

Lead Qualified Teacher of the Deaf/Curriculum Leader for DAHIT

I manage the DAHIT resource base and create the pupils' unique timetables. I arrange interventions based on need and timetable which staff will be supporting pupils in their mainstream and base lessons. I sometimes support pupils in mainstream lessons and I teach GCSE English Language in base for our KS4 pupils. I speak to curriculum leaders, mainstream teachers, pastoral teams and the senior leadership team to make sure the needs of our deaf learners are met. I also co-ordinate with the external agencies that we work alongside, and run the pupils' annual EHCP reviews. I am also the DAHIT Designated Safeguarding Lead.

Teachers of the Deaf

We work with the students in the DAHIT Resource Provision. Our job involves working in mainstream and in the DAHIT base. In mainstream, we will support lessons (relaying in their preferred language, modifying language, supporting SEMH needs, reinforcing learning by making language more accessible for deaf learners when required) and offer support and advice to mainstream staff when necessary. In the DAHIT base we will teach English, humanities, RS and KS4 Science when the gap between our learner and their mainstream peers is too great. We also teach additional PSHCE to ensure our deaf children are equipped to navigate a hearing world given their additional vulnerabilities. We provide opportunities for back up lessons to reinforce mainstream learning. We support the audiological needs of the students. We contribute to EHCP's and liaise with parents and external agencies (Deaf CAMHS, social workers, hearing and balance, speech and language and deaf organisations). We ensure access arrangements are in place for our students. We also provide additional pastoral support for our students and support year teams to make restorative practice accessible for deaf children. We deliver targeted interventions based on need. We support transition throughout the student's educational career and facilitate a smooth transition to college. We endeavour to foster a feeling of belonging and deaf identity within our students by providing opportunities for socialising and learning with deaf peers in base.

Communication Support Workers

We enable deaf pupils to access the curriculum in their preferred language. This may be British Sign Language (BSL), Sign Supported English (SSE) or spoken English. We adjust our register and pace to match the pupil's needs and language level. We know that deaf pupils have barriers to incidental learning, so may not have the same world knowledge as their hearing classmates. As such, we often add in additional information to help a deaf child have the full context of what is being discussed. We adapt lesson materials to support pupils' learning and use additional tools to help pupils understand new concepts and vocabulary, such as iPads and mini whiteboards. This is particularly successful when teachers send PowerPoints and resources to us ahead of the lesson. We also encourage the pupils to advocate for themselves so that their learning needs are met. In base we have

“Prep lessons” where we will do pre or post teaching of vocabulary and concepts and revisit areas that deaf pupils found difficult in mainstream lessons.

Speech and Language Therapist (SALT)

My role as a speech and language therapist is to assess and support the development of our pupils' communication skills. This includes everything from working on speech sounds, grammar, vocabulary right up to understanding humour, sarcasm and inferencing. This can be done in small groups or individual sessions and incorporates lots of games and activities to work on multiple skills simultaneously without the pupils even realising! The advantage of me being based on site is that I have the unique opportunity to work closely with mainstream staff so cross curricular learning can be embedded in sessions and SALT skills can be practised throughout the day.

Deaf Instructor

We teach British Sign Language lessons in base for the DAHIT pupils, and when they are ready help them to achieve their Level 1, Level 2 (GCSE equivalent) and Level 3 (A Level equivalent) qualifications. We also act as role models and mentors, and provide lived experience of how to navigate the world as a Deaf adult. We sometimes support DAHIT pupils in mainstream if they would benefit from having concepts explained by a native-language user or act as a relay to adjust the register to match the needs of pupils with minimal language. We also teach BSL to staff and 6th form pupils.

Speech and Language Teaching Assistants (SALT TAs)

We go with the pupils to their NHS SALT assessments/modelling sessions and then plan and create activities to help the pupils work towards the targets outlined on their SALT plan. We also use information from the additional assessments that our in-house SALT/QTODs do with pupils to make sure we are focusing on the most important areas of language for our pupils. We also plan and run other interventions in base depending on a child's need, such as functional numeracy, 1:1 reading or theory of mind skills. We sometimes support pupils in mainstream alongside CSWs (e.g. if we have a large number of deaf children in one class, or we have mixed modality cohorts that need support through BSL and spoken English).