

Transition to Secondary School



What Do Pupils Worry About?

- Making new friends
- Getting lost
- Challenges of wide curriculum
- Managing homework/workload
- Older pupils



Additional worries for children with HI

- Use of FM - reactions of teachers/other pupils
- Speech intelligibility
- Being different

What Do Parents/ Carers Worry About?

- How hearing loss will impact on inclusion of their child
- Reaction of other pupils
- Child's lack of self-esteem and self advocacy skills
- Management of audiological equipment
- Lack of teacher awareness/differentiation



Preparing your child for Secondary School

- Discuss with your child which schools they like and why.
- Discuss how secondary schools and primary schools differ.
- Introduce secondary school vocabulary e.g. timetable, lab
- Attend any public events during Year 5 and Year 6- open days, summer fete, school show, school concerts etc.
- Year 6 induction days
- Secondary summer school?



HI Pupil Skills re: Audiological Management on Entering Secondary School

- Pupil should be able to briefly describe hearing loss and equipment
- Have an understanding of own audiogram
- Explain FM use to staff
- Report faults with equipment
- Take some responsibility for cleaning ear moulds/changing filters etc.



When to start the process

- Attend open days at local secondary schools in autumn term of Year 5.
- Arrange with Learning Support Team at potential secondary schools to have a look around during summer term Year 5.
- Attend open days in Year 6 to help confirm choice of secondary school.
- Arrange to visit during a normal working day
- Meet the Learning Support Coordinators Y5/6



Visits to secondary schools

- Monitor general noise levels and behaviour
- What is the acoustic environment like in school?
- Do the pupils seem to be engaged and happy?
- Do you think key staff members will work collaboratively with professionals?
- Does the school have any experience/expertise regarding hearing impairment
- Willingness to learn/adapt
- Consider location of school and any transport issues



Planning

- Planning and preparation are vital
- Generally if transition has been well planned it tends to go smoothly
- Child/parents/carers/primary school/secondary school/teacher of the deaf should work together
- SENCo to be invited to Year 6 Annual Review.
- Arrange additional visits for HI child



Support

- Try to ascertain what level of support the child is entitled to.
- Does he/she have an EHCP?
- Is your child visited by a Teacher of the Deaf?
- Will Teacher of the Deaf visit rate remain the same at secondary school?
- Is it possible to have a slightly older pupil as a mentor - maybe there is an older pupil in the school with a hearing loss?
- Ascertain who is going to check audiological equipment in school and where spares box will be located



