Supporting the achievement of deaf children in primary schools

For teachers of children with hearing impairment

ndcs
every deaf child

NatSIP
National Sensory Impairment Partnership

Department for Education

Our vision is of a world without barriers for every deaf child.

Contents

Introduction

The National Deaf Children's Society uses the word 'deaf' to refer to all levels of hearing loss. We include pupils who may have been identified as having a hearing impairment in the School Census.

Who is this resource for?

This resource is for anyone who works with deaf pupils in a primary school. We hope that this guidance will make it easier to ensure that your deaf pupils feel fully included and any gaps in attainment with hearing children are closed. It should help school staff:

- understand the needs of deaf children

- make sure the environment is suitable for deaf children's needs

- ensure the necessary support and learning strategies are in place so that lessons are fully accessible

- make sure any hearing technology used is working to its maximum potential

- enable deaf children to feel fully included in all areas of their school life

- know where to go for advice.

"The school my sons attend is fantastic. They have a daily visit from a Teacher of the Deaf and a weekly visit from a speech and language therapist. The school has a soundfield system in all classrooms and in the assembly hall, along with carpets, blinds and flashing alarms. The boys love going to school and would go seven days a week if they could. "
— **Parent**

"School can be quite noisy so I have a teaching assistant who helps me. She signs what the teacher is saying so I keep up with everyone else. When I am playing sport, I have to take my cochlear implant out so my teaching assistant waves at me from the sidelines if the whistle's blown. I really enjoy school and my hearing friends practise signing. "
— **Pupil**

"My child needs to grow up to live the life similar to a hearing peer. The same level of confidence, intelligence, academic qualifications, job prospects and opportunities, independence, able to form relationships with other people and live a satisfying life. "
— **Parent**

NOTE

In different parts of the UK, the terms 'special educational needs coordinator' or 'additional learning needs coordinator' are used. **For simplicity, this resource uses 'SENCO' throughout.**

NOTE

We use the term 'parent' to refer to all parents and carers of children.

Overview

Effective provision for a deaf pupil will entail:

- a thorough assessment of the pupil's needs and strengths

- a plan setting out how the school will meet those needs and overcome any barriers to the student making good progress

- effective implementation of the plan

- regular reviews of the pupil's progress and the success of the plan to establish whether changes need to be made and what these are.

In England, this 'assess, plan, do, review' cycle has been incorporated into statutory guidance set out in the Special Educational Needs and Disability Code of Practice (2015).

It should be remembered that deafness in itself is not a learning disability and, given the right support, deaf pupils can make the same progress and attain as other pupils of similar cognitive ability. Having high expectations of deaf pupils is vital.

This resource is intended to help you follow this approach, as set out below.

Assessing what support is needed

A good assessment will enable the school to identify potential barriers to progress and the support that is needed to overcome these. An accurate and thorough understanding of a pupil's needs and strengths underpins good planning and progress. A good assessment will include:

1. the pupil's self-evaluation of any support requirements

2. information from the school and information on levels of attainment

3. the views of parents about appropriate provision

4. the involvement of specialists such as a Teacher of the Deaf

5. the use of specialist assessments

6. the need for access to technology and communication support

7. consideration of support needed to meet any specific subject requirements.

Deafness will impact on a range of skills that students will need to learn including:

- listening skills

- attention and concentration

- language development

- literacy skills

- working memory

- auditory memory

- processing time

- incidental learning

- social skills

- self-esteem

- learning style.

It is therefore likely that assessments will focus on these areas. Further advice on specialist assessments can be found on page 69. Chapter two provides you with some background information about deafness and its implications for learning.

Planning the right support

Plans should be developed with the pupil, parents and Teacher of the Deaf, and should consider:

- the outcomes the pupil is expecting to achieve at school in preparation for transition to secondary school and then to adulthood

- the shorter term targets to achieve those outcomes

- the provision and adjustments required to achieve the outcomes and targets, meet needs and overcome any barriers to accessing teaching and learning. This would include support strategies and intervention, access arrangements and support from external agencies

- arrangements for monitoring and reviewing.

The challenges presented by a hearing loss suggest that for many deaf pupils their plan is likely to include:

- targets related to the development of language, communication, literacy, confidence and social skills and the support and interventions required to achieve the targets

- the provision and maintenance of hearing technology

- the provision of communication support

- measures to ensure teaching and learning take place in rooms which provide a good listening environment and have good acoustics

- access arrangements for assessments/examinations

- access to support from specialist staff such as Teachers of the Deaf, teaching assistants and communication support workers

- the provision of pre- and post-lecture tutoring

- teaching strategies and approaches to ensure access to teaching and learning

- ensuring staff and other pupils are 'deaf aware' and have a good understanding of what they need to do to ensure the deaf pupil is included within the school

- details of who is responsible for the overall coordination of the plan, delivering key aspects of the provision and organising regular reviews.

Implement or do: putting the provision in place

A pupil's plan should set out who is responsible for the overall coordination and implementation of any plan. This would be the SENCO with support from the Teacher of the Deaf. They will have responsibility for the following.

- Ensuring all staff involved in teaching and supporting the deaf pupil receive the necessary information, advice, guidance and training to ensure the pupil is supported and can access teaching and learning (a template information sharing sheet can be found on page 27).

- Ensuring the pupil's progress is monitored.

- Liaising with and obtaining feedback from the child on what is going well and not so well.

- Ensuring that support and provision is in place (for example, employment of qualified communication support staff, hearing technology, adjustments to teaching spaces to improve the listening conditions).

- Ensuring teachers and teaching assistants implement interventions and strategies agreed as part of the support.

The school should also ensure that all necessary modifications and adaptations are in place to ensure the deaf pupil has equal access to examinations. More information on access arrangements can be found in chapter 9.

A number of chapters in this resource provide advice on the reasonable adjustments you can make to your teaching strategies to meet the needs of deaf pupils including:

- teaching strategies on page 33

- ensuring there is good communication within the classroom on page 45

- creating a good listening environment on page 51

- supporting social and emotional development on page 63.

Keeping the support and its impact under review

The effectiveness of the support and its impact on the pupil's progress and breaking down any barriers that they face should be regularly reviewed and evaluated, taking into account the views of the pupil and parents. The school will have developed systems and processes for doing this. Key areas that are related to the pupil's deafness that may require consideration include the following.

- Levels of progress in areas of language and communication.

- Levels of overall progress and whether any gaps with other students are widening or narrowing.

- The accessibility of the subject content. For example, checking if the pupil is able to understand the language and concepts used in lessons or establishing where and when the student may experience most difficulty in hearing what is said.

- The effectiveness of communication support. For example, is the communication support worker able to interpret accurately and fluently what the teacher is saying.

- The effectiveness of technology.

- Any changes to the pupil's level of hearing.

- Their success in communicating with others, socialising and forming friendships.

Where the pupil is not making expected levels of progress, the specialist assessments, particularly in language and communication, may be helpful in identifying the source of difficulties and revising the plan and support strategies. A Teacher of the Deaf can again provide advice on this.

The graduated approach should be led and coordinated by the SENCO working with and supporting individual practitioners in the school.

More widely, schools should take steps to review the general effectiveness of provision for deaf learners. This may include a consideration of, for example, the listening environments within the school and whether staff need additional training and support. In chapter 11, we provide some guidelines for how school leaders can do this. A checklist is provided on page 78.

An effective school will:

- ensure that the assessment of a deaf pupil's needs is based on accurate information about their prior attainment, reflects the type and level of their hearing loss and its effect on their learning, and identifies key barriers to making progress

- seek pupils' and parents' views on the barriers they are experiencing and the strategies and support that will benefit them

- consider the implications of a pupil's deafness when planning how to meet their needs. This will include a recognition that good speech intelligibility of pupils may mask underlying linguistic difficulties and problems of accessing what is being said during teaching

- ensure that the necessary support is provided, whether this be through modification of teaching strategies, meeting language and communication needs, the effective use of technology, staff training, improving the listening environment and providing for social and emotional needs

- review the effectiveness of their provision for the deaf pupil, monitoring the extent to which the student is achieving the expected outcomes.

The above steps should be carried out with support from a Teacher of the Deaf.

Deafness and its impact on learning

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Deaf pupils cover the whole range of ability. Deafness is not a learning disability and deaf pupils have the potential to attain and achieve the same as any other pupil, given the right support and access to the curriculum. However, as most teaching and learning takes place through the main senses of sight and hearing, this presents deaf pupils with particular challenges when trying to access teaching and learning.

Deaf children have a diverse range of needs, including the type of hearing technology used and their preferred way of communicating. It is therefore important to find out from parents and the Teacher of the Deaf what the specific child's needs are and their impact on learning.

Levels and types of deafness

There is considerable variation in the levels and types of childhood deafness.

Children who are deaf may have a permanent mild, moderate, severe or profound hearing loss in one or both ears or a temporary loss such as glue ear.

The Teacher of the Deaf will be able to explain the individual deaf pupil's level of hearing by showing you an audiogram. An audiogram is a chart used by an audiologist to record the results of the hearing assessment.

It is estimated that at any one time 20% of children in reception class have glue ear and often have a temporary hearing loss.

Further details on the types and levels of deafness are given in Appendix 1.

Hearing technologies

Deaf children use different types of personal hearing technology supplied by the NHS such as hearing aids, bone conduction hearing implants or cochlear implants. More information about the technology that deaf children may use can be found in Appendix 2.

The audiologist will have assessed and recorded how much the deaf child can hear with their hearing technology fitted. However it is important to understand that while the hearing technology used is set and programmed to enable the deaf child to access sound as near to typical hearing levels as possible, it does not replace normal hearing.

Acquired deafness

Pupils may start school without a diagnosis of deafness or acquire a permanent deafness while at school. At primary age this is most likely to happen following a serious illness, such as meningitis, but it can happen at any time. It is important for school staff to look out for any possible signs of deafness. It is also essential to monitor deaf pupils' hearing levels in case of deterioration.

Deafness and additional needs

There is a relatively high prevalence of deafness in pupils who have learning difficulties/other disabilities. Often the pupil's deafness is overshadowed by their other difficulties. It is important to take steps to address the impact of the deafness so that they can access learning, communicate and socialise.

Impact of deafness on language

Childhood deafness has a major impact on learning spoken language, as it is usually acquired through hearing and vision together. Early hearing screening of babies and improved hearing technologies mean that more deaf pupils now enter a mainstream primary school using spoken language (with or without signed support) and some form of hearing technology. **However, their language, communication and learning needs may not be immediately apparent, with good speech intelligibility masking their level of linguistic ability.**

The impact of deafness on a pupil will also be influenced by factors such as:

- the age at which they became deaf
- whether deafness was diagnosed and managed early or late
- support from parents
- the quality of professional support they receive
- their cognitive ability
- personal characteristics, such as determination
- the functioning of their hearing technology and how often it is worn.

