

Primary Hearing Impaired Additionally Resourced Provision (HI ARP) Policy



APPROVED – May 2026

REVIEW – June 2027

PERSON RESPONSIBLE – Teacher in charge of the HIARP

Introduction

The Hearing-Impaired Additionally Resourced Provision (HI ARP) is an integral part of Lowerhouses CE Primary School. It has a positive influence on all pupils, deaf and hearing and the whole school community. The close relationships which develop from this enable children and adults to better understand each other's needs. This has been a significant factor in establishing the caring ethos which is evident in our school. The provision has an open-door policy where parent/carers can contact staff for advice and support regarding any issues relating to their child. The HI ARP team also provide outreach support to primary schools throughout Kirklees and to pre-schoolers including babies.

Language and Communication

The HI ARP caters for children aged 3 -11 (in the resourced provision in school) and birth to 11 (outreach support) with a medical diagnosed hearing impairment via a referral from Audiology. It provides specialist teaching and communication support. Audiology and speech and language therapy are provided by the local health trusts. The school follows a total communication approach. This means that spoken English, written English, Sign Supported English, British Sign Language (where appropriate) and visuals (symbols and pictures) are all used. Children are encouraged to use any residual hearing; it is therefore important that children are exposed to the spoken word. BSL support is provided 'in house' by members of the team with Level 2/3 qualifications in BSL. We aim to comply with the **Equality Act 2010** and the **BSL Act 2022**, which recognise the rights of children who use BSL to access their preferred language. British Sign Language (BSL) is valued as a distinct language and we support effective communication and equal access to the children's learning, the curriculum and the wider social aspects of school life.

Organisation

In the resourced provision in school children are taught in their mainstream classes whenever appropriate. They are also taught in small groups and individually, depending on their needs with a focus on maths, English and language development. Within the HI Additionally Resourced Provision there are Teachers of the Deaf (ToD's), a team of Advanced and Senior Educational Teaching Assistants (ETA's), a Deaf Support Worker (DSW) and access to a Teacher of the Deaf with responsibility for Educational Audiology. The ToD's assess the needs of the children, oversee programmes of work, provide specialist teaching, work with the mainstream teachers at Lowerhouses and provide an outreach service to primary schools throughout Kirklees and to pre-schoolers including babies. This involves adapting the curriculum; providing advice and information; working in partnership with other professionals including audiologists and cochlear implant teams; and providing deaf awareness and Makaton training to staff. ETA's from the HI ARP also provide outreach support to hearing impaired children from birth to 11 under the guidance of a ToD.

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Personal Amplification and Technology

The children's personal amplification – hearing aids and cochlear implants are monitored, and simple repairs made. When appropriate, recommendations for radio aids and/or soundfield systems are made. At present, the authority purchases and provides assistive listening devices for mainstream hearing-impaired children where required, following the HI ARP radio aid policy. Individual schools are responsible for the maintenance and replacement of faulty, damaged or lost equipment. The HI ARP has a number of systems which can be borrowed on a trial basis. The Teacher of the Deaf responsible for Educational Audiology is part of the HI ARP and is based at Lowerhouses School. As a service we work closely with the Cochlear Implant Team based at Bradford hospital (YAIS).

We aim to:

- Enable successful inclusion into mainstream school by encouraging independent learning and the development of appropriate skills.
- Work with schools to develop and review joint intervention plans as required providing support where necessary and in conjunction with the school.
- Use a total communication approach across all aspects of school life.
- Provide the appropriate level of support for each child.
- Ensure regular care and maintenance of equipment/technology.
- Develop communication and language skills through programmes of work.
- Work with mainstream teachers to facilitate access to the National Curriculum and adapted curriculum as needed.
- Give support and advice to mainstream teachers in Kirklees primary schools through the outreach service.
- Give support and advice to parents/carers of babies and pre-schoolers and pre-school settings e.g. private day nurseries in Kirklees through the outreach service.

Support is available:

- in mainstream class through communication and tailored curriculum support.
- in the resource base for communication and language work, in groups or individually, for English and/or Maths and for pre- and post-teaching.

Assessment

Assessment is used as a tool to inform planning, to track pupil progress and to continue to raise standards. We assess in a number of different ways both informally (ongoing) and more formally (standardised tests) in order to support the needs of the children on our caseloads.

This may include:

- Using the LING sounds to verify and validate hearing technology
- Using classroom and setting observations

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- Using language assessments such as BPVS, Renfrew, See and Learn vocabulary lists etc

- Using speech perception tests to assess access to speech and language
- Using outcomes on the H IARP joint intervention plans
- Using outcomes on My Support Plans, iAPDRs and EHCPs.
- Using school-based assessments for the children in our HI ARP resource base following the school assessment policy.
- Use of BSL Tracker to assess BSL skills

Safeguarding

Staff from the HI ARP take appropriate action promptly to safeguard and promote children's welfare. Staff are aware of their safeguarding responsibilities and are properly trained in recognising and reporting safeguarding issues.

Any safeguarding concerns are shared with the Designated Safeguarding Leads within the schools visited (outreach) and shared with the DSL (HI outreach) and in school (Lowerhouses) where the children attend the resource base and are recorded in the children's notes as being shared.

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