

## Hearing Impaired Resource Base

King Edmund Community School provides specialist provision for Hearing Impaired Students in South Gloucestershire. Within the resource Base students receive appropriate individual support. Although the students are fully integrated, the quiet, carpeted area provides an ideal acoustic environment for audiological checks, specific language support and pre or post tutoring.

### Staff

Students are supported by a Teacher of the Deaf and specialist teaching assistants.

### Liaison

The staff work very closely to provide a continuum across all key stages. Regular visits are made to the primary Hearing Impaired Resource Base in Rodford Primary School to facilitate this.

### Support

Students are fully integrated and receive access to the full curriculum. The type and level of support varies according to the need of the individual. Support may include:

- 1:1 support in the Resource Base
- Group withdrawal to the Resource Base
- In-class support

Hirb staff work closely with the mainstream staff to provide differentiated material to maximise support.

### Communication

We work within a framework of a natural aural/oral philosophy. Our aim is to develop the listening and spoken language skills of Hearing Impaired Students. This is done by:

- Promoting the good use of hearing aids and radio aids.
- Focusing on broadening vocabulary
- Providing the opportunity for natural interaction between peers and adults.

All staff in the HIRB are fluent, or are receiving training, in BSL in order to increase our ability to provide support for a wide range of hearing impaired students.

All students attached to the Resource Base have a full statement of Special Educational Need. Individual Education Plans are issued for each student and show targets that each student is working towards.

### **Deaf Awareness**

Inset Training is given to mainstream staff so that they may support the deaf students of our school.

Every effort is made to introduce students to deaf adults.

The HIRB has close links with the Family Centre for the Deaf, the Sensory Support Service and the Hearing Assessment Centre. We also have contact with the Psychology service, Speech and Language Therapy, Connexions and Inclusion Support.

We have contact with a specialist, who is herself deaf and who encourages deaf students to develop their deaf identity. She is an important link with all post-16 provision and aids the students transfer from KS4 to sixth form, further education or the workplace.