



The Lighthouse Specialist Centre for Deaf Children

SEND Information Report

School Offer (Response to the 14 Questions)

Name: Guildford Grove Primary School

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	Question	Response	Some examples of good practice in our setting
1	<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>If your child needs extra help, we will have learned about it through Surrey County Council's service for children with special educational needs.</p> <p>You can raise concerns through talking with any of these professionals:</p> <ul style="list-style-type: none"> • GP • Visiting Teacher of the Deaf • Nursery or class teacher • Audiologist • Speech and Language Therapist • Paediatrician <p>They will then make a referral to Surrey County Council's service for children with special educational needs.</p> <p>Alternatively, you can contact this team direct to ask for advice.</p> <p>Surrey County Council's service for children with special educational needs will then decide whether to contact The Lighthouse.</p> <p>If contacted, the Teacher in Charge of Centre will arrange to meet with you to explain our admission policy and the type of support we can provide.</p>	<ul style="list-style-type: none"> • We welcome enquiries from parents. You can contact the Teacher in Charge of Centre for advice on how to go about seeking help for your child. • We work closely with other professional services such as Occupational Therapy and Speech and Language Therapy in order to meet your child's needs.
2	<p>How will school staff support my child?</p>	<p>One of our specialist teachers of the deaf will be assigned to work with your child. Language, literacy and mathematics are taught in specialised teaching sessions, in small groups, or on a one-to-one basis. At the same time,</p>	<ul style="list-style-type: none"> • Evidence of progress is regularly shared with the senior management team. • Individual provision maps detail the support and adaptations your child will

		<p>all the deaf children are members of a mainstream class and will be expected to join these classes for registration, assembly and some curriculum subjects. The teacher of the deaf will advise the class teachers on ways to include your child in these lessons. The specialist teaching assistant also plays a vital role in adapting lessons to suit your child's level of understanding and in giving communication support when in the mainstream classroom.</p> <p>Each teaching assistant is assigned to two deaf pupils, unless the need for one-to-one support has been identified. We also have a specialist speech and language therapist who gives direct therapy to all deaf children on a weekly basis.</p> <p>We have an established assessment system which will monitor your child's progress.</p> <p>Teachers of the deaf and teaching assistants also ensure that children's cochlear implants or hearing aids are working well, so that they can make maximum use of their listening skills.</p>	<p>receive, as well as record his or her progress.</p> <ul style="list-style-type: none"> • If children are struggling in an area of their learning, action is taken to provide the most appropriate support and teaching to meet their needs. • Observations of Lighthouse teaching sessions carried out by the school's senior leadership team praise the high standard of support offered to deaf pupils. Recommendations for changes or improvements to teaching sessions are acted upon by the Lighthouse team.
3	<p>How will the curriculum be matched to my child's needs?</p>	<p>Targets for deaf children in education are set against the early years foundation stage curriculum or the national curriculum. We also have a curriculum for children who are working at a level below the national curriculum called 'P-Levels'.</p> <p>At the Lighthouse we have rigorous systems of monitoring and assessment in place covering each of these curriculums. We will use these assessments to create programmes of study to meet your child's individual learning needs.</p>	<ul style="list-style-type: none"> • We use an assessment system called 'B-Squared' for children working towards P-Levels. Your child works towards targets through this system, his or her progress is recorded and the results shared with you. • Symbols, props and practical apparatus are created for lessons. This helps to maximise your child's understanding. • 'Real-life' experiences are offered as

