



Annual Report

MM SMT 3rd June 2025
PT SLT 11th June 2025
SEND Delivery Group 12th June 2025
MJ CST 24th June 2025
SEND Board 16th July 2025

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Section 1

Business and Technical Team

The Business and Technical Team support the service to deliver its objectives of supporting children in Hull who have physical difficulties, visual impairments or children who are deaf. We also support the Language Unit.

The team consists of:

Business and Technical Lead

2 x Business Support Officer

Graphic Designer

Senior Business Support Officer

Assessment and Technical Officer

Graphic Visualiser

Business and Technical Lead

The team lead is responsible for the management of the Business and Technical team, including PGRP, absence and other related management duties.

They also provide budget monitoring reports, statistical analysis of CYP information, such as caseload numbers, KPI reports and other data driven information, for the service manager and team leaders.

The development and maintenance of the service database which is queried to derive the data is an essential part of the role.

Additional projects, such as the service relocation have also been tasked to the Business and Technical Team Leader.

Administration support

The admin team provide support to the teams concerning the distribution of reports and other assessment information, development and maintenance of the e-files system, maintain a single central record of staff, and provide a first point of contact for service users.

The admin team are also responsible for processing orders, invoices, and maintaining the capitation spreadsheet.

All service referrals are processed and logged by the admin team, ensuring service target data is accurate.

Assessment and Technical Officer

Assessing the needs of the children from a technical aspect is essential in ensuring the correct technology is placed with the child supported. The Assessment and Technical Officer is a specialist position which requires knowledge of many of the difficulties faced by service users and how to ensure the service is able to use technology effectively to minimise the impact of the difficulty on the learning of the CYP.

They also provide training to school staff and service staff and attend regional meetings to ensure they are aware of the latest technological developments, and how to best utilise it.

Graphic Designer

The service identity, from the development of the character figures used in BSL signs to the presentation of the website, are the responsibility of the Graphic Designer. The production of service information and development of IPaSS communications – website, printed leaflets and so on is included in the role's remit.

The service newsletter is also produced by the graphic designer who photographs many of the children and settings which is always so popular with families.

Graphic Visualiser

Our Graphic Visualiser produces many of the resources used by our children to learn BSL. They produce the BSL resources for use by peripatetic staff with children in mainstream settings and also for use in the Resource Bases for deaf children and young people.

The children in the primary resource base learn through life experiences. The Graphic Visualiser attends the resource base weekly to draw children's experiences over their weekend to enable discussion points to assist with learning BSL.

They also meet with colleagues at the Language Unit and produces language activities and games for the children attending.



Section 2

Resources Team

Habilitation

The post holder completed her first-year probation in role as Habilitation Specialist in 2024. The post's Job Description has been updated and re-evaluated to Lead Habilitation Specialist, Grade 8 in April 2025 to reflect service needs both now and in the future, allowing the role to take on further responsibilities for Habilitation.

We have recently developed links with Hull City Council Adult Education to support the team working with CYP completing a Supported Internship. Staff training has been delivered and we are currently planning support for the young person's access to technology and mobility and orientation and general access to the workplace.

A total of 200 Habilitation Lessons have been completed with CYPs during this academic year.

30 Students have received Habilitation training and support to improve their independence and in preparation for adulthood.

- 13 Students have completed long cane training courses.
- 3 Students completed Hoople training.
- 6 Site Access Audits for VI CYP have been completed
- 10 Settings have received VI Awareness and Habilitation Training

Feedback received: 14 Responses. 100% Good or Excellent.

Feedback comments:



IPaSS TA: “Loved the level of support this past year. I was not familiar with Habilitation in an early years’ setting. Loved learning new terminology ‘tick tock clock’ ‘push plate’ ‘pull plate’ how to navigate sighted guide with foundation stage pupils ...would love more training in Habilitation, to show different stages through a child’s life and the different challenges they face throughout their schooling life.” “Good progress with orientating around and outside of the school buildings.” “More independent at opening the door from the room we work in to go to her classroom.”

Parent: “xxx is more confident with her cane and realises she needs to use it much of the time.” “Advice relating to toileting has helped.” “Great confidence in going up and down the stairs.” “CYP looks forward to her sessions with Mrs H and always asks if coming in.” “Received positive feedback from xxx about sessions with the discs – this is something she has thoroughly enjoyed.” “xxx has become more confident in asking if someone is not happy with her – she realises this is because of her not being able to see their facial expressions.”

Training to Settings Feedback

Feedback received: 10 Responses. 100% Good or Excellent.

Adult Education: “Enjoyable session and opportunity to experience what it could be like to be partially sighted. Specific coaching on how to work with xxx and how to adapt my resources/teaching methods would be helpful.”

“A good balance of information and practical activities. Use of practical activities helped me to understand. Thanks it was really good.”

“Enjoyable session, raising awareness.”

“Developed understanding, very good, thank you.”

“The training will come in handy when I am at work and out in the public if ever needed. It’s helped me a lot with how to help VI people. It will help to improve my practices 100%. Really enjoyed the session, gave a great understanding of appropriate ways to help if needed.”

“Really knowledgeable on VI, very interactive, broadened knowledge and awareness of VI.”

“I look forward to working together further to induct our learner and prepare/deliver the reasonable adjustments required. I would like to liaise further re: software and adaptations.”

“Good knowledge demonstrated by both tutors. Very beneficial for my practice.”

Habilitation Case Study

Background information – reasons for IPaSS support

CYP is four years 10 months old, currently in the reception class of Priory Primary School. CYP has a history of Retinoblastoma which has resulted in enucleation of the left eye and severely reduced vision in the right. CYP was referred to IPaSS and to the Habilitation Team. She was visited by the Habilitation Officer with regular home visits, then at Teeny Tots Nursery before the transition to Priory Primary. CYP was subsequently issued with a Certificate of Vision Impairment stating severe sight impairment. Potential barriers with regard to CYP’s mobility and orientation, included not being able to travel around the nursery/school settings independently and accessing all areas of the facilities (internal and external). Additionally, independent living skills e.g. using the toilet facilities, changing for PE, collecting and eating lunch were needed to be taught.

Support provided by IPaSS

From initial referral the child received regular visits from a VI Support Teacher and input for habilitation ranging from weekly to fortnightly depending on age, stage of development and circumstances. At nursery and in the primary school setting the child received support from a VI Specialist Teaching Assistant and visited regularly by the VI Early Years/Primary Lead Practitioner. During transition to primary school, a new setting, the child received several habilitation sessions with a focus on becoming familiar with the new school setting and some of the key locations. She continues to receive fortnightly visits from our Habilitation Specialist in primary school which has included the introduction of a long cane.

The Habilitation Specialist completed Site Access Audits with school staff at both Teeny Tots and Priory Primary to recommend reasonable adjustments to ensure good accessibility for the child. Audit reports are shared with schools and contain

A long-term Tactile Resources Officer left to retire, so the IPaSS Manager and Resource Team Lead have looked at current needs across the Resource Team and updated the Curriculum Support Officer role to reflect this. The JD has gone for Job Evaluation and we are currently awaiting the outcome of this.

S B joined our team of Curriculum Support Officers in December 2024. S has a background and wealth of knowledge in vision impairment and is contributing towards the continued development of our team. The officer who developed bespoke tactile resources left our team in January 2025. We are currently exploring ways to replace the valuable skills and great work she carried out within the team. The post's Job Description is currently being updated to allow us better flexibility within the team and to target other curriculum needs of children and young people who have vision impairment, including in the use of assistive technology and daily living skills.

We have recently moved to a fully electronic request and record system and have streamlined our hard copy resources to include only those essential for us to have in the library and mostly Braille.

The Resource Team Leader has recently joined the National Reprographics Group which has been set up by Birmingham Education Specialist Outreach Services based at Priestley Smith School. This group will meet regularly to discuss best practices and issues related to the adaptation of resources for CYP with Vision Impairment including a planned face to face Knowledge Exchange Event and online meetings.

- 258 Curriculum Requests for adapted resources have been completed across this academic year.
- 100% of requests have been completed within requested deadlines.
- 17 Students across Primary, Secondary and Post 16 settings have received adapted Braille and Large Print Resources produced by the Curriculum Support Team.

Feedback received: 14 responses received. 96% Good or Excellent, 4% Satisfactory

Feedback comments:

Wyke Law Teacher: "Excellent support throughout the whole 2 years, I am incredibly grateful for the help producing the resources for the student. Thank you"

IPaSS TA: Large print Law and French (18pt font) has been spot-on, no issues, always on time, even at short notice.

Student: "Few issues with large print exam papers (36pt font), especially maths mocks. We discussed formatting. Papers could be printed and checked before emailing to school. School should check before giving to pupils".

Pupils: "....very stressful and disruptive to the exam, adapted resources do help a lot".

(Resource Leader response: School contacted Resource Leader early in the school year re: formatting issues. Papers now sent in Word and PDF format to avoid these issues and teachers are asked to check papers and report amendments back to Resource Leader. No further issues raised by school).

Development areas: Braille resources require more communication before production than large print resources, especially test papers and tactile diagrams.

Student: “struggled to read some braille produced on swell paper (dots not raised enough) and the lines for the tables were too close to the letters - confusing me. Maybe would have been more accessible on A3 paper?”

(Resource Leader response: We set up a meeting with TA, QTVI Resource Leader and CS Officer to discuss layouts and future adaptations. Excellent meeting, really positive with set outcomes for Braille layouts. All agreed more regular meetings for complex adaptations in Braille will be useful.)

Curriculum Support Case Study

Background information – reasons for IPaSS support

In 2023 IPaSS went through restructure. Implemented changes meant that pupils who have severe vision impairment and use large print formats from 18pt up to 36pt, and who previously received in school support from an IPaSS TAs to adapt learning resources, would now have resources adapted remotely by the IPaSS Resource Team. All work for these pupils from class teachers goes directly to the Resource Lead Coordinator (RLC) for adaptation by IPaSS Curriculum Support Officers (CSOs). This requires careful management by schoolteachers and the RLC to ensure all resources presented to pupils are in their required format and in time for lessons or revision purposes. This new system applied to a total of ten pupils across secondary and Post 16 settings. In September 2023 one of these pupils began Sixth Form education at Wyke College studying Law and French. In September 2024 three of these pupils moved into Year 11 of their secondary education meaning a significant increase in adapted resource required for the purpose of practice examinations and revision study resources in preparation for sitting GCSE Examination in Summer 2025.

