



Adaptability

oxygen (O_2)

Mg O

magnesium oxide (MgO)

H Cl

hydrogen chloride

Cu

copper (Cu)

Ofsted 2018:
'A Good school with
Outstanding features.'

Thomasson Memorial School

Communicate, Learn, Achieve



**Thomasson Memorial
School for the Deaf**

Welcome to Thomasson Memorial School for Deaf Children

Welcome: Headteacher, Mrs L Lane

I am incredibly proud to welcome you to our wonderful school, where all our children are very special to us, and we aim to create a community that is equally special to them.

A communication-rich school

As a school for deaf children from 2 to 16, our approach is underpinned by a communication strategy that gives all children equity of opportunity. We use the full spectrum of spoken and signed communication within a framework of nurture, challenge and unending support.

A special curriculum

The curriculum we've developed has been specially designed to bring out the unique talents, skills and qualities of all our young people. We place emphasis on developing the crucial communication, language and literacy skills that can support the children to unlock learning opportunities in all subject areas, become independent learners and achieve their potential.

Dedicated specialist staff

Our staff are the heart of our school. I am a qualified teacher of the deaf, and my team of similarly qualified teaching staff are passionate about delivering the best education and equipping your child with the life skills needed for a successful future.

Education and welfare are paramount

We ensure that our curriculum supports our children with their mental health and well-being. We are passionate about raising self-esteem and confidence; social and emotional literacy are the base skills required to move through education and life.

Parent partnership

Another important part of our school is you, our wonderful parents and carers. You will see in the many parent and pupil stories in this prospectus that you and your child are very important to us. We champion the link between school and home and work hard to involve you on every step of your child's journey.

Get in touch

I would urge you to visit our amazing school to experience first-hand the beautiful, nurturing environment we've built. I am convinced you will feel reassured that there's no better educational setting for your child to thrive in and be impressed by the curriculum and support we can offer.



To make an appointment to visit, or to simply ask me a question, please text the school office on 07731673339, or call the school office on 01204 333118.

“Thomasson Memorial has helped Max to become a happy, confident boy”

Elise and Michael live in Oldham with their son Max aged 7 “Max has been coming to Thomasson from the age of 3 and he absolutely loves it”

Elise attended Thomasson when she was younger and knew it was the right school for Max

As a child of two deaf parents, Elise and Michael wanted Max to be in a school environment surrounded by other deaf children. “I came here myself when I was younger and I knew it was where we wanted Max to go”, says Elise. “I was the only deaf child when I was at school which made me feel really isolated”, says Michael, “I didn't want that for Max, I wanted him to feel included, and Thomasson does that.”

“Since starting at Thomasson in the nursery, Max has become so confident. He is now in Year 3 and he loves coming home and being able to sign to us about what he has learnt that day. He really is very happy at school. Outside of school he is also so much more confident when communicating with new people.”

“Max has a new teacher this year which he has been really excited about. He loves science lessons and enjoys doing his homework. The communication from school is fantastic, we always know what Max has been up to and we feel that the school understands the needs of the children and values what parents have to say. We would definitely recommend Thomasson Memorial to other parents, it's just a great school.”



School day: settling in

School hours

Nursery sessions are 8.45am to 11.45 am or 12.30pm to 3.30pm.

School hours are 8.45am to 3.15pm on Mon/Thu/Fri, finishing at 3.30pm on Tues/Weds to allow for extra-curricular clubs.

Transport

Most of our children qualify for transport assistance and are brought to and from school by taxi.

Uniform

- Nursery children wear red jumpers.
- Primary children wear grey trousers/skirt, white polo shirt and blue jumpers/cardigans.
- Secondary pupils wear black trousers/skirt, white shirt/blouse and purple jumpers with a Thomasson tie.

Well-being and mental health

We know the social development of our children is as important as their academic achievement. Children only reach their full potential when they feel safe, supported and appreciated as individuals. Good mental health allows young people to grow into resilient, healthy adults. Our mental health first aiders are there to provide a confidential listening ear and supportive advice to all children and young people at Thomasson.

School meals and snacks

All children have a choice of purchasing a healthy, nutritious school meal provided by Bolton Council's catering services or bringing a packed lunch.

Free school meals

All children in Reception to Year 2 are eligible for free school meals. Families in receipt of certain benefits may be entitled to free school meals in other year groups. Find out how to apply on your local authority's website.