		The teachers of the deaf will advise the mainstream class teacher and/or specialist teaching assistant on how to make substantial changes to lessons so that they are at a level appropriate for your child's needs.	much as possible, as deaf children can miss-out on learning language 'picked-up' through over-hearing conversations.
4	How will I know how my child is doing and how will you help me to support my child's learning?	<p>The teachers of the deaf will meet with you at the school's main parent evenings, and also write end-of-year reports. In addition, they will take part in the annual review meetings at which your child's progress is discussed with you. We also have a range of more informal ways to let you know how your child is getting on at school. Every child has a home-school book where information is shared about his or her achievements and parents are invited to make comments or ask questions. This contact book goes back-and-forth between school and home on a daily basis. We welcome phone calls, texts and emails from parents and aim to respond to these promptly. Parents can request a meeting with us at any time during the year.</p> <p>We will help you to support your child's learning by sending home his or her learning targets and speech and language therapy targets each term, and regularly making suggestions in the home-school book on how you can help to support your child's progress towards those targets. For example, if your child is learning how to ask questions, we might suggest he or she practises by asking everyone at home what they want to eat at mealtimes.</p> <p>The Lighthouse also offers a 'family signing' session in response to need.</p>	<ul style="list-style-type: none"> • We respond to the specific needs of families by offering advice and training through informal meetings. • Our 'family signing' sessions are tailor-made for the needs of those attending: topics such as 'bathtime' or 'outings' are suggested by parents and our staff create sessions based around useful signs.
5	What support will	We take children's safety and well-being very seriously, and	<ul style="list-style-type: none"> • We offer opportunities for hearing

	<p>there be for my child's overall well-being?</p>	<p>will aim to meet your child's emotional and social needs throughout their day at school.</p> <p>We provide a teaching assistant who will aim to help your child develop relationships with other children. A large circle of deaf adults and hearing adults with good signing skills work in the Lighthouse, meaning that deaf children have a wide range of people to communicate with and a variety of possible role models. They also give children an opportunity to talk about their day-to-day news and help them make sense of their feelings.</p> <p>Guildford Grove's Home School Link Worker regularly visits the Lighthouse and can offer support and advice to families if requested.</p> <p>We aim to meet children's physical needs through:</p> <ul style="list-style-type: none"> • checking that their hearing aids or cochlear implants are working well; • offering support with toilet training; • providing snack breaks and rest breaks when needed. 	<p>classmates to learn Deaf Awareness and British Sign Language. These sessions give hearing and deaf children the chance to learn about how to communicate successfully with each other.</p> <ul style="list-style-type: none"> • Emotional Literacy lessons specially adapted for deaf children are included in Lighthouse sessions. These help to raise the children's self-esteem. • We let parents know about opportunities for meeting other families with deaf children in the wider community. For example, news and events from Surrey Deaf Children's Society or Chloe's and Sophie's Special Ear Fund are sent home.
6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>Within the Lighthouse:</p> <ul style="list-style-type: none"> • we have qualified teachers of the deaf; • all of the teachers of the deaf and teaching assistants hold qualifications in British Sign Language to at least Signature Level 2; • a specialist speech and language therapist provides direct therapy for 3 days per week; • we have trained intervenors for deaf-blind children; 	<ul style="list-style-type: none"> • The school promotes 'life-long learning' for both children and staff. We are actively encouraged to undertake training that will improve our teaching and support for deaf children. • Teaching staff are given time to meet

		<ul style="list-style-type: none"> • two teachers of the deaf are trained in multi-sensory impairment. <p>Further expertise which is available to us in the Lighthouse includes:</p> <ul style="list-style-type: none"> • Auditory Implant Centres • Royal Surrey County Hospital audiology services • Physiotherapy and Occupational Therapy services • Riding for the Disabled • Surrey’s Physical and Sensory Support Service (providing training and advice in: the use of Voice Output Communication Aids; physical disability; multi-sensory impairment (deaf-blindness); audiology) • Educational Psychology Service • Race Equality and Minority Achievement (REMA) • Freemantles Outreach Service • Deaf CAMHS 	<p>with visiting experts, so that they can share information about progress or concerns.</p> <ul style="list-style-type: none"> • The Physical and Sensory Support team offers us training and updates in hearing aid technology.
7	<p>What training do the staff supporting children with Special Educational Needs and Disability have?</p>	<p>The Lighthouse provides Deaf Awareness training to all staff at the school.</p> <p>In addition to the specialist educational qualifications already mentioned, all staff in the Lighthouse have annual safeguarding training, and first aid training on a 3-year rotation.</p> <p>Members of the team have undertaken training in:</p> <ul style="list-style-type: none"> • multi-sensory impairment (deaf-blindness) • sensory processing difficulties 	<ul style="list-style-type: none"> • Our training programme is designed to meet the needs of the children.