System Implemented

- Lead Practitioner for the VI Team introduced school-based class teachers to the RLC via email, asking for all work requiring adaptation for students in their class to be emailed directly to the RLC
- RLC contacted all class teachers detailing how requests should be sent, the necessary time scales and the formatting of attached documents which needed to be adapted

- Class teachers send work directly to RLC who checks requests and delegates to a member of the Curriculum Support Team
- All requests are recorded on a spreadsheet with details of who and when resources are needed and which member of the team is adapting the resources. Completed requests are stored on the same spreadsheet year by year
- Adapted work is sent back to class teachers, via email in Word and PDF format, for checking and printing in school
- Each pupil has a folder on the shared drive and all their adapted work is saved for future use or re-adapting to different font sizes if and when necessary
- Feedback from class teachers, for adapted work, is requested each school year. Feedback is used to develop future adaptations

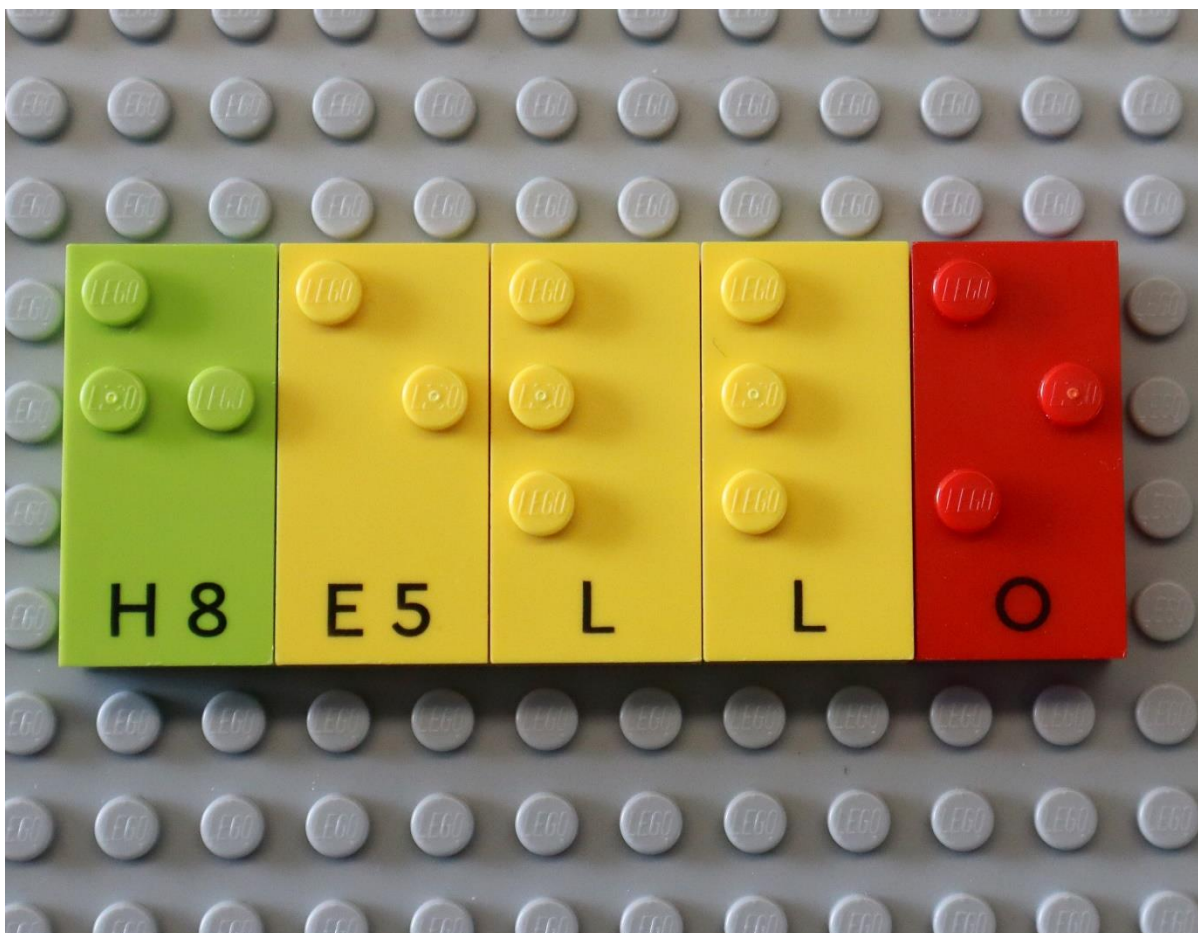
Support provided

- Across this school year a total of 10 Students across Secondary and Post 16 settings have received adapted Large Print Resources produced by the Curriculum Support Team
- 379 pieces of work have been adapted in various font sizes ranging from 18pt up to 36pt for subjects including Maths, Science, English, English Literature, History, Geography, RE, Spanish, French, ICT, Business and Law. Many of these include complex adaptation for practice GCSEs involving the creation of diagrams drawn from scratch using ICT software applications
- All adapted resources have been produced and returned to class teachers within set deadlines

Impact and Outcomes

- Feedback from class teachers and students is positive and suggests pupils experience better access and increased independence due to the adapted resources they use in class
- Suggestions in feedback for issues around formatting have been implemented and the second set of Mock Exams were completed without any reported issues

Evidence: Email correspondence. Feedback records. Pupil progress reports.



Moving & Handling

M P joined the IPaSS Team in September 2024 and has already made some fantastic contributions towards the development of our Moving & Handling provision, including the development of new recording systems; a transfer of all paper documents to e-files, a new Manual Handling Guide, an electronic itinerary, updated training guides and an updated spreadsheet for booking training for schools.

Total Number of CYP on the PD caseload who require or could require some level of input on Moving & Handling is currently at 74.

14 educational provisions have been supported with ages ranging from 2yrs – 19yrs requiring Moving & Handling advice and guidance and Fire Evacuation Advice and guidance, Equipment advice and training, guidance on legislation, paperwork and legal requirements for both moving and handling and evacuation along with training for staff.

- 22 pieces of equipment loaned out to individual CYP in settings.
- 5 Moving and Handling Training sessions completed

- 5 Practical Moving and Handling sessions completed within educational provisions
- 15 staff trained in M&H theory and practical sessions. We have 4 more sessions planned up until Dec 2025, however we may need to plan extra in before September for Hull College.
- 4 Evac Training sessions completed for 3 provisions in total and currently awaiting bookings from a further 3 settings.
- 20 staff trained in Evac Chair Training.
- IPaSS have been contacted by the Consortium Academy Trust to train provisions in Hull and East Riding in evacuation chair training. Currently the Trust has no one to provide this to their settings. This would add another 10 provisions to IPaSS in terms of M&H.

Feedback received: 12 Responses. 100% Good or Excellent.

Feedback comments:

100% of comments said: "Made to feel welcome". "Course leader introduced themselves". "Session was well organised and structured. Session helpful and informative". "Enough opportunities to have own say. Learnt something new from session".

"Very Informative. Friendly course leader."

"Great presentation, very useful."

"Very Informative, particularly Fire Evacuation Procedures."

Ideas for future:

"Maybe less words per slide."

(Senior M&H Advisor Response: after discussion with participant, I am now simplifying my PowerPoint slides and content).

Moving & Handling Case Study

June 2024 to May 2025 relating to support provided for a return to school following major surgery

Background information – reasons for IPaSS support

IPaSS has supported a pupil with significant visual and physical difficulties due to the surgery and treatment he received for a cancerous brain tumour since 2016, including transition to primary school in 2016 and to secondary in 2023. In March 2023, the pupil was diagnosed with scoliosis which would require surgery. In October 2024 the pupil had spinal rod surgery to help minimise the progression of scoliosis. However, the operation area opened at the top of the spinal rod. Further corrective surgery left the pupil with reduced movement and mobility and a bolt/screw head protruding out of the scar under his skin close to his spine, on his upper back.

Support provided by IPaSS prior to spinal surgery

Close liaison IPaSS, parents and school in preparation for surgery: contact from parents to inform surgery was planned for July 7th 2024. Follow-up visit by PD support teacher with verbal/written feedback provided. Contact from parents as surgery was postponed until July 22nd. Parents contacted IPaSS as surgery had changed to September. Follow-up visit by PD support teacher with verbal/written feedback provided. Message from parents that surgery had been cancelled. After being cancelled three times, the pupil spinal rod surgery went ahead on 24th October 2024

Support provided by IPaSS post spinal surgery:

January 2025 - parents contacted IPaSS to inform the spinal rod surgery had failed with the wound opening up exposing the metal work; pupil returned to hospital where he had corrective surgery. PD support teacher contacted school to request pupil's Chromebook and schoolwork be sent home. PD support teacher and Senior Moving and Handling Advisor (SMHA) attended EHCP AR meeting to provide advice.

February 2025 – Return to school meeting arranged by IPaSS and attended by PD support teacher and Senior Moving and Handling Advisor to discuss moving and handling and evacuation implications, which enabled the pupil to return to school the following week, on a reduced timetable.

March 2025 – IPaSS SMHA attended pupil's post-surgery physio session with Physiotherapist (PT) to observe range of movement ahead of meeting to assess possible evacuation options: Pupil unsteady on feet with extremely limited range of movement needing updated support and guidance with transfers. IPaSS liaised with the PT and school care manager to advise on suitable equipment. IPaSS SMHA and Physical Support teacher arranged a meeting in school to discuss evacuation options and provide advice: evacuation chairs inappropriate for pupil due to deck chair style. Advised a ResQmat not suitable as it would be difficult transferring to the floor due to condition. As the pupil could not safely and comfortably be evacuated from the first/second floor, it was advised that he should have lessons on the ground floor to mitigate the risks involved when evacuating the building.

April 2025 – IPaSS SMHA attended meeting at the school with the pupil's Occupational Therapist (OT), to look at alternative seating options for the pupil in the classroom. Wombat Chair and possible adaptations; advice was provided: The pupil would benefit from chair being tilted backwards when he is seated to help take pressure off his back and neck, tilt tray and chest harness to be added to the chair so the pupil could complete his work comfortably. A Stabulo cushion would give the pupil more support for his upper back and neck and would mould to his current shape as well as around any metal work on his back; any future surgery or changes in his back or position could be managed; the Stabulo cushion would also be transferable to his wheelchair, improving comfort in both his Wombat Chair and wheelchair.

Impact and Outcomes

IPaSS advice and support ensured that everyone involved with YP felt confident they could meet changing needs which enabled a swift and safe return to school after major surgery.

Parents completed an IPaSS annual questionnaire, dad stated *"K(PD support teacher) has been excellent. I feel W is cared about and his needs are being catered for. I feel that we communicate well and it's great to have K in W's corner."*

Evidence: IPaSS reports, email correspondence and meetings and telephone records in pupil's e-file

Team Professional Development and Training

Team Member & Role	Training and Development Completed School Year 2024 - 2025	Provider and Type of Training
Sally Appleyard Resource Lead Co-ordinator	All HCC and IPaSS Mandatory Training for CYPF and Safeguarding	HCC Online
	Adversity and Trauma Informed Practice	HCC Online
	Domestic Abuse Policy Guidance for Managers & Supervisors	HCC Teams Webinar
	Domestic Abuse Awareness, The impact on Adults, Children & The Community	HCC Face to Face 2 Days
	Inclusive Leadership	HCC Online
	Values and Behaviour	HCC Face to Face
	Team Building Away Day with VI Team	HCC Face to Face
	Recruitment & Selection Policy & Procedure to Short Listing Process	HCC Online
	Risk Assessment	HCC Online
	Habilitation VI UK Regional Meeting	HabVIUK

OFFICIAL

Sarah Hall Lead Habilitation Specialist	All HCC and IPaSS Mandatory Training for CYPF and Safeguarding	HCC Online
		HCC Online
	Adversity and Trauma Informed Practice	HCC Teams Webinar
	Domestic Abuse Policy Guidance for Managers & Supervisors	HCC Face to Face
	Domestic Abuse Awareness, The impact on Adults, Children & The Community 2 Day Course	HCC Online
	Inclusive Leadership	HCC Face to Face
	Values and Behaviour	HCC Face to Face
	Team Building Away Day with VI Team	HabVIUK Face to Face
	Habilitation VI UK Annual Conference & 3 Regional Meetings	HCC Face to Face
	Peep Learning Together 2 Day Programme	HCC Online
	Problem Solving and Decision Making	HCC Online
	Dignity at Work	
Mike Pearce Senior Moving & Handling Advisor	IPaSS & Resource Team Induction	IPaSS Face to Face
	Safeguarding Children a Shared Responsibility	HCC Face to Face
	All HCC and IPaSS Mandatory Training for CYPF and Safeguarding	HCC Online
		HCC Online
	Adversity and Trauma Informed Practice	HCC Face to Face
	Values and Behaviour	HCC Face to Face
	Team Building Away Day with VI Team	Centaur Face to Face
	Handling People with Special Needs	Chris Garland Face to Face
Sharron Drury Curriculum Support Officer	Evacuation Chair User and Assistant Train the Trainer	Face
	Safeguarding Children a Shared Responsibility	HCC Face to Face
	All HCC and IPaSS Mandatory Training for CYPF and Safeguarding	HCC Online
		HCC Online
	Adversity and Trauma Informed Practice	HCC Face to Face
	Values and Behaviour	HCC Face to Face
	Team Building Away Day with VI Team	VIEW Online
Sarah Bassett Curriculum Support Officer	Prepare for Success Modified Large Print	
	IPaSS & Resource Team Induction	IPaSS Face to Face
	Safeguarding Children a Shared Responsibility	HCC Face to Face
	All HCC and IPaSS Mandatory Training for CYPF and Safeguarding	HCC Online
		HCC Online
	Adversity and Trauma Informed Practice	HCC Face to Face

	Values and Behaviour	HCC Face to Face
	Team Building Away Day with VI Team	VIEW Online
	Prepare for Success Modified Large Print & Braille	Freedom Scientific Online
	JAWS & ZoomText Qualification	



Section 3

Vision Support Team

Impact

- A guide to university support for students with VI was created in collaboration with Hull University and shared nationally to support the transition to Higher Education
- An education leavers guide provides advice to student/parents
- Collaboration with a local company to create and test extender keys to allow young children to write in Braille has created a useful product which has been well received nationally
- Early tactile intervention has improved braille reading and writing skills in reception and year 1
- A new induction programme gives new staff structured training and support
- New scheme of work created for nursery/primary children who are frightened of the Eye Clinic with role plays and social stories has been successful.