A note on pupils with a mild, unilateral or temporary hearing impairment

In many areas these children do not receive regular support from Teachers of the Deaf. Many pupils with a mild hearing loss or glue ear do not wear hearing technology. As a result there can be a tendency to underestimate the impact of their deafness. In many cases these pupils have normal speech and language development in the early years and they do well. However, for a significant number mild, unilateral or temporary deafness can have an adverse impact on their development if their hearing needs are not supported.

The impact of these losses could include:

- difficulties in hearing speech on one side and locating the source of sound

- difficulties in understanding speech where there is background noise or more than one person is speaking

- the need to ask for things to be repeated

- a tendency to be tired and irritable with a lower attention span resulting from the strain of trying to hear

- a possible reluctance to join in group discussions and activities

- speech, language and literacy difficulties.

Adults can sometimes find it difficult to understand the impact of mild deafness on children. This is because the adult brain is much better at filtering out background noise in a noisy classroom, for example, than a child's. In addition, the adult brain is very good at filling in the gaps of missed information – speech sounds or parts of words – that weren't heard. Pupils with mild deafness are not able to do this – they lack the knowledge, vocabulary and context to be able to fill in the gaps. This means they miss out on a lot of the new vocabulary and concepts being taught every day at school.

Identifying deafness

Children may start school without a diagnosis of hearing loss or acquire a permanent hearing loss while at school. It is therefore important for school staff to look out for any of the possible signs of hearing loss.

The following may indicate a potential hearing loss.

- Does not respond when called.

- Watches faces/lips intently.

- Constantly asks for repetition.

- Does not always follow instructions straight away.

- Often misunderstands or ignores instructions.

- Watches what others are doing before doing it themselves.

- Frequently seeks assistance from peers.

- Talks either too loudly or too softly.

- Appears inattentive or as though daydreaming.

- Makes little or no contribution to class discussions.

- Complains about not being able to hear.

- Tires easily.

- Becomes easily frustrated.

- Seems socially isolated and less involved in social group activities.

In addition, it is possible that a child who does not meet standards in the phonics screen check in England at the age of six may be experiencing hearing difficulties.

Children with temporary hearing loss may demonstrate these behaviours intermittently.

If any member of staff is concerned that a child may have an undiagnosed hearing loss the school should discuss the matter with parents and suggest that their child is taken to the GP.

Impact of deafness on access to learning

The impact of deafness on language development can mean a deaf child has difficulty in being able to:

- make sense of what people say and understand what is happening around them

- learn to think things through and problem solve

- understand and express what they are feeling and manage their emotions.

Deaf pupils are likely to require additional support if they are to make the same progress as other pupils of a similar age and cognitive ability. Adaptations and strategies will need to be put in place that manage and minimise the impact of their hearing loss, develop their learning skills, provide access to the curriculum and lead to higher levels of academic achievement.

This table describes how deafness can impact on a pupil's learning and outlines some teaching and learning strategies. These strategies are further described in later sections.

Teachers should be aware of:	Summary of possible teaching, learning and support strategies
Slower language development, both spoken and written, with reduced vocabulary and understanding of words and concepts	• Know the pupil's language level from regular assessment. • Monitor and develop language skills. • Ensure effective use of hearing technologies. • Create a good listening environment. • Provide focused, individual/small group programmes as required. • Provide pre- and post-tutoring as required for new topic areas, ensuring the pupil is aware of new concepts. • Adhere to good practice when communicating with deaf pupils. • Involve parents in providing additional language practice
Listening skills	• Ensure effective use of hearing technologies. • Create a good listening environment. • Especially in the early years, ensure children establish good phonological awareness.
Attention and concentration/tiring easily because lipreading and trying to hear requires heavy concentration	• Ensure effective use of hearing technologies. • Ensure pace and length of learning sessions is appropriate. • Check levels of understanding after lessons. • Use visual cues to support teaching points. • Create a good listening environment.

Teachers should be aware of:	Summary of possible teaching, learning and support strategies
Literacy skills, including grammar	• As above plus additional tuition. • Differentiated curriculum. • Use specific programmes, resources and strategies to help the deaf pupil learn.
Working memory	• General classroom games, such as 'Kim's game', guessing hidden objects from descriptions, pairs matching, etc. • Specific resources for training working memory developed for deaf pupils.
Auditory memory	• Phonological awareness training and training in synthetic phonics, using particular strategies that support deaf pupils. • Learning rhymes and listening to stories.
Difficulties with multitasking, for example, taking notes and listening/lipreading and/or watching demonstrations at same time	• Check the pupil's understanding. • Give more time to process information. • Repeat demonstrations. • Break tasks up to ensure understanding.
Difficulties around incidental learning – deaf pupils may struggle to pick up what others are saying through casual listening	• Create opportunities for one-to-one and small group work in good listening environment.

Teachers should be aware of:	Summary of possible teaching, learning and support strategies
Social skills in one-to-one and small group work	• Ensure peers are deaf aware and can communicate with the deaf pupil. • Create opportunities for small group work requiring turn-taking under the supervision of an adult. • Ensure access to extracurricular activities. • For older primary pupils, focused group work on dealing with/taking responsibility for their own deafness. • Deaf pupils may need specific teaching to see situations from other people's perspective. This is known as Theory of Mind and research suggests it can be delayed in deaf children.
Self-esteem	• Praise appropriately and genuinely, describing exactly the reason for the praise. • Ensure that disabilities, including deafness, are included in your programme of study if your school teaches personal, social, health and economic education (PSHE) curriculum. • Use specific resources developed for deaf children, for example the National Deaf Children's Society's *Healthy Minds* resource.
Learning style	• Generally helpful to use multisensory approaches. • May need to allow additional time to ensure mastery of new concepts/learning.
Difficulties in following group conversations	• Ensure members of the group are deaf aware. • Use a communication support worker where required.

An effective school will:

- understand the impact of deafness on learning and be proactive in reducing this impact as much as possible by using support strategies which enable effective teaching and learning to take place

- be confident in using hearing technology

- be aware of the indicators of a hearing loss.

Transition from the early years setting

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Challenges for deaf pupils

Starting school can be daunting for any pupil. For deaf pupils there are extra challenges that they may encounter.

- New learning environments with varying quality in listening conditions.
- New teaching staff to work with.
- Varying deaf awareness levels among staff and pupils.
- More demanding subject content.
- A lot of new vocabulary.
- Making new friends.
- Differing expectations of behaviour and independence.

It is important for the school's SENCO and teacher to work with the parents, pupil, early years setting and Teacher of the Deaf to develop a transition plan that helps overcome these potential challenges and ensures a successful start.

The transition plan

A good transition plan will:

- be prepared well in advance of the pupil starting primary school to give time for the support arrangements to be put in place
- clearly identify the member of staff responsible for preparing the plan and coordinating its implementation
- involve the pupil and their parents and address any concerns they have
- be based on a thorough analysis of the pupil's needs and strengths including information from specialist assessments where necessary (a checklist for collecting relevant information follows)
- set out what needs to be done to meet the pupil's needs including:
  - what should be provided (for example, hearing technology, teaching assistant support, staff training, further assessment, improvements in classroom acoustics, opportunities to visit the school, specialist support)
  - who in the school is responsible for each identified action
  - timescale for delivery.

····⟩ Example checklist for collecting information to support the transition from the early years setting

Transfer to primary school Information to support a successful transition

Pupil name:

Early years setting:

Early years setting contact:

Parents:

Teacher of the Deaf:

Hearing and personal hearing technology	
Information required	**Implications for transition plan**
In this section record:	**In this section record:**
Degree and nature of deafness:	What needs to be done to improve access to sound, for example, providing radio aids, improving acoustics, using soundfield systems?
Un-aided hearing level:	
Aided hearing level:	What needs to be done to ensure optimum use of hearing technologies, for example, daily checks by staff of battery, tubing, etc., developing the pupil's skills in managing their own technology?
Ability to discriminate speech in different environments (for example, class, halls):	
Sounds/words that are difficult to hear:	What are the health and safety implications, for example, fire drills?
Personal hearing technology used:	

Communication	
Information required	**Implications for transition plan**
In this section record:	**In this section record:**
Preferred way of communicating in different locations and situations (class, home, friends):	What needs to be done in class to support access to teaching and learning including, for example:
Competence in preferred way of communicating:	• seating position to allow for lipreading
Lipreading ability:	• using radio aids
	• ensuring good acoustics
	• using a soundfield system
	• advice/training for the teachers
	• providing communication support workers with Level 3 qualification for pupils who use British Sign Language (BSL).
	What needs to be done to promote communication and social interaction with other pupils?

Language	
Information required	**Implications for transition plan**
In this section record:	**In this section record:**
Levels of understanding of language:	How does this compare with hearing pupils?
Level of expressive language:	What are the implications for learning, for example, more processing time?
Vocabulary level:	If a gap exists, what targets should be set to close the gap and what support/interventions are required to achieve them?
Grammatical constructions:	What are the implications for teaching?
Social interaction and use of language:	

Cognition

Information required	Implications for transition plan
In this section record: Non-verbal cognitive skills to: a) ensure teachers have high expectations b) check whether or not there are other underlying learning difficulties.	**In this section record:** What needs to be done to address any other underlying difficulties the pupil may be experiencing?

Progress in curricular areas

Information required	Implications for transition plan
In this section record: Progress in different curricular and extracurricular areas. Are there particular strengths? Are there particular difficulties?	**In this section record:** Is more support required in particular areas? What targets need to be set?

Social and emotional aspects

Information required	Implications for transition plan
In this section record: Level of social interaction in class/school friendship groups:	**In this section record:** If levels are low how can they be increased? Do other pupils need deaf awareness training and information on how to communicate?

Pupil's views	
Information required	**Implications for transition plan**
In this section record:	**In this section record:**
What are the pupil's hopes, aspirations and concerns about moving to a new school?	Provision of information and opportunities to help with the transition:
What information and help do they think they need to help with the move to a new school?	

Parents' views	
Information required	**Implications for transition plan**
In this section record:	**In this section record:**
What are the parents' hopes, aspirations and concerns about their child moving to a new school?	Provision of information and opportunities to help with the transition?
What information and help do they think they need to support their child's move to a new school?	

Other considerations	
Information required	**Implications for transition plan**
In this section record:	
Any other considerations, for example:	
• any other difficulties or medical conditions or medication needs	
• attendance issues	
• behaviour issues.	

Strategies that could be included in the transition process and plan

Assessing the pupil's needs

Arrangements for assessing the pupil's needs including information from the early years setting, supporting specialist services in health, education and social care, parents and the pupil.

