

Resourced Provision for Children with Hearing Loss/Deaf Policy 2026

Aim: To provide an outline of the provision in Park View Primary School for children with hearing loss/Deaf. Park View Primary School's motto, vision and core values apply to the deaf children in the Resourced Provision (RP).

School Motto

'Rooted in care, rising with purpose'

Our Vision

Park View Primary School believes in our school motto, 'Rooted in care, rising with purpose'.

At Park View every child will be:

- a confident and independent learner, who is resilient and hardworking, with a love of learning;
- physically and mentally healthy, with a strong sense of self-respect;
- a respectful and tolerant citizen, who shows understanding and empathy towards the diverse cultures and faiths within our wider community;
- able to recognise the difference between right and wrong so that they can make positive contributions in our democratic society.
- an effective communicator so they can have successful futures.

At Park View Primary School our enquiry-based curriculum is underpinned by our core values of: be kind, be respectful, try your best, be safe.

In addition, **Park View's Resourced Provision** aims to:

- develop children's positive Deaf identity;
- support children's access to the curriculum and wider aspects of school life;
- provide differentiated activities or individual learning programmes, depending on individual need, including the provision of Individual Education Plans (IEPs);
- support children's developing communication through a Total Communication approach, provide BSL, SSE and an oral approach depending on individual need and context.
- identify individual needs, assess where appropriate and monitor progress;
- support children's social and emotional development;
- support the maintenance of children's amplification equipment and children's developing independence and confidence in using their equipment (including hearing aids, cochlear implants and radio aids);
- provide access to a good listening/acoustic environment;
- provide daily access to a Teacher of the Deaf;
- provide support directly or indirectly from a Speech and Language Therapist where this is required;
- support the development of a school ethos where hearing loss/Deafness is accepted and understood;
- support a multi-agency approach (partnership working) where good relationships are developed with parents, health and other specialist services (such as CI centres, SaLT and EP).

Introduction

Park View RP is housed in a purpose-built room within the mainstream school building. Each of the deaf children is part of a mainstream class and take a full part in school life. Our deaf children are an integral part of the school and hearing pupils are also welcome within the RP.

Social and Emotional Development

The experience of all children at Park View Primary is enriched through having the RP for deaf children. Deaf awareness and sign language are part of the school and children and adults throughout the school are encouraged to

Rooted in Care, Rising with Purpose

learn some sign language to support communication. We try to provide opportunities for our deaf pupils to socialise with deaf pupils from other schools and RPs through organised activities.

Emotional literacy and social skills form targets on IEPs and Communication Support Assistants (CSA's) support deaf children with their communication and social skills during playtimes when needed. We provide opportunities for the deaf RP children to meet each other through the week, including during Deaf Instructor sessions. Additional support for deaf children with their social and emotional development can be accessed through individual and group ELSA activities.

When needed, a 'Double club' can be held where the deaf children can bring a friend to the RP during some lunchtimes if they wish to support social skills and friendships.

A Deaf Instructor visits the RP fortnightly to work with the deaf children on activities to support their confidence and understanding of their Deaf identity.

Communication/Total Communication

Park View RP for deaf children uses a Total Communication approach. The communication mode used with each child is dependent upon individual children's need and we recognise that this may change over time or depending on the context in which the child finds themselves. The mode of communication offered could include British Sign Language (BSL), Sign Supported English (SSE) and/or an oral approach and should reflect the support documented in the child's Education, Health and Care Plan (EHCP).

British Sign Language interpretation, through either British Sign Language or Sign Supported English is seen throughout the school in daily activities such as assembly, school productions and in mainstream classes where deaf children require it.

Deaf awareness is important throughout the school for both staff and pupils. All children and adults are encouraged to learn some BSL signs. Signing is taught alongside any songs being learned in assembly or for productions. BSL is taught to all children in Key Stage 2 as part of the curriculum. Staff learn and use signs in their everyday class interactions and around the school. A visual form of BSL signs are seen around the school on displays, 'Sign of the Week' on the website and every member of staff has their own sign name.

Communication Support Assistants support deaf children to access mainstream classes using the individual deaf child's communication approach. CSA's also support the deaf children if needed at social times including lunchtimes and break times.

A speech and Language therapist visits the RP and works with children depending on their individual needs. CSA's are then trained and timetabled to provide SaLT support to deliver programmes set by the therapist, alongside the Teachers of the Deaf.

Training/Deaf Awareness

The Teachers of the Deaf within in the RP provide annual Deaf awareness training to all staff and are available in school daily to provide further support if needed. Daily support given by the Teachers of the Deaf could include information regarding an individual's audiological equipment, including personal Radio Aids and the acoustic and listening environment. They may also provide feedback from LIFE (Listening Inventories for Education) questionnaires carried out with the RP children.

