



### Standards and Regulations

National Minimum Standards	
Keeping Children Safe in Education	
Mission Statement in Action	

### Policy Statement

1. All deaf children at St John's School have an Education and Health Care Plan, which legally entitles them to the provision necessary to meet their special educational needs.
2. The majority of pupils have complex needs, most of which include a significant hearing loss. These needs are identified in their EHC Plan, by their referring LEA and by the school's initial assessment procedure (See Admissions Policy).
3. The School admits only those pupils whose special educational needs can be met, and this decision is arrived at as a result of a period of assessment.
4. A multi-disciplinary team of professionals is involved in all stages of a pupil's assessment, and on-going monitoring and support, to ensure that their needs are clearly identified and appropriate provision and interventions are put in place to support their learning and development.
5. A small number of pupils are of high ability, relative to the majority of our pupils, and this special need is also catered for.

### The Policy

The school considers admission of children who have:

- a permanent hearing loss
- additional needs associated with specific language impairment / disorder
- communication disorders, e.g. autistic spectrum disorders, semantic-pragmatic difficulties

- visual impairments, e.g. Usher syndrome
- multi-sensory impairment
- physical difficulties, e.g. cerebral palsy, diplegia, DCD
- additional special educational needs and / or syndromes associated with hearing impairment, eg: associated behaviour difficulties
- social and emotional needs
- developmental delay

The School considers admission for children who do not have a hearing loss, but who have significant language and communication difficulties and who would benefit from the educational approach used at St John's.

#### Entitlement of pupils at St John's School

During the assessment for admission, each pupil's educational needs are identified along with the recommended provision to meet those needs. Subsequent placement of the pupil ensures that a range of individualised provision, as detailed below, meets their specific needs.

Provision for all pupils in the school includes:

- qualified teachers of the deaf
- audiological management
- broad and balanced curriculum programmes, personalized to need, and that lead to external accreditation
- speech and language therapy
- access to learning support assistants
- appropriate access arrangements for external exams and assessments

- personalized care plans for residential pupils

Enhanced provision for pupils identified as having significant additional need includes:

- Higher staff ratio, from smaller class size to one-to-one or two-to-one teaching and learning support
- Additional speech and language therapy
- Additional support from specialist teachers, eg; those with training in dyslexia
- Occupational therapy and physiotherapy programmes
- Care for significant health needs by school nurse
- Special curricula – the MSI curriculum / Skills for Life curriculum / higher level qualifications, ie Level 2 / Level 3 at Key Stage 4 and 5
- Additional access arrangements for external exams and assessments
- One-to-one / two-to-one support in social times and care group
- Advice and oversight from educational psychologist
- Support from Deaf CAMHS team

Pupils enter the school at any stage of their education. During the assessment period for children in their early years, those at an early stage of development, and for some older children with complex needs, it is often difficult to identify their precise needs because of language delay and other variables, e.g. the effect of previous placement and mode of communication.

For these reasons, some such pupils have an extended period of assessment before final decisions are taken about the additional provision that they need. The length and nature of the assessment for such pupils is tailored to individuals. The progress of every child is closely monitored and provision is modified according to any changing needs that are

identified. Programmes and interventions are devised by the multi-disciplinary team and vary in length according to the need and the pupil's progress. Such interventions include support with behaviour and emotional needs, literacy programmes - for example for pupils who have dyslexic traits - communication support, physical and mental health, mentoring and close family liaison for vulnerable pupils.

The School works closely with parents and outside agencies to ensure effective collaborative working that best supports the special needs of our pupils in all settings, both home, school and care.

<b>Date of last review</b>	<b>Date for next review</b>	<b>Reviewed by</b>	<b>Governing Body / SLT Approval</b>
10/09/2018	10/09/2020	Mrs C Baldwin	