Information for the pupil

- Familiarisation/taster days with parents and possibly extra days to meet and get to know key staff members. These visits should be planned to enable the pupil to fully take part in the activities.

- Accessible information about the school, such as a map, a timetable, photos of relevant staff, information about breaks and lunchtimes and information on who can help with any concerns.

Early years setting and primary school liaison

- Regular transition meetings and ongoing liaison between key members of staff from the early years setting, the school and the support service.

- Early years staff and the Teacher of the Deaf provide information about the pupil's deafness, its impact and their needs.

- Primary school staff visit and observe the pupil at early years setting.

Preparation in the primary school

- An acoustic audit of teaching spaces that identifies measures required to improve the listening environment.

- Ensuring that any hearing technology such as radio aids and/or a soundfield system is in place in good time.

- Arrangements for deaf awareness training for other pupils.

- Arrangements for providing primary school staff with information on the pupil's needs and how they are best supported in accessing teaching and learning. An example of information that could be provided follows.

- Arrangements for training and advising relevant staff – this could include deaf awareness training for staff including lunchtime supervisors.

- Arrangements for meeting social needs including continuity of existing friendship groups.

- Arrangements for having the teaching assistant support/communication support worker in place for the start of term, if appropriate.

Sharing information

Once all the relevant information has been collected by the SENCO, the summary information should be shared with school staff. The following example information sheet could be distributed to staff (with the agreement of the pupil's parents).

Photo	**General information** Pupil: _____ Year: _____ Teaching assistant: _____ Teacher: _____ SENCO: _____

Hearing loss and hearing technology

Communication

Ways of helping [name of pupil] access learning during lessons

Remember:

During lessons:

In addition to or instead of the above information sheet, some deaf pupils may already have a 'personal passport' or an 'information card', containing key information about themselves and their needs. They can range from small, laminated cards that can be attached to, for example, a lanyard or a locker key that can be shown to 'new' people to A4 sheets of paper with more detailed information.

A personal passport can be a practical and person-centred way of supporting children and young people who may find it hard to articulate their needs. It can also be useful in situations where the pupil is being supported by school supply staff. Examples of personal passports can be found at **www.ndcs.org.uk/passport**.

Angela-Marie Douglas

I use a hearing aid.

It helps if you...

- **face me when talking**

- **repeat what you've said if I ask**

- **allow my friends to prompt me**

- **understand it is harder for me to listen when there's lots of background noise.**

When using the radio aid...

- **I have the attachments needed to fit on my hearing aid.**

- **You need to wear the microphone around your neck, roughly 15cm from your mouth and switched on. When you talk to other students you can switch it off.**

Thank you

An effective school will:

- recognise the additional challenges that deaf pupils may face in starting formal education

- make sure that it has received all the necessary information from the early years setting, other relevant professionals and parents well in advance of the transition

- develop a transition plan that identifies a lead member of staff responsible for ensuring that the move is successful for the deaf pupil and that all the necessary provision is in place for the first day of term

- ensure that the transition plan sets out what support needs to be provided to meet the deaf pupil's needs and that it is put in place. This includes ensuring that any necessary training is provided

- distribute relevant information on the deaf pupil to staff.

Working together to support deaf pupils 4

Deaf children will receive support from a range of professionals. Schools can support effective multidisciplinary working to support the pupil by:

- providing information to other professionals supporting the child on their progress. For example, informing the audiologists about how well personal hearing technology is working

- ensuring school staff have, as far as possible, the time for necessary liaison with parents and other professionals who support the child

- trying to ensure visits to audiology clinics do not disrupt essential lessons

- providing appropriate facilities for professionals who come into school to support deaf children and young people, for example ensuring meeting rooms free from interruption and with good acoustics are available

- contributing to multidisciplinary assessments and any resulting support plan.

Parents

Parents can provide useful information about their child's needs and development and how they can be supported at home. They should be able to pass on details of reports and advice on their child from health and education specialists. More information about how you can establish a partnership with parents can be found in chapter 10.

Teachers of the Deaf

> **I have a Teacher of the Deaf who comes in and checks my progress in school once in a while. The extra support means that I am able to be educated at the same level as my classmates even if I need a little more help to understand the work. I think if I didn't have this extra support in all my years I would not be where I am today.**
> — **Pupil**

In many areas, a child with a permanent moderate to profound hearing loss will have received regular support from a Teacher of the Deaf who has a mandatory qualification in deaf education. They may have supported the deaf child in their early years, including through the time of their transition to primary school.

A child with a mild temporary hearing loss or a loss in one ear may not meet the criteria for regular support, but the Teacher of the Deaf can advise the school on ways to meet their needs.

The Teacher of the Deaf can:

- support and advise school staff on strategies to ensure the pupil can learn
- provide deaf awareness training to staff and peers, as well as more specific training on meeting the pupil's needs
- support the effective use and maintenance of hearing technologies
- do specialist assessments to identify the pupil's needs in order to inform teaching and learning strategies and targets
- recommend improvements to the hearing environment and access to learning activities for all pupils
- advise on the outcomes that may reasonably be expected for deaf pupils when support is sustained and developed effectively over time
- provide advice and support for all areas of the pupil's development
- support and advise parents
- help coordinate liaison with other agencies involved with the pupil
- support transition to secondary school
- advise on adjustments needed for any examinations or tests.

Speech and language therapist

Deaf pupils may also get support from a speech and language therapist, who may assess and monitor their understanding and use of language, listening skills, speech production and vocal skills.

In some cases, the speech and language therapist may work directly with the pupil. In others, they will suggest programmes for the school to implement, and will visit to monitor the pupil's progress and suggest updates.

Audiologist

Audiologists carry out hearing tests, determine the level and type of hearing loss a child has and discuss with parents the options available. They fit hearing aids and review the child's progress with their hearing aids.

It is unlikely that you will meet the deaf pupil's audiologist but many are happy to supply information and will value your observations as to the effectiveness of the pupil's hearing technology. Audiologists work with the Teacher of the Deaf or educational audiologist to ensure that the pupil's hearing technologies, for example, radio aids and hearing aids, are working together effectively.

Educational audiologists

Educational audiologists are Teachers of the Deaf with a qualification in education audiology and offer specialist advice on acoustics and hearing technologies.

Involving the deaf pupil

It is really important to involve the deaf pupil in determining the type of support they receive. For younger pupils, the teacher may need to rely on observing their level of cooperation or frustration. Older pupils can be encouraged to give their own feedback. Examples of how you can gain pupil feedback can be found later in this resource in chapter 11.

An effective school will:

- ensure all staff are clear on roles and responsibilities in relation to the deaf pupil

- ensure that all relevant staff have received appropriate training to meet the deaf pupil's needs

- encourage staff to discuss individual needs and support with the deaf pupil

- ensure that it makes the necessary reasonable adjustments to meet the deaf pupil's needs and ensure they are not placed at a substantial disadvantage

- work closely with outside agencies, including the pupil's Teacher of the Deaf, to support the deaf pupil effectively.

Teaching approaches

Pupils who are deaf cover the whole range of ability. They have the same potential to attain and achieve as any other pupil given the right levels of support.

However, most teaching and learning takes place through the main senses of sight and hearing, presenting pupils who have hearing difficulties with particular challenges which need to be addressed by the school.

Deaf pupils are likely to need extra support to make the same progress as other pupils of a similar age and cognitive ability. Adaptations and strategies should be put in place to:

- manage and minimise the impact of their deafness on their learning

- develop their learning skills

- provide access to the curriculum

- lead to higher levels of academic achievement.

These strategies will benefit all pupils and are good practice to enable access to the curriculum.

Supporting language development

Many deaf children will start school with a language delay. As language is essential for making good educational progress and social development, any language delay should be addressed by the school.

It is important to monitor the pupil's language and refer them to the Teacher of the Deaf for assessment if it is felt they do not have age-appropriate language or are starting to fall behind. The Teacher of the Deaf will monitor a deaf pupil's language, listening, speech and communication development using a number of specific tests. Where language delay is identified, specific programmes of work will need to be put in place which target individual learning needs and may be delivered by the Teacher of the Deaf, speech and language therapist or a trained teaching assistant.

Examples of programmes

There are a variety of online resources available on the National Deaf Children's Society's website to support learning. These include resources and films on specific interventions to improve working memory and literacy.

Literacy

www.ndcs.org.uk/morphology
www.youtube.com/ndcswebteam

Memory and learning

www.ndcs.org.uk/workingmemory
www.youtube.com/ndcswebteam

Meeting other needs

Deaf pupils, including those with age-appropriate language, will require support to access the language of the curriculum. They may not:

- have a broad vocabulary and so may not have a range of alternative words for the same object, feature, feeling, place, etc.

- know words used in specific topics or curriculum areas

- understand idioms or colloquialisms

- grasp sophisticated skills to understand higher order language, for example, making inferences

- hear and understand everything that is said

- process information quickly.

These potential difficulties may not be immediately obvious, particularly if speech intelligibility is good and the pupil appears attentive. It is therefore important to really get to know the deaf pupil to identify potential barriers to learning.

The class teacher should meet with a qualified Teacher of the Deaf to agree what will best enable the deaf pupil to access what is taught. The deaf child should also be involved, where appropriate, in deciding what methods of support are most suitable.

Teaching phonics to deaf pupils

Phonics is recognised as a key tool in the acquisition of literacy skills for all children and should be made accessible to deaf pupils. Phonics is best described as the relationship between written letters and their spoken sounds. The reader is required to recognise a letter or group of letters within a word, identify the sound for that letter or group of letters and then blend those sounds into the word. It provides a very valuable tool for decoding texts, especially in the early stages of learning to read.

For deaf children:

- even when technology and acoustics are at optimum levels, when learning phonics they may face particular challenges related to the nature of speech and speech sounds

- the acquisition of phonics skills is only one key skill in the development of literacy

- having ongoing opportunities to develop language skills and to read texts is vital, as they may have fewer opportunities than other children to learn 'incidentally'

- an environment where there is lots of communication and language, which is accessible, will help ensure they do not end up with poor language skills.

Many of the tips and suggestions in this resource will support you in teaching phonics to deaf pupils. Further information and advice on the teaching of phonics to deaf pupils can be found in the National Deaf Children's Society's resource *Phonics Guidance: For the teaching of phonics to deaf children*. This is available online at **www.ndcs.org.uk/professional_support/our_resources/education_resources.html** or can be ordered from the National Deaf Children's Society's Freephone Helpline (**0808 800 8880** or email **helpline@ndcs.org.uk**).

A Teacher of the Deaf can also provide advice on adapting the teaching of phonics to deaf children.

