



East Ayrshire  
COUNCIL



NORTH AYRSHIRE  
COUNCIL

# GRANGE ACADEMY HEARING IMPAIRED DEPARTMENT



## HANDBOOK

*'To become the people we are capable of being'*



# Grange Academy

**SPECIALIST PROVISION  
HEARING IMPAIRED  
DEPARTMENT**

## **Head teacher**

Mr S. Robertson

Grange Academy

Beech Avenue

Kilmarnock

KA1 2EW

## **Contact numbers**

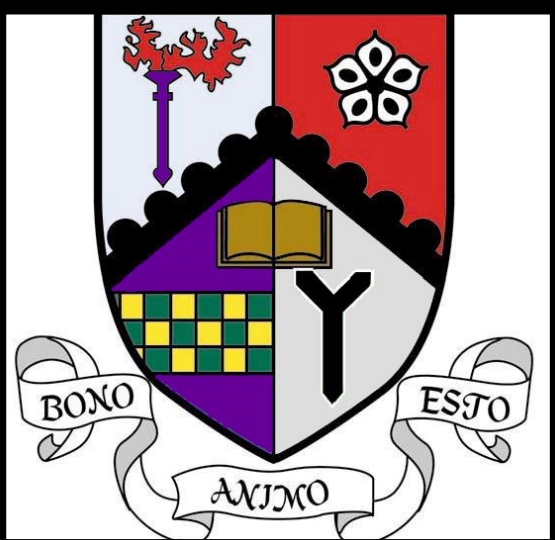
**Grange Academy:** 01563 549988

**Fax:** 01563 542648

**Hearing Impaired Dept.** ext. 2156

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# Hearing Impaired Department

This handbook gives an overview of the support provided for our deaf pupils who are part of the Hearing Impaired (HI) Department in Grange Academy. The HI department in Grange take a huge pride in successfully meeting the needs of deaf young people, as they move into the secondary phase of their education.

## Our vision

Our overarching aim is to strive to ensure that deaf pupils get the highest quality of educational provision and individualised support to allow them to achieve their full potential academically, socially and emotionally.

The aim of the **Grange Hearing Impaired Department (HI)** is to ensure that our pupils have access to the curriculum as a whole and to take a full and active part in all lessons and to enjoy their learning.

While supporting pupils in a curriculum that they could find cognitively challenging, we ensure that our deaf pupils have grasped the subject concepts, being taught in their lessons. We will then consolidate and secure new subject language in their HI department time.

Deaf pupils can have significant barriers to their learning due to the difficulties they experience with gaps in literacy and communicating with others. Our Teachers of the Deaf work very closely with the pupils to allow them to participate fully in all aspects of the classroom and school life.

We aim to ensure that our deaf pupils are preparing for life after school by **promoting deaf culture** and **supporting their preparation** into a positive destination be that college, university or the workplace.

We listen carefully to pupils' views and opinions and take this into account when planning their learning.

We have a model of **Total Communication** for our pupils; some of whom may communicate only through **British Sign Language (BSL)** others whom are oral pupils who have hearing aids or cochlear implants. Some of these pupils use more than one form of communication and the staff will ensure they communicate in the most effective method for each pupil.

Our staff have many years of experience and build up **strong positive relationships** both with the pupils and their parents/carers during their time in the school. We encourage parents/carers to be in regular contact with the department to ensure that we can provide the best learning environment for your child.





# Meet our Hearing Impaired (HI) staff

## Our staff

Staff Member	Full Time Equivalent
Mrs K. Clannachan <i>Principal Teacher (PT)</i>	1 FTE
Miss L. Nicholls	1 FTE
Mrs J. Walker	1 FTE
Mrs E. Smith	1 FTE
M. MacKinnon <i>Depute Head Teacher (DHT) line manages the department</i>	–

Teachers of the Deaf (ToDs) in the HI department all have secondary subject specific specialisms across a wide range of disciplines, including the primary sector, English, Maths, Science, and the Arts. This wide breadth of subject expertise helps to support our pupils across the whole curriculum in both the **Broad General Education of S1–3** and into the **Senior Phase of S4–6** where Scottish Qualifications are undertaken.

Teachers of the Deaf work directly with our deaf pupils supporting them both with **communication** and **accessing the curriculum**. ToDs regularly differentiate classwork and assessments to meet the needs of the pupils and assist and give advice to subject teachers on how to develop this within their classrooms.

