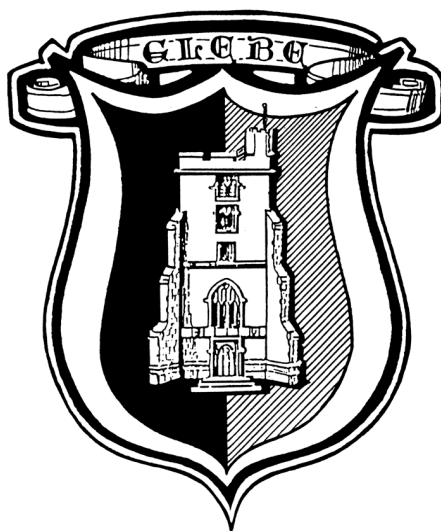


Glebe Primary School

ENHANCED PROVISION FOR HEARING IMPAIRED CHILDREN POLICY (EPHIC)



Date reviewed	September 2020 <small>light review Autumn 21</small>
Review	Autumn 2023

Policy for the Enhanced Provision for Hearing Impaired Children (EPHIC)

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EPHIC POLICY

1. Introduction and Guiding Principles

1.1 Statement of Aims

Through our policy of integrating the children with hearing impairments (HI) into mainstream school classes, we encourage them to consider themselves as an integral part of Glebe Primary School as a whole. Therefore, the aims as stated for the mainstream school (see School Development Plan) are also those of the EPHIC.

In addition to this, taking into consideration the children's hearing impairment, we also aim:

To provide the children with full access to the National Curriculum, and to be aware of any allowances which may officially be made for the Hearing Impaired.

To encourage the children to continue their education in the ways best suited to help them to progress, with appropriate consideration and provision for their individual degrees of hearing loss and for any other disabilities they may have.

To advise upon and to create appropriate acoustic and auditory environments in which the children may best use their residual hearing.

To advise upon, to provide and to monitor suitable amplification aids for the school environment eg. radio aids and soundfield systems.

To encourage, instruct and support the children in the development of whatever method of communication is most natural to them, with an emphasis on the rules of grammatical English, whether spoken or signed.

To prepare the children for the demands of secondary education for the Hearing Impaired.

To maintain as full an awareness as possible of the children's overall progress, through close monitoring of their performance in EPHIC group lessons, their mainstream classes and the 1:1 sessions they have with Teachers of the Deaf and EPHIC LSAs.

To provide deaf awareness for the school community maximising inclusion potential.

To maintain a liaison with other specialists who visit the EPHIC to work with the children who need help in their particular area.

These include:

A Speech Therapist

Educational Psychologists

Peripatetic Teachers of Sign Language

Audiologists, employed by the Special Needs Service/Hospital Service.

Cochlear implant rehabilitation teams.

Physiotherapists etc.

These are all specialists whose input we currently need. We aim to be aware of other agencies upon whom we can call in the future, should the need arise.

1.2 Methods of Communication - Philosophy

Essex has a Policy of Total Communication - i.e. the use of any and all methods which will enable a deaf child to communicate and to receive language with understanding. Signed and oral methods are used as well as lip-reading, facial expressions and body language.

In this EPHIC we feel that each child needs to discover the best methods of communication for his or her own use. Many factors influence a deaf child's development of language, though by the time the Key Stage 2 level of education is reached, the preferred method is usually well established. We continue with the process of aiding the development of each child's language through whichever is their chosen medium.

1.3 Oralism

Some of the children experience an entirely oral approach, in which the use of lip-reading and voice is emphasised. Speech therapy is used to monitor the development of natural speech production, tonality and expressions.

1.4 Sign Language

This EPHIC uses Sign Supported English, (S.S.E.) which incorporates many British Sign Language (B.S.L.) signs within a framework of grammatical English. We consider it very important to build up a working knowledge of the rules of English, to aid the development of reading and writing skills, especially as the signing children are expected to integrate into mainstream class lessons, where the approach is entirely oral. To compensate for this, staff from the EPHIC provide signed interpretation for the children who require/need this.