- Parents have also appreciated IPaSS staff support attending hospital visits with them
- Paige Connects, Brailliants and the Focus 40 to increase independence
- Increased staffing has improved communication with parents with assessment reports, attendance at meetings and phone calls as needed
- Collaborating with the University of Lincoln to trial braille games for VI children
- Report template has been improved to provide a base line on visual skills or fine motor skills of special school students

Case study

One of our youngsters who was New In Country, blind and spoke no English. His vision impairment needs and challenges had not been addressed in home country:

<https://www.youtube.com/watch?v=C6xuFLMSSSE>

Training

- IPaSS host half termly regional Teacher of the Vision Impaired meetings where we can share good practise with colleagues from East Riding, North and North East Lincs and York
- Hosted Teaching Placement Trainee Teacher of the Vision Impaired from North Lincs before Easter
- Improving VI technology and now using Paige Connect, Brailliant, Focus 40 where appropriate
- Lead Practitioners visited the Royal National College for the Blind to seek advice and support with Braille Maths and Science
- 3 staff undertook training with National Autistic Society to improve our knowledge of autism particularly with girls
- Maths Braille improving and continues to be a focus for the team
- Lead Practitioners are undertaking Exam paper modification training with VIEW
- ELSA training programme for Lead Practitioners
- Team away-day with a focus on communication/negotiation skills to support advocating for children with VI
- Received technology training on the Brailliant and SensusAccess
- 1 Teacher completing the 1st year of the mandatory course
- Specialist TAs receive weekly visits from Lead Practitioners to provide ongoing support, training and troubleshooting of specialist equipment

Next steps

- September training to focus on Maths skills for staff to make them more confident with their own skills as well as Braille Maths and how to use pictorial and abstract Maths concepts with Blind children
- Collaboration with Blind in Business to support students with VI into apprenticeships and Higher Education
- 2 more teachers will start the mandatory qualification
- Collaborating with the Royal National College to provide a BTEC qualification in Braille
- Improve communications with parents after visits
- Tracking children's progress on the curriculum framework for VI more robustly



Section 4

Peripatetic Sensory Support for Deaf Children

What we do?

- 1:1/Small Group Teaching to language/literacy targets.
- Early years support and preschool group.
- Personal Understanding of Deafness/deaf identity/ELSA
- Advice/ Monitor Progress/Audiological management/ staff training
- Specialised Audiological/Language Assessments
- Family coaching and support in home visits
- Developing Communication – spoken language, SSE, BSL
- Supports deaf CYP in nursery, primary, secondary, special and college settings

*‘deaf’ relates to anyone who has a hearing loss ranging from mild to profound.

Staffing Profile

Education Authority



Jessica Allen
Qualified Teacher of
the Deaf/HI Peripatetic
Team Leader



Carole Moxon
Qualified Teacher of the
Deaf



Lucy Woodford
Qualified Teacher of
the Deaf



Ann I'Anson
Teacher of the Deaf in
training



Angie Swales
Specialist Teaching
Assistant



David Webb
Deaf Instructor

Qualified Teacher of the Deaf	1.7 FTE
Specialist Teacher	0.6 FTE
Development Advisor	0.5 FTE
Specialist Teaching Assistant	1.6 FTE
Deaf instructor	0.6 FTE



The Recruitment process is underway for a flexible teaching assistant to be used across all three areas of the Support Service for Deaf Children. The staff for the team are managed by the Resource Base Leaders, apart from the Development Advisor who is managed by the IPaSS manager.

Caseload

The caseload increases throughout the academic year as

new referrals are received and accepted. Previous totals are from the end of the academic year. The CYP's support needs in respect of their hearing levels are accessed using the National Sensory Impairment Partnership (NatSIP) Eligibility Framework to determine the levels of support provided by a Qualified Teacher of the Deaf



NatSIP factor/caseloads	support	2021/22	2022/23	2023/24	2024/2025
A1 (72 visits per year)		0	0	0	0
A2 (36 visits per year)		11	12	12	10
A3 (20 visits per year)		11	13	8	12
B1 (8 visits per year)		18	13	13	13
B2 (6 visits per year)		40	35	34	30
C1 (3 visits per year)		63	75	79	64
C2 (2 visits per year)		19	21	12	9
C3 (1 annual check or visit)		29	28	36	45
NFA (moved off caseload)		15	19	22	31
NFA (with IPaSS equipment)		0	0	0	0

*Total children supported by the team	206	217	216	186
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Parental Feedback

“We were made aware of L’s hearing differences from birth, and as soon as this was confirmed via Audiology (approx. 4months), IPaSS were immediately involved and very supportive. We were supported regularly at home via ToD (L W) and sign instructor (D W) and invited to pre-school, which was extremely helpful in understanding our situation. L has come on leaps and bounds because of this support and is very sociable now. More recently, when L started nursery, the IPaSS support was immediately in place for him because L was so involved and helpful when choosing a setting and starting an EHCP.’



Support Service for Deaf Children – parental feedback

What do you like about the sessions?

- ‘Too much to include in here Great to meet parents of other deaf children, great for deaf children to meet and interact with each other. A beautiful support group.’
- ‘lots of sensory play, chance to play with other deaf children’
- ‘Friendly, engaging staff, different themes and activities for children, great environment for children’
- ‘staff are wonderful and engaging. Very creative sessions that keep the children entertained and stimulated.’
- ‘Plenty toys and my child love it in here. Plenty support and learn more sign language’
- ‘Watching the interaction between the staff and children’

- 'See my child play with others, share info, catch up with ToDs'

IPaSS Preschool

Teddy Bear picnic 2024

<https://youtu.be/JbxydgVQ1eA>





REAL Project (Raising Early Achievement in Literacy)

- The launch took place on Friday 25th May 2024 at Fenchurch Children's centre as part of the preschool group for deaf children
- The sessions were action packed, with We're going on a Bear Hunt themed messy play, slime, crafts, singing and stories. There were four online sessions with parents and a face-to-face celebration on Friday 5th July 2024
- The aim of the sessions was to discuss how babies and young children develop their early reading and writing skills and share practical examples of how parents and carers can put it into practice

- Parents were provided with Taxis, laptops, internet access and an activity pack by NDCS. All barriers for attendance were overcome
- 12 deaf children and their families attended either in person or online



New Referrals to the Peripatetic Support Service for Deaf children

New Referrals	2022/23	2023/24	2024/25
New referrals	39	24	24 so far
Taken on to caseload	35	23	23 so far
NHSP referrals	12	4	5 so far
New to Country	1	2	2 so far
% of deaf children's families (Newborn screening programme only) contacted within 2 working days of receipt of referral to IPaSS	100%	100%	100%
% of families contacted within 5 working days of referral to IPaSS	100%	100%	100%
% of CYP with HI difficulty (once consent received) who are assessed within 3 working weeks of receipt of referral to IPaSS	100%	100%	100%

Please see the attached New In Country Case study – GU to show the impact a NIC new referral child has on the team.

Assistive Technology provided by IPaSS

IPaSS provide deaf students with a radio aid to support access in the classroom, increased participation and independence.

A radio aid system usually consists of two parts – transmitter and receiver(s).

The transmitter contains a microphone and is normally worn by a parent or teacher. The microphone picks up the sound of the wearers voice and transmits it wirelessly to the receivers. The receivers are attached to the hearing aid or cochlear implant and can pick up the sound being sent from the transmitter. This allows a deaf child or to hear other people's voices clearer in relation to unwanted background noises and they can also use it in group work. The team decide if a child would benefit from using a radio aid by carrying out various speech in noise assessments.



	2022/2023	2023/2024	2024/2025
Number of children who use an IPaSS radio aid to aid curriculum access/participation/increased independence	45	52	36

Roger Neck loops

We are in the process of trialling Neck certain deaf children. When connected to computer it can be used with a speech-to-application to turn what the teacher is subtitles.



loops with a text saying to



Physical Difficulties Team

The team consists of:

- Specialist support teachers (3x FT + Senior Lead Teacher IPaSS PD and Language Unit)
- We receive regular and highly valued ICT support from the IPaSS Technical Assessment Officer

The IPaSS PD team is an 'auxiliary service', provided by the local authority as an element of the local offer to support schools so that disabled children and young people are not at a substantial disadvantage compared with their peers and to work with them towards achieving the best possible educational and other outcomes, including preparing them effectively for adulthood. We endeavour to work closely and effectively with colleagues in health and social care whenever possible, in order to achieve these goals.

In brief, our work involves an initial assessment and on-going monitoring of needs, and regularly updated recommendations to settings and the SEND team regarding meeting needs and removing barriers to learning. Children and young people with a wide range of physical difficulties are supported at every stage of the Code of Practice with referrals coming primarily from schools and early years settings, with others coming from the LA, Occupational Therapists, Physiotherapists, and Paediatricians. The age range we currently cover is 2-19 years.

The team gives support/advice to children and young people, settings and parents including:

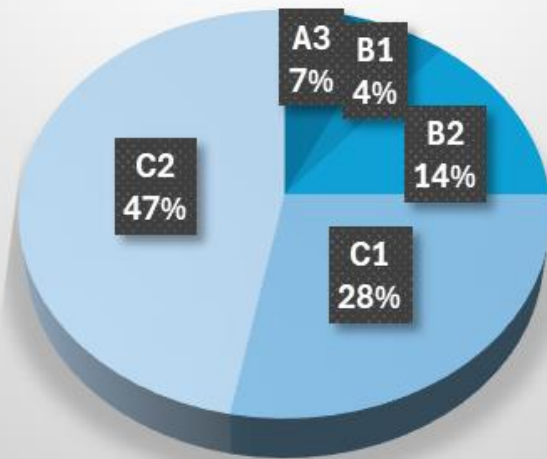
- accessing the physical environment / building access requirements
- curriculum access, including support in specific subjects
- a range of inclusive sports equipment is available to loan to Hull schools
- personal care and safe moving and handling, including in temporary situations involving a return to school following an accident or surgery and school, including residential, trips
- safe evacuation practices / development of PEEPs
- work recording including technological support with, in some cases, provision of specific software and hardware; developing greater independence in the classroom
- access and inclusion advice/support for swimming sessions and out of school activities
- signposting stakeholders to other professional services including those supporting healthy living, neurodiversity, and mental health
- small group training courses to support children and young people deal with emotional issues relating to their disabilities (primary and secondary age)
- enhanced advice/support is provided when a pupil makes the transition between key stages and particularly when moving between schools

The team also works closely with the local authority SEND team to provide advice relating to the statutory assessment process and other requested activities and liaises with colleagues in other local LAs when Hull pupils move out of the area and vice-versa.

