



**Richard
Cloudesley
School**

**OUTREACH
SERVICE**

NEWSLETTER

May 2017

Survey Results – Summer 2017

Thank you for responding to our survey and for the valuable support given to our service by school SENCOs. The results have given us valuable information to help improve our service.

- We have found that the majority of schools inform parents in advance about our visit and the majority share our reports with parents. One school has requested that our service sends a copy of the report to parents.
- The majority of schools prefer bespoke training around the needs of individual students rather than whole-school training

Thank you for your feedback and please continue to let us know about your training needs for individuals or groups of teachers and support staff.

Golden Lane Campus, 101 Whitecross Street, London EC1Y 8JA

Tel: 020 7786 4808

outreach@cloudesley.islington.sch.uk



Welcome to Nicky Tricks

We are pleased to welcome Nicky Tricks as our new Advisory Teacher for Pupils with Hearing Impairments. Many of you will already know Nicky as he has worked in Islington for a number of years as a class teacher and SENCO/Inclusion Manager, as well as, co-ordinating the Islington Dyslexia Network. Nicky will be completing Level 1 in British Sign Language in July and starting his two year formal training at the University of Birmingham from September. Nicky has been visiting schools this term to introduce himself to staff and meet pupils on our hearing impairment register so if you have not met him yet you soon will.

OUR AIM is to *improve inclusive practice* and **RAISE ACHIEVEMENT**...

We are a team of experts with specialist training in the management of special needs, visual impairment, hearing impairment, risk assessments, habilitation assessments and assistive technology.

Visit For more information about the Richard Cloudesley Outreach Service visit
www.cloudesley.islington.sch.uk

Radio Aids Update

Richard Cloudesley Outreach Service has updated the radio aids used by Children and Young People (CYP) with hearing aids in Islington schools.

A radio aid is issued to a CYP following an assessment by the Advisory Teacher for Hearing Impairment with parental agreement. School staff and the CYP are trained in the use and management of the radio aid system. Maintenance and checks of the radio aids are carried out termly by the Specialist Audiological Technician, with the Advisory Teacher for Hearing Impairment.

The radio aids used by the Outreach Service are made by Phonak and consist of a Roger transmitter/microphone worn by the teacher and a pair of Roger X receivers, which attach to the CYP's hearing aids.

The benefit of a radio aid system for a CYP with hearing aids is a clearer speech signal from the speaker to the listener, even at a distance and if there is background noise. It enables the CYP to hear the speaker, as if they were less than three feet away and wherever they are in the room. The radio aids are used in class, in assemblies and on school trips, so that the CYP can access the spoken word more easily.

Renata Brannen – Advisory Teacher for Hearing Impairment



My role within the Richard Cloudesley Outreach Service

Hello my name is Theo Skerritt and I am currently studying Habilitation of the Visually Impaired and Blind through UCL Institute of Education. The course runs for two years and has four modules. I am currently working on my final module so will be a qualified Habilitation Specialist in September.

Habilitation of the visually impaired and blind can be a wide and varied role. Ultimately, my role will be to support the gaining of independence in the young people I meet. Through encouragement, positive use of what sight they have, sometimes a cane and good use of their other senses these young people can achieve anything they want to.

Young people receiving habilitation training will learn skills in mobility, orientation and life skills. The mobility and orientation training will support young people with getting from A to B in a safe and effective manner. They will learn orientation along routes enabling them to understand where they are at any point along a route. This will cover travel using buses and trains to and from home, school, college, university and anywhere that the young person needs to be. Life skills could cover anything from dressing to personal hygiene, banking to housekeeping, emotional and social to healthy living. As you can imagine, for a young person to gain true independence the skills I need to teach can be endless.

The course has been a lot of fun and very interesting. I very much look forward to September when I will be able to put all the training to good use.

Theo Skerritt – Trainee Habilitation Specialist

Short Breaks

Short Breaks are a way of giving parents of disabled children a break from their caring responsibilities. Short Breaks also benefit the disabled child or young person, helping them to play with friends, keep fit, improve their communication skills, gain independence or simply have fun.