Curriculum: a roadmap to a fulfilling and confident future

Broad and balanced education

Thomasson Memorial School is an all age school for deaf children, for nursery, primary and secondary age pupils on a single site. We aim for all children to leave Thomasson with a strong sense of achievement, pride, confidence and identity. We achieve this through delivering a rounded, balanced education that equips them for a life of success and opportunity.

Nursery curriculum

The nursery is an inclusive environment for both deaf and hearing children. Deaf children access specialist support with their communication needs whilst integrating with a mainstream Early Years curriculum that's accessible for all.

Primary curriculum

In primary we have designed an exciting and 'unique' curriculum, which nurtures passions, interests and stimulates curiosity and a deep love of learning. Our curriculum is broad and exciting; it is filled with practical experiences to engage and motivate the children to always want to learn more.

Deaf studies and British Sign Language (BSL) form part of our unique curriculum offering alongside traditional subjects.

Secondary curriculum

At Key Stage 3 we teach all National Curriculum subjects alongside BSL and deaf studies. Our flexible learning experience ensures pupils are given every opportunity to reach their full academic potential.

In Key Stage 4 all pupils continue to study the following subjects maths, English, science, PE,

humanities and PSHE. They then choose three option subjects to study, including BSL, art, ICT or drama and more.

Communication and language development

Lessons are delivered using Sign Supported English (SSE), however, our communication-rich philosophy builds skills and confidence using a variety of methods:

- British Sign Language.
- Sign Supported English.
- Spoken English.
- Written English.
- Visual learning strategies.
- Lip-reading.

Audiology

We have a specialist clinical audiologist based at the school referred to as an Audiologist in Education. The Audiologist in Education evaluates the hearing technology relationships between health provision and educational provision and how that impacts upon each child.

The outcomes possible for deaf children are directly affected by the quality and type of hearing technology they use for amplification to enhance speech, language, cognition, social, emotional development and access to learning. The Audiologist in Education works predominantly in the field of the deaf child's experience; the home and school settings. The role is quite unique, as the only audiologist professional to bring their audiological skills into the deaf child's world of daily experience.



The Audiologist in Education supports children and their families with regards to:

- Understanding how and which hearing technology improves access to learning.
- Understanding how hearing facilitates communication, as well as social, emotional and cognitive development of deaf children.

The Audiologist in Education works closely with Teacher of the Deaf colleagues in supporting their work with the hearing technology they meet in the course of their professional duties when working with deaf children.

Speech and language therapy

We have two speech and language therapists, provided by the NHS, who are based at the school. The primary role of the team is to work with parents/carers and school staff to try and "close any gaps" that may be present in the communication skills of the children who attend Thomasson. These gaps are likely to have occurred between them and their hearing peers as a result of any hearing impairment they present with,



although some children may also have other additional needs which have an impact on their ability to communicate effectively.

If your child is referred to the speech and language therapy team, you will be contacted in order for a case history to be taken. The therapist will also complete an assessment face to face with your child in order to begin to identify any speech, language and communication needs that may be present.

Parents and carers will be kept informed of their child's therapy journey, either through reports, advice and strategy sheets, telephone calls or face to face contact as appropriate. This is to support parents and carers to best meet their child's communication needs, as well as to keep them up to date on their progress.

Deaf Studies

Our deaf studies curriculum gives all our students the opportunity to develop their identity and knowledge about their deafness and the spectrum of hearing impairment (HI). As students grow, they explore deeper concepts surrounding what it means to be deaf, deaf culture and heritage, language and the different support and methods of communication available to them.

British Sign Language

We recognise British Sign Language as the first language of many of our children and staff. All our lessons are delivered using Sign Supported English using BSL signs, and we have a Deaf instructor who is qualified to teach BSL and deliver BSL qualifications. In Year 9, pupils can select BSL as one of their option subjects and study towards a qualification up to Level 3.



Enhanced curriculum

Trips

We firmly believe that children learn best from their own first-hand experiences and to this end we endeavour to take the children on trips that enhance and enrich topics from the curriculum. Teachers carefully plan trips, which can include visits to working farms, zoos or museums. Examples of our trips include:

- The Anderton Centre.
- Blackpool Zoo.
- Eureka! The National Children’s Museum.
- Rivington Pike.
- Bolton Library.
- The Science Museum.
- Roman Tours in Chester.

Visitors

As well as enriching experiences out of school, we welcome many visitors into our school throughout the year to provide exciting, dynamic learning experiences for the children. These have included:

- Religious leaders from local mosques, synagogues, churches and temples.
- Travelling drama group.
- NDCS Listening Bus.
- Art therapists.
- Deaf role models.