Small group work/teaching

Small groups can be very helpful, especially in aiding language development. For the deaf pupil to benefit it is important to:

- allow only one person to talk at a time as deaf pupils find accessing speech difficult if more than one person is speaking

- ask speakers to keep their faces visible (uncovered by hands, hair or objects) and to look at the deaf pupil when speaking

- repeat what has been said by other speakers who may not be easily seen or heard

- as pupils get older, ask the speaker to identify themselves clearly by raising a hand or stating their name – they can then be encouraged to allow the deaf pupil enough time to locate them and look at them before speaking.

Note
If the deaf pupil is using a radio aid, the radio transmitter can be passed between speakers.

Reading round the class

This should be adapted for deaf pupils as per the group work guidelines. It can also help to:

- show the pupil the text before the lesson and if necessary go through it in a pre-tutoring session

- use a radio aid round the class, passing the transmitter between readers

- use a 'buddy' system where a hearing peer helps the pupil keep track of the text

- ensure the pupil is prompted to read

- make it clear when reading is stopped to discuss a specific point.

Use of visual aids

Presenting information and concepts visually is a vital support method in all subject areas because it:

- ensures the deaf pupil is not just relying on listening and speech/lipreading for information

- gives context to a subject or situation, particularly when it has just been introduced

- illustrates new concepts and vocabulary

- makes use of the deaf pupil's visual memory skills

- generally reinforces what is being learnt.

Wherever possible, support spoken explanation and written texts with visual materials, for example:

- incorporate pictures, diagrams, illustrations, objects and artefacts that support what you are saying

- point clearly to the visual clues you are using and when other members of the class refer to them during discussion

- use PowerPoint presentations via the interactive whiteboard to incorporate visual images supporting the spoken explanation

- make specific 'support handouts', which present the content of the lesson pictorially – the deaf pupil can refer to these as the lesson progresses and when subsequent work is set

- make specific 'vocabulary handouts', especially when new vocabulary has been introduced, which include pictures to give the vocabulary meaning

- use display work to consolidate and develop understanding – displays with pictures and captions provide important visual clues. It may also be

useful to have a small whiteboard to hand so illustrations can be made to reinforce understanding

- use an age-appropriate picture dictionary for reference and to support understanding

- allow enough time for the deaf pupil to look at the visual material before you start talking again – this gives them time to focus their attention back on the teacher or the teaching assistant.

Using videos/DVDs/online clips

- When possible, use the pupil's radio aid to provide direct access to sound.

- Purchased DVDs or those produced by the school should have subtitles. Online clips, such as those on YouTube, sometimes have subtitles or captions but may be of variable quality. It is important that you check these in advance.

- Discuss the content you plan to watch with teaching assistants or support workers, giving them time to watch it and discuss any key points or vocabulary with the pupil.

- Some pupils might benefit from watching the content before or after the lesson, with their support worker or at home.

- If appropriate, get a transcript/summary of the content (give plenty of notice as it takes time to transcribe).

- Stop the DVD/online clip to allow notes to be taken – the pupil may miss information if they take notes while watching.

Using whiteboard and PowerPoint presentations

Viewing a PowerPoint presentation often requires classroom lights to be dimmed, which can make lipreading or watching signed support difficult. It is helpful to:

- use an anglepoise lamp to illuminate the speaker or support worker

- provide a brief pause between slides to enable the pupil to view the slide

- give deaf pupils and staff members copies of PowerPoint slides before the lesson

- make sure the pupil can see the board clearly (but is not close to or under the whiteboard projector, to avoid background noise)

- be mindful of the background noise produced by the computer.

Hands-on experience

Activities which involve hands-on learning will particularly benefit deaf children as they will bring the learning to life and allow a more visual approach to learning.

Classroom displays

The pictures, captions and information used by teachers to consolidate learning for the class will particularly benefit deaf pupils as they also provide opportunities for 'incidental learning' that they cannot pick up aurally.

Pre- and post-tutoring sessions

This involves going through a lesson, or specific aspects of it, either before or after it is delivered. Pupils tell us that pre-class preparation in particular enables them to relax and participate in lessons, having had the chance to grasp new vocabulary and concepts.

Pre-tutoring can be used to:

- check what the deaf pupil knows, and identify and fill any gaps in their knowledge, especially in the area of vocabulary
- introduce new concepts before they are introduced to the whole class.

Post-tutoring can be used to:

- reinforce and clarify the lesson
- establish with the pupil any areas of learning they haven't understood
- allow opportunities for repetition and explanation
- give the deaf pupil more time to absorb the information.

Pre- and post-tutoring sessions should be carefully timed to ensure that other curriculum areas are not missed.

If possible, the delivery of these tutoring sessions should be shared between the class teacher and the teaching assistant, as they provide an excellent insight into the deaf pupil's learning.

Notetaking

Deaf pupils will find it difficult to lipread the teacher and/or follow signing by the communication support worker and take notes. By taking notes the teaching assistant enables the deaf pupil to concentrate on the content of the lesson while information is recorded for them. The notes can be taken in an age-appropriate way, for example with pictures for younger children used in post-tutoring sessions or sent home for reinforcement.

Mind maps

Mind maps are an excellent way to present and record information pictorially for deaf pupils. This method can be learnt in age-appropriate stages to present or support the concepts being taught during a lesson and also as a means to check the deaf pupil's understanding of what has been taught.

Time to think

As the deaf pupil's auditory memory may not be as well developed as other pupils it is important to:

- build processing time into lessons, particularly if they contain new information or a 'question and answer' session

- include opportunities for repetition in lesson time

- avoid overloading lessons with too much information or too much talk.

Checking understanding

- Find a time to check understanding that does not highlight the deaf pupil's need for clarification in front of the other pupils.

- Use open-ended questions to check understanding, as this prevents the deaf pupil from nodding without really understanding.

- Allow deaf pupils to show their understanding via the means that best suits the way they learn, for example, if visual aids have been used to convey information, allow understanding to be demonstrated in the same way.

Reducing fatigue

The amount of concentration that deaf children have to expend on listening can result in them tiring more quickly than their peers.

Try to:

- timetable lessons that need the most concentration for the morning session

- get to know what teaching methods or activities the deaf pupil finds most tiring and build in breaks or find alternative methods and adapt activities to include tasks that do not solely rely on lipreading

- consider the pace of the lesson – remember that a deaf pupil will become fatigued when they have to concentrate on watching and listening for long periods of time

- keep oral instructions to a minimum – break down periods of spoken input into smaller sections within the overall lesson

- become familiar with individual signs of tiredness and fatigue so that you can intervene before the deaf pupil becomes frustrated.

Adapting the curriculum

There may be some deaf pupils who cannot access the lesson, regardless of the teaching strategies that are used. Their needs will be best met through adapting the curriculum by:

- reducing the learning objectives to make the lesson less demanding

- reducing the number of learning outcomes, so there is less depth or breadth to what has to be learnt

- altering the focus to relate and link to individual experience

- introducing a parallel programme, followed in class i.e. a tailored maths scheme

- an additional programme for a specific need i.e. taught outside the classroom by a support teacher.

This may apply to a deaf pupil who, for example, has:

- moderate to severe learning needs

- significant speech and language, and communication needs

- English that is not established as their second language (new immigrants to the UK who have been diagnosed and fitted with hearing aids/cochlear implants later)

- specific and significant additional areas of need.

Sport, PE and swimming

Some curriculum activities that involve physical activity may require deaf pupils to remove their hearing technologies. Parents and the Teacher of the Deaf will be able to guide you where there are specific manufacturer's recommendations. Given the expense of the technologies, many of the children will have been left in no doubt over when they should remove theirs and keep it somewhere safe.

It is important that the removal of their technology for even a short period does not leave deaf pupils at a disadvantage when participating in activities.

Activities should be adapted so that:

- instructions, rules and explanations are given while the hearing technology is still being worn

- hearing technology is to hand in case the pupil needs to listen out for further instruction. The teaching assistant or class teacher could take responsibility for looking after it

- another class member can act as a 'Hearing Buddy' who can alert their deaf peer to a whistle blowing or a shouted instruction.

Many schools use external providers to deliver sports activities. If so, it may be helpful to share an information sheet with them. An example is shown below.

Photo	**General information**
	Pupil: Haraen
	Year: 4H
	Teacher: Mrs Holland
	Timetable details: Haraen has PE with you on Wednesday afternoons.

Hearing loss and hearing technology

Haraen uses two hearing aids, which he'll wear when you are talking, but he sometimes likes to take them off when he's very active in case they get wet. If he can quietly give them to you and retrieve them when necessary that will help him. The aids will be safe in a secure pocket.

Communication

Haraen communicates orally but relies heavily on lipreading.

Ways of helping Haraen access learning during lessons

Haraen is very enthusiastic about sports, especially outside games. He says he wants to be a brilliant team player but sometimes he gets embarrassed when he's not sure what to do. He has a great group of friends who you can ask to help him so this doesn't happen.

Allow Haraen to stand near you so that you are facing him while you are speaking to the class. It helps if you can repeat contributions made by his classmates. If you ask him a question, allow him time to think and answer.

Make sure as many teaching points as possible are made through demonstration.

Haraen's Hearing Buddy can assist him in a number of ways. He may ask them to repeat what you have said or show him how to do something he didn't quite understand. They will communicate your instructions, for example, start, stop, change direction. So please allow them the time to do this and make sure the Hearing Buddy understands what is expected.

There is more information to support the teaching of sports activities at **www.ndcs.org.uk/me2/resources**.

Music

Deaf pupils should be able to take part in music sessions. Opportunities to sing can give deaf children a fun way to practise controlling their voices, both in terms of pitch and frequency and in recognising the melody of intonation in spoken language.

Musical instruments can also provide deaf children with valuable auditory experience of rhythmic patterns, tempo and pitch. Today's technology means recorded music can be amplified comfortably. Musical instruments can also be learnt and used; the vibration caused allows deaf children to use all their senses in perceiving sound.

Care is advised in organising groups of children using musical instruments together. In the same way that many people speaking at once is unhelpful to deaf children; too many sounds at once may also be overwhelming. Remember to give instructions clearly before music is played.

There is more detailed information available to support the teaching of music at **www.ndcs.org.uk/me2/resources**.

Modern foreign languages

Many deaf pupils can successfully learn foreign languages. They must have full access to the curriculum and, while for some there may be potential difficulties, adjustments should be made in lessons to enable them to learn a modern foreign language (MFL).

Some pupils may have difficulty with pronunciation because they cannot hear the sound clearly enough. It is then difficult to relate the sounds of the language to its written form.

Pupils may need:

- 'semi-phonetic' transcriptions of the language to present pronunciation in an accessible way. It may help to group words with consistent pronunciation together (for example, pain, sain; sans, dans; mère, père). The most common MFLs taught in school have a better phoneme/grapheme correspondence than English so once pronunciation is grasped it will be the same in all cases. Once the pupil is comfortable with pronunciation, they can concentrate on learning correct spellings

- teachers and teaching assistants to work together so teaching assistants are familiar with pronunciation

- extra opportunities to practise pronunciation during lessons or in pre- and post-tutoring sessions

- additional practice or pre-tutoring to grasp letters that do not sound the same as in English, for example, the 'h' sound does not exist in French – words like hôtel, homme, haché are all pronounced without the 'h'.

