

St. Mary's SEN Provision for Students with Sensory Impairment

Assessment, Planning, Monitoring and Review

Teaching Environment and Grouping

People and Resources

The following table contains details of the support ordinarily available at St. Mary's for children and young people who have a:

- hearing impairment (HI). This includes all conditions that result in a child or young person being unable to hear sounds within the range of frequencies present in normal speech at volumes less than 20dB louder than average. The hearing loss may be temporary or permanent, affect one ear or both and may only affect certain frequencies of sound. In addition the support described is also available to children and young people who have Auditory Neuropathy Spectrum disorder even when there is an absence of hearing loss.
- visual impairment (VI), which is not correctable by glasses. Visual impairment ranges from mild partial sight to blindness. Visual difficulties take many forms with widely differing implications for a student's education. Some students are born blind; others lose their sight partially or completely as a result of accident or illness. In some cases visual impairment is one aspect of a multiple disability.

As detailed in the SEN ordinarily available school offer. Additionally:

As required, staff have opportunities to engage in training in order for them to understand the effects of HI/VI on a child and young person's development, the impact on learning in a classroom, how to manage personal and specialist equipment.

Most children with a HI/VI will have been diagnosed at the pre-school stage and will already have accessed some level of support.

Any concerns over hearing and/or vision will be discussed between parents and school staff with a view to getting medical advice via school nurse, GP and if necessary referrals to appropriate consultants i.e. audiology and ophthalmologist.

The HI/VI Specialist team will liaise fully with the health services, to interpret medical advice and identify how this may affect a child's HI/VI. They will then advise school staff how best they can support the child.

Barnet HI/VI team works closely with the pupil, school staff, parents/carers and all professionals involved to ensure they have full access to the curriculum and school life.

Provision of additional support in-class, small group work and individual withdrawn support.

Access to a HI/VI 'friendly' class and school environment e.g., optimal seating position, acoustic environment, specialist equipment.

Programmes of mobility and independence skills, as required.

Access to support approaches to promote social interaction with peers.

Support throughout transitions.

Access to teaching resources and activities to assist the pupil's learning and acquisition of skills.

Access to the VI/VI teams to support with maintenance and advice on the use of specialist equipment.

School staff should be aware of the pupil's HI/VI and its implications in the school setting. Therefore, the curriculum addresses the learning needs of pupils with HI/VI as well as their social, emotional, communication and physical skills.

Use specific techniques which have been suggested by Advisory Teachers.

Implement a school based programme for supporting the pupil's speech and language development that has been designed by the school's S<.

Reasonable adjustments to the normal arrangements. These may include:

- Accessibility of printed materials (font size, contrast etc), use subtitles on audio-visual presentations such as educational television programmes.
- Use of visual/auditory/tactile stimuli
- Adjust seating plans or reorganise the layout of classrooms or swap the room in which the child's class is taught for one where the environment is more favourable.
- Consider purchasing specialist equipment. For VI this may include: large screen monitors, IT resources, dark pens/pencils, dark lined paper/books, magnifiers, large print materials (e.g.

<p>Detailed analysis of the student's strengths and weaknesses in relation to the CYP's HI/VI, curricular skills, social/emotional development and physical skills.</p>		<p>books), Braille & tactile resources, sloping boards for writing/reading. For HI this may include: equipment in assemblies and large group meetings such as public address systems or use of the pupil's personal FM radio aid system to ensure the pupil can hear.</p> <p>Support, advice and information to parents on a range of matters including relevant organisations.</p>
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