Every member of staff in the department has achieved level 3 of the **BSL qualification**. **Continued Professional Development (CPD)** is in place for all staff to allow them to work towards developing their Teacher of the Deaf qualification as part of their continued commitment to deliver a high level of teaching and signed communication, where needed.

In the wider school, many staff / teachers around the campus have attended BSL classes through our department and have been successful in achieving BSL Level 1. This is indicative of the level of commitment our staff as a whole have towards our deaf pupils.



*“We are dedicated to ensuring each child reaches their full potential.”*

## Provision of service

The Hearing Impaired Department is located in the centre of Grange Academy, putting it right at the heart of the school. The role of the staff in the department is to support our pupils by using a **Total Communication** approach – as mentioned previously.

To aid acoustics and promote inclusion for all of our HI pupils, we have invested in increasing our fixed sound field systems. We now have **54 systems**, covering every department around the school, including the library.

Some HI pupils benefit from the use of **Roger Pens** and receivers to further enhance their ability to access the curriculum.

We are dedicated to ensuring each child reaches their full potential. We implement a child-centered approach to our practice, acknowledging the five National Priorities: **Achievement & Attainment, Framework for Learning, Inclusion & Equality, Values & Citizenship, and Learning for Life.**

These priorities are fundamental in the successful delivery of our service for our deaf pupils in Grange Academy.

In addition to supporting our deaf pupils, the department also plays a key role in ensuring all of our staff are Deaf Aware. For deaf pupils to thrive they must be surrounded by adults who have an appreciation of the challenges that deaf young people face, and are therefore able to put strategies in place which allow our pupils to be fully included and engaged in all aspect of school life. All staff attend **tutorials and workshops** to reinforce **Deaf Awareness** which is also delivered annually to new staff, students and probationers.







*“We acknowledge that every pupil in our department is a unique individual.”*

## Meeting the needs of the pupil

The HI department is a warm, welcoming and nurturing environment where HI staff are **easily accessible** and **available** for pupils to speak with at any point of the day.

Support is very much centred on the needs of individual pupils. Pupils follow a mainstream curriculum timetable that is tailored to their individual needs. Some pupils are supported mainly within their teaching classes by ToDs and only require a limited amount of time within the HI department to consolidate their learning and ensure any gaps in their understanding can be addressed. Other pupils benefit from more time within the department to work either in a quieter more one-to-one approach or to focus on **developing their BSL and/ or literacy skills**. HI staff undertake differentiation of classwork and assessments to allow our pupils to be able to access class resources and be able to demonstrate what they have learnt to build their self-esteem.

At points of assessment, pupils can choose where they would like to take their class tests, to ensure that they can best demonstrate their understanding. Some pupils prefer to be in class with their peers and other HI pupils like to work in the HI department. The Principal Teacher regularly adjusts support provided, to ensure that our provision is flexible and effectively targeted.

A ‘**Total Communication**’ approach is always utilised, where ToDs have the expertise in finding effective ways to overcome the language barriers encountered by our pupils. ToDs have the knowledge and skill to assist our pupils to be fully integrated into their mainstream classes. As well as academic achievement we also endeavour to foster a sense of positive identity for all of our pupils and build self-belief and self-esteem. We invite Deaf role models into school to help pupils learn about Deaf culture and life as a Deaf person, is never seen as a negative.

Each pupil has their own **Individual Child Plan** in which English & Math teachers, ToDs and pupils jointly set literacy, numeracy, health & well-being targets, specific to the needs of the child. *Parents are requested to sign this document in agreement along with their child.* Targets are reviewed termly, with new targets being set, if required, to ensure pupils continue to be encouraged and inspired to reach their potential. Regular review meetings ensure that parents/ carers are fully involved in the review and planning of their young person’s learning.



## RELATIONSHIP WITH PROFESSIONALS AND AGENCIES

We view parents/carers as partners and we adopt an open door policy. We liaise closely with relevant professionals and outside agencies to ensure that our pupils are represented and supported at every stage of their development and education in Grange Academy.

### Who we work with...

Educational Psychologist

Speech & Language Therapist (SaLT)

Social Work

BSL interpreters

Careers advisors

Action on Hearing Loss

National Deaf Children's Society (NDCS)

British Deaf Association (BDA)

*And more...*

# Transition Arrangements and Partner Agencies who support the provision for Hearing Impaired Pupils in Grange Academy

We appreciate and are very mindful of the benefits that your child will gain through daily contact with deaf peers who will understand how your child is feeling. We ensure during the transition period from primary into secondary that your child is 'buddied' with one of our older HI pupils who has been through the transition process themselves and will be able to offer your child reassurance and a friend to talk to, should they need to.