This can be confusing for pupils who lipread, as the lip patterns will be different from what they expect.

Deaf pupils may experience difficulties in understanding new vocabulary (particularly pupils with 'low-level' English language skills).

Pupils may need:

- visual aids and vocabulary support sheets

- a check that they know the equivalent English vocabulary

- role play, gestures and facial expressions to understand meanings

- one-to-one teaching assistant support in pre-tutored sessions to reinforce meaning.

"*Languages isn't exactly a strength for me – pronunciation is hard to learn.*"
— **Pupil**

MFL teaching often involves using audio material or 'aural' learning.

Pupils may need:

- their radio aid and additional leads to provide direct access to audio-visual systems for listening exercises; language labs may provide better quality sound

- audio material to be used less often, with live speaker versions of material provided, for example, a film of a staff member speaking the material. If this is not possible, the teacher, language assistant or teaching assistant should provide lipreadable repetition. If there is more than one voice, this should be shown by visual clues, for example, name cards or different hats for different speakers

- to have an opportunity to hear audio materials or read a transcript before their classmates.

Some deaf pupils will be disadvantaged in aural assessments and require access arrangements for any tests or examinations. A live speaker version of the audio content should be provided. This must be applied for via the school's examination office within the examination board's timescale, with the advice of the Teacher of the Deaf. '**Access arrangement for examinations and tests**' in chapter 9 contains more information.

An effective school will:

- encourage staff to make adaptations and develop strategies to support the deaf pupil where necessary. These will benefit all pupils in the class. Strategies might include:

  - visual aids

  - vocabulary handouts

  - a check on the pupil's understanding

  - pre- and post-tutoring

- ensure any videos/DVDs/online content is accessible to deaf pupils

- give the pupil opportunities to rest if they are experiencing fatigue

- ensure that all teaching staff have high expectations for deaf pupils in their school.

Making it easier for deaf pupils to listen and communicate

6

The importance of communication

The development of effective communication and language skills is at the heart of learning, and the social and emotional development of all children. However, research has shown that even a mild hearing loss can result in significant communication difficulties.[1] Too many deaf children on entry to school have restricted language skills that the school needs to address to prevent social and linguistic isolation.

Primary school teachers provide a wide variety of excellent opportunities for every pupil to develop their communication skills. The deaf pupil should benefit from these activities but may also need targeted support in small group or one-to-one activities.

Good practice in supporting communication

All communication with deaf pupils must be clear and effective. This will support learning and encourage social and emotional development.

For communication to be clear and effective:

- make sure that you have the deaf pupil's attention before you start talking

- speak clearly and at your normal level and pace – speaking too slowly or exaggerating mouth patterns will make you harder to understand

- ensure that the pupil is sitting at an appropriate distance from you – hearing technologies have an optimal range of one to three metres in which to access speech clearly

- allow the deaf pupil to see your face and lips when speaking – putting something in front of your face or turning to write on the whiteboard will make it difficult for them to lipread

- ensure you are not standing with your back to a light source as a shadow cast across your face can obstruct the deaf pupil's view

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1. Ear Foundation (2015). *Research on Experiences of Children with Mild and Moderate Deafness* (National Deaf Children's Society)

- check that the pupil understands what has been said in a sensitive way, as some deaf pupils may dislike admitting they have not understood – repeating or rephrasing if needed

- when working with the communication support worker, make sure the deaf pupil can see you both – speak directly to the pupil, not the communication support worker

- for those deaf pupils who rely particularly on watching your face when you speak, allow them time to move their attention between you and visual support

- if you need to turn off the lights (for example to watch a DVD), make sure all spoken instructions or explanations are given beforehand

- repeat any questions that other pupils in the classroom may have raised before answering them

- seek advice from a Teacher of the Deaf on ways of communicating to meet the child's needs, for example, where English is an additional language or the pupil has additional needs.

❝People face the wrong way when talking. ❞
— **Pupil**

An example of an information sheet to promote good communication among primary school staff follows:

⋯❖ Example: sharing information with primary school colleagues

Photo	**General information** Pupil: Sabba Year: 4L Teaching assistant: Mrs Smith Teacher: Ms Lindsey SENCO: Mr Gale

Hearing loss and hearing technology

- Moderately deaf
- Wears two hearing aids
- Uses a radio aid in class
- Sabba can confidently manage hearing technology

Communication

Sabba can hear speech sounds in a quiet environment. Has some signed support in lessons.

Challenges for Sabba:

- Picking up distant sounds.
- Discriminating which voice is most important to listen to in a group or class, especially when there is background noise.
- Understanding new vocabulary.

Ways of helping Sabba access learning during lessons

- Make sure that she is sitting close to where you are speaking and she can see you at all times.
- Ensure you are wearing the radio aid microphone and know how to switch it on/off.
- Ask other speakers to identify themselves and then repeat what they have said.
- When possible ask Mrs Smith to prepare and/or support Sabba if you are going to use unfamiliar vocabulary.

If you meet Sabba around school

- Do interact as you would with other pupils. She is a very friendly girl and does love to chat. She enjoys staff 'trying out' their signing skills and loves to correct you or teach you something new!
- If there is a lot of background noise, i.e. in the dining hall, she will have difficulty following what you are saying to her. It's better to wait until she is in a quieter place to give her any instructions, information or ask her questions. Calling her from behind or at a distance will not gain her attention. Her lunch and playtime Hearing Buddy will attract her attention when necessary.

During lessons:
Please remember: Sabba is conscientious and sometimes will 'smile and nod' when actually she hasn't understood all that has been said to her. So please follow up with Mrs Smith who will check Sabba's understanding. This is particularly important with messages home about forthcoming events – Mrs Smith can make sure this information is recorded in Sabba's home–school book.

Involving peers

Successful communication with other children is important for the deaf pupil's self-esteem, social development and inclusion. To help with this, teachers can:

- ensure other pupils in the class understand how background noise affects the listening environment and what they need to do to communicate with the deaf pupil

- establish with the deaf pupil and other children which measures make it easier to understand each other and admit when they have not understood each other

- monitor with other staff whether communication between the deaf pupil and other children is happening and identify when adult intervention would be helpful. This may be done through regular playground or lunchtime observations, as well as discussion with the deaf pupil and their friends about what helps

- if the deaf pupil signs, help other children to develop signing skills. Signed speech can also clarify and reinforce linguistic understanding for all pupils

- in agreement with the deaf pupil, select nominated hearing peers or 'Hearing Buddies' who can explain rules

- set up 'quiet zones' inside and outside the school where deaf pupils can go to communicate with their friends.

"*I have to explain what my hearing aids are all the time.* "
— **Pupil**

The National Deaf Children's Society's *Here to Learn* DVD/clips is a resource for mainstream schools covering all aspects of deaf awareness within a school. It can be watched as a whole, or as individual modules, and includes interviews with deaf pupils, their parents and school staff. The video clips can be watched online at **www.ndcs.org.uk/heretolearn**.

Making the most out of hearing technology

"*The radio aid has dramatically improved my child's life at school and she would not want to be without one in an education setting. The radio aid is used every day in school and all the teachers are able to use this simple but effective device.* "
— **Parent**

Hearing technology, such as hearing aids, cochlear implants and radio aids (see Appendix 2 for details on types of hearing technology) considerably improve access to sound and make a crucial contribution to a deaf child's development of language, communication and learning.

However, hearing technologies do not replace normal hearing. Deaf pupils will still experience difficulties in hearing what teachers, other staff and other pupils are saying.

It is also essential that the technology is working properly. The school has an important part to play in ensuring that the deaf pupil is gaining maximum benefit from wearing their hearing technology. In particular:

- all staff need to understand the use and limitations of hearing technologies

- a few key members of staff should receive ongoing training to enable them to manage, monitor and maintain the hearing technologies on a day-to-day basis. It is important that there is a member of staff who takes responsibility for a daily hearing technology check, including batteries (not during lesson time), as well as implementing basic troubleshooting solutions. This includes being familiar with basic components and assembly, maintaining a supply of accessories such as spare batteries and a puffer, and making sure the deaf pupil and other members of staff know where to find them. There are a series of how-to films to support this work available at **www.youtube.com/ playlist?list=PL7B1043ABAEC9A100**

- knowing what to do if the technology stops working and when to seek advice from a Teacher of the Deaf or audiologist if they are unable to rectify the problem

- supply and visiting staff should be offered guidance and advice. Examples of how information can be shared with staff new to the pupil can be found on page 46.

> **❝I think they give me good support because they give useful advice and they check my aids. ❞**
> — **Pupil**

Radio aids

Many deaf pupils may benefit from using a radio aid with their hearing technology. In the UK, education providers are responsible for providing radio aids, not the NHS. Radio aids reduce problems caused by distance between the speaker and the pupil, and background noise. They do this by carrying the teacher's voice directly via a microphone to a receiver attached to the pupil's hearing technology.

When using radio aids, teachers should:

- switch the transmitter on when talking to the whole class or group in which the deaf pupil is working

- wear the microphone about 15cm from the mouth

- switch it off or mute the microphone when having a conversation that the deaf pupil does not need to hear (the signal can travel some distance and even through some walls)

- avoid standing in a noisy place, such as next to an overhead projector or open window, as the microphone will pick up background noise and transmit this to the deaf pupil

- avoid letting the microphone knock against clothing or jewellery.

> For further information see the National Deaf Children's Society's resource *How Radio Aids Can Help*. See page 20 for information on leads from radio aids to audio equipment.
>
> For information on audio leads for bone conduction hearing implants: **www.ndcs.org.uk/family_support/technology_and_products/technology_test_drive_product_loan_service/boneanchored.html**.

The Teacher of the Deaf can advise the school on how to check and maintain the technology, ensuring it is at the correct setting and ensuring its effective use, and can liaise with audiologists, cochlear implant centres and suppliers if problems arise.

Deaf pupils get the most benefit from their hearing technology when:

- their independence in using it is developed through routines and setting specific targets to manage their own hearing technology (the Personal Understanding of Deafness (PUD) programme available from the Ear Foundation is an example of a programme that can be used to support this)

- they are encouraged to report when they feel the technology is not working properly

- regular communication with parents about the wearing and workings of their hearing technology is set up

- any concerns over the technology and its use are dealt with immediately.