As well as supporting individual pupils, the team can deliver a wide range of staff training. The training available includes:

- Safe moving and handling / evacuation
- Inclusive PE teaching / delivering inclusive sports activities
- Using ICT to increase curriculum access
- The educational implications of specific physical disabilities
- The development of fine and gross motor skills

Current PD caseload Support Factors



PD caseload analysis 2024/25 up to 16.05.25 - Current caseload

SF / Name	A3	B1	B2	C1	C2	Total	% of caseload	Not yet seen	EHCPs	Max. visits*
KC	0	0	14	18	22	54	25%	9	34	182
RG	0	3	5	7	21	36	17%	7	18	120
LT	0	4	6	19	26	55	25%	1	25	181
JA	16	3	5	16	33	73	33%	4	37	475
Total	16	10	30	60	102	218	100%	21	114	958
%	7%	4%	14%	28%	47%					

NB Max. visits* - not all visits will be undertaken by the teachers, some by M&H, some by ICT Technical Resources Officer



How do others rate The IPaSS PD Team?

Surveys were developed to measure how establishments, pupils, parents and stakeholders rated the PD Team, with some questions asked in relation to the 6 priorities of the Hull LAP SEND Strategic Plan 2024 – 2027

Priority 1 To work towards having clear and open lines of communication that support a collaborative and partnership approach to the delivery of services that offer greater choice and control.

- Q1 and Q2 CYP = 100% positive responses (18)
- Q2 Parents = 100% Excellent (10)
- Q3 Establishments (43) = 16% Good (7) 84% Excellent (36)

Overall (71): 7 good = 10% 45 excellent = 90%

Priority 2 *To have improved links and partnership working where we develop and plan services together.*

- Q1 Stakeholders = 100% Excellent (5)

Priority 3 *To identify need early so that the right support can be put in at the right time.*

- Q1 Establishments = 100% Excellent (43)
- Q1 Parents = 100% Excellent (10)
- Q4 CYP = 100% positive responses (9)

Overall (62): 62 excellent = 100%

Priority 4 *To have improved 'measurable' quality assurance arrangements that hold all partners to account in relation to their duties under the Children and Families SEND Regulations and SEND Code of Practice.*

- Q2 Stakeholders = 100% Excellent (5)

Priority 6. *To have improved transition experiences for our children and young people which support and enable them to reach their full potential.*

- Q6 Establishments (43) = 33% Good (14) 67% Excellent (29)
- Q3 Parents = 100% Excellent (10)

Overall (53): 14 good = 26% 39 excellent = 74%

Comments

Adelaide Primary:

A quality service that is much needed by mainstream schools in order to help teachers to best support the increasing SEN needs within our classrooms.

Southcoates Primary:

PD Teacher is easy to communicate with when needed and always willing to offer support and advice. All support from IPaSS has been excellent. Thank you.

St Mary's College:

I have worked at St Mary's College for over 20 years now and I have nothing but praise and appreciation for having ALL IPaSS PD colleagues on the end of the telephone or email when I have needed help, advice / support with many pupils here at St Mary's College. The PD team are a "Gods Send" and I appreciate whole heartedly all the support and knowledge they have given me to help support our amazing pupils. "THANK YOU ALL"

Parent comments

"Without IPaSS, A's education in her current school would be impossible! L has been incredible- very knowledgeable and incredibly kind. Without the support of IPaSS, school would not have been possible."

"IPaSS (J) have been essential in the boys' education, their advice/recommendations and have supported them and the school to ensure an inclusive, safe and effective environment/education for both children."

"K has worked with L since primary school and built L's trust over the years. I think it's fabulous that she and the team can follow L's journey right to the end of his school days. K is always available whenever L or I need her, she is a great support not only to L but to myself."

"L, R and the rest of the IPaSS team have helped and supported E from primary through to college, making things easier for E to adjust, supporting her and making sure all her needs are met – anything E needs to support her through her learning is in place."

"I am very happy with everything you provide to I. Thank you for the support you give her within school."

"I am very grateful for the work L / IPaSS do for my daughter, and with her. If it wasn't for L my daughter wouldn't have the help, support and equipment to have a normal day to day life at school, I cannot thank you enough!"

Health and Social Care colleague comments

Communication and joint working is really good including standard school visits, transition planning, moving and handling support, joint education opportunities for school staff supporting children with complex disabilities, sharing safeguarding concerns. Reports and advice around SEND issues is helpful with team being knowledgeable in supporting us and client group. **Advanced Occupational Therapist**

I think working as a team with a child you share, benefits the child as both agencies see what the child needs or needs to be working on to improve their skills in school/home. IPaSS carry out a very good service for the children in school giving the staff and child support, sharing information on a need-to-know basis including reports etc. **Physiotherapy Technical Instructor**

J is in regular contact with me to keep me updated about the children in question, she goes over and above that of her role and it is clear that she is committed to change for these children. I am kept well updated, there is good multi agency work happening. **Advanced Social Worker (West Safeguarding Team)**

IPaSS Case Study

JD Y1 -Y2 Alderman Cogan

Background information – reasons for IPaSS support

Pupil has been known to IPaSS PD since 2021 when first in nursery setting. Pupil has Type 3 Osteogenesis Imperfecta (OI) and has shortened stature as a result. Over this time he has had multiple fractures, resulting in multiple surgeries and he has been non-weight bearing several times

The condition meant that the pupil was having rodding surgery on both legs to strengthen them - one after the other, over a 1-year period. The first surgery went well but for many reasons it took a long time to get the pupil back to school. Communication between Sheffield Hospital Therapists and Hull Therapists/ IPaSS/ School was not very strong which led to confusion and mixed messages. It was agreed that an assessment of setting and pre-planning and preparation was needed to ensure the same situation did not happen again after the second rodding surgery on the other leg

Support provided

- Staff training on the condition given to several KS1 staff, to raise awareness of the implications of OI
- Moving and Handling training
- Requested/ arranged/ attended a multiagency meeting including the Sheffield Specialists and Hull Therapy staff

- Meeting resulted in Hull Physiotherapy creating a Fracture Management Plan
- Sling assessment arranged and carried out by IPaSS M&H Advisor. Quote received and sent to school in readiness for next surgery
- IPaSS arranged to loan their portable hoist and delivered to school

Outcomes

- Minimum school time missed
- Open and effective communication between the professionals involved which should ensure continuity of provision is maintained in the future for this and other similar pupils
- Staff are all trained and confident

Positives

- High number of educational outcomes achieved, appropriate to individual needs, including in relation to the development of strength / fitness and co-ordination skills
- A Balance Skills programme was introduced this year to supplement Fitness 4 Kids / Fitness Challenge: for children with specific needs around balance, below the threshold for the fitness programmes
- Large caseload and influx of new referrals managed efficiently, responding in timely fashion to meet the needs of individual children and young people (CYP) and settings
- In addition to the PD work, two members of the team have, alongside the service manager, managed to carry out 14 New in Country assessments during this academic year to support the local authority in efficiently meeting this need
- Very positive feedback from CYP, settings, parents and stakeholders – they are very appreciative of the advice and support provided by the IPaSS PD team
- Effective partnership working with health professional colleagues (see case studies for good examples) to enhance the support provided to CYP and settings
- Very successful transition for a new Senior Moving and Handling Advisor. This was an area of concern noted in the last annual report and we are very pleased to report that M has settled into the role extremely well, providing excellent guidance to staff in settings and developing positive relationships with our CYP with the most complex needs. In addition, he has overhauled the moving and handling and evacuation training programmes and recently received an enquiry for an extensive evacuation training package from a MAT based mainly in the East Riding, following a recommendation from a Hull school in the same trust

Concerns / areas for development

- The consistently high number of referrals received over the last couple of years in particular is of concern
- The current projection is for referrals to equate to almost one every day over this academic year, putting severe strain on our capacity
- In addition, an increasing number of complex cases are being referred by health care professionals in pre-school settings. In some cases, the children are recognised as being best placed in special settings, so intensive input is needed, not only initially, to help their mainstream settings meet needs
- Careful consideration is needed in the future to make sure the caseload is shared equitably, particularly with some current staff health concerns and the additional work provided by the NIC caseload work (RG and JA), management of the Language Unit (RG) and IPaSS safeguarding lead duties (LT)
- With the new base at Wingfield Road known to be smaller than previous bases, there likely will not be opportunities to meet easily as a whole team in person in the future



Section 6

Language Unit

The Language Unit staff comprises:

1 x Senior Lead Teacher

1 x Development Advisor (approx. 0.5 FTE)

3 x Specialist Language Teachers (2.5 FTE)

4 x Teaching Assistants (3.2 FTE, one is an Apprentice TA, grade 4, the others are grade 7)

3 x NHS Speech and Language Therapists (1 FTE)



The Language Unit is an auxiliary education service which provides specialist support for children aged between 3 – 11 years with specific speech and / or language impairments. Referrals can be made by Speech and Language Therapists and Educational Psychologists, although, all referrals over the last 5 years have come from Speech and Language Therapists

During the first weeks of a placement, an Individual Communication Programme (ICP) is developed by an assigned Speech and Language Therapist, which details specific target areas of speech and/or language that are worked on for the duration of a child's placement. Progress is monitored after each session and an ICP meeting takes place each term to review progress and determine if new targets are appropriate and/or if the child has made sufficient progress to warrant being discharged

Attendance is for two half day sessions per week in 5 groups of a maximum size of eight children. Sessions offer both small group and 1 -1 work. Teachers provide additional outreach support in the child's educational placement once per fortnight and teaching assistants support children on the waiting list with weekly or fortnightly outreach sessions

Caseload analysis	2022 / 23	2023 / 24	2024 / 25
Total number of pupils	67	70	61
Number discharged	31	29	15
New starters	36	41	29
Average length of stay (terms)	3.6	3.6	3.6
Average time referral to admissions panel (terms)	1.9	1.9	1.8
Average time admissions panel to start date (terms)	2.1	1.7	1.9

Current LU caseload Age distribution

School year	Number	%	Key stage	Number	%	23 / 24
Nursery	0	0%	Pre school	0	0%	0%
FS1	0	0%	Foundation Stage	4	7%	7%
FS2	4	7%				
1	10	16%	Key Stage 1	25	41%	47%
2	15	25%				
3	9	15%	Key Stage 2	32	52%	46%
4	11	18%				
5	7	11%				
6	5	8%				
Total	61	100%	Total	61	100%	

Data analysis - Progress**Assessment: Test for Reception of Grammar (TROG-2) – 6 re-assessments**

TROG-2 measures understanding of grammatical contrasts marked by inflections, function words and word order.