As a department, we offer specialised support throughout the whole transition process from primary school, through to senior phase with the aim of securing a positive destination for our young people post school.

We are very proud that pupils who leave our department have gone onto College, Apprenticeships, University or employment and are **continuing to thrive** in their chosen studies and careers. Many pupils make a point of staying in touch with the department where we have been instrumental in providing references and support for interviews. Indeed many of our former pupils work for Deaf organisations such as the BDA, in **mentor roles**, as a direct result of their **hard work and commitment**, achieving so well during their time at Grange Academy.

As a department we are committed to providing our pupils with **quality Learning and Teaching**. We have a major focus on **literacy, numeracy** and 'closing the gap' through our **strategic tracking** and **target setting** and helping pupils to build knowledge, confidence and self-esteem.

**We celebrate, embrace, encourage and develop all of our HI pupils to be all that they can be.**



*“Our enhanced transition arrangements are always structured around the needs of each pupil.”*

## Before starting Grange

Long before your child becomes a pupil at Grange Academy, an **enhanced transition** will be offered. This may be as early as Primary 6, depending on the individual pupil needs. We welcome primary school and parental involvement in the whole transition process in the hope that you will feel positive and informed about all the new changes and exciting events that are happening for your child as they start their journey into the next phase of their learning.

Primary school reviews and reports will also inform how to plan an enhanced transition that best meets the needs of your child. Our enhanced transition arrangements are always structured around the needs of each pupil. We are seeking to ensure that the pupils will all feel **comfortable** with the Teachers of the Deaf, feel **confident** within the building, and understand how they will be **supported** when they move into S1 in August. This is especially important, as often our pupils are not moving to Grange Academy along with a peer group.

Our PT is on the transition committee and goes out early on in p7 every year, to our feeder primary schools, teaching Deaf Awareness and some basic sign language to show p7 pupils how important it is that they fully understand why ToDs may be in their classrooms supporting a deaf peer and how important it is for them to be empathetic and help deaf pupils to feel included, relaxed and confident when socialising or working with them in the classroom.

The programme of transition can be adapted at any point, as our aim, is to ensure that pupils come back to start the school term in August, as a new S1 pupil, feeling like they already belong to the school, and excited about their new timetable, subjects and future at Grange Academy.





*“Pupils are offered the opportunity to gain the new SQA qualifications in BSL level 3 & 4 with qualified Teachers of the Deaf.”*

## Broad General Education Phase (BGE) (S1-S3)

In addition to ToD support within timetabled lessons, HI pupils can be extracted from subject classes and taken to the department to receive a quieter, more focused tuition, based around their subject lesson as and when required. This is additional to the structured HI department time that they will already have on their timetable.

We work with a wide range of needs within the department and some of our pupils benefit from continuing to focus on the development of their reading, writing and number skills to close the gap that the possibility of delayed acquisition of language may have caused. We have a signing primary specialist teacher who can enable us to further develop the programmes of work that we can provide, as part of the HI department's commitment, to address 'closing this gap'.

Junior pupils engage in a **full and robust PSE program** developed especially for HI pupils from 1<sup>st</sup> year through to 6<sup>th</sup> year with input/support from relevant **Deaf organisations** and **Edinburgh University**. This is delivered within the department by our Biology specialist ToD. Each topic is age and stage appropriate and feedback from pupils shows that they very much appreciate the **quiet private setting** and the **factual information**. This undoubtedly helps them to feel empowered and knowledgeable about vital, relevant topics and subjects which they may otherwise feel confused or embarrassed about discussing, in a larger classroom setting.

Finally, and importantly, **concession arrangements** are in place for pupils sitting assessments and exams from 1<sup>st</sup> through to 6<sup>th</sup> year. These consist of a quiet room, extra time, and signed support if required.

We have written and delivered the SQA BSL 2019 Level 3 to a cohort of s3 pupils as part of their curriculum time table and are building on the success of this, by writing and delivering SQA BSL 2019 Level 4.



*“Our aim is to ensure that our deaf pupils are well placed to move into a positive destination when they leave school.”*

## Senior Phase (S4–6) at Grange Academy

HI Pupils continue to receive the level of support from HI staff required to support their qualifications selected during the option choice process. This continues to be both in classrooms and also within the department. They will continue to be supported by the department and pupils are encouraged to engage and achieve in their chosen curricular pathways to support them to attain as many qualifications as possible at the level appropriate to them. Our aim is to ensure that our deaf pupils are well placed to move into the **positive destination** that they are aiming towards post school through certification that they achieve and as **confident, resilient** and **sociable** young people.

