



Provision Specifications

Vernon Terrace Primary School - Unit Provision

Vernon Terrace, Northampton, Northamptonshire NN1 5HE

www.vernonterrace.net

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Type of Provision

Vernon Terrace Primary School is a community school for pupils aged 4-11 years in Northampton. It welcomes and celebrates diversity and works as a part of its local community.

The school's specialist unit provision offers additional support to pupils who are deaf (with hearing loss of varying degrees).

Vernon Terrace Primary School's unit provision is for pupils whose primary needs are:

- Sensory and/or Physical Needs - Hearing Impairment (HI)

The school's unit provision can accommodate up to eight pupils aged 4-11 years. Its provision for deaf pupils has been based at the school for over 30 years. The school has built up a vast amount of experience and knowledge to help them support deaf pupils. School staff strive to be an inclusive deaf-aware school, where the pupils are fully integrated into the mainstream school. Many of the staff have extensive experience working with deaf pupils.

Deaf pupils are an integral part of Vernon Terrace Primary School and are fully integrated into their mainstream classes. Staff are extremely proud of their unit provision and the fantastic progress the pupils make.



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Characteristics of School

All pupils benefit from being part of a vibrant and caring mainstream primary school. They also benefit from additional specialist support, facilities, and resources (including a full-time QToD and specialist support staff).

Description of Provision

The school's unit provision is led by a full-time Qualified Teacher of the Deaf (QToD). They are a valued member of the school and work alongside all staff. Most areas of the school are carpeted and double-glazed to help reduce noise. The site also has specially soundproofed teaching rooms specifically for deaf pupils.

Vernon Terrace Primary School offers up-to-date knowledge of relevant technologies, including cochlear implants, digital hearing aids, FM radio-aid systems, and sound-field systems. It works closely with a wide range of agencies, including:

- The Children's Hearing Clinic at Northampton General Hospital
- An educational audiologist
- A speech therapist
- Addenbrooke's Hospital in Cambridge
- Great Ormond Street Hospital for Children in London
- Physiotherapists
- National (NHS) Deaf Child and Adolescent Mental Health Services
- Occupational therapists
- The Children's Community Nursing (CCN) Service at Northampton General Hospital

The school works with deaf pupils with a wide range of needs, which might include:

- Physical disabilities
- Challenging behaviour
- Social, emotional, and mental health (SEMH) needs
- English as a foreign language (EFL)
- Speech, language and communication needs (SLCN)

The needs of all pupils are assessed and met on an individual basis, including their communication needs. The curriculum is delivered through oral methods, British Sign Language (BSL), and Sign-Supported English, depending on the pupil's needs. The school encourages pupils to develop good listening, lip-reading, and speaking skills.

Alongside the National Curriculum, the provision supports pupils using the **Iowa Extended Core Curriculum**, which focuses on eight specific areas of need for deaf pupils.



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It encompasses a range of specialised needs not covered in the general education curriculum, such as:

- Audiology
- Career Education
- Communication
- Family Education
- Functional Skills for Educational Success
- Self Determination and Advocacy
- Social and Emotional Skills
- Technology

The unit provision provides a happy, caring environment where pupils can achieve their full potential with the help of the most appropriate level and system of support. All pupils in the provision work closely with the QToD and the specialist support staff every day. The QToD oversees the support for each pupil and liaises closely with class teachers, parents, and outside agencies to ensure that pupils attain their potential in all areas. The QToD seeks to work closely with all the pupils' parents and families, providing support with outside agencies when appropriate.

Currently, the school offers weekly peer group sessions, which promote language development through social interaction with adults and peers. Vernon Terrace Primary School believes it's very important for the pupils who attend. It gives them a sense of belonging, builds their confidence, and helps them establish new friendships. It also provides a positive and supportive environment to develop their language through fun and engaging activities. The peer group is a great opportunity for the pupils to meet with others who understand the issues and challenges they may be facing and establish their identity within the community.

Admission Criteria and Arrangements

- All pupils in the SEN unit will have an EHC Plan. The Local Authority will determine admission to the unit provision. It will consider parental preference and consult with the governing body and headteacher. It will follow the [Special Educational Needs and Disability Code of Practice: 0 to 25 Years \(2015\)](#).
- Placements are made throughout the year, although most occur at the start of the academic year.
- Staff will aim to visit prospective pupils in their current setting and invite pupils to visit the unit provision at Vernon Terrace Primary School.



Arrangements for Including Pupils in the Mainstream School

The school is organised into eight classes, including a nursery and reception. Each pupil within the unit provision will be included in a class but will access the provision for a proportion of the school day (as appropriate). Play-times, lunchtimes, clubs, school trips, etc., are all integrated activities (with support as appropriate). This support will include one-to-one work with the QToD and/or the specialist support staff.

Reviews

Role of School:

- Review arrangements for pupils with EHC Plans are set out in the SEND Code of Practice. Vernon Terrace Primary School will adhere to them, ensuring that due process is followed and relevant timeframes are adhered to.

Role of the Local Authority:

- The Local Authority will review a pupil's EHC Plan under the SEND Code of Practice. It will ensure that due process is followed and relevant timeframes are adhered to.

Monitoring & Evaluation

Of the Pupils:

- Pupils have EHC Plans detailing objectives and intended outcomes.
- Individual targets are written and reviewed a minimum of three times a year.
- All pupils receive an additional end of year annual school report in July.
- Parent's evenings take place at the start and end of each academic year.
- Governors are involved in the reporting and examination of the progress of pupils in the provision.
- Vernon Terrace Primary School offers an 'open-door' policy. Parents are encouraged to come and discuss progress and concerns regularly (outside of more formal parents' evenings).

Of the Provision:

- The unit provision is inspected and graded as part of the whole school OFSTED inspection. Latest report: Good (10 November 2016).



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Future Development

The unit provision offers informal outreach support to other mainstream schools.

Staffing Details

The school has skilled members of staff (including the QToD) who work throughout the school to support deaf pupils. All have considerable experience and training in working with deaf pupils, including those with additional needs. All of the specialist support staff currently have a BSL qualification.

All staff throughout the school have experience working with deaf pupils and are deaf aware. Classes in BSL are offered to parents and staff to support inclusive practice.

For more information about Vernon Terrace Primary School, please visit their website: www.vernonterrace.net.



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