BSL signed interpretation is also provided during assembly. In this way, other members of the school are exposed to the use of Sign Language, and those who become interested in it can develop their knowledge through adult classes or school clubs. Sign Language is rarely used alone - lip patterns and voice will usually be included, except in situations where sound would be intrusive. Grammatically correct language is encouraged. For some of our children BSL is their first language and where possible mainstream lessons are interpreted into BSL.

A weekly lesson to improve signing skills is provided in the EPHIC for those children who need them by a deaf tutor.

2. The Role of the EPHIC in Glebe Primary School

It is our aim that the hearing children in the School should think of the EPHIC (its pupils and staff) as an integral part of their school, albeit one with certain specialist differences. With this in mind, we try to make the EPHIC, its equipment and our methods of teaching accessible to children and staff throughout the School.

Therefore, we encourage use of the our classrooms for:-

- a) Lessons for mixed groups of hearing and children with HI.
- b) School music group lessons eg. orchestra/recorder clubs.
- c) The School Signing choir Club
- d) Signing club (in both Key Stages)
- e) 1:1 sessions for some hearing children who work with Peripatetic Teachers of Special Needs.

2.1 EPHIC Staffing

The current staff of the EPHIC consists of :- (subject to operational change)

One full time Teacher in Charge

Three part time ToDs

One full time HLTA, two full time teaching assistants and five part time teaching assistants.

The permitted ratio of teachers : children is 1:6. This EPHIC is officially designated as offering 24 places, and is staffed accordingly.

All the Teachers in the EPHIC are guided by the duties as outlined in the Essex Code of Practice for Special Needs. These are outlined on the next sheet and will be elaborated upon in other parts of this Policy.

All teachers in the EPHIC attend staff meetings and all EPHIC staff involve themselves in the academic and social life of the school and maintain an active profile in the mainstream classes, through their support of the EPHIC children based there. The audiological equipment and the special needs of the school's children with HI are readily explained to anyone who may be interested or may need to know.

We hope that this open attitude will be instrumental in encouraging a general acceptance of our children, and that they in turn will feel that they are part of the school and that all aspects of school life are open to them.

The Duties of Teachers of the Deaf

To provide direct teaching for children with HI.

To design individual education to enhance children's progress.

To ensure that children with HI have full access to the National Curriculum and to provide support to other teachers in this task.

To contribute to an assessment of children's needs.

To set objectives for children's progress.

To contribute to reviews and assessments and provide information to parents.

To provide deaf awareness training for staff and hearing pupils including signing tuition.

To assist with providing inservice training (INSET) within the school.

To work with children individually or as part of a small group.

To liaise with relevant teaching staff, tutors, educational communicators, teaching assistants and parents so that progress is carefully monitored.

To liaise with external agencies - Educational Psychologists (E.P.s), Learning Support and Special Needs Provider Unit Staff, Audiologists, Careers Advisors, Speech Therapists, Social Workers, Deaf Tutors, area HI advisor and Teachers in other EPHICs.

To pre-tutor and post-tutor pupils on lesson content.

To advise teaching staff on acoustics, listening positions, speech clarity, use of hearing and radio aids, delivery styles, levels of language concepts, terminology and technical vocabulary.

To assist with audiological monitoring.

To offer children opportunities to spend time with deaf role models.

To monitor and to maintain audiological equipment.

2.2 Providing Additional Support

All the EPHIC pupils have Statements of Special Needs/Educational Health Care Plans, which are reviewed on a yearly basis after consultation with all relevant authorities, parents and input from the pupils themselves. This, coupled with the ongoing monitoring of the pupil's individual progress, determines the type and amount of support each one will receive. Children will also have One Plan meetings

which set outcomes based on their current needs that are also linked to their Annual Review.

Pupils are placed in a mainstream class appropriate to their age and need. Each pupil is given a timetable which may include:-