Partnership working

We value working in partnership with parents. Children make the best progress when parents and teachers work together.

We support this partnership by:

- using home/school books which staff and parents share messages in;
- contributing to school reports with the class teacher;
- annual reviews to check the school is implementing the recommendations and targets contained within the EHCP;
- an annual report written for the annual review;
- parents evenings;
- using 'What I am learning at school' books.

Parents are encouraged to contact the school and the Teachers of the Deaf will arrange to talk or meet with parents as they require.

We liaise closely with other professionals including working in collaboration with members of the Cochlear Implant teams and we have links with the audiologist at the local hospital. Other professionals who work alongside the RP team include the Speech and Language Therapist (SaLT) other Teachers of the Deaf and the Deaf Instructor. Support can be sought from external agencies if needed such as: Occupational Therapist, Educational Psychologist, Deaf CAMHS.

Curriculum support

The children have daily access to a Teacher of the Deaf and are withdrawn to the RP to work in a very quiet environment at different points during the day, depending on their needs. Each child has an IEP (Individual Educational Plan) and targets specific to the child are worked on. Children are also supported with pre/post teaching of key vocabulary and a wide range of visual resources are provided to support this. Their progress is monitored closely alongside their class teacher and planning for their learning is adapted accordingly.

Teachers of the Deaf provide pre and post tutoring of National Curriculum subjects and close collaboration with the class teacher and CSA ensures concepts and skills can be developed and planned for. Interventions will provide opportunities for teaching new vocabulary including the pronunciation of new words/learning new signs and new concepts are broken into small chunks. Time is given to addressing misconceptions and practising skills in a range of contexts to allow overlearning.

Daily liaison occurs between the class teacher, Teachers of the Deaf and CSA's to ensure that individual children's needs are met.

Monitoring and Assessment

The children's progress is monitored closely. Assessment is a collaborative process between Teachers of the Deaf, teachers and CSA's. Assessment for Learning is on-going and teachers continually assess pupil's understanding through a range of strategies. During 1:1 sessions, small group work and whole class teaching, assessment for learning ensures that teaching can be adapted to meet an individual child's needs. Assessment occurs before and after IEP interventions and is shared with parents. Specific assessments may be used to track progress over time for example, BPVS and TROG. Teachers of the Deaf monitor and assess individual annual review outcomes and annual reviews are held yearly (or every six months for children below the age of five).

Feedback from CSA's and class teachers feed into daily interventions and pre and post tutoring. Daily discussions between the Teachers of the Deaf and class teachers ensure children can learn at their own level, taking into account specific language needs to ensure progress.

Attainment is monitored through pupil progress meetings held every term. The Teachers of the Deaf are able to contribute to these meetings. Less formal progress meetings are held more frequently to discuss progress and attainment. Some children may need finer forms of tracking progress, such as 'I can' statements as well as other specific reading, spelling and maths assessments. We can use the Hampshire SEND Planning Toolkit to support the planning of next steps.

Audiology

The RP is situated in a purpose-built room. Within the RP there is a smaller room where interventions, Speech and Language work and paired work can happen. We support deaf children to make the best use of their residual hearing and audiological equipment. Daily checks of audiological technology used by the children happens every morning when the children first arrive in school and as needed through the day.

Children are encouraged to become independent with their equipment and are supported to do this. If there is a difficulty with their equipment, they are taught to relay this to an adult immediately. As children move through the school they are supported to help with trouble shooting problems with their equipment and to become responsible for their equipment. Batteries for personal aids need to be supplied from home and are kept securely. If children use a personal radio aid, they undertake a programme of radio aid listening skills.

Personal radio aids are tested every morning. We have close liaison between audiologists and Auditory Implant Centres. Links enable problems to be discussed and programming of processors to be adjusted as needed.

Admissions

Admissions to the RP are considered from Hampshire County Council. Each case is carefully considered to ensure we can meet the individual child's needs. The main priority for admitting a new child is that the child's main need is deafness. Each individual case is considered from looking at the child's Education, Health and Care Plan (EHCP), related documents, discussions with other professionals involved and observations and communication with the child. A key part of this process is discussions with parents.

Visits to the RP are welcomed, please contact the school office to arrange a visit with the Teachers of the Deaf.

Other policies that should be read in conjunction with this policy are:

Communication Policy

SEND Policy

This policy will be made available to parents and school staff. It will be reviewed annually by the Teacher of the Deaf, in consultation with the Head Teacher.

Date: September 2026

Next Review Date: September 2027