**Doncaster School for the Deaf**

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**SEN Information Report**

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| SEND information report  |
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Doncaster School for the Deaf is a non-maintained special school for children and young people who are Deaf, aged between 4 and 19

All pupils have an Education, Health and Care Plan (EHCP) which identifies the school or college as the most appropriate provision for the pupil. This also identifies the pupil’s primary need and, where appropriate, any additional needs they may have. The annual review of the EHCP ensures that each pupil’s needs are reviewed regularly.

We work closely with a range of internal and external therapists and professionals to identify and support the changing needs of each pupil. These include: Speech and Language Therapists (SALT), Educational Psychologists (EP), Occupational Therapists (OT), Physiotherapists (PT) and National Deaf Child and Adolescent Mental Health Services (NDCAMHS).

Pupils are taught in small class groups and the curriculum is adapted to meet individual needs so that potential and aspirations can be achieved.

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Staff have additional training and skills in meeting the curriculum and communication needs of Deaf pupils. Most teachers are qualified teachers of the Deaf or in training.

School has a high staff ratio and is able to ensure that pupils are supported, safe and cared for during the school day, including break and lunch times, on off-site visits and in PE activities.

All pupils no matter what their sensory/physical impairment are included in all school activities including, school events such as the Christmas Shows, Sports Days, residential trips, outdoor education, PE / sport.

The school has an SEND Policy (Sept 23)

**Our school’s approach to supporting pupils with SEND (Complex)**

**Communication and interaction**

An Audiologist, who specialises in working with deaf children, provides expert support daily on site. Hearing aids / cochlear implants are checked each morning by teachers and throughout the day. Some repairs can be made onsite and new moulds are available on site.

All pupils have Speech and language Therapy input provided by our team of specialist Speech and Language therapists.

Each pupil has a communication passport.

Pupils are given the opportunity to experience a Language rich environment; this helps to develop their confidence and skills helping them to express themselves in a range of situations.

Our staff have additional training and qualifications in BSL . Pupils are taught BSL and access BSL qualifications through the secondary curriculum

Several staff are trained in the use of AAC such as PECS (Picture Exchange Communication System) . AAC is a range of strategies and tools from simple letter or picture boards to sophisticated computer technologies. AAC helps someone to communicate as effectively as possible, in as many situations as possible.

**Cognition and learning**

The school aims to monitor the progress of all pupils to aid the earliest possible identification of additional SEND.

The teacher has responsibility for assessing and reporting progress and informing the SENCO of any changes in behaviour, academic developments and causes of concern. Teachers will assess, plan and deliver an adapted curriculum

Curriculum plans are published on the website

**Social, emotional and mental health**

The school has regular Deaf CAMHs clinics who provide regular support and advice for joint working with pupils and parents

School has a supportive behaviour ethos which promotes positive reinforcement of good behaviour and works closely with families to support any behavioural issues.

The school has a dedicated pastoral lead who is also the safeguarding lead

Deaf Studies , Enrichment activities, Sport and Personal and Social Education support pupils social and emotional wellbeing.

The school works closely with outside agencies including social Care and Early Help agencies

**Sensory and/or physical needs**

The school has an NHS nurse on site. If a pupil has an additional health or medical need, we will discuss with parents / carers a Health Care Plan and arrange for administration of prescribed medications where necessary. Relevant staff have training in the administration of controlled medications

The school has input from the Trusts Occupational Therapist .

The school works alongside outside agencies eg Physiotherapists

The school has an accessible toilet as well as child-sized toilets, disabled and standard toilet facilities

School policies are available including ‘ supporting children with medical conditions policy’ ,’ intimate care policy’, ‘Administering medication policy ‘

**Equipment and facilities**

The school has a visual fire alarm in addition to an audible signal. We aim to improve our visual fire alarms.

Most classrooms are on the ground floor

The Trust building has a lift to access the four secondary classrooms that are located on the first floor

Ramps enable access to outside areas

Most classrooms are acoustically treated ( Gold acoustic mark) and are designed to enable a calm, accessible learning environment

**Annual Reviews**

Annual Review Meetings take place once a year but can be timetabled sooner if required. An Annual Review Report is sent out to parents at least 2 weeks prior to the meeting.

**Parents**

We aim to have effective partnership with parents and carers.

We achieve this through a shared understanding of the needs of the child via regular discussions at annual review meetings and at parents’ evening throughout the year.

Parents can contact the school and teachers at any reasonable time. Regular contact is maintained via home school books, email , phone , text . Events information is shared with all parents through our half termly newsletters .

Parents are invited to events and we aim to offer no cost parents’ BSL classes in order to enhance communication between parents and their children. The Deaf Trust has produced an online BSL course ( Level 1)

We value the views and opinions of parents and carers and pupils.

Parents are also invited to complete annual questionnaires and surveys regarding their views about the school and can complete the parents view survey via our website at any time.

**Pupils**

We prioritise ‘Pupil Voice’ with pupils taught in small groups with many opportunities for pupils to contribute to discussions and express their views.

 Other opportunities include: -

• Membership of the School Council

• Attending and contributing to Review Meetings

.• Pupil questionnaire

• ‘Pupil Worry Box

**Teaching**

Your child will follow the national curriculum adapted to their needs and preferred style of learning.

 The curriculum is differentiated by subject teachers to enable your child to progress and demonstrate their knowledge and understanding.

The level of individual support will depend on needs as identified in their EHCP.

As teachers, support staff and SENCo observe changes in your child’s needs, support is adapted accordingly.

The curriculum is regularly reviewed in line with statutory regulations. Our aim is to provide a broad and balanced personalised curriculum relevant to the age and developmental level of each pupil.

Curriculum plans are published in our website

**Transition**

Transition planning is a vital part of the annual review process from year 9 onwards.

This is when parents and carers start to consider possibilities for the future. We aim to support parents and carers in visiting other providers, as well as Communication Specialist College Doncaster and out local mainstream College , as part of transition planning.

**Activities**

All Pupils people have the opportunity to extend their learning through participation in residential trips and off site activities.

All visits and off site activities are risk assessed to ensure they are appropriate to the needs and abilities of all pupils and students.

**Safeguarding / Pastoral**

We have a robust safeguarding policy and protocol in place.

Small class size ensure that staff know pupils well and respond to pastoral issues promptly.

The Pastoral Lead supports pupils presenting with additional social and emotional needs. We also have a close working relationship with National Deaf CAMHS who provide regular support and advice for joint working with pupils.

The school works closely with Social care and agencies

The school provides support with online safety, advises parents through individual support or signposting information

**Training**

Our staff attend regular In-Service Training to ensure their skills and knowledge are kept up to date.

 Most teachers undertake the mandatory Teacher of the Deaf qualification and we provide training in British Sign Language to level three for all staff.

All staff have annual training in Safeguarding .

**Local Offer and Further information**

Further information about the Special educational Needs provision can be found on the schools website

The schools ‘local offer’ is published on Doncasters Local offer website and is included in other local authorities published Local offer .

**Contacts**

If parents have any concerns or would like any further information, they should contact either their child’s class teacher, or the Headteacher, Alexis Johnson or Deputy Head Jane Goodman on 01302386733

Email : jgoodman@ddt-deaf.org.uk

 Alternatively, enquiries can be directed to the school office 01302386733

Email : Secretary@ddt-deaf.org.uk