- a) Lessons in the mainstream class, with EPHIC support.
- b) Lessons in the mainstream class without support where appropriate (this might include such lessons as Games, P.E., and Art)
- c) Withdrawal to the EPHIC for small-group lessons (which may include hearing children from mainstream classes) in Maths, English, Science, Music and PHSE. The children may be included in some or all of these lessons, as is deemed necessary by EPHIC staff.
- d) 1:1 sessions, as deemed necessary for the individual child for S.A.L.T. work and other areas of language. Extra sessions are given according to need, where the EPHIC timetable permits.
- e) Individual sessions with the Speech Therapist - the regularity of these will vary, according to the children's individual needs.
- f) Sessions with a Peripatetic Teacher of Signing, for those children who wish to use Sign as a method of communication and enable them access to deaf peers and the deaf community. Access to tuition is decided by the Specialist Teacher Team against a set of criteria.
- g) Some children may be withdrawn to the EPHIC for sessions with other specialists, if they have additional special needs which require particular monitoring.
- h) Pre-tutoring sessions to enable children to be aware of lesson content in advance.
- i) Post tutoring to consolidate content learnt in class.
- j) Social skills groups enabling the development of strong hearing children and those with HI.

2.3 The Nature of the Support

Support for EPHIC pupils in the mainstream classes is carried out by all the EPHIC staff. Progress in lessons is recorded and also reported orally to Teachers of the Deaf and mainstream teachers who monitor the child's progress.

All staff meet throughout the day to discuss the child's learning and discuss ways in which to support in the following lessons to aid the child in progressing in numerous areas of development.

2.4 Monitoring Progress

It is important that all aspects of each child's progress are monitored, to give a comprehensive picture of their development.

1. A file is kept for each child in the EPHIC, containing the following information:

- | | | |
|----------------------|---|---|
| Audiological details | - | type and settings of hearing aids |
| | - | current audiograms |
| Profile areas | - | detailing ongoing general progress, outlining any |

of concern academic or social)
Speech and Language Record - detailing work recommended by the Speech
Therapist
Annual Reviews
Statements/Educational Health Care Plans
One Planning
Assessment information is kept on each member of the EPHIC group.

2. EPHIC Staff have good liaison with audiological departments in a variety of hospitals and they provide us with up to date information on the children's audiological needs. We are also able to contact them with any concerns we may have regarding the children's hearing aids/ cochlear implant processors.

3. On going dialogue of pupils strengths and weaknesses when integrating in mainstream classes.

4. Annual Review of the Statement of Special Needs/Educational Health Care Plan.

Consultations are arranged with all parties involved in the child's progress. These include:

The Child

Parents

Educational Psychologists

The Speech Therapist

Peripatetic British Sign Language instructor

EPHIC Teachers and Teaching Assistants

Class Teachers

Any other specialists involved with the child.

These combined reports help to give an overall assessment of progress and to highlight any areas of concern. This provides the basis for the One Planning over the next year.

5. Integration Observation.

EPHIC teachers go into the mainstream classes at least termly to observe the children's academic progress. Teachers of the Deaf also monitor other areas of need such as communication with hearing peers and their teachers. Children who are mainstreamed for Literacy and/ or Maths are monitored on a regular basis by a ToD.

2.5 Liaison with others.

The overall progress of the EPHIC children involves input from a number of different areas.

These include:-

1. Medical

All the EPHIC pupils visit hospitals and clinics on a regular basis, for monitoring of their hearing loss and the efficiency of their hearing aids. Reports are received from the doctors concerned.

2. **Social**

The EPHIC has contact numbers for the R.A.D., NDCS and Social Services, who employ Social Workers for the Deaf. These organisations can be called upon should the need arise, and a close communication is maintained in these circumstances.

3. **Families**

It is important for us to maintain a close liaison with the families of the EPHIC pupils, as sympathetic friends as well as academic professionals. Relatives of the children are welcome in the EPHIC at all times and are encouraged to contact us whenever they wish, for any reason which might affect their child. All the children with HI have a Home-School Book, taken home on a daily basis, in which messages can be written.

4. **Professional**

Many professionals have contact with the children in School.