		<ul style="list-style-type: none"> • audiology • management of cochlear implants • management of additional medical needs • behaviour support • emotional literacy • use of social stories/comic strip conversations • use of Clicker 8 software • use of Widgit on-line software • use of shape coding for literacy support • monitoring progress through the B-Squared assessment software • Use of iPads and interactive whiteboards 	
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<p>Staff in the Lighthouse will encourage your child to take part in all aspects of school life, whether it is in the dining hall, out on the playground or at school clubs. He or she will take part in the large majority of school trips and outdoor learning experiences. Very occasionally a destination is found to be inaccessible for our physically disabled students. When this happens, parents are consulted and an alternative destination offering a similar experience is found.</p> <p>Your child's safety is of paramount importance, so all risk assessments are carried out with advice from a teacher of the deaf. Certain children with more complex needs have an individual risk assessment setting out the steps to be taken to ensure their safety. These assessments are agreed with parents.</p>	<ul style="list-style-type: none"> • If your deaf child wants to join a school club, we will aim to provide communication support when needed. • Yr5/6 deaf children with complex needs have been included on the school's residential trips . • Teachers of the deaf contact education officers at venues, informing them of the needs of the deaf children, and carrying out pre-visits where needed. • Members of the Lighthouse team hold minibus driving certificates.

9	<p>How accessible is the school environment?</p>	<p>In addition to the accessibility details outlined in the main school's local offer, a number of special adaptations have been made with the deaf children in mind. Classrooms throughout the school are carpeted and certain areas have acoustically treated ceiling panels to improve listening conditions for everyone. All have good lighting for lip-reading, visualisers, and interactive whiteboards for providing vital visual information in lessons.</p> <p>The Lighthouse is fully equipped for meeting the day-to-day audiology needs of the children. 3 portable Soundfield systems are available for use in class and we have a permanent Soundfield system in the main hall. Radio aids are provided for use in classrooms where appropriate.</p> <p>Flashing fire alarms are installed in key areas of the school. The Lighthouse has a purpose-built sensory room and disabled toilet. Both of these rooms have hoisting systems, and there is also a hoist in the school hall for use during P.E. lessons for children with physical disabilities.</p> <p>Lighthouse equipment and displays are sensitively positioned so as not to be distracting for children with visual impairments or sensory needs. The teaching areas have 2 wall-mounted interactive whiteboards, and two mobile whiteboards for children with physical disability or visual impairment.</p> <p>For deaf parents, text messages and emails can be sent to the main school office. British Sign Language interpreters/communicators are provided for annual review meetings and school performances.</p>	<ul style="list-style-type: none"> • The school's SENDCO and Teacher in Charge of Centre carry out regular 'learning walks' around the school to monitor the deaf children's access to lessons and the school environment. • We have a range of reading books adapted for children with visual impairments. • Ipads offer deaf children increased access to visual information. • Regular 'deaf awareness' training is offered to mainstream teachers and assistants. • Our signing club offers hearing children and staff the chance to learn how to communicate with deaf people.
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10	<p>How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?</p>	<p>When choosing a school, we encourage you to bring your child along to the Lighthouse to see what we have to offer. While parents are going through the decision-making process, further visits can be arranged at your request. For a child joining nursery, a teacher of the deaf, a class teacher, and home school link worker will visit your child at home before he or she joins the school. They will bring a welcome book to share with your child, showing them simple information about school. Your child will also be invited to visit the school once or twice in the weeks leading up to their start date.</p> <p>When your child is about to move to another school, we will carefully plan his or her transition. The new school will be contacted and future teachers encouraged to visit the Lighthouse. We will also make every effort to visit the new school ourselves in order to share vital information.</p>	<ul style="list-style-type: none"> • Lighthouse teachers attend ‘Team around the Family’ meetings during a child’s transition into school. • Where possible, teachers from your child’s new secondary school will be invited to attend his or her Year 6 annual review meeting. • ‘All About Me’ photo books are made for the children to take to their next school in order to aid communication during the settling-in period. • The children’s provision maps and reports are shared with their next school. • Transition visits are arranged to schools for the deaf, other specialist centres, or special school settings.
11	<p>How are the school’s resources allocated and matched to children’s special educational needs?</p>	<p>The Lighthouse receives a set amount of funding per year for its deaf pupils from Surrey County Council. The teaching time and teaching support is shared equally. In addition to this, extra funding is sometimes granted from the local education authority to meet those with more complex needs (for example, physical disability or multi-sensory impairment). This funding is given in order to fulfil a specific request such as extra teaching for science lessons or teaching support to prepare Clicker 8 literacy work.</p>	<ul style="list-style-type: none"> • The impact of additional teaching/support/lesson adaptations on pupil progress is regularly evaluated and changes made in response to need. • The Head Teacher, Teacher in Charge of Specialist Centre and School Business Manager keep a close eye on ensuring that resources are allocated appropriately from the SEND budget.
12	<p>How is the decision</p>	<p>If your child already has an Education Health and Care Plan</p>	<ul style="list-style-type: none"> • Surrey’s Physical and Sensory Support

