

Hearing Impaired Resource Base at Highlands School



Handbook for Parents

What Ofsted said about Highlands

Ofsted 2014

'Disabled students and those with special educational needs, including those enrolled in the hearing impaired unit, make strong progress because they are provided with very well targeted care, support and guidance. A Parent commented that her son 'has been transformed since joining Highlands'.



Inspection Judgement: Overall effectiveness: Outstanding

The Department

We provide a child centred Education for Deaf and hearing impaired children in Enfield. We are committed to raising achievement in all areas of learning and enabling the students to develop their sense of identity and maturity.

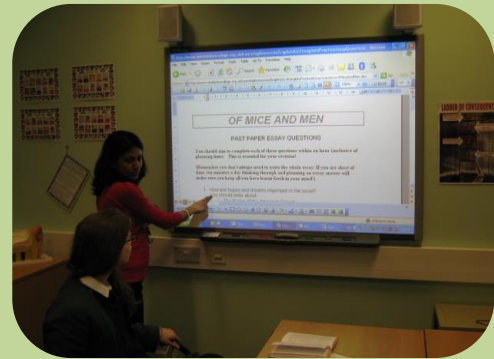


Where do our students go after Highlands?

Our students take many different paths when they leave us, the important role we play is enabling a wider choice of path. Below are some of the choices our students have made:

- Studying A level Sociology, Philosophy and History
- Studying Geography at Queen Mary university
- Studying Digital Media at Westminster university
- Various studies at local colleges (Enfield and Capel Manor)

Highlands has an accessible department within the mainstream school and our pupils learn alongside their hearing peers with assistance from a qualified Communication Support Workers and a Teacher of the Deaf. At times where reinforcement of lessons is needed this is done in small groups by our Teacher of the Deaf.



Our students learn in a place where:

- All members of our school community have a right to a learning environment which: acknowledges prior learning; develops independence; encourages enquiring minds; builds transferable skills and which promotes and fosters intellectual and social self-confidence and self-esteem
- We believe that all members of our school community are to be valued equally and will have opportunities to succeed whatever their religion, gender, ethnic origin, cultural background, ability and need.



At Highlands School we aim to establish a department which will promote the D/deaf student's awareness of identity, not only as young people but also as young people living and working in 21st Century Society.

We aim to give D/deaf students the ability to make an informed choice about living and working within Deaf/hearing worlds and the skills to move between the two if they so wish.

The Department has seven members of Staff; a Teacher of the Deaf (Head of Department), 4 Communication Support Workers, two Learning Support Assistants (one post is a job share) and a Deaf Instructor. The Team works in conjunction with the Learning Support Faculty.

Language and Communication Policy

The department has a flexible, child centred Language and Communication policy. We incorporate a variety of communication methods to ensure that the student has full access to the National Curriculum:

Total Communication; we use a combination of methods at the same time to promote communication between the child, teaching staff and peer groups in the school. We carry out this in a way that works for the child.

Sign Bilingual; the Department also uses a Sign bilingual-bicultural approach. This means that within the learning community, British Sign Language and English will be given equal status and both will be used to provide access to the National Curriculum.

Auditory Oral; students, who have well-developed oral skills, will receive their education through spoken English. They will use their Radio Aids to access speech and environmental sounds, all students will have opportunities to develop their listening and speech skills. This will be done in class and through small group work.

Access to the National Curriculum

We support students in their mainstream lessons where they will receive a broad and balanced curriculum. We do this by having a trained member of the department with the students for their lessons. The communication support worker or Teacher of the Deaf will work alongside the subject specialist to ensure that the student has access to what is being taught in the lesson; therefore, the student has access to the subject specialist who has detailed knowledge of the exam syllabus requirements in their specific subject areas.

Pre Teaching and Post Teaching

We aim to build in to individual students' timetables periods during their school day when they will work with a Teacher of the Deaf on specific aspects of their curriculum. This could be reinforcing concepts that have been introduced before or discussing ideas and concepts that are new, before they are taught in the lesson. In this way additional support will be given for the development of Literacy and Numeracy Skills that are needed to cope with KS3/KS4



Audiology Policy

Hearing Aids/Radio Aids

We promote and support good hearing aid use. We have Radio Aids available for the students use in lessons. The student may, if they wish, continue to use their existing Hearing Aids without using Radio Aids; we will assess this when the student begins with us at Highlands.

The students will have access to resources to help with the daily maintenance of their hearing aids. In this way the students become

independent and take responsibility for their own hearing aid maintenance.

We have good links with the Audiology Clinics that are used by our students and aim to be present at one session with the student so that we can gain extra insight into their Audiological needs.

We have termly visits from an Audiological Technician from the Ewing Foundation.

Our partnership with the primary resource base in Enfield allows the sharing of Audiological equipment to deal with regular maintenance and assessments.

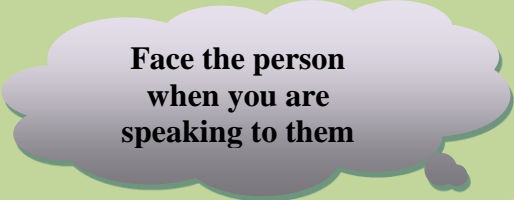
British Sign Language (BSL) and Deaf Awareness

We believe in the importance of a strong deaf peer group for every child and the importance of providing opportunities to learn about Deaf culture, in order for the students to develop their own identity and self-esteem.

It is very important for all students to be aware of others needs in society. As a Resource Provision within a mainstream school the Department will be at the forefront of raising Deaf Awareness and the value of BSL as a language in its own right, (BSL is now a recognised language in the UK).

We aim to support the recognition of BSL and its use in the school as a tool to provide access to the curriculum for students whose first language is BSL.

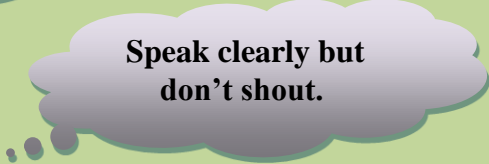
We have a Deaf Adult role model, from whom the students (deaf and hearing), and staff have regular Deaf Awareness training and BSL level 1 classes. BSL is also offered to all the students as a lunchtime club. Regular advice given includes;



**Face the person
when you are
speaking to them**



**Use visual aids/
pictures**



**Speak clearly but
don't shout.**



**Use BSL if you
know it**

Speech and Language Therapy

The students have access to a Qualified Specialist Speech and Language therapist. The Students have weekly sessions with the Speech and Language Therapist and follow a programme tailored to their needs and strengths. The work carried out in these sessions will be revisited and reinforced when the student is in their mainstream lesson. Therefore, there is continuity and purpose for the language work they are involved in.

Contact

If you have any queries or need to contact staff at the Hearing Impaired base our contact details are:

Highlands School Office: 0208 370 1100

Hearing Impaired Resource base Ext: 170

Email: deba@highlands.enfield.sch.uk (Head of Department
Ms Anita Deb Biswas)

srokab@highlands.enfield.sch.uk

*Highlands School
148 World's End Lane
London
N21 100*