> **❝ I can look after my own hearing aids and my radio aid. When I don't know what to do I put my hand up and ask the teacher. ❞**
> **— Pupil**

⋯⋮ Example: hearing technology management checklist

This is an example of a checklist that can be used with the pupil to encourage independence in maintaining hearing technology. The targets developed will be individual to the pupil.

	Things we want to do	How will we know if you can do this?	Tick if we can now do this!
ah oo eeee sh ssss mmm	'Ling' sounds checked	I can get the card and give it to Mrs Wakefield to test me.	✔
	Batteries replaced	I can get the batteries out of my kit and change them.	✔
	Radio aid charged and receivers attached	Radio aid charged and receivers at Mrs Holland's desk and make sure I have the receivers attached myself.	
	Kit checked, complete and ready!	I'll bring more batteries into class when I can see there aren't many in the kit.	

Creating a good listening environment

> *... the noise people make around me in class – it gives me headaches and I don't like it. If I can't hear what is happening in class, I don't understand what to do.*
> — **Pupil**

No technology can replace normal hearing and its effectiveness depends on the acoustic quality of the school. The listening environment in a typical classroom can make it difficult for deaf pupils to make best use of their hearing technologies. This is demonstrated at **www.ndcs.org.uk/ simulation**.

A good listening environment benefits all pupils. Deaf pupils in particular will experience difficulty in learning if:

- there is a lot of reverberation and echo in a room (i.e. poor acoustics). Rooms with hard surfaces (large uncovered/painted walls, glass windows and tiled or wooden floors) and high ceilings allow sounds to 'bounce around'. This distorts what is heard through the hearing technology worn by the deaf pupil

- there is a lot of background noise that drowns out the voice of the teacher. A good listening environment is where the signal-to-noise ratio is positive, i.e. the speech of the teacher is much louder than the background noise.

As there are limits to how loudly a teacher can speak for a protracted time, schools need to focus on reducing background noise. Adults are able to understand speech even if background noise levels are louder than the speech signal. However, young pupils, including deaf children, require a positive signal-to-noise ratio to understand speech.

Encouraging good listening

In the primary classroom, pupils are encouraged to develop good listening skills. For the deaf pupil who accesses sound via a microphone it is particularly important to become a 'good listener' who can concentrate and focus on what is being said.

There are a large number of education resources available including posters, labels, worksheets, rhymes, widgets, picture prompts and encouragement charts, which can promote listening skills within the classroom. These can become part of the classroom routine and include:

- whole body listening

- active listening

- Give me Five (ears, eyes, mouth, hands, feet).

Particular help can be given to the deaf pupil by doing the following.

- For specific listening tasks the deaf pupil can be given pictures or words to listen out for.

- Play listening games on a regular basis: these can be provided by education suppliers but could be made by a teaching assistant for the deaf pupil to include regular classroom instructions.

- Use the suggestions in this resource to adapt teaching strategies and enhance the listening experiences of the deaf pupil in your class.

- Above all, pay attention to what the deaf pupil tells you about their experience (for example, is it easier to listen after pre-tutoring, or better to sit on the carpet to listen rather than when seated at a desk? How much listening can take place before the pupil is tired through concentration?). Making time to observe and talk to the deaf pupil will establish what can assist them in listening tasks. When specific problems are identified respond promptly and make adaptations to improve listening conditions.

Adaptations that can be made to improve acoustics

School managers should liaise with the Teacher of the Deaf or educational audiologist to ensure the school building meets the national minimum standard on acoustics. All teaching spaces should be regularly assessed and adaptations put in place to reduce reverberation and background noise.

Schools can help reduce reverberation by:

- fitting curtains, carpets or blinds
- installing specialist acoustic treatments in rooms (for example, acoustic tiles, panels and door seals)
- putting rubber tips or 'hush ups' on the bottom of chair and table legs
- using display drapes on walls
- covering hard surfaces with fabric
- padding the bottom of trays or pencil/pen pots with felt or foam.

Schools might also consider introducing a soundfield system to improve listening conditions. These systems are designed to improve listening conditions for all pupils in the classroom and in a hall. They can be used with or without hearing aids or cochlear implants. More information about soundfield systems can be found in Appendix 2.

Reducing background noise

Teachers can reduce background noise by doing the following.

Managing the room	Managing the class
Closing doors to noisy areas or corridors. Closing windows to outside noise, closing curtains and blinds if necessary. Positioning full bookshelves and cupboards against partition walls (to minimise noise transfer from other rooms). Ensuring heating and air conditioning systems operate within acceptable noise levels through regular maintenance. Turning off IT equipment such as interactive whiteboards, computers and overhead projectors, when not in use.	Introducing classroom strategies that can establish and maintain a quiet working atmosphere within the classroom, including good behaviour management. Encouraging pupils to develop an understanding of how classroom noises such as chairs scraping, doors banging, dropping objects, shouting and so on can interfere with what their deaf peer can hear. Liaising with colleagues in shared open-plan teaching areas, so as not to start a quiet reading session when the neighbouring class begins their music lesson, for example.

I used to be frightened by loud noises and the sound of hand dryers in toilets. It is still difficult for me to deal with people who are shouting; the noise is very loud.
— Pupil

School managers should:

- liaise with the Teacher of the Deaf or educational audiologist to ensure that all teaching spaces for deaf pupils are assessed and any required adaptations are made before the child starts school

- ensure new school buildings meet national minimum standards on acoustics and take note of the standards when considering improvements to school buildings

- ensure improvements in the listening environment are part of the school's longer term plan for improving its accessibility for all pupils

- ensure that staff are implementing all the lower cost adaptations to reduce reverberation and background noise (see above).

The National Deaf Children's Society has produced a range of resources, *Creating Good Listening Conditions for Learning in Education,* which helps to improve the attainment of all pupils and particularly those who are deaf. The resources include top tips for teachers to help make their classroom into a better listening environment. Visit **www.ndcs.org.uk/acoustics**.

An effective school will:

- promote effective communication strategies for all pupils

- promote peer awareness and understanding of the deaf pupil's needs

- encourage the deaf pupil to give their views on the support they receive, and to consider what steps they can take to support their own learning

- be confident that any hearing technology is being used properly by a deaf pupil

- identify a staff member who can carry out listening checks and simple repairs to hearing technology

- encourage good listening skills

- consider adaptations to improve the listening environment, for example, by reducing background noise.

Working with teaching assistants and communication support workers

7

> **"*If I didn't have any extra support in the classroom I would detest school. Unthinkable. Arrrgh!* "**
> — **Pupil**

Teaching assistants' and communication support workers' roles[2]

TAs [teaching assistants] play a vital role in helping the teacher ensure that deaf pupils access learning and participate in the life of the school. They help to minimise the barriers to accessing the curriculum and support the inclusion and achievement of deaf pupils. Their involvement in supporting deaf pupils' learning has traditionally been threefold, recognising the impact of deafness on learning.

- To further secure the communicative, language and listening development of the pupil so that any gap between the pupil's current level of development and that of their peers is reduced.

- To ensure the pupil is able to access the lesson and achieve the objectives set for him or her.

- To ensure the pupil is socially included and has similar opportunities to be involved and to contribute to lessons and the school community as other pupils.

TAs [teaching assistants] have supported specialist interventions specifically aimed at helping deaf pupils improve:

- their attending and listening skills

- their language and literacy levels and communication skills

- their access to lessons and social experiences.

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2. This section summarises key points from *Raising the Achievement of Pupils with a Hearing Impairment: Effective working with teaching assistants in schools* produced by the National Sensory Impairment Partnership (NatSIP) in 2012, available from the NatSIP website at **www.natsip.org.uk** or at **www.ndcs.org.uk/professional_support/other_academic_and_ professional_resources/education_resources.html.**

The range of activities carried out by teaching assistants could include:

- pre- and post-lesson tutoring in a variety of subjects

- one-to-one support in the classroom to help achieve a specific learning target, for example, explaining or checking a deaf pupil's understanding of new vocabulary or concepts

- planning lessons with teachers

- observing the pupil and assessing progress

- contributing to target setting

- supporting a pupil as part of a group activity

- adapting resources and teaching materials

- ensuring all hearing technology is working and maintained

- monitoring the effectiveness of the hearing environment

- working with the pupil on speech and language therapy exercises

- acting as a notetaker

- attending meetings, for example, annual reviews

- sharing the pupil's feedback on their access to the curriculum.

The teaching assistant will play an important role in the continuity of support the pupil receives in each subject by knowing their needs and ensuring adaptations and measures are in place.

Getting the most from teaching assistants

Managers can support teaching assistants by:

- ensuring they have the training, information and support to understand the pupil's needs and how to meet them, including how to use and maintain hearing technologies and meeting the Teacher of the Deaf

- ensuring the roles of those involved in the pupil's education are clear (particularly for the teaching assistant and the subject teacher)

- ensuring there are opportunities for collaborative planning and communication between teachers and the teaching assistant, for example, giving them teaching plans in time so they can gather and adapt resources and teaching materials

- giving the teaching assistant time to study background notes and references for lessons so that they have sufficient knowledge of the subject matter to be able to support the pupil

- ensuring there is a focus on supporting the achievement of the pupil's targets

- using classroom observation and giving feedback to the teaching assistant and teacher

- involving the teaching assistant in setting targets and clarifying their role in helping the pupil to meet targets

- agreeing targets and intended outcomes for the pupil and evaluating the impact of support and interventions

- giving teaching assistants clear professional status and holding them accountable for their work.

Effective working between teachers and teaching assistants

It is good practice for the teachers working with teaching assistants to:

- provide copies of work schemes and lesson plans in advance

- provide copies of any texts, books or resources that will be used in advance

- set aside time to meet with the teaching assistant to plan and discuss lessons

- explain the role they want the teaching assistant to take during different parts of the lesson

- remember that the teaching assistant is likely to have considerable knowledge of the pupil, so consult them about how to meet the pupil's needs and involve them in assessment and setting targets

- keep the teaching assistant informed of the pupil's progress

- develop a direct teaching relationship with the deaf pupil to avoid the teaching assistant being the only person teaching them.

Using a communication support worker

Some deaf pupils may need additional communication support to access what the teacher and other pupils are saying. The teaching assistant can have an additional role as a British Sign Language (BSL) interpreter. In this case, they will probably have a qualification in communication support and be referred to as a communication support worker. They will do this as well as their teaching assistant responsibilities.

Working with a communication support worker: tips for teachers

- Remember there is a time lag between what you say and it being interpreted. So, for example, if you ask the class a question, allow the pupil time to watch the communication support worker and form a reply.

- Ensure the communication support worker has a copy of the lesson plan and resources (textbooks, videos etc.) you intend to use so that they can prepare and ask questions if they do not understand anything.

- Plan activities so that the communication support worker has a break from signing and the pupil a break from watching, as interpreting and reading an interpreter can be hard, tiring work.

- Speak directly to the pupil and not the interpreter.