These include:-

- a) **The Headteacher**, who meets with the Teachers of the Deaf when the need arises. The Teacher in Charge of EPHIC is on the Senior Management Team.
- b) **Mainstream Class Teachers** are made aware of any special conditions which may affect the child with HI in their class. All teachers are given a copy of NDCS "Deaf Friendly Schools" book which outlines the implications of a hearing loss and some of the strategies which can be used to maximise the child's residual hearing in a class situation. Mainstream classes are also visited on a regular basis for assessment of integration. Class Teachers are asked to contribute to the yearly Review of the Statement of Special Needs/Education Health Care Plan.
- c) **The Speech Therapist** who visits the EPHIC for several sessions each week. The children's needs are prioritised after consultation with ToDs, so all the children are assessed and taught on both individual basis and in groups where necessary. ToDs, EPHIC LSAs and the Speech Therapist meet every week to discuss the children's Speech Development Programmes.
- d) **Peripatetic Teachers of Signing** are to give lessons to those pupils who need to develop their signing skills. How often they meet and the length of the sessions is dependent on each child's needs.
- e) **The Educational Psychologist** is available to discuss individual cases which are causing concern, or to review the progress of children for whom the concern is ongoing. The E.P. Service also contributes to annual reviews when a transition to another school is due, or if there is a specific area of concern.
- f) **Audiologists** EPHIC staff and hospital audiologists liaise via e-mail and phone calls providing reports on current audiological needs.

5. Other Schools

A close liaison is maintained between Key Stage 1 and Key Stage 2 EPHIC staff to ensure a smooth transition.

Most of our children transfer to The Sweyne Park School at the end of Year 6, and again we pass on full details. A member of The Sweyne RB Staff visits our Year 6 pupils on a regular basis during their final year at Glebe, and the children are encouraged to visit The Sweyne Park School. A member of Sweyne Park's RB will also attend transition reviews for all EPHIC year 5 pupils.

If any of our children transfer to a school other than The Sweyne Park School, full details are passed on and visits to and from the schools are encouraged. Reasons for the alternative choice of school are thoroughly investigated and discussed with all relevant agencies.

6. The Specialist Co-ordinator for the Hearing Impaired

The Co-ordinator's job is to oversee the services available to children with HI throughout Essex. EPHIC teachers may refer to the Co-ordinator at any time for advice, and termly meetings are arranged for all Teachers of the Deaf in Essex, which provide a valuable opportunity for discussion and information.

7. Other Special Needs Services

If a child has an additional disability which requires specialist equipment or advice, we will contact those services which can refer us to the relevant professionals. They will then be asked for their advice and support.

3. The Department

3.1 Department Structure

Head of EPHIC
Teachers of the Deaf
HLTA
TAs

3.2 Environment

The EPHIC is a suite of rooms which incorporates features and equipment necessary for the children to make the best use to their residual hearing under specific conditions.

The EPHIC comprises of classrooms, speech and language rooms, offices and storage areas for curriculum and audiology equipment.

Special features include:

Double-glazed windows and internal glass panels fitted with audiological glass.

Sound-soak boarding on walls and ceilings, to absorb sound and minimise echo.
Carpeted floors - reasons as above.
Audiological Blinds on all exterior-facing windows, for better absorption of sound.

3.3 Equipment

1. Radio Aids

The EPHIC owns radio aids connected to a soundfield system. These are kept in the school and used during lesson time by those pupils who need them. The EPHIC is responsible for powering, maintaining and repairing the receivers and transmitters for the radio aids and soundfield systems.

2. Test Box

All the radio aids and the children's own hearing aids are tested when necessary, using a Test Box. The EPHIC is responsible for the upkeep and calibration of the Test Box.

3. Audiometer

We use an audiometer to test background noise levels in various places throughout the school. This then enables the staff to suggest environmental changes that could be made to improve the acoustics.

4. Computers

Each EPHIC room has a computer networked wirelessly into the school server and connected to a Smartboard along with a bank of iPads to support visual material to aid the children's learning. EPHIC pupils also have access to the ICT equipment in the mainschool and additional equipment, such as earphone leads which connect hearing aids directly into computer sockets is available.

3.4 Spares and Repairs

The EPHIC budget should include the projected cost of spares and repairs we will need throughout the year, especially for the radio aids and Soundfield systems. A limited supply of hearing aid batteries are supplied by the school although all pupils are expected to have their own supply brought from home.

Repair of all audiological equipment, apart from the children's own hearing aids, is the responsibility of the EPHIC.

Dissemination of the Policy

Copies of the policy will be given to each teacher, in both the school and the EPHIC, to each member of the Governing Body and to the LEA. Copies will be available, for parents, in the School Office.

Monitoring and Evaluation

This Policy is due for review in 22/23

Policy for the EPHIC

Staff responsible Miss Neame
 Mr M Clarke