	<p>made about what type and how much support my child will receive?</p>	<p>(EHCP), the Lighthouse will provide the level of support listed. The amount and type of provision in the EHCP is decided after the views of key professionals have been taken on board and after a period of consultation with parents.</p> <p>If your child does not have a EHCP, he or she can be considered for an assessment placement at the Lighthouse. The initial level of support needed will be discussed with you and the professionals involved in advising and supporting your family. The description of support needed will then be sent to Surrey Special Educational Needs for consideration.</p> <p>Currently, a placement at the Lighthouse provides specialist teaching and full-time communication support at a ratio of one adult to two children. If your child is assessed as needing more support than this (for example, if he or she needs extra physical support), a request for extra funding will be made to Surrey Special Educational Needs.</p>	<p>Service works with us on making recommendations about the type and level of support needed by new deaf pupils.</p> <ul style="list-style-type: none"> • We welcome joint-meetings with parents and other professionals involved with the family (for example, Portage or Physical and Sensory Support).
<p>13</p>	<p>How are parents involved in the school? How can I be involved?</p>	<p>Lighthouse parents are encouraged to join the school's Parent Teacher Association. Everyone can apply to become a parent helper for classes, clubs or school trips (safeguarding checks may need to be carried out). The home-school book is used to share messages about school events or meetings. It is also used as a way to share ideas and information about your children's learning. We would encourage you to attend our family signing sessions and social events.</p>	<ul style="list-style-type: none"> • The Lighthouse holds a special assembly each year as well as social events. • Topic signing sheets are sent home to parents of our children in Foundation Stage. • Parents are invited to training sessions, class assemblies, or to watch their child horse riding.

14	Who can I contact for further information?	Mrs Lucy Richardson Teacher in Charge The Lighthouse Specialist Centre for Deaf Children 01483 504713 lucyrichardson@guildfordgrove.surrey.sch.uk
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Additional Information

Children will not necessarily access all of the provision in this document but they will receive what is appropriate for their individual needs.

Please refer to our school prospectus and website for further information about Guildford Grove at <http://www.guildfordgrove.surrey.sch.uk>

If you are interested in reading more about the SEND provision for children in the The Lighthouse Specialist Centre for Deaf Children please check the website at [The Lighthouse - Guildford Grove](#)

Other information may be found on the Local Authority website <http://www.surreycc.gov.uk> and <https://www.surreylocaloffer.org.uk>