- Remember that the deaf pupil will be watching the communication support worker to access the lesson so try to avoid tasks that require divided attention. For example, if carrying out a demonstration build in time so that the pupil can look at the demonstration and turn their attention back to the communication support worker, otherwise they will miss the explanation.

- Make sure there is space to enable the communication support worker to stand near them and the lighting is good.

The school will need to be confident that communication support workers have good enough BSL skills to translate the curriculum.[3]

When they start school, deaf pupils will have the level and type of support decided and arranged by the Teacher of the Deaf and SENCO, but as they get older they usually appreciate taking part in these decisions. However, the teaching assistant must ensure with the SENCO and subject teachers that the support works towards independence in learning and responds to both the pupil's social and academic needs.

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3. The National Sensory Impairment Partnership (NatSIP) recommends that a communication support worker should have a Level 3 qualification in BSL, which is roughly equivalent to an A-Level. Schools should seek specialist advice from a Teacher of the Deaf on this issue, where needed.

Possible negative features of teaching assistant support that need to be avoided include:

- the teaching assistant taking responsibility for a task away from the pupil
- prioritising the end product of the task rather than focusing on the pupil's understanding
- reactive and unplanned intervention
- teaching assistants explaining something in an inaccurate or confusing way
- teaching assistants frequently giving pupils answers
- teachers delegating responsibility for teaching to the teaching assistant.

(Findings from the Department for Education funded Deployment and Impact of Support Staff Project, 2009)

An effective school will:

- ensure that teaching assistants and communication support workers have the necessary skills and qualifications to deliver effective support to the deaf pupil. The National Deaf Children's Society expects communication support workers to, at the minimum, hold a Level 3 qualification in British Sign Language
- organise specialist training for teaching assistants and communication support workers where necessary
- ensure that teachers and teaching assistants/communication support workers are clear on their respective responsibilities. The teacher remains responsible for the deaf pupil's learning
- expect teachers and teaching assistants/communication support workers to work together effectively to plan and review teaching and learning for the deaf pupil.

Supporting social and emotional development

8

Feeling included and that they are a valued member of the group can improve a pupil's self-esteem, confidence and emotional well-being. However, the communication difficulties associated with deafness can affect how a pupil is able to integrate socially because:

- it is difficult to talk in groups, partly because of deafness but also because of the attitudes of other pupils

- many opportunities to socialise take place in the noisiest parts of the school where deaf pupils are more likely to mishear

- some pupils are bullied because of their deafness

- social acceptance requires an understanding of social norms but hearing pupils acquire these by incidental learning experiences, which deaf pupils are less likely to have. Deaf pupils may need specific teaching to understand situations from other people's perspective

- deaf pupils may worry that they will not be able to understand what is being said to them or that people might misunderstand them. They may become over-dependent on support from adults and lose confidence when support is not there.

Good practice in supporting social and emotional development

"The school as a whole is very deaf aware, with the other children learning to sign, so interaction is good. One good thing the school does is the Christmas play. The children conduct the play and/or songs in sign, which is fantastic. The children do not feel excluded from the school as a whole. We are really pleased with things so far."
— **Parent**

"I think people should be more aware of deafness but accept that it can be hard to understand if you have not had experience of it."
— **Pupil**

"I don't really care about being deaf because I can't change it and I like it that I am deaf, [it] makes me different to people."
— **Pupil**

Deaf awareness training for other pupils is helpful, enabling other children in the class to understand the difficulties that deaf pupils face and what they can do to help and make them feel included. With younger children this can be done by modelling helpful behaviours, while older deaf children can be encouraged to assist in the 'awareness' of their peers.

When facilitating communication between the deaf pupil and their classmates, it is important to maintain the appropriate balance between providing support and ensuring the pupil does not become over-dependent on the teaching assistant for social support.

The teaching assistant can support the pupil to develop strategies for initiating and maintaining social interaction such as the importance of turn-taking, eye contact and not interrupting. All pupils in the class may benefit from reminders about helpful group behaviours.

A deaf pupil's confidence can be boosted by praise at appropriate times, particularly when they contribute to group activities and when they have made their own friendships.

Deaf children need the same opportunities as other children to join in extracurricular activities. After-school clubs for pupils run by external organisations should meet the pupil's communication needs and make reasonable adjustments to ensure full participation. Deaf children may need encouragement to join in the activities and seek reassurances about the support they will receive.

It is important for deaf children to have a positive self-image. This will help them to deal with situations when feedback from staff may not be positive. School staff can help pupils develop a positive self-image as they develop awareness of their deafness by:

- letting deaf pupils know that other children can also make mistakes, mishear or misunderstand and require time out. Deaf pupils may find it supportive to know they have similar experiences to their peers and that they are not the only one in class needing support

- teaching pupils strategies that will help them cope with the unpredictable world outside school, particularly in relation to their deafness. For example, it is very useful for them to be able to identify why a conversation is becoming difficult and what they can do themselves to improve the situation

- ensuring that visual aids, stories and other resources reflect the diversity of people in the community which includes deaf children

- providing opportunities to meet other deaf children – parents or local deaf groups may be able to help provide these opportunities.

If the pupil is still unhappy despite being given the above support, the Teacher of the Deaf should be consulted. Any concerns should always be shared with the parents of the deaf pupil.

Anti-bullying policy

Deaf pupils are more vulnerable to bullying than hearing pupils. The University of Cambridge comprehensive literature review in *Responding to Bullying among Children with Special Educational Needs and/or Disabilities* found that:

> Children with SEN [special educational needs] and/or disabilities have many characteristics that may make them more vulnerable to bullying. However, social skills, language and communication emerge as key issues in much of the bullying that affects pupils with SEN and/or disabilities. Social behaviours are crucially important with regard to peer victimisation since the ability to understand social behaviour and to communicate effectively in social situations are central to social engagement. Language and communication are key elements in the development of social competence, so even subtle shifts in children's responses within the peer group can make them vulnerable to ostracism and teasing.

Schools face a number of challenges in identifying, responding to and preventing pupils with SEN and/or disabilities being bullied and victimised.

Staff can help prevent and deal with bullying by:

- giving the pupil time to give a full account of what happened, recognising that communication can be particularly difficult when they are upset

- ensuring the pupil and their parents know the school's anti-bullying policy and understand related procedures

- ensuring the pupil understands the concept and different types of bullying – that all pupils tease and are teased, but unacceptable levels should be challenged and personal toleration levels should be respected

- identifying a staff member for the deaf pupil to discuss worries and concerns with

- regularly observing and monitoring the interaction between pupils and being alert to signs of bullying, such as a pupil:
  - asking to stay inside at break time
  - becoming anxious near lunch and home time
  - not taking part in class activities

- providing opportunities or individual sessions for the pupil to decide and practise (for example, through role play) how to respond to bullying and how to problem solve

- providing deaf awareness training for pupils and, when appropriate, involving the deaf pupil in choosing the content.

Bullying and Deaf Children: A guide for primary and secondary schools (2014)

Our resource has been produced for mainstream teachers, SENCOs, Teachers of the Deaf, teaching assistants, communication support workers and any other education professionals working to support deaf pupils in primary and secondary schools. It provides guidance on how schools can adapt existing arrangements to prevent bullying and for handling bullying incidents in order to meet the needs of deaf pupils. Many of the suggested actions set out in this resource will benefit all pupils in your school. Resources for parents and young people are also available at **www.ndcs.org.uk/bullying**.

Behaviour and discipline

In theory, there should be no difference between discipline approaches used with deaf pupils and hearing pupils. However, the Equality Act 2010 requires schools to take reasonable steps to avoid treating disabled pupils less favourably because of their disability. It is important to remember that deaf pupils can mishear or misunderstand instructions, which can be a reason for not doing what they're told.

Schools should strike a balance between making reasonable allowances for a pupil's deafness and communication difficulties, while holding deaf pupils to the same behaviour standards as other pupils.

Schools can support good behaviour by ensuring:

- instructions about timing and expectations in all areas of school are clear and reinforced

- the pupil has understood any timetable changes

- the pupil knows the rules and the consequences of breaking them

- staff members are aware that the cause of any indiscipline could be frustrations about not being able to hear/understand what is going on, fatigue (deaf pupils can have a shorter attention span and tire more quickly as they have to concentrate hard to hear) or being teased or bullied about their deafness

- the pupil understands why they are being disciplined – deaf pupils' understanding of emotions and other people's mental states may be less developed than their peers', so it is important that they understand the reason for discipline and not just that they got caught.

An effective school will:

- promote the social and emotional development of the deaf pupil

- encourage deaf pupils to be independent, feel positive about their deafness and identify what support they require

- organise peer awareness training to help other pupils understand the needs of the deaf pupil

- ensure that their anti-bullying policy considers the specific needs of deaf pupils and take steps to prevent bullying.

Assessment

"Where assessment was good or outstanding, the achievement of just under two thirds of children and young people was good or outstanding. Where assessment was satisfactory or inadequate, achievement was good or outstanding for just over a quarter of children and young people. However, even where assessment was accurate, timely and identified the appropriate additional support, this did not guarantee that the support would be of good quality. What worked consistently well included high aspirations for the achievement of all children and young people, good teaching and learning for all children and young people based on careful analysis of need, close monitoring of each individual's progress and a shared perception of desired outcomes."[4]

As with every pupil in your school, assessment and monitoring procedures for deaf pupils are most effective when used:

- regularly

- to track the pupil's progress over time

- to identify when there is a delay in progress that needs to be addressed

- to identify and address difference in progress between the individual child and others of a similar ability and age

- to inform planning of future learning outcomes

- to evaluate the effectiveness of teaching and learning strategies.

When assessing a deaf pupil it is important to bear in mind that it is possible to under or overestimate a child's performance. For instance, good speech intelligibility may mask levels of language understanding such as not recognising a word they do not commonly use or misunderstanding vocabulary they know when it is used in a different context. It is also possible to underestimate a deaf pupil's ability as they may misunderstand the question or task and be unable to complete it correctly or their correct response may be misunderstood and not given its true worth.

It should also be noted that some standardised tests may not be accessible to deaf pupils. It is important that the pupil fully understands what is involved in taking the test and what they need to do. The Teacher of the Deaf or educational psychologist can advise on the appropriateness of the test and possible alternatives that can give the deaf pupil the opportunity to demonstrate their knowledge and ability.

It may also be necessary to supplement assessment against national benchmarks with other additional measures. This could include observation by the Teacher of the Deaf and a particular focus on language and communication development.