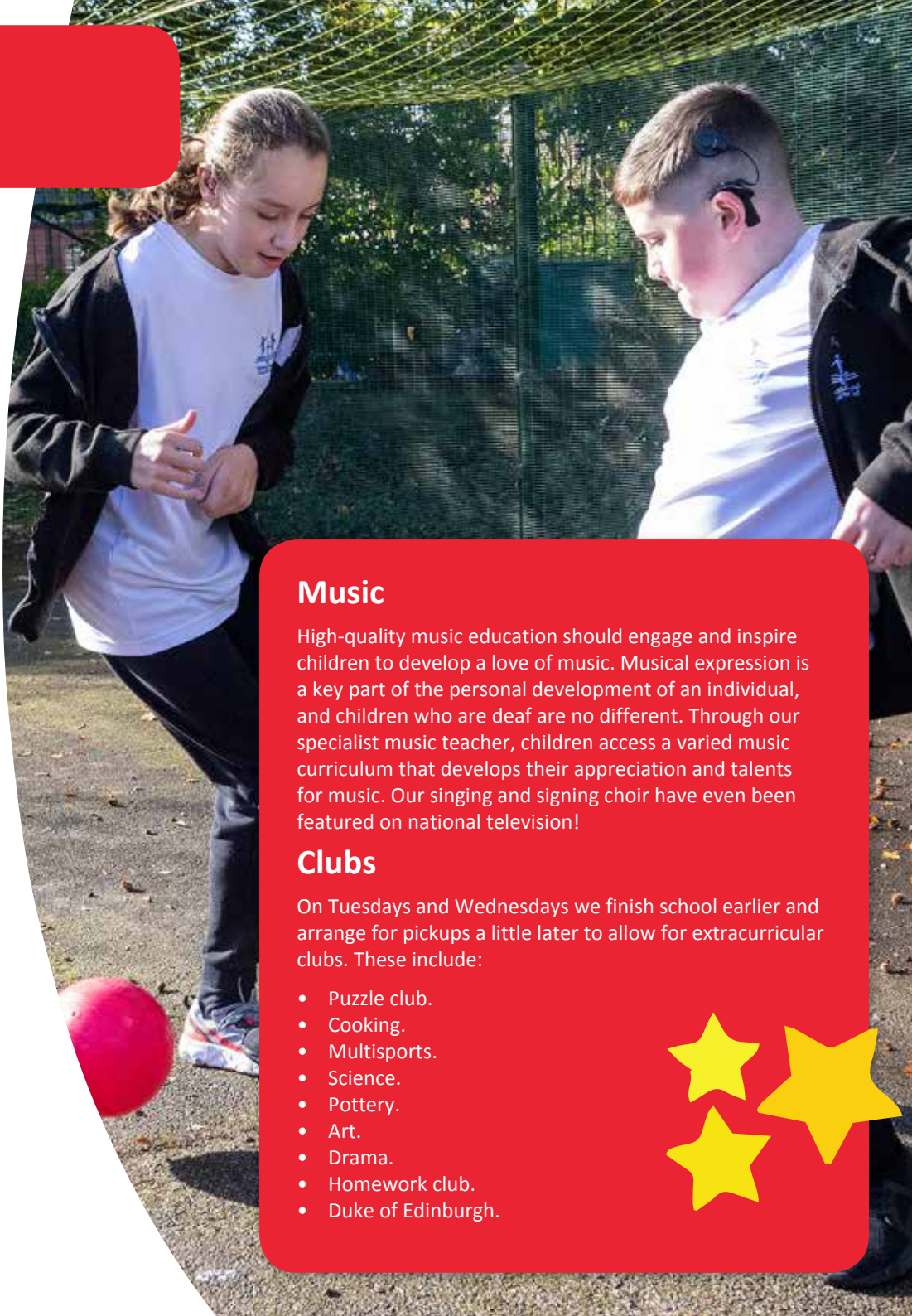
Residential trips

Throughout their school journey we take the children on residential trips. It’s always an amazing experience for the children, with opportunities for them to learn new skills and build confidence. Activities include paddle boarding, kayaking, tree climbing, orienteering and archery.

Sport and PE

We believe all children should have the opportunity to take part in regular physical activity and develop habits for a long, healthy and active life. We follow National Curriculum expectations for sports and PE throughout the school. We are able to offer children rebound therapy on the trampoline with our trained staff. Additionally, all primary children take swimming lessons in the summer term.

All children have the opportunity to take part in the Panathlon Challenge - a charity-run competitive multi-sports opportunity for children with additional needs and disabilities.