Year	Average length of time between testing (months)	Average gain in age equivalent scores (months)	Average value added per pupil for age equivalent scores (months)
2023 / 24	15.8	28.5	+12.7
2024 / 25	9.0	35.9	+26.9

Year	Average length of time between testing (months)	Average gain in age equivalent scores (months)	Average value added (months) per pupil -age equivalent scores
23/24	10	22.5	+12.5

24/25	13	16	+3
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Assessment: The Renfrew Action Picture Test (RAPT) – 19 re-assessments

RAPT measures expressive language skills through descriptions of action pictures - assessing the quality of information provided by children and the grammatical structures evident in their speech

Year	Information Provided			Use of grammar		
	Average length of time between testing (months)	Average gain in age equivalent scores (months)	Average value added per pupil for age equivalent scores (months)	Average length of time between testing (months)	Average gain in age equivalent scores (months)	Average value added per pupil for age equivalent scores (months)
2023 / 24	17.2	32.5	+15.3	17.2	27.2	+10

2024 / 25	9.7	21.7	+12	9.7	27.2	+17.5
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Assessment: Reynell DLS III (RDLS: comprehension section) – 2 re-assessments

RDLS measures language comprehension

Year	Average length of time between testing (months)	Average gain in age equivalent scores (months)	Average value added (months) per pupil -age equivalent scores
23 / 24	10	22.5	+12.5
24 / 25	13	16	+3

Assessment: Language Unit Speech Screen (LUSS) – 15 re-assessments

LUSS is an in-house picture naming task assessing production of word-initial and word-final speech sounds, measured in the % of consonants spoken correctly

Year	Average length of time between testing (months)	Average % gain in consonants spoken correctly	% gain per month
23 / 24	15.5	32.9%	2.1%
24 / 25	12.5	25.6%	2%

Therapy Outcome Measures (TOMs)

The overarching aim of the Language Unit is to reduce the impact of speech, language and communication needs (SLCN) using evidence-based pathways that focus on activity, participation and wellbeing as well as the impairment.

Outcomes in these four domains are measured using Therapy Outcome Measures (TOMs), as developed by the Royal College of Speech and Language Therapists (RCSLT) – the scores range from 0 – 5 and are produced using descriptors that have been used extensively to develop inter-rater reliability. Speech and Language Therapists discuss and finalise TOMs scores with each pupil's teacher at initial assessment and annual reviews of each pupil's Individual Communication Programme (ICP).

The table below shows the average entry, exit and value added (change) scores for 34 pupils – all of the 29 pupils who left during 2023/24 as well as some who left at the end of the previous academic year, with the 2024/25 results for comparison (29 pupils)

Therapy Outcome Measures (TOMs)												
Impairment				Activity			Participation			Well-being		
Average score				Average score			Average score			Average score		
Ye ar	Ent ry	Ex it	Cha nge	Ent ry	Ex it	Cha nge	Ent ry	Ex it	Cha nge	Ent ry	Ex it	Cha nge
23/ 24	2.1	3. 5	+1.4	2.3	3. 4	+1.1	2.4	3. 6	+1.2	2.9	3. 8	+0.9
24/ 25	2.0	3. 1	+1.1	1.8	3. 2	+1.4	2.4	3. 2	+0.8	2.8	3. 7	+0.9

Case Study JI (Attended LU from Jan to Dec 2024)

Background information – reasons for LU support

J was referred to The Language Unit in December 2022 by a Speech and Language Therapist. Her main concerns at this time were around his phonology and speech sound production.

When J started at The Language Unit in January 2024 his speech sound difficulties had mainly resolved. However, he still presented with poor phonological awareness, as reported by school. SALT had concerns around J's receptive and expressive language skills.

When J's mum visited the Language Unit, she also expressed concerns around his understanding and use of language. She explained that he struggled to retrieve words and found it difficult to follow instructions. Mum felt that there was 'something wrong' with J but she "couldn't put her finger on it". Mum had thought about autism.

When discussing family history mum explained that dad had dyslexia. She explained that J and his dad often clashed and had disagreements. Mum felt this was because J's dad also had difficulties with language, and communication between J and his dad was difficult.

Support provided

After completing formal assessments, informal assessments and observations during his first half term at The Language Unit, it was identified that J most likely had Developmental Language Disorder (DLD).

This was discussed with J's mum and his school at his Individual Communication Programme Meeting.

Information about DLD and strategies to support J both at home and school were shared at this meeting and his mum said she felt relieved that she had a diagnosis and could now research and advocate for J.

J attended the unit twice weekly for 3 terms, with fortnightly school outreach visits.

Outcomes

J's vocabulary, understanding of language and use of language improved significantly during his time at the unit. J's family and school received information about DLD. J's mum wrote in a card, *"Thank you so much for all the support you have shown both J and us as a family. We are blown away by the progress he has made this year."*



How do others rate The Language Unit?

'Amazing. We have been so happy with the communication from the unit and the progress they have helped (our son) to make. He has loved going to the unit and has thrived.' **Parent**

'Really rewarding service, my son has thoroughly enjoyed his time there, and his development has grown, as has his confidence.' **Parent**

'Thank you for everything you have done. (My son) has come on so much (and) will miss you all.' **Parent**

'(My son) has loved his time at the language unit, he will miss all the teachers. He has made brilliant progress, and we are very thankful he has had the help he needed.' **Parent**

'(Our pupil) has made an incredible amount of progress since attending the Language Unit. Support and resources provided to us relevant to (his) target have been extremely useful. His speech is now clear and has helped him to progress in Reading and Writing in particular. (He) has made positive relationships with staff at the language unit and his confidence has grown so much since he started at the Language Unit.' **Primary school SENCo**

Progress

Progress data was positive again this year, highlighting the impact that The Language Unit continues to have on some of the pupils with the highest SLCN needs in the city.

Outreach

Continuing to offer outreach sessions to children near the top of the waiting list has been extremely positive – a couple of pupils have made such rapid progress, they no longer needed to attend the unit! Others have received the benefit of early support – progress made before entry, the establishment of a link to the unit and the early development of relationships with unit staff.

Feedback

Some very positive feedback again – the work done, and the progress made continues to be much appreciated by parents and schools.

DLD Training

We have secured the services of the leading British experts in the field of DLD research and practise to provide INSET to Hull schools in June 2025. A follow up session will be delivered by the local NHS S&L Therapy Service, focusing on the implications to schools from the first session and the current local offer. The two sessions will enable not only upskilling about Developmental Language Disorder for the local workforce but will help shape future practise in Hull to counter the impact of this condition on the educational outcomes of some of our young people.

Areas of concern / development

Outreach

Whilst we believe best practice is to start speech and language support as early as possible, it became apparent over recent months that the facilities available in some private nurseries are not appropriate for delivering outreach sessions. Action: We will investigate alternative options to try and find a way forward for our younger referrals, e.g. in-home sessions, otherwise, some of our younger children may have to wait for Language Unit support.

The implications of DLD training

It is expected that following the Developmental Language Disorder training in June, there will be a rise in requests for Language Unit support, particularly from secondary schools. This may lead to staffing capacity implications; it is expected that the LU Development Advisor will manage any requests for support, but until we know the extent, we cannot be certain this is sustainable. In addition to the expected increase

in workload for LU staff in relation to this, concerns have been raised by our colleagues in the local NHS S&L service about their capacity of to meet the higher demand expected

- Action: LU Development Advisor to produce support materials for schools (generic or primary and secondary) to supplement a training package that can
- be delivered to specific schools on request. LU leadership
- to continue to liaise closely with S< colleagues



Section 7

Primary Resource Base for Deaf Children

Resource Base Pupils

The demographic of the in the academic year 2024-25 changed. Three year 6 pupils secondary school in 2024 and the Base gained children and a year 4 pupil. have additional needs to their



Resource Base has significantly transitioned to September
All of the pupils deafness.

Pupil Year Group	Number of pupils	Description of deafness	Hearing technology and main mode(s) of communication
Year 6	1	Bilateral, severe	Hearing aids, oral & SSE
Year 5	1	Bilateral, Profound	Cochlear implants, oral & SSE
Year 4	4	Bilateral, profound	2x cochlear implants, oral & SSE 1x cochlear implants, BSL 1x unilateral hearing aid, BSL
Year 3	2	Bilateral, profound	1x cochlear implants, oral & SSE 1x BSL
Year 2	1	Bilateral, profound	Cochlear implants, oral & SSE
Year 1	0		
Foundation Stage 2	2	Bilateral, profound	1x cochlear implants, SSE 1 x cochlear implant, oral

The children are grouped into teaching groups according to need and not necessarily according to age where appropriate.



Groups	Year group	Teaching and Support
Group 1	2x Foundation Stage pupils	Pupils taught in the Resource Base for English and Maths. Integrated for continuous provision
Group 2	1x Year 2 1x Year 3	Pupils taught in RB for English and Maths 1x integrated for wider curriculum 1x taught wider curriculum in the RB
Group 3	1x Year 4	Taught all areas in the RB
Group 4	1x Year 3 1x Year 4	Pupils taught English in the RB 1x Maths in class 1x Maths in the RB 2x wider curriculum in class
Group 5	2x Year 4 1x Year 5	Pupils taught English in the RB All taught in the class for Maths and wider curriculum
Group 6	1x Year 6	Accesses all areas of the curriculum within mainstream class

All pupils are supported throughout the school day either in the Resource Base or in class. Post and pre-tutoring sessions carried out as required. Key Stage 2 access PE independently.

Staffing for 2024-25

Staff	Staffing Levels
Resource Base Leader	1.0 FTE
Qualified Teacher of the Deaf	Time divided
Qualified Teacher of the Deaf	1.0 FTE
Specialist Teacher	0.5 FTE
Lead Specialist Practitioner	1.0 FTE
Specialist Teaching Assistants	3.5 FTE
Deaf instructor	1.0 FTE