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4. *The special educational needs and disability review: a statement is not enough*, Ofsted review of SEN and disability, September 2010

Assessment of need

Assessment of a deaf pupil should be informed by an understanding of the impact that the deafness has on their learning. The Teacher of the Deaf will further assess and monitor progress made by the deaf pupil in specialist areas of need, such as communication, language and audition, to:

- help to set realistic learning outcomes

- analyse progress made against national performance indicators

- identify what support and strategies are needed to enable the pupil to make progress in specified areas

- evaluate the effectiveness of additional class support and tailored intervention on learning outcomes.

Parents can make a valuable contribution in accurately assessing the needs of their child. They can alert you to any worries their child may have about keeping up with their peers or if they are not able to apply their learning to life outside the classroom. It is beneficial to establish a regular means of communication with parents as part of monitoring progress (see page 72).

Effective learning outcomes are:

- achievable, based on previous assessment, but appropriately challenging

- clearly understood by the deaf pupil, who knows what they have to do to achieve them

- informed by a clear understanding and assessment of need

- clear and set within a defined timescale

- supported by appropriate teaching strategies or specific intervention programmes

- based on the involvement of the pupil in setting and planning support.

Expectations

With effective assessment, support and monitoring the deaf pupil has the potential to:

- follow the same curriculum subjects as other pupils

- make the same progress as pupils of a similar ability and have age-related learning outcomes within standard curriculum frameworks

- have expectations made of them that should be as high as those for their peers of similar age and ability.

Deaf pupils who are gifted and talented must be identified and appropriately challenging learning outcomes should be set for them. They should be supported in line with school policy and national guidance, ensuring regular reviews of their progress.

Small-step assessments should be used to assess and monitor progress where the deaf pupil has very significant additional cognition and learning needs. Their progress should also be the same as hearing pupils of the same cognitive ability.

❝ *I'm tired of being told he's fine. I know that he's not.* ❞
— **Parent**

The National Deaf Children's Society, in collaboration with The Ear Foundation and with support from the National Sensory Impairment Partnership (NatSIP) has produced a new online resource to support professionals in assessing and monitoring the progress of deaf young people in communication, language, listening, literacy, numeracy, cognitive development and social/emotional well-being.

The resource also includes guidance on issues to consider when carrying out assessments as well as examples of assessments in practice.

The resource is aimed at Teachers of the Deaf and other professionals working with deaf children and young people. However, it may also be of interest to other professionals who would like more information on the assessments being carried out. The resource is available to download at **www.ndcs.org.uk/assessments**.

Access arrangements for examinations and tests

The Equality Act 2010 requires awarding bodies and schools in Great Britain to make arrangements to ensure disabled pupils are not unfairly disadvantaged because of their disability when accessing public examinations or tests.

Northern Ireland is not covered by the Equality Act 2010 but it has its own anti-discrimination legislation, namely the Special Educational Needs and Disability (Northern Ireland) Order 2005 and the Disability Discrimination (Northern Ireland) Order 2006.

Access arrangements involve making adjustments to the way that examinations and tests are written or assessed. This is important for deaf pupils because they may have difficulties with language as a consequence of their deafness. It might be harder for them to be sure what they are being asked or to show what they know. One example of an access arrangement might be to allow extra time in tests or examinations to help the pupil address any challenges they might have with working memory.

Not all deaf pupils require access arrangements; it will depend on the individual pupil and their deafness. The Teacher of the Deaf can advise on this.

Access arrangements should be discussed early so the pupil knows what to expect and the school can make arrangements. Access arrangements must reflect how the pupil usually works. This is so that in exams the access arrangements are familiar to them and they know what to expect. The arrangements should be in place for any internal or mock examinations and tests.

An effective school will:

- use specialist assessment findings to ensure there is a full understanding of the deaf pupil's learning needs and reasons why they may not be making progress in particular areas, and to support target setting. This should be done with support from a Teacher of the Deaf

- use the results of these assessments to review the deaf pupil's learning and teaching strategies

- ask the Teacher of the Deaf for advice on access arrangements for examinations or tests

- organise and support any special arrangements for examinations or tests.

The above will be in addition to normal and ongoing assessment, monitoring and tracking of pupil progress.

Partnership with parents 10

Parents play a key role in supporting their deaf children's achievement. They can provide useful information about their child's needs, development and how they can be supported at home.

Contact prior to starting school

Discussion with parents prior to the child's admission will enable you to gather important information about the pupil's needs so that measures can be put in place to ensure a successful start at school. It gives the school an opportunity to respond to any worries parents may have about their child starting at school, helping them to feel valued, welcomed and involved in their child's education.

Helping parents support their deaf child's learning

Many parents will want to support their child's learning. Teachers can help them by:

- explaining to parents the nature and purpose of the task that requires practice

- sharing any particular challenges their child might face and suggesting ways of responding to these

- demonstrating the task if required (or invite the parent to watch a teaching session in class time)

- providing details on the topics their child will be following and how they might help at home to support their learning in a fun way.

Parents are often keen to provide additional practice in specific aspects of their child's language and communication, literacy or numeracy skills. They can also reinforce the learning of new concepts and vocabulary. It is important to keep in contact with parents to monitor this additional support to ensure that it is enjoyable and stress free for the child and their family. It should not be excessively demanding, as deaf children, like all children, need time to relax and attend extracurricular activities.

The National Deaf Children's Society has produced a range of booklets to support parents in developing literacy and numeracy skills.

• *Helping Your Deaf Child to Read and Write 5–7 years old*

• *Helping Your Deaf Child to Read and Write 8–11 years old*

• *Helping Your Deaf Child to Develop Maths Skills 5–11 years old*

These are available from the National Deaf Children's Society's website at **www.ndcs.org.uk/family_support/education_for_deaf_children/ education_during_school_years/developing_reading.html**.

Keeping parents informed

Parents value receiving regular, up-to-date and accessible information about:

• their child's progress against set targets and measures being taken to address any difficulties the child may be experiencing

• their child's participation in the life of the school, including the development of social skills and friendships.

It is important to plan with parents when and how they can expect to receive this information and the frequency with which they will receive it.

Establishing good home–school communication

Communicating everyday information between school and home can be hard for deaf pupils who may miss or misunderstand verbal information or instructions.

To help, the school can:

• make use of a home–school notebook that is always kept in the child's school bag to provide an important link between teachers and parents

• establish a regular way for staff to update parents by emailing, meeting or phoning

• send text messages to ask parents to look out for information coming home or when a pre-planned activity is imminent.

A nominated person may take on the role to ensure confidential information reaches parents in a secure way.

Structured conversations with parents

Schools participating in the 'Achievement for All' programme have reported the structured conversations as an "outstanding success", both for staff and parents:

> *"Providing a more holistic view of pupils has led to a culture shift in parent engagement and has been effective in building a genuine partnership between home and schools. "*

For more information on Achievement for All visit **www.afa3as.org.uk**.

An effective school will:

- work closely with parents to enable the school to better understand the pupil's needs

- keep parents informed of strategies to support the child's educational and social development, and let them know how they can help.

Quality improvement: Classroom observation and pupil feedback

11

Classroom observation

Schools will have systems for monitoring the quality of provision including using data to track pupil progress and assess how well interventions and support strategies for pupils with additional needs are working. An important aspect of this is assessing the effectiveness of teaching and learning through classroom observation.

The checklist on page 78 will help managers assess the extent to which deaf pupils are engaged in teaching and learning during lesson observation.

⋯⋗ Quality improvement checklist for school managers

The teacher	Observations and recommendations
• Is the teacher aware of the pupil's level of deafness and implications for accessing learning?	
• Has the teacher checked with the pupil that their hearing technology is being worn, is switched on and is functioning?	
• Does the teacher know how to use a radio aid if a pupil requires one?	
• Has the teacher taken steps to minimise background noise?	
• Is the teacher's language matched to the pupil's needs? To what extent is the teacher repeating/reinforcing key points and checking understanding?	
• Is the pupil seated in a position where they can hear and see the teacher for lipreading but can also identify other speakers in the classroom/ see the communication support worker to follow BSL delivery?	
• Has the teacher used multisensory approaches (for example, visual clues) to help the pupil access learning?	
• Has the teacher enabled the pupil to follow classroom discussion by identifying speakers and repeating contributions and questions from others?	
• Is the teacher using clear speech patterns and standing or sitting in a position where the pupil can see her/him for lipreading?	
• Is the teacher using good whiteboard practice, such as listing lesson objectives and new vocabulary?	

The support staff	Observations and recommendations

Are support staff demonstrating that they:
 	
• are working under the guidance of the teacher and are fully familiar with the lesson plan and learning objectives?
 	
• have sufficient knowledge of the subject being taught to be able to support the pupil with any pre-lesson preparation (for example, introducing new concepts and vocabulary) or post-tutoring to check full understanding)?
 	
• are aware of their role in:
 	
  1. implementing strategies and approaches to ensure access to teaching and learning?
 	
  2. helping the pupil achieve the learning objectives and targets (including any pre- or post-tutoring, communication support)?
 	
• (if they are used as notetakers) are taking sufficiently full and accurate lesson notes?
 	
• provide the appropriate level of support that promotes independent learning with a particular focus on helping the pupil develop understanding rather than just focusing on completing tasks?
 	
• can help ensure hearing technology is functioning properly and know what to do if there is a problem?
 	
• have the relevant qualification in BSL if the pupil needs sign support to access what is being said during the lesson?
 	
• are fully aware of the specific needs of deaf pupils (type, degree of deafness, residual hearing, level of language)?
 	
• have discussed support needs with the teacher and pupil?	

Observed behaviour in the pupil	Observations and recommendations
Is the pupil: • able to follow what the teacher is saying? • engaged and active in learning? • able to work and learn independently without over-reliance on support staff? • confident, with developed self-help strategies and able to identify their own needs and strategies to support access to learning? • able to make effective use of hearing technologies and know what to do if there are problems? • able to interact/communicate with adults and ask questions? • able to interact/communicate with peers? • confident after the lesson that they have achieved the learning objectives? • fully aware after the lesson of any homework that has been set? • well behaved?	

This checklist is based on a pro forma designed by Helen Bate from Derbyshire local authority.

Standards for specialist hearing support services

Specialist hearing support services should be operating to service standards set out by the Department for Education in *Quality Standards for Special Educational Needs (SEN) Support and Outreach Services*, available at **www.education.gov.uk/publications/standard/publicationDetail/Page1/ DCSF-00582-2008**.

Specialist hearing support services should also be benchmarking their performance by measuring the outcomes of the deaf pupils they support. This can be done by using the National Sensory Impairment Partnership (NatSIP) Quality Improvement Pack, available online at **www.natsip.org.uk/index. php/524-qilaunch**.

Pupil feedback

Getting pupils' views is an increasing part of a school's quality assurance systems. The following approach was developed by the Sensory Impairment Service in Oxfordshire. The questionnaire is usually used annually with children and young people (more frequently when there are concerns about social inclusion).

The questionnaire is intentionally simple so children and young people