

# Richard Cloudesley Outreach Service **ISLINGTON**



**For CHILDREN  
and YOUNG  
PEOPLE with:**

- ▲ Hearing needs
- ▲ Visual impairments
- ▲ Physical challenges
- ▲ Access needs
- ▲ Medical conditions

# **Our aim is to *improve inclusive practice* and raise achievement**

**We are a team with specialist training in the management of special needs, deafness, visual impairment, habilitation and risk assessments. We also offer support and advice on assistive technology.**



**We provide advice and support for children and young people in their home or educational setting following a diagnosis of a hearing need or visual impairment.**

**Most referrals come to the service either through the nursery or school, or from the audiology or ophthalmology departments based within various hospitals.**

## How we work...

- ▲ Schools talk to parents and make a referral to our service
- ▲ Our team visits the school and makes a detailed observation
- ▲ We meet the school staff and give advice and recommendations
- ▲ We provide a written record of visit
- ▲ We also receive referrals from London hospitals and national charities
- ▲ We work very closely with the local health professionals and the Islington Special Educational Needs Department

## We provide advice and guidance on...

- ▲ Best classroom practice
- ▲ Training for teachers and teaching assistants
- ▲ Improving the classroom acoustic and visual environment
- ▲ Adaptation of the curriculum
- ▲ Specialist equipment
- ▲ Risk assessments
- ▲ Access arrangements
- ▲ Habilitation assessments

## Training offer to Islington schools...

- ▲ Personalised whole school training on visual and hearing needs
- ▲ Small group training around individual needs
- ▲ Manual handling training
- ▲ Habilitation training
- ▲ Transition



**We work closely with schools, hospitals, charities and other agencies to make sure that children and young people receive the best quality support.**

## How can schools/settings identify sensory difficulties?

- ▲ Any child or young person who is struggling to make progress should first have a sight and hearing test which can be conducted by the school nurse and/or the family doctor. Specific written guidance is available for identifying children with hearing, vision or multi-sensory difficulties.

## How should schools/settings provide for sensory difficulties?

- ▲ Quality First Teaching should always be the starting point. A good acoustic and visual environment should be established and teachers should use strategies to support the child's residual hearing and vision enabling them to access the curriculum, social information and the physical environment. Written guidance is provided to all schools on these.

- ▲ For children with sensory difficulties that have a minor impact on learning, language and development, teachers should follow simple guidelines to adapt teaching or classroom approaches. Written advice is provided to schools on this.
- ▲ Teachers should follow advice provided by the SENCO and/or the Richard Cloudesley Outreach Service when sensory difficulties have an impact on learning, language or development.

## Meet the Team

### Head of Service

[Anne.Corbett@cloudesley.islington.sch.uk](mailto:Anne.Corbett@cloudesley.islington.sch.uk)

### Qualified Teachers of the Deaf and Hard of Hearing

[Nicky.Tricks@cloudesley.islington.sch.uk](mailto:Nicky.Tricks@cloudesley.islington.sch.uk)

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### Qualified Teacher of the Visually Impaired

[Bernadette.Bell@cloudesley.islington.sch.uk](mailto:Bernadette.Bell@cloudesley.islington.sch.uk)

### Advisory Teacher and Risk Assessor for Physical Needs

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### Habilitation Specialist

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