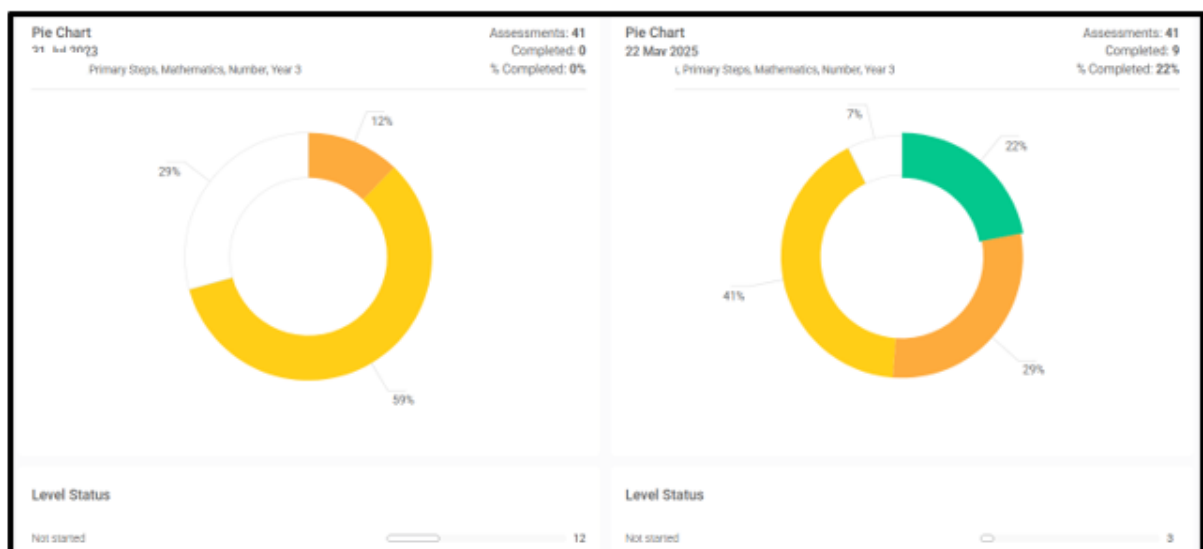
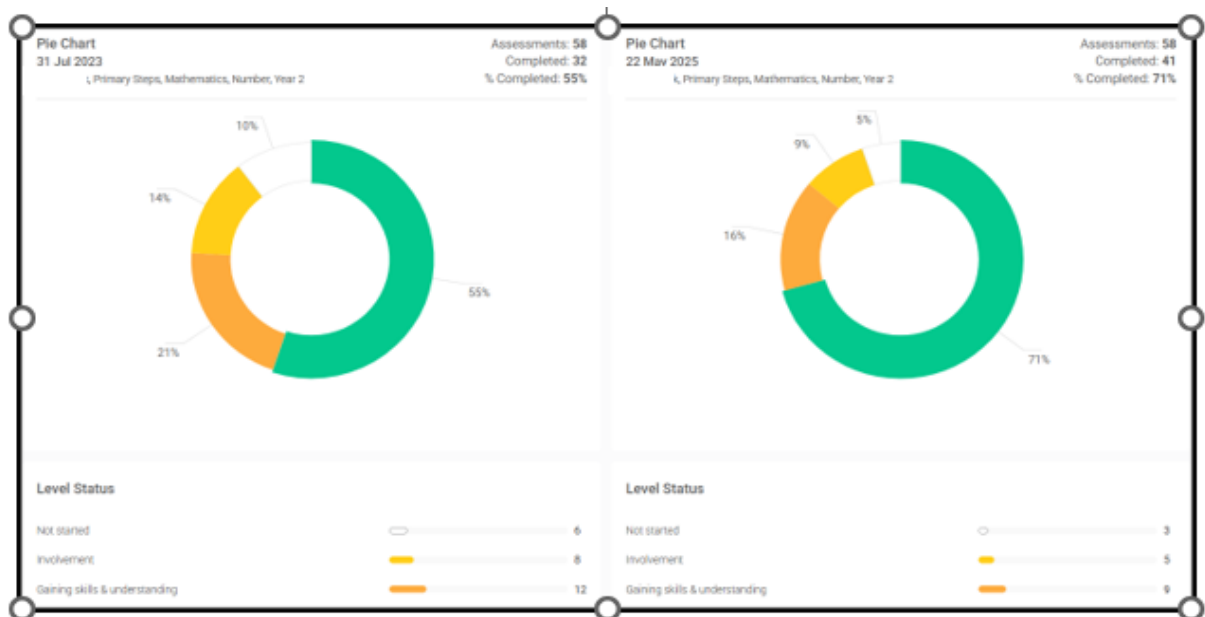
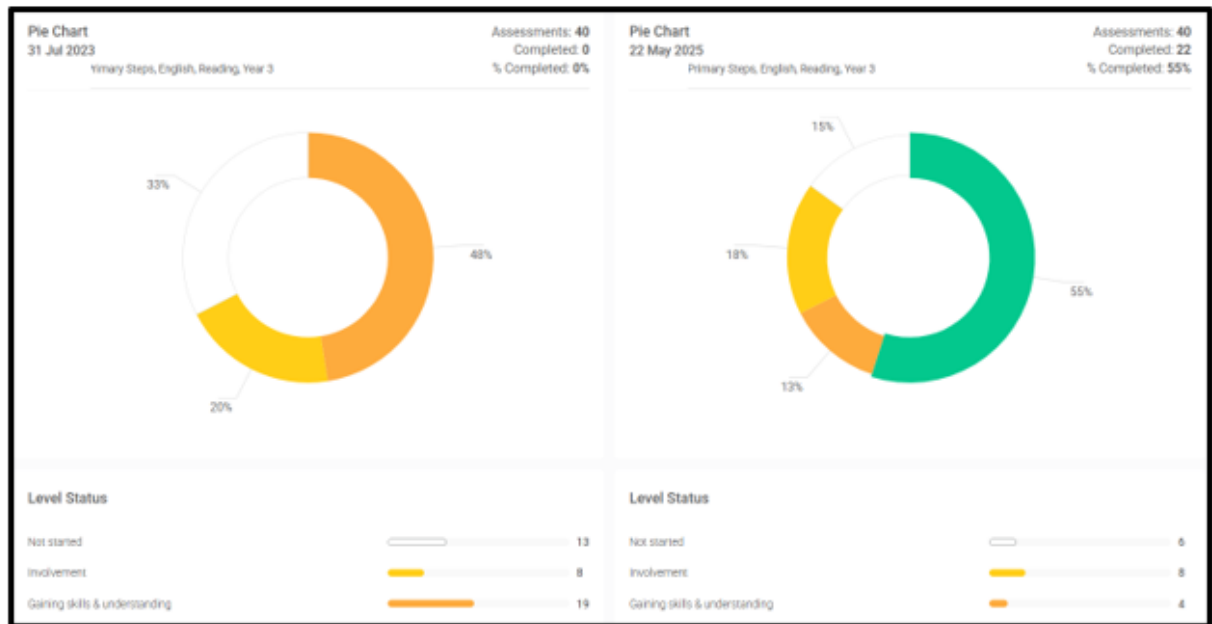
2 agency staff members have also been employed as Teaching Assistants to support the more complex, individual needs of 2 individual children. This is funded through their PPLs.

Assessment Data

2023-24

- In May 2024, Two Year 6 pupils were entered in the Key Stage Two SATs. One achieved the expected standard in Reading, Writing and Mathematics. The other pupil achieved a Working Towards the expected standard. BSquared data shows achievement across the year in reading, writing and number
- One Year 6 pupil was disapplied from the SATs Assessments. BSquared tracking indicates significant progress for the pupil – example of some below

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Language Assessments

A range of language assessments are used within the Base to inform parents of progress in Annual Review meetings, tracking progress from a previous year and to inform staff of a focus in their first quality teaching opportunities or intervention programmes.

Examples are: BPVS, ACE, DRA, Speech in Noise, STASS

	STASS South Tyneside Assessment of Syntactic Structures	Spring 2025
Name	Achievement	Area for Development
A	<ul style="list-style-type: none"> ⌚ Progressive form (no subject) ⌚ Verb, prep, determiner, noun ⌚ Some contraction for aux verbs – he's ⌚ Simple question forms - have 	<ul style="list-style-type: none"> ⌚ Correct terminology for naming – cup not cup of tea ⌚ Determiners missing ⌚ Possessive form ⌚ Simple adverbs ⌚ Aux verbs ⌚ Prepositions – behind, in front of, in between ⌚ Negative forms – he don't
J	<ul style="list-style-type: none"> ⌚ present progressive ⌚ negation is correct ⌚ negative forms are grammatically correct ⌚ contracted auxiliary and negatives ⌚ correct past and future tense forms ⌚ Adverbs ⌚ prepositional phrases ⌚ Question word order is correct now 	<ul style="list-style-type: none"> ⌚ Use of comparative/superlative forms ⌚ Question singular/plural verb forms ⌚ Possessive pronouns ⌚ Prepositional language – next to/beside, in between

British Picture Vocabulary Scale (BPVS).

Informs staff of vocabulary learning and recall. It does not give a reading age equivalent but indicates the progress of teaching vocabulary through reading and the wider curriculum.

Current pupil example

	Aut 2021	Aut 2022	Aut 2023	Aut 2024
Raw Score	62	70	78	104
Standardised Score	79	76	78	95
Age Equivalent	4 yrs 7 mths	4 yrs 11 mths	5 yrs 4 mths	7 yrs 5 mths
Age at testing	5 yrs 6 mths	6 yrs 5 mths	7yrs 5 mths	8 yrs 5 mths

Diagnostic Reading Assessment (DRA)

Used to track progress of reading accuracy and comprehension age, informing teaching focus and intervention activities.

Summer 2023

		Age-standardised score	Standardised score
Reading accuracy score	129	88	82
Comprehension score	8	91	82
Reading speed score	140	>131	>123
Comprehension processing speed	6		109
Single word reading accuracy score	0	<69	0
Reading accuracy age	07:04		
Comprehension age	06:11		
Single word reading age	00:00		

Summer 2024

		Age-standardised score	Standardised score
Reading accuracy score	182	97	84
Comprehension score	9	92	83
Reading speed score	119	123	104
Comprehension processing speed	4		113
Single word reading accuracy score	0	<69	0
Reading accuracy age	10:01		
Comprehension age	07:10		
Single word reading age	00:00		

Parental feedback and views given through the annual review process

Year 3 child

What is important for them now?

What do they need to continue their development? What do they need to keep them healthy and safe?

medication and extra supervision is needed to keep healthy and safe. The Base at Christopher Pickering tailors lessons learning to him which allows time for breaks and time dedicated to drinking to get him closer to his fluid target. this is paramount to health and without this, he probably wouldn't be in school as his fluid target is what keeps his transplanted kidney healthy

What works at the moment?

The Transport to and from the School
The School tailoring themselves to needs, not much i would change as keda likes a routine.

F has settled so well. couldn't have chosen a better school for her, so proud of how well she's taken to school + Transport.

FS2 child

Have any new strategies helped to support your child in the previous 12 months?

New routine, better support from school. becoming more independent
Been around others with hearing loss!

What areas has your child enjoyed/developed in the previous 12 months?

In school

confidence
Speech
independence
routine
Sign (BSL).

Out of school

routine
confidence

Year 5 child

With such a short time at this school
I've seen how much my daughter has
benefited from being there. In really happy
now things are going at the moment

Dolls completed: 13/10/24

Theory of Mind

Increased percentage of pupils showing Theory of Mind in false belief task September 2024 from previous year from 57% to 71%. (same children).

Pupils now divided into 2 groups for Theory of Mind sessions: tailored for the needs of the cohort and not necessarily on age.



Christopher Pickering Resource Base for Deaf ChildrenFalse Belief Task 2023 - 2025

Where will look for his ball?

	Sept 23		Sept 24		Sept 25	
Name	Response	Indicates ToM	Response	Indicates ToM	Response	Indicates ToM
A	Bucket	N	Bucket	Y	Bucket	
	Box		Box		Box	
M	Bucket	Y	Bucket	Y	Bucket	
	Box		Box		Box	
J	Bucket	Y	Bucket	Y	Bucket	
	Box		Box		Box	
H	Bucket	N	Bucket	N	Bucket	
	Box		Box		Box	
J	Bucket	Y	Bucket	Y	Bucket	
	Box		Box		Box	
K	Bucket	Y	Bucket	N	Bucket	
	Box		Box		Box	
A	Bucket	N	Bucket	Y	Bucket	
	Box		Box		Box	
L			Bucket	N	Bucket	
			Box		Box	
B			Bucket	N	Bucket	
			Box		Box	
A			Bucket	Y	Bucket	
			Box		Box	
F			Bucket	N	Bucket	
			Box		Box	

The Theory of Mind Scale – September 24

<u>Name</u>	<u>Diverse desires</u>	<u>Diverse beliefs</u>	<u>Knowledge access</u>	<u>Contents False belief</u>	<u>Real-apparent Emotion</u>	<u>Average Age</u>
A 9y 11mths	✓	✓	✓✓	✓	✓	5yr 4
M 7y 4ths	✓	✓	✓✓	✓	✓	5yr 4
J 8y	✓	✓	✓✓	✓	✓	5yr 4
L	✓	✓	✓✓	✓	✓✓	5yr 4
B	✓	✓	XX	✓	✓✓?	4yr 6
H	✓	✓	X✓	✓	✓X	4yr 6
J	✓	✓	✓✓	✓	✓✓	5yr 4
K	✓	✓	✓X	✓	XX	4yr
A	✓	✓	✓X	✓	✓✓	4yr 11
F	✓	X	✓X	X	XX	<4yr
A	✓	X	XX	X	XX	<4yr

Percentage of pupils achieving each area

Year	Diverse desires	Diverse beliefs	Knowledge access	Contents False belief	Real-apparent Emotion
Aut 21	100%	100%	70%	40%	40%
Sum 2022	100%	100%	90%	80%	100%
Sept 2023	89%	100%	78%	67%	67%
Cohort change					
Sept 2024	100%	82%	64%	82%	50%
Cohort change					

Average Age	Diverse desires	Diverse beliefs	Knowledge access	Contents False belief	Real-apparent Emotion
4 year 0 mth	+	+	0	0	0
4 year 6 mth	+	+	+	0	0
4 year 11 mth	+	+	+	+	0
5 years 4 mth	+	+	+	+	+



New in Country

In September 2024, an 8-year-old pupil, who had a limited experience of formal education, joined the Base. The pupil had no formal mode of communication.