In senior phase (S4–6) most HI pupils choose **department time** as a subject in one of their columns and this provides them with an excellent opportunity to achieve success in the NAT 4/5 and/or Higher subjects that they are studying in the other columns. Pupils feel they benefit from more support from the ToDs to help them reach their potential. However, some pupils opt out of HI department time and engage in a full subject timetable where classroom only support could still be given. HI department time can always be reinstated if the pupil decides that department time would be more beneficial after all.

Senior HI pupils can and do participate in **work experience**, become buddies to younger deaf pupils, prefects and are important **role models** and **ambassadors** for the department and the wider school.

They continue to engage in the PSE program mentioned previously. Topics remain age and stage appropriate and feedback from senior pupils is that they have really benefitted throughout their time at Grange Academy from this tactful way of teaching, delivered in a nurturing and sensitive manner, helping them to fully understand the facts, importance and often dangers of preparing for life as a young adult. They said they *‘felt better prepared to make more informed judgements on life choices’* and we in turn feel we have done our very best to ensure that they are as **advised and enlightened** as they can be under our care.

Finally, as previously mentioned, **concession arrangements** are in place for pupils sitting assessments and SQA exams from 4<sup>st</sup> through to 6<sup>th</sup> year. Again, these can consist of a quiet room, extra time, prompt and signed support if required.



Some of our wonderful past pupils

## Post-school transition

### PAST PUPILS' DESTINATIONS

Former pupils have gone straight into work, apprenticeships or Access/NC/HNC courses at college including:

#### Past pupils' destinations

Journalism

PE/Sports coaching

Nursery & early education childcare

Dance & Art

Joinery

Car mechanics & engineer

*And many more...*

Pupils can and will often seek advice from us on which subjects to take, especially if they have a college course or career in mind. Even when a pupil has no idea what career they want to work towards after school, we will endeavour to help them investigate and seek a suitable pathway. We offer our support in various ways including assisting and supporting them to discuss their options with the school careers advisor and various deaf organisations that visit the department providing wonderful workshops where they can also participate in courses that are organised by them during school holidays and term time.

HI staff also assist our pupils to fill in application forms for college courses and employment during department time and will encourage and help them to prepare for interviews to increase their chance of success. Pupils always feedback how much they appreciate this additional support from HI staff who know them well and which ensures they are well prepared for interviews.

Additionally we have close links with specialist support from **Careers Advisors in Skills Development Scotland (SDS)** who will provide additional extra sessions for each pupil to ensure that they have a clear idea of what is available to them in the **World of Work** and support them to apply and be successful at interview.

We are very aware that deaf young people have increased barriers preventing them getting into the job market and the work that we do to support our young people throughout their time in the school puts them in the best place possible to overcome this.

Many former pupils have also contacted the department for **references for employment** after they leave college/ university and their success encourages and provides real motivation to the younger pupils in the department.



*“Pupils are encouraged to join a wide and diverse range of extracurricular activities and clubs.”*



## Wider aspects of school life

School visits from established deaf organisations such as the **BDA**, **NDCS** and **Action on Hearing Loss** are vital for those pupils who wish to engage with their Deaf identity. HI pupils who wish to participate in these visits then feel that they have a voice in the wider community and that their opinions do matter on important issues such as the **BSL Act** at local and national level.

Department trips also ensure that pupils can engage with their deaf peer group should they wish to do so. We acknowledge that socialising can be a key part to a deaf young person’s development and we will encourage engagement with their deaf peers whenever our pupils wish to do so, whether it is through department engagement or attending events with deaf peers, we are fully supportive of the choices our pupils make.

Pupils are encouraged to join the wide and diverse range of extracurricular activities and clubs where HI support can be provided to help our pupils feel confident and included in the wider aspects of the school curriculum. HI pupils attend **extracurricular trips** both at home and abroad which is a fantastic testament, rightly so, to their confidence and belief that they can and do engage in every aspect of school life.

Being part of a three school campus where activities and concerts are often a joint venture in the **spirit of inclusion** is a wonderful benefit to all of the children on the campus. Some of our HI pupils have been on the stage as part of the school show or assist in lunch time signing classes, by helping ToDs teach sign language to Grange, Park and Annanhill pupils on our campus.

We are proud of our young Deaf people and we will always strive to help them achieve and reach their potential.....whatever that may be!

