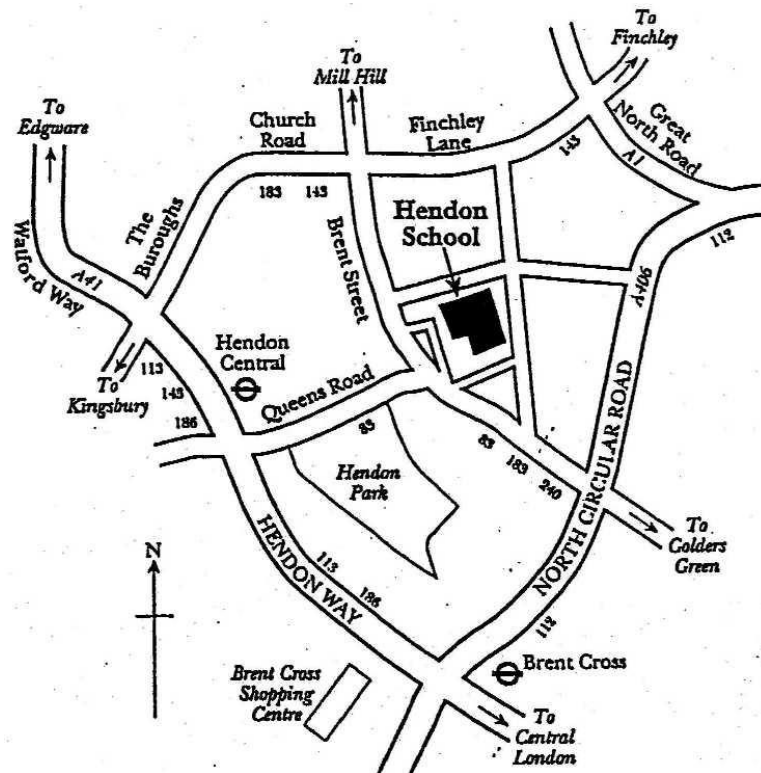
“I get a lot more help with my lessons, so I feel less stressed now.”

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

“The hearing students 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 students.”

How to Contact us



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