Music

High-quality music education should engage and inspire children to develop a love of music. Musical expression is a key part of the personal development of an individual, and children who are deaf are no different. Through our specialist music teacher, children access a varied music curriculum that develops their appreciation and talents for music. Our singing and signing choir have even been featured on national television!

Clubs

On Tuesdays and Wednesdays we finish school earlier and arrange for pickups a little later to allow for extracurricular clubs. These include:

- Puzzle club.
- Cooking.
- Multisports.
- Science.
- Pottery.
- Art.
- Drama.
- Homework club.
- Duke of Edinburgh.



“Kingsley is flourishing and making good academic progress in the caring environment of Thomasson Memorial School”



Georgeghina and Andrew live in Bolton with their children, Kingsley, aged 11, Sydney, aged 7, and Reggie, aged 6 months. Kingsley suffered hearing loss at birth and has attended Thomasson Memorial School since he was 3.



Individual help

Georgeghina and Andrew are delighted with the way Thomasson Memorial staff have brought the best out of Kingsley. Georgeghina says: “Right from Kingsley starting, up to him going into Year 7, the staff have catered for his needs. They look after each child as an individual and it is not a case of the same education for everyone. They work with Kingsley on specific things relating just to him and he is now doing well. When he sat the Year 6 SATS, he was just one mark under the national average.”

Homely surroundings

The family’s social worker suggested Thomasson Memorial for Kingsley and when Georgeghina and Andrew went to have a look round they were very impressed with the school. “It was in a lovely setting and seemed very homely. Kingsley had attended another nursery previously, where he hadn’t settled well, so we were anxious about him starting, but he loved the nursery at Thomasson Memorial right from the first day. It was a big relief to have found such a good school for him,” Georgeghina says.

Emotional support

“Kingsley has not always been confident and used to find it difficult to socialise because he felt different from other children because of his deafness and he has always been an emotional child.

The staff have worked on his emotional wellbeing by doing one-to-one sessions with him and helping him to explore his feelings,” she says.

Communication skills

“Kingsley started to be able to hear a bit after having his first hearing aid at the age of 21 months and then he learnt to speak. He can now lip read and communicate in sign language. He now has cochlear implants, which help him hear better. He is very well spoken and can have whole conversations with people, but he has minimal hearing when he takes the implants out,” Georgeghina says.

Making friends

“We are pleased that he now enjoys socialising and will play football with the other children during break. He is close friends with a little girl who has been with him since they were in nursery. Now he is in Year 7 he enjoys going to homework club. He chose to go there himself and told me it was because he wanted to work smarter, not harder. They go through what they have learnt in the lessons and then he does the homework they have been set while he is still at school. He could have chosen another club instead, but he likes to do his homework before he gets his transport home,” she says.

Kind teachers

“Kingsley is always enthusiastic about going to school and is like a little alarm clock in the mornings. He gets up at 7am and gets ready for school and then sits waiting for his transport. He loves the teachers and once came home very sad because one of them had left. We know he would be confident enough to go and speak to a teacher if he ever had a problem at school, which is reassuring for us,” Georgeghina says.

Pupils valued

“Every year we go into the school for a meeting about Kingsley’s EHCP and the staff always listen to what we say and respect our opinions. We can’t express our gratitude to the school enough and think the staff are all wonderful. The school is like a big family and is a home from home for the children, where each child is valued for who they are.”

Children say

Kingsley says: “I love everything about my school. I like my friends and I like my teachers.”

Our mission and values

Our mission

We will strive to promote a sense of happiness, security and belonging in all who join the Thomasson Memorial family.

Our mission is to provide an education which seeks to approach all children on the basis of their individual needs by:

- Optimising language learning in whatever way is most effective for each pupil.
- Building self-respect, self-belief, confidence and motivation.
- Rewarding progress and building aspiration.
- Providing rich opportunities to secure life-long learning.

Core Values

- Communication.
- Cooperation.
- Resilience.
- Respectfulness.
- Enquiring.
- Adaptability.



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Admissions information

Children at Thomasson are placed within the school by their local authority. The LA's request for a placement for your child is then reviewed by Bolton Education Department's SEND Division, an educational psychologist and the Headteacher of Thomasson Memorial School.

Whether your child is to be admitted in the Reception intake or as an in-year admission, please contact your local authority's admissions team. To discuss admission arrangements and whether your child could benefit from a place at Thomasson, or to book a visit to the school, please contact the school office on 01204 333118 or email office@thomasson.bolton.sch.uk.