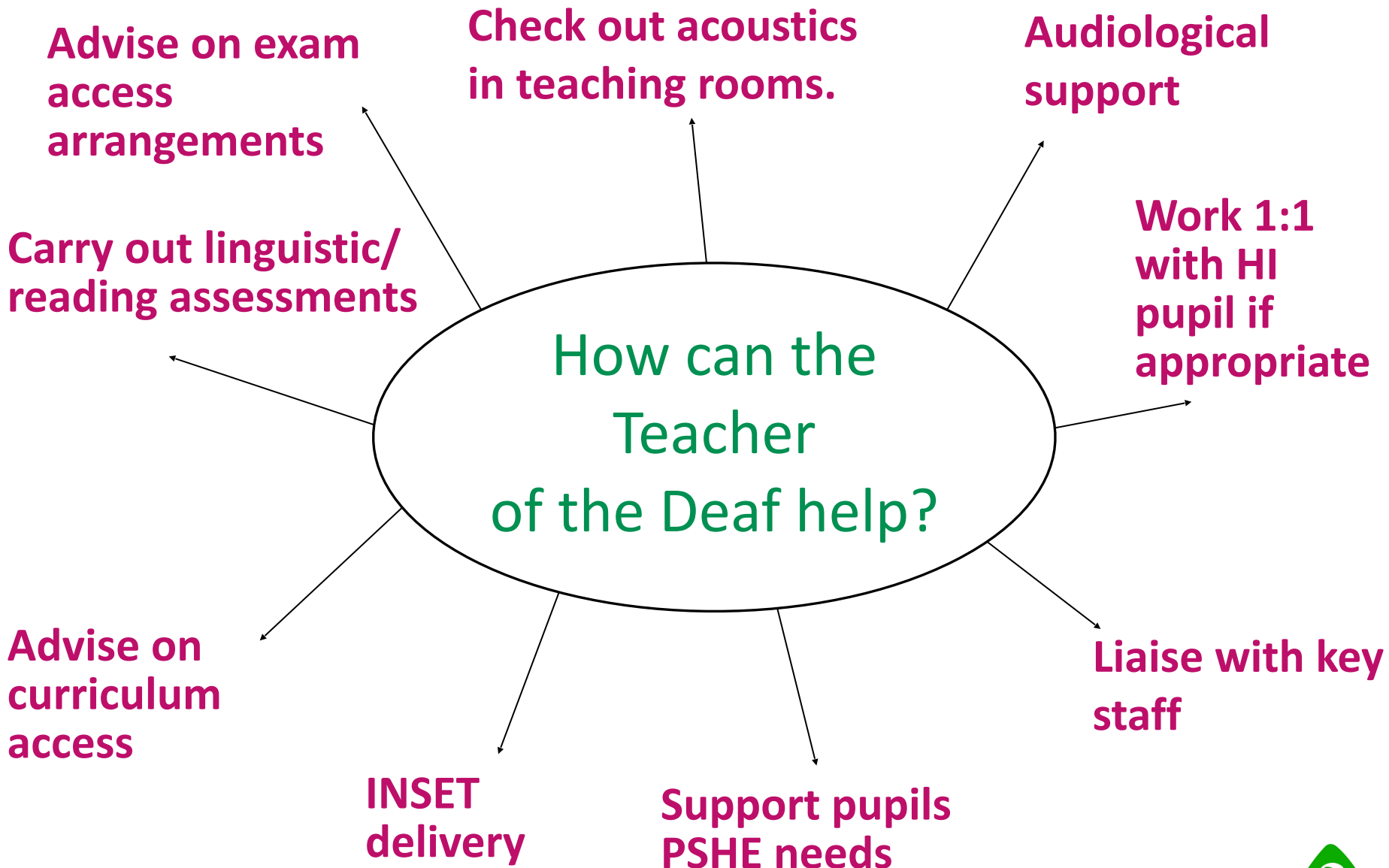
Key worker role

Some pupils with a profound hearing loss or those who have an EHCP may have a nominated key worker.

The key worker should:

- Ensure audiological equipment is working optimally and being used appropriately
- Carry out regular equipment checks
- Have planning/liaison meetings with ToD
- Disseminate appropriate information to staff (numerous teachers/TAs)
- Monitor curriculum access
- Support HI pupil
- Help to develop independence and self advocacy skills





Year 7 info for staff: Fred Bloggs

It is helpful if Teacher of Deaf working with HI Pupil in Year 6 could prepare a basic info sheet for teachers in secondary school. Suggestions as to what to include:

- Level of hearing loss
- Any language delay and/or significant gaps in vocabulary
- Difficulties listening in background noise
- Accessing any listening tasks
- Accessing text books/texts/exams/assessments
- Following group discussions
- Hearing other pupil's contributions in question and answer sessions - please reiterate these so that Fred can access them.

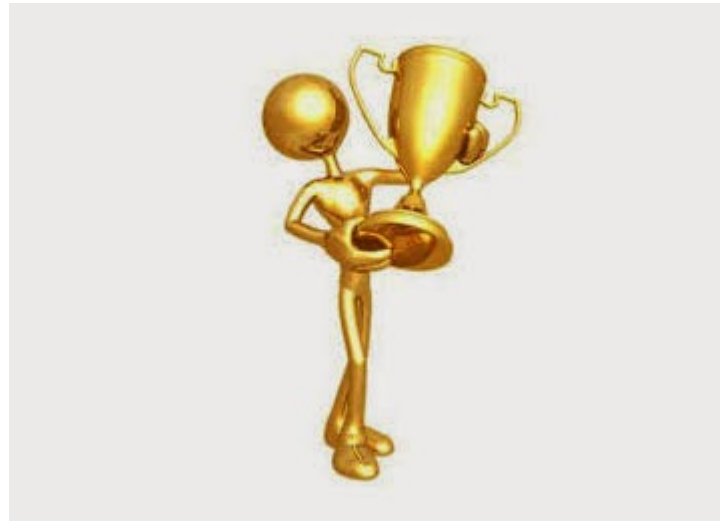


Year 7 info for staff contd.



- FM system to be used appropriately
- Teacher/TA to speak at a normal rate/pitch
- Fred to sit towards the front of the class
- Teacher to make sure that Fred is still listening and that he understands
- Teacher should not stand with back to window/light source or walk around when teaching as Fred supplements listening with lip reading
- Teacher to avoid speaking when facing away
- Teacher to share aim of lesson to focus Fred on what he will be doing
- Homework to be displayed for Fred to copy
- Explain subject specific vocabulary and provide a glossary if necessary

Careful planning will greatly help a smooth transition





If you need further support, would like further information, or join our email list to receive news and further materials, please contact us:

Email: enquiries@deafeducation.org.uk

Website: www.deafeducation.org.uk