Action taken

- British Sign Language (BSL) teaching and learning was introduced to the pupil
- Functional BSL was introduced to the parent in the home to enable the mode of communication to become more formalised
- In addition, more recently, the introduction of family sign to the siblings has begun
- Working alongside deaf peers to encourage communication
- Using story texts which are familiar and support everyday language learning



New to Country Case study

	BS
Background Information	<p>B is 9 years old. She lives with her Mum, dad, older sister and younger brother. They are all hearing. She first entered the country in 2021. However, she did not begin school formally until the summer term of 2023. She attended her local mainstream primary school and was placed in the nurture group. In September 2024, B started to attend the Resource Base for Deaf children situated in Christopher Pickering Primary School. She was not school ready as in she had very little routine or knowledge of what was expected of her. She is transported to and from school.</p> <p>B has severe to profound bi-lateral, sensori-neural deafness. B received one cochlear implant in 2018 when she was approximately 2 years old. It was reported by Yorkshire Auditory Implant Service (YAIS) on 20th February 2024, that the internal implant has failed, meaning that she was not gaining any auditory information from the speech processor/implant.</p> <p>B has minimal residual hearing and so is unable to access speech sounds. She was fitted with a hearing aid in her left ear in March 2025 as it is believed that she has some low frequency hearing at around 75dB. This will give her some access to loud, low frequency environmental sounds. She can identify the number of syllables in words and will make vocalisations to show this but is inconsistent. She has some ability to discriminate contrasting musical instruments i.e. wooden block, triangle and bells.</p>
Language and Communication	<p>B has no spoken language and until recently no BSL. She is very limited in her language and can only communicate the vocabulary that she has been taught. She is however encouraged to use her voice.</p> <p>She now realises that sign communication can give her the tools to gain what she needs and wants. Within the base, she has also realised that she can communicate with similarly aged children and the staff and that they understand her. B's language and communication delay is very significant and her understanding is significantly below her chronological years. Her receptive skills are stronger than her productive skills at this time. She is a visual learner and watches everything around her as for many years this is how she has tried to make sense of the world around her.</p> <p>B's family point gesture to B at home, giving her some functional communication, but 'discussions' are very limited.</p>

Education	<p>Due to B's communication needs and significant language delay, she is taught in the Resource Base full time other than for PE. She is working at an Early Years/Year 1 level, but is more aware of this typically aged child. She receives intensive 1:1 teaching of early language and early learning concepts as well as functional language in order for her to make her needs understood. She is taught vocabulary through simple, picture books which are adapted in sign to enable her to retell her own version and demonstrate her understanding. Story books are chosen which offer B the opportunity to learn about environments and concepts which are familiar to her such as the home: furniture, equipment, decoration, everyday objects, food etc.</p> <p>B's understanding of mathematical concepts is very delayed. She has a limited understanding of the number system and the meaning of number. However, intensive teaching of such concepts in small, meaningful steps is developing her understanding and providing foundations on which can be built.</p> <p>In order for her to learn such concepts, she receives intensive BSL sessions to accelerate her vocabulary learning. As she is a visual learner, she notices many things but has had no way of being able to communicate what she knows or understands.</p>
Progress and impact	<p>Due to the intensity of support in both functional language and BSL, B is becoming confident in making her needs understood and communicating what she understands to have happened in her everyday experiences. Her facial expression indicates when she has understood. When she has not, staff have to take time to change the approach and question until a definitive idea is agreed.</p> <p>Her understanding of stories is improving and her ability to simply describe characters and events is developing. B has approximately 400 signed words which she can use in a given context and is beginning to demonstrate 3 information carrying signs in her communication. On a home visit, parent witnessed B's ability to label objects, name colours etc through sign. This will hopefully reinforce the importance of the family's involvement with the home BSL sessions.</p> <p>B is writing and becoming more familiar that words have meanings. She will sign what she wants to communicate with an adult scribing. She is now using her key words to make and build sentences which is very adult led.</p>

Impact of placement on the Resource Base	<ul style="list-style-type: none"> • Member of staff to teach 1:1 who is adept at BSL • In absence of staff member, other groups are impacted • Designated learning area for pupil • Adaptation of curriculum so aspects can be taught at an appropriate level which is meaningful and functional • Communication approaches have to be very simple for her to understand • All work has to be presented through sign graphics and visuals • Release staff member to teach BSL to family members as B does not have anyone to communicate with at home. The release of staff impacts on other members of the Base. • Parent does not speak English – communication through school and parent is challenging and requires home visits. Again, this impacts on staff members' time and in due course other pupils • With permission, Resource Base staff taking B to appointments
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	Pupil Case Study LL – New to Base June 2024
Background Information	<p>L lives with dad. She has wrap around care provided by grandparents. L received a diagnosis of ASD in November 2022. When younger she found being in a school/classroom environment difficult and would display her frustration through tantrums and emotional outbursts.</p> <p>In February 2023, L was diagnosed with a bilateral, severe sensori-neural loss, which is greater in the high frequencies. She had hearing aids fitted in April 2023. L was implanted with cochlear implants in December 2023 and soon after switched on. Her hearing loss has had a significant impact on her speech and language production, expression and understanding.</p> <p>Well-being</p> <p>L attended her mainstream primary school up until the near end of Year 4. Due to her late diagnosis and eligibility, she started the Resource Base for Deaf Children in June 2024.</p>

	<p>Transition visits were organised by the Resource Base Lead and L's local Teacher of the Deaf, enabling L to become familiar with her new setting. She received transport for travel to and from school. This was a major change for L and so her emotional well-being was of paramount importance to all concerned.</p> <p>L soon settled into her new surroundings. She arrived on transport happy and with a determination to seek out the teacher she had previously met as well as negotiating her way around a new building. She soon began communicating with her deaf peers and realised she could be understood and could work and learn in a specially adapted environment. More recently, L started after school club where she has shown resilience and confidence to join an established group. Specialist staff are not in attendance, so L has had to make herself understood and interact with less familiar staff and pupils.</p>
Language and Communication	<p>L has a significant severe delay in her language and communication development. On starting the Resource Base, her speech was very difficult to understand as although she had a few intelligible words, many of the phonemes were missing in words she pronounced. She also had difficulty in producing sounds as she was uncertain where these sounds are formed. The Speech and Language Therapy Service described her receptive and expressive language as severely delayed. She was unable to name many nouns, describe the action or describe items with adjectives.</p> <p>Since starting in the Resource Base, L has started a programme of visual phonics and is learning BSL. This is helping her recall of vocabulary and make her slow down her speech so that it is produced more clearly. She wants to communicate with her peers and be involved in social situations. She is happy to repeat her vocalisations and improve from a modelled expression.</p>
Education	<p>Since joining the Resource Base in June 2024, L was grouped with a pair of children who are chronologically the year below her. She is taught all aspects of English in the Base and goes into a mainstream class for Maths and for the wider curriculum. At all times, she has support in order to re-explain, demonstrate, scribe/draw and support her language and vocabulary understanding.</p> <p>She attends 1:1 intervention activities to accelerate her vocabulary learning and develop her language understanding. In these sessions she is encouraged to express her ideas orally and through gesture where needed and relate new learning to the wider world and her experiences. During these sessions, she is also taught how to record her ideas as</p>

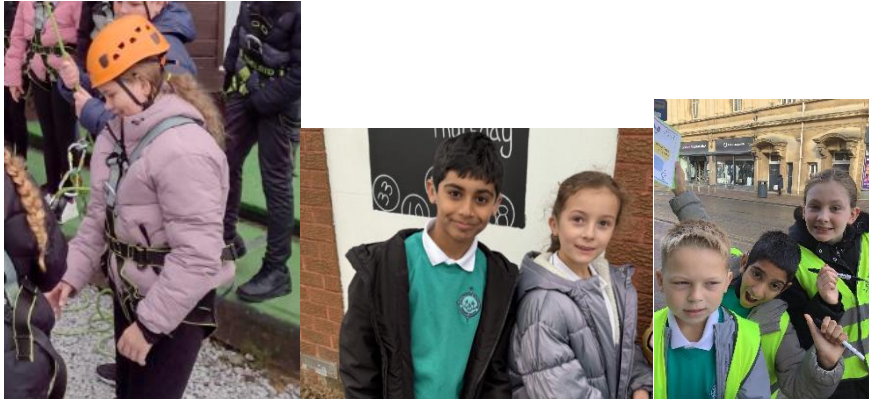
	<p>simple grammatical sentences. L was introduced and encouraged to use a form of colour coding to support her understanding of English word order, which also supports her formation of spoken sentences.</p> <p>On starting the Base, L was introduced to a selection of the first High Frequency Words to learn to read and sign. L has an individual reading book – she started on Stage 4 but is now currently on Stage 5 of Oxford Reading Tree – which is supplemented with sign graphics. She is encouraged to practise her reading at home also and has comprehension questions with graphics to accompany each book.</p> <p>L has a timetabled BSL session every week. Although she is more oral, should her technology fail she would have very little access to speech and therefore communication.</p> <p>She attends Speech and Language therapy sessions with a specialist therapist in school and completes follow up work frequently, revisiting the production of sounds in her everyday speech.</p>
Progress and impact	<p>L showed that she could attend well to sessions and wants to be part of discussions.</p> <p>Her progress is tracked using the 'B-squared' assessment tool. This allows the small steps of progress to be recorded and highlights areas for development, meaning it is appropriate for L's needs. Term on term, she has made progress in all areas, but in particular in communication and interaction and in her reading.</p> <p>L's speech is steadily becoming clearer and more intelligible. She has more vocabulary to express precisely what she wants and means. Her spoken contributions are becoming more grammatically ordered which also contributes to her being understood more successfully. She will contribute her mathematical answers in her mainstream class, though will check in for affirmation first on occasions.</p> <p>Texts used in English are linked to the topic areas of the wider curriculum wherever possible to support the learning and understanding of concepts and vocabulary. L looks for clues displayed in the Base classroom in order to retrieve language ready for discussion.</p> <p>On entry, L could read 42 of the 100 HFW and 25 of the next 200 words before becoming frustrated and teacher abandoning. As of February 2025, L can read 93 of the first 100 and 103 of the next 200. As of January 2025, L could spell 49 of the first 100 words.</p>

Progress and impact	In BSL, assessments completed in May 2025, show that she has 570 signs for everyday topic words.
Continued ...	<p>L's confidence to communicate with her peers, other adults and her deaf friends has blossomed. She now sees herself as a part of a group and is also expanding her friendship group of hearing peers.</p> <p>There are many gaps in L's vocabulary and understanding which need to continue to be identified and addressed. There are times when concepts need to be taken back to a more basic level before they can be progressed. She often repeats back what has been said to her in order to process the information she has received and affirm what she has heard. She will then ask questions to ascertain whether she has understood correctly. Without intensive, bespoke interventions, L would struggle to express her knowledge and find ways to communicate with her peers. Without a small steps approach, L would struggle to learn programmes of study within the curriculum and retain information. BSL is supporting L's memory recall of vocabulary and confidence to interact in discussions.</p>

	Pupil Case Study AL – New School Starter
Background Information	<p>A lives with his Mum and younger brother. English is spoken at home but A is exposed to his mum's native language of Lithuanian. A has a profound bi-lateral sensori-neural hearing loss which was identified through the Newborn Hearing Screening Programme. Alex was implanted in October 2020.</p> <p>He began The Resource Base for Deaf Children at Christopher Pickering Primary School in September 2024 at the age of 4 after attending Foundation Stage 1 at a different school setting. A now lives in the catchment area of the school and mum brings him and picks him up.</p> <p>A had enjoyed transition visits to the Base and school in the previous July, meeting his deaf peers and another child who would be starting with him.</p> <p>A was assessed in February for Autism by the Neurodiversity Service following a referral made by a professional from the SaLT team. It was deemed that currently A does not present with a pattern of strengths and difficulties within his profile which supports a diagnosis of Autism.</p>

