

West Sussex Special Support Centres (SSC) In Mainstream Schools.

Provision Descriptor - Type: Sensory (HI (Deafness))

Background:

Hazelwick School is a comprehensive school with academy status located in Crawley. It has pupils aged 11-18 years and has a Special Support Centre (SSC) offering provision for pupils who are Deaf/Hearing Impaired.

The SSC Offer

Overall aims are:

- to support all aspects of each pupil's individual development, through a combination of support in the SSC and support in mainstream classes
- to enable pupils to benefit from the access to a range of mainstream experiences alongside the more specialist support of the centre. Mainstream integration will be flexible and reflect individual pupil needs and interests
- to enable pupils to access the provision set out in the EHC Plan and achieve the agreed outcomes
- to ensure the provision offer is in line with the fundamental principles set out in the SEN Code of Practice 2015, in particular the setting will have regard to:
 - the views, wishes and feelings of the child or young person, and the child's parents
 - the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
 - the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The setting will support this by ensuring:

- the participation of children, their parents and young people in decision- making
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEND
- high expectations for the pupils attending the SSC

The setting will focus on:

- inclusive practice, accessibility and removing barriers to learning
- successful preparation for adulthood, including independent living, community inclusion, good health and employment (PfA pathways)

- supporting needs associated with their deafness/hearing impairment or vision impairment
- supporting pupils to make good progress in relation to their sensory development and from their relevant starting points in their learning
- providing a smooth transition to their next identified setting (education, employment or training)

Needs of the Pupils

The SSC will support:

- pupils who are deaf/hearing impaired or have a vision impairment whose needs will be most appropriately met with access to a broadly mainstream curriculum within an accessible environment
- pupils who may be working at levels below their expected age-related curriculum outcomes due to the impact of their deafness/hearing impairment or vision impairment
- pupils who are deaf /hearing impaired or have a vision impairment may have difficulty with:
 - progress within the curriculum which has been affected by deafness/ vision impairment e.g. significant speech and language delay, significant difficulties in accessing the curriculum
 - learning due to access (deafness/vision impairment)
 - tiredness and concentration levels and a difficulty to attend due to their deafness/vision impairment
 - sensory difficulties associated with their deafness/vision impairment
- All pupils referred for placement will have an education, health and care plan (EHCP) with a primary need of deafness/hearing impairment or vision impairment or be undergoing an EHC needs assessment.

Staffing

- The SSC will have an identified Teacher in Charge (TiC) of the centre, who holds a mandatory qualification in either deafness (QTOD) or vision impairment (QTVI). They will be experienced in meeting the needs of pupils who are deaf/ hearing impaired or who have a vision impairment. In an HI SSC, the TiC, would ideally have at least a level 2 qualification in British Sign Language (BSL) and the TiC in a VI SSC will have a qualification in UEB braille.
- All staff members, including TiCs, will be provided with continuing specialist personal/professional development opportunities to ensure they maintain experience/knowledge and expertise within the facility, this should be overseen by the school. This will include keeping up to date with new technology and national initiatives.
- The SSC will have suitably qualified and/or experienced support assistants who will have received specific training and developed specialist skills in working with children and young people who are deaf or have a vision impairment and the associated specialist equipment.

Curriculum

- Specialist teaching will be provided for pupils on an individual basis and in small groups as appropriate to each pupil's needs.

- There will be a specific curriculum offer for pupils focused on the delivery of key targets across a broad range of educational activities.
- The curriculum is accessible for all children and is adapted to meet the needs of children who are deaf or have a vision impairment.
- Support is provided to ensure that linguistic access for deaf CYP reflects their preferred language and communication method.
- Broad, balanced and individualised curriculum leading to appropriate learning, physical and social outcomes for all pupils.
- Individualised programmes of work will be based on the pupil's EHCP and may focus on:
 - modification of resources to aid development of literacy, and mathematical skills
 - pre and post teaching of key skills, vocabulary and concepts
 - supporting the development of focus, organisation and independence
 - supporting the development of wellbeing and emotional regulation
 - developing their independence in accessing and using specialist technology
 - self-advocacy

Therapy

- There will be a co-ordinated and shared approach to therapy provision ensuring it is integrated throughout the school day by school staff in consultation with the relevant therapy teams.
- Delivery of therapy provision will be responsive to need as detailed within the pupil's EHCP.
- The Local Authority and SSC will discuss and agree suitable action if individual pupil need requires a different approach to therapy delivery.
- Staff from the SSC will support therapists in understanding the individual pupils' needs to ensure they can access therapy successfully.

Environment

- An educational environment that is accessible, safe, structured and provides specialist therapies.
- An appropriate therapy area to enable individualised programmes to be delivered.
- Consideration should be given to the implication of the pupils' sensory impairment in the classroom and the wider school environment e.g. painting the edges of stairs in a bright colour or considering the acoustics in the hall.

Mainstream Inclusion

- Pupils will be supported appropriately to enable inclusion in a range of mainstream opportunities as appropriate i.e. classes, school visits/trips (including residential), social activities etc.
- Mainstream inclusion will be responsive to pupil need ensuring these experiences contribute to the pupil's overarching educational outcomes.
- Staff working within the mainstream school will be expected to access appropriate support and training, including appropriate use of specialist

equipment, to assist them in meeting the needs of pupils experiencing integration into the main school.

Co-production with Families

- There will be regular co-production with, and support given to, parents and carers of CYP attending the SSC.
- CYP at the SSC and their families will be fully involved in decisions about their support in school in line with the overall aims described above.

Flexibility of Offer

Whilst the pupil's needs and associated provision described above will most commonly be supported through this facility, it will also be possible to consider flexibility and differentiation of the core offer to accommodate pupils who may benefit from the available facilities.

This may relate to pupils with or without an EHCP within the mainstream school but mustn't be at the detriment of the provision delivery of the pupils placed in the SSC. The provision for any new pupil placed in the SSC would have to be prioritised over that of pupils in the mainstream.

This may also relate to pupils with underlying significant additional needs like medical needs. The Local Authority and SSC will work together to consider how these needs will be best met.

The SSC should, whenever possible, work flexibly within their locality to support other mainstream schools by offering advice, outreach and in-reach to demonstrate the delivery of specialist interventions.