If you know parents that may require a Short Break get them to contact the service on 020 7527 8611

Risk Assessments – Islington Swimming Pools

As part of my outreach service I offer advice and risk assessments to support students with a profile including physical challenges and complex medical health needs to access class swimming lessons at Islington Swimming Pools:

- Archway
- Highbury
- Caledonian Road

The listed swimming pools all offer safe modes of access and means of safe fire evacuation for students who have a range of physical challenges.

Archway Pool has a beach-style access with flat level entry to the water.

Highbury Pool and **Caledonian Road Pool** each offer a learner pool with shallow stepped entry and hand rails.

Both pools can provide a hoist to enter/exit the water.

Each pool setting provides the option of a changing space that is designated as accessible.

At each pool the schools co-ordinator/manager provides the safe guidance covering aspects of access and fire evacuation.

In my capacity I can liaise with individual schools to provide individual risk assessments for named pupils.

This would inclusively cover travel to and from the pool and could include safe use of a wheelchair. The risk assessment would cover access to changing facilities and the safe level of assistance required. Access to and from the pool would consider whether a hoist transfer is required and the level of supervision that the student requires in the water. Included in the report would be an Individual Fire Evacuation Plan.

Julie Noble – Safer Handling Risk Assessor



Useful Websites

Hearing Impairment

National Deaf Children's Society
www.ndcs.org.uk

The Ear Foundation
www.earfoundation.org.uk

Visual Impairment

Royal National Institute of Blind People
www.rnib.org.uk

Positive Eye
www.positiveeye.co.uk

Richard Cloudesley School Summer Play Scheme

Location: Golden Lane Campus

Dates and Times: 10 day scheme

Week 1 – 24/07/17 to 28/07/17

Week 2 – 31/07/17 to 04/08/17

From 10.00am until 3.30pm

Activities: A range of activities will be planned and could include football, hockey, tennis, seated volleyball, hydrotherapy, yoga, art and drama.

Please contact Theo Skerritt for more information

Office No: 020 7786 4808
Work Mobile: 07525 831 574

Email:

theophilus.skerritt@cloudesley.islington.sch.uk

SEN TA Training

There are a few places left on our SEN training course for TAs that is taking place on Thursday 29th June and Thursday 6th July at the Golden Lane Campus.

The training will cover:

- General SEN overview
- Autism – Best Practice
- Behaviour Management
- Dyslexia
- Deaf Awareness.

If you would like to book a place for a TA at your school then contact Dawn Frampton on 020 7786 4808 or outreach@cloudesley.islington.sch.uk

My role as a Family Support Specialist at Moorfields Eye Hospital

On 26th June 2016 after 24 years of working as a teacher I began a work for the NHS as a Family Support Specialist at Richard Desmond Children's Eye Hospital, the paediatric section of Moorfields. Although the two roles share many similarities; in order to qualify for the role I had to be a QTVI (Qualified Teacher of the Visually Impaired) I have found there are also many differences working in a medical environment.

Like teaching, no day is the same; however the day to day experiences at the hospital can be even more varied than a day in school. The Family Support Service is a unique service offered by Moorfields and consists of one full time member of staff and two part-time.

One of my main roles at the hospital is to liaise between health and education. As many of the clinics that I am present for at the hospital deal with potentially serious eye conditions I can be required to do this several times during the day. This may be referring a baby with cataracts to a Sensory Support Team or contacting a school SENCO with regard to issues that have been reported by a parent in clinic.

Another aspect of our role is to support families when their baby, child or teenager has been newly diagnosed with an eye condition. We provide families with a jargon- free explanation of the diagnosis; sign post them to organisations or charities and, of course, give them some time and space to come to terms with what they have been told. One of the most difficult experiences I have had so far was supporting a family when they were told that their child has Batters Syndrome; a devastating life limiting condition in which loss of vision is the first sign. An occasion where there are no words that can take away the pain.

Almost a year on I am still experiencing new dilemmas and issues but also still enjoying my 'new' role. I am surrounded by some extremely passionate and hardworking people who do their job because they really do care.

Bernadette Bell - Advisory Teacher for Visual Impairment