Language and Communication	<p>A is severely delayed in his language and communication due to his deafness. Some concerns regarding A's progress in language learning had been raised by SaLT and professionals from Y AIS. Following implantation, A had seemingly made good progress but then slowed and he was not meeting expected language milestones.</p> <p>On entry to the Base, he had very few spoken words other than frequently needed words: mum, no etc. He had been taught some BSL signs in FS1 but these were not used spontaneously in his communication.</p> <p>In the 8 months he has been in this school setting, he has been taught BSL alongside spoken language in order for him to be able to express his understanding and needs, whilst at the same time, to develop his receptive skills.</p>
Education	<p>A is taught the early concepts in a very small group or sometimes 1:1 in the Resource Base. The focus is to learn language through stories, through topics relating to the story and creative play. He is also taught early mathematical concepts in the Base where there is a focus on understanding number and the language associated with mathematical concepts, this providing the foundations for future teaching.</p> <p>A also spends time in the Foundation Stage Unit within the mainstream school, where he is able to experience lots of different concepts as well as socialise with his chronologically aged peers. In such situations, A is given opportunity to play independently, but at times, a specialist member of staff will play alongside to develop his vocabulary, language and communication skills.</p>
Progress and impact	<p>Recent observations and assessments show that A can express his wishes and needs to familiar adults from within the Base confidently but requires support when communicating with less familiar peers and adults within the school setting. In the Base, spoken language and sign are constantly used. A recognises that the people in the Base understand him and that he can make himself understood. His receptive language is far greater than his expressive and he can follow signed instructions with ease. He is beginning to pronounce the single words he signs or vocalise routine phrases.</p> <p>A is able to retrieve vocabulary to name objects and retell what he has remembered from his reading and Literacy text. He reads his reading book at home and practises his words. This is increasing the fluency and accuracy of his reading which he demonstrates in school.</p> <p>In a recent BSL assessment, A was assessed as having approximately 230 topic signed words.</p>

He can read and sign 36 of the first 100 words and is reading these words in constructed sentences with known topic words. He can count and sign up to 50 consistently, though does not know cardinal value of numbers beyond 10 yet.



Developing the whole child

In 2024-25, we: -

- Facilitated the opportunity and accompanied a deaf student in Year 6 on a residential visit to High Adventure
- Facilitated opportunities for pupils to access educational visits with their hearing peers to such places as: Hull city centre, Magna, Dalby Forest, Pink Pig Farm, The Deep, swimming sessions. Gives pupils first-hand experience of concepts taught to deepen understanding
- Facilitated an opportunity for our older pupils to visit Hearing Dogs for the Deaf to learn about their role



Staff training & development accessed:

- ELSA training completed by Lead Specialist Practitioner
- Yorkshire Auditory Implant centre training - by 3 Specialist Teaching Assistants - 'Learning to listen' and 'A morning for professionals'
- BATOD conference attended by Resource Base Lead
- British Sign Language delivered to new staff by Deaf Instructor
- Language Assessment refresher for QTODs
- Phonak Training
- SENDIASS Training
- Sign Supported English Training
- Professional visit to an out of county setting - focus on visual phonics
- Team meetings discussing Theory of Mind, Autobiographical memory, teaching reading
- Hull CC Council online training courses completed by all staff
- APD Northcott training session
- 1 teacher engaged in the mandatory Teacher of the Deaf qualification
- Continued school curriculum training for teachers



Academic Year 2024/2025

Pressures

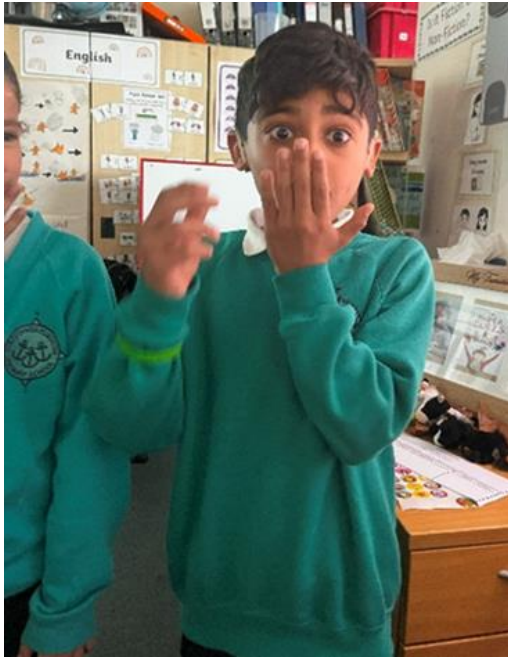
- Finding experienced, skilled staff
- Mid-term resignation, leaving the base understaffed for a full term
- Time in the curriculum for interventions and releasing skilled staff to deliver interventions

- Supporting pupil with significant additional needs
- Finding staff to support New in Country pupil
- Absence of Deaf Instructor to teach BSL to BSL dependent pupils
- Absence of SaLT sessions
- Adapting and responding to school's changes and demands

Positives

- Very experienced team able to provide high quality teaching and support to pupils
- Experienced staff members who work flexibly and proactively to support pupils, the school community and parents
- Pupils receiving meaningful and purposeful learning experiences
- Pupils are taught BSL with the intention of being Level 1 ready by the end of Key Stage 2
- 5 Families of pupils supported in learning BSL
- Solid relationships and liaison with parents to support all aspects of school life
- Strong links with the wider community
- 1 member of staff completed the ELSA training course
- 1 teacher finishing first year of the mandatory Teacher of the Deaf course
- Recruited a Teaching Assistant to support staffing intervention sessions
- Evaluating the effectiveness of our language assessments to ensure progress can be shown.
- Beginning a more formal format of Deaf Studies
- Achievements of pupils in Theory of Mind
- Transition visit planning for Year 6 pupil and pupils joining the Base

What next in the Resource Base for Deaf children?



Future developments

Cyclic developments for pupils – the focus and activities are needs led

- Theory of Mind in practice – using knowledge to understand real life situations
- Development of Deaf Studies - supporting understanding of deafness and knowledge of hearing technology

New development

- Creation of transition passports for each child to be presented to new mainstream class teacher for September



Section 8

Secondary Resource Base for Deaf Young People

The Resource Base located at Sirius Academy is a Hull City Council, 15 place provision, under the direction of IPaSS. The aim of the Resource Base is to provide a personalised learning environment that supports, challenges and nurtures D/deaf students in a manner that ensures each student is given the best opportunity to fulfil their potential, academically, socially and emotionally within a mainstream setting.

Resource Base Objectives

The main objective of the Resource Base is to improve the language levels of deaf students, as well as developing their learning and life skills, within a setting which

enables them to function as independent learners, able to take advantage of the many opportunities within the Academy and in the wider hearing world. This has two main strands:

- Providing specialist resources, both human and physical, which enable all students to access the curriculum and wider learning opportunities available to them.
- Developing language and communication skills, in a manner which improves confidence and self-esteem, supporting student progress within the Academy and preparing each student for life outside and beyond school.



IPaSS Resource Base 2024 – 2025 currently has 12 students with EHCPs and 1 student with support plus.

Quality Assurance Active caseload 2024 -2025		
Referrals	N/A	
Referrals to Active	1 (New In Country)	
Active 11-18/19	12	
Active Hull	10	

Active ER	0	
Active NEL	0	
Active NL	2	
Inactive	0	
Active EHCP/Statements 11-18/19	12	
Annual Reviews reports/meetings to attend	12 reports 12 meetings	
Number of Active cases supported by DIs in SRBs	12	

Team – IPASS SAW Secondary Resource Base

Qualified Teacher of the Deaf	2.3 FTE
Trainee Teacher of the Deaf	0.4 FTE
Specialist Teaching Assistant	1.6 FTE
Apprentice Teaching Assistant	1.0 FTE – Newly appointed start date tbc
Trainee BSL Interpreter	1.0 FTE
Deaf Instructor	1.0 FTE
Specialist Lead Practitioner	0.6 FTE
Agency staff member currently employed to work 1:1 with NIC student.	1.0 FTE

The Resource Base is well staffed by a highly qualified and experienced team. The teachers have a vast range of experience and skills at Secondary and Primary phase, and teaching students with additional difficulties, in both oral and signing environments.

- We follow the Total Communication ethos and use the individual child's preferred communication method
- The Teaching staff have a minimum of Level 2 BSL up to Level 6
- The Specialist Teaching Assistants also have a wide range of experience and skills gained within a range of educational settings including SEND qualifications and British Sign Language from emerging Level 1 to advanced Level 4

Continuous Professional Development/Training

Staff CPD includes:

- 1 staff member – underway with BSL interpreter qualification.
- 2 staff undertaking Level 3 BSL qualification
- 1 staff member – first year Qualified Teacher of the Deaf – University of Leeds.
- 1 staff member – mentor for University of Leeds trainee.
- 2 Deaf Instructors – attended British Sign Language Linguistics course.
- 1 staff member – successful Leadership and Management training.
- 1 staff member – ELSA trained.

Training

Staff have completed the HULLCC online training including classroom attended training total numbers are 44 classroom and 136 online.

Staff have provided Deaf Awareness/Hearing Technologies/Deaf friendly classrooms training for the Academy staff in Autumn term.

Additional courses:

- Neurodiversity
- Phonak Technology
- Attachment and Trauma

Impact of IPASS support/student successes

Educational visits for students with IPASS staff supporting and/or arranging have included:

- a. Paris residential – 5 days
- b. Sherwood Forest residential - 3 days
- c. Hearing Dogs visit to IPASS

- d. Drax Engineering trip
- e. Hull Truck Theatre IPASS Trip – BSL performance
- f. Hull Active Schools - New Age Kurling regional GOLD winners (4 students)
- g. Public Services trip - Y10
- h. Re-start a heart - Y7
- i. Lumo TV Actor visit – IPASS – Media/captions presentation - careers.



Impact/student successes

A group of students delivered training to the students in the 'Bridge' in the Academy to raise awareness of Deafness and the technology they use.



3 students secured college places September 2024 following positive GCSE/BTEC results.



3 students secured work experience with IPASS support. All successful placements, 2 offers of part-time work when aged 16.



100% pass rate for Level1 and 2 NVQ BSL



Future projects/initiatives/training

- Senior Lead Resource Base – Starting HCC Leadership and Management programme June 2025
- Post-16 working party involvement – NERHOS
- Deaf Curriculum development
- Development of pedagogy completed in the field of deafness - October 2025 - Training to be initially offered to IPASS and Academy staff – Long Term Memory Research project undertaken by the IPASS Secondary Resource Base team
- Educational visits arranged or underway with inspirational Deaf role models for the next academic year



<https://www.punkchef.co.uk/>

Positive Feedback

Parent text following transition into the resource base for a Y7 student.

'He is telling me every day he is happy. He gets up in a morning and gets ready and has motivation.'

Text message received on the IPASS mobile from **parent**:

'Thank you and thank you for everything you do for the girls, it's really appreciated. All the best.'

E-mail received.

'Hello Sarah. Thank you for all your hard work this year, I know it hasn't been easy. Please pass my thanks onto your team also. Please enjoy the break; it's well earned.'

Gemma Ransom - **Headteacher**

E-mail received from **Assistant Headteacher** for Teaching and Learning.

'Thank you to the IPASS team for delivering the two sessions. They have been invaluable!'

E-mail received from **Assistant Headteacher** re: IPASS team supporting Y10 work experience placements.

'Well done S- the support from IPASS has been excellent.'

