

**Notes of visit to Review**  
**Yate Academy Resource Base**  
**3<sup>rd</sup> April 2019**

**Introduction**

Yate Academy Hearing Impaired Resource Base (Hirb) specialises in pupils with moderate to severe hearing impairment. This is the only provision of its kind in South Gloucestershire. The Resource Base is a 12 planned place provision across primary and secondary sector. Currently there are 9 South Gloucestershire students placed at the provision and one pupil from another local authority (OLA).

The Resource Base does have signed Service Level of Agreement in place

**1) Funding**

All pupils who access the Resource Base are funded from the High Needs Block (HNB). Below is a summary of the element three funding for all pupils currently accessing the Resource Base.

Band	Element Three Funding £	KS 2 Student	KS 3 Student	Student	Element 1 KS1/2 £3097	Element 1 KS3 £4374	Element 2 - £6000	Total Element 1+2	Total Element 3	Total
4	£5,729	1	1	2.00	£3,097.00	£4,374	£12,000	£19,471	£11,458	£30,929
5	£7,638	1		1.00	£3,097.00		£6,000	£9,097	£7,638	£16,735
7	£11,936	2		2.00	£6,194.00		£12,000	£18,194	£23,872	£42,066
8	£13,845	0	1	1.00		£4,374	£6,000	£10,374	£13,845	£24,219
9	£18,142	1	1	2.00	£3,097.00	£4,374	£12,000	£19,471	£36,284	£55,755
10	£20,051	1	0	1.00	£3,097.00		£6,000	£9,097	£20,051	£29,148
<b>Total</b>		6	3	9.00	£18,582.00		£54,000	£72,582	£113,148	£185,730

The total cost of running the provision is £185,730 plus £9,097 for the OLA student plus £20,000 (2x £10,000) for the 2 unoccupied places = **£214,827**.

**2) Cost Effectiveness**

Average cost per pupil is £214,872 divided by 9 pupils = £23,869.66

The previous table shows that there is a good cross section of Bands in the Provision. There are currently no KS4 students accessing the provision. 6 students currently access the Primary Phase and 3 the Secondary.

### 3) Staffing

#### Primary Phase

The Hirb is managed by the Head of the Primary Phase who is a fully Qualified Teacher of the Deaf (QToD). Attempts have been made to employ a full-time teacher of the deaf without much success. Underneath this there are 2 full-time Higher Level Teaching Assistants (HLTA's) who oversee the 6 children.

#### Secondary Phase

The QToD supports and guides the Secondary Phase School's Special Educational Needs Co-ordinator (SENCO) who oversees the HIRB with 2 Teaching Assistants sitting underneath her who look after the 3 students.

The School is committed to providing training for all HIRB staff to enable them to meet the needs of the children e.g. Speech and Language courses at Bristol

### 4) The role of the Provision

Below is a Summary of pupil year groups currently in the HIRB.

Hearing Impairment is the Primary need but students do also have other needs such as Autistic Spectrum Disorder (ASD) or visual impairment (VI).

Year	Number of Students
2	2
3	
4	1
5	
6	3
7	3

### 5) Attendance

Attendance figures for all students were shared and are summarised as follows:

Primary Phase – Average attendance – 96.2%. Those pupils whose attendance is below average can be accounted for with medical appointments.

Pupil	Attendance %
A	93.7
B	97.6
C	97.6
D	98.4
E	95.3
F	98.4
G	97.6

Secondary Phase – 97.76%. This average is above national and SEND average for attendance.

Pupil	Attendance %
I	99.6
J	94.5
K	99.2

## 5) Curriculum/Needs of Pupils

### Primary Phase:

All pupils' access Mainstream classes and the HIRB is flexible with their needs. They receive small group English sessions every morning (9-10:30 taught by the HIRB lead) followed by Maths in mainstream classes. Afternoon lessons are complimented by group intervention sessions which could include:

- Auditory memory skills
- Life Skills
- Small group catch up

### Secondary Phase:

All pupils' access Secondary Phase classes and the school is fully inclusive with pupils from the HIRB.

During tutor time and sometimes DEAR time (Drop everything and read) HIRB students will sometimes be removed from mainstream lessons to take part in pre/post teaching to help with consolidation of work covered in class.

Other additional support groups provided by the HIRB include:

- Small group literacy support specifically on comprehension to help with vocabulary.
- Support during Break time – Break and lunch club.
- Individual support with Question Level Analysis after an assessment.
- Netbook and typing skills.

Detailed Provision maps were provided and costed for both phases.

## 6) Outcomes

Primary Phase – Previous progress for Year 6 students was shared and can be found below. Progress for the HIRB's current students was also seen discussed.

Year 2 – Slightly below target.

Year 4 student - in line and is making expected progress.

Year 5 Student - in line and is making expected progress.

Year 6 – One student on track, one working towards and the other will be unable to access year 6 SAT's exams.

KS2 SATs Data				
	reading	writing	maths	combined
2017 SATs (2 children)	100%	100%	100%	100%
National	71%	76%	75%	61%
2017 progress scores (2 children)	+7.025	+3.32	+4.67	4
2018 Sats (4 children)	75%	50% at 25% GD	100%	75%
National-all	75%	78%	76%	64%
2018 progress scores-school	+1.1	+2.3	+0.9	

In Year progress						
Year group	Progress 2017-2018	Progress term 3-expected =3points progress	reading	writing	maths	Average progress for year group
1	accelerated		4	4	3	3.7
2	6 points	3	2	2	2	2.5
4	5points	3	3	3	3	3.8
6	-0.5 (x2 chn and 1 reassessed using no BSL) Chd reassessed using no BSL	3	7.5	4	10	5.3

### Secondary Phase

All students' performance is monitored and tracked in the same way as all other students in the School. Data on all 3 students was shared and the progress was impressively tracked by subject from term to term.

### **8) Leadership and Management**

The Leadership of the school are keen for the Hirb to continue. The Secondary Phase are also willing to adapt to the future needs of pupils if a different need was required from the Resource Base.

## 9) Feedback from Parents and Pupils

Every HIRB family received a parent and pupil questionnaire. However, no feedback sheets were returned to the Local Authority.

Every effort has been made by the school to ensure good communication links exist.

At the Secondary Phase the school meets with parents/carers every 4 weeks and meetings prior to this have been had involving the National Deaf society the Local Authority and Greenshaw.

### Strengths

- Excellent Outcomes
- Good inclusive model of delivery

### Recommendations

- All Through school training for **all** mainstream staff on hearing impairment.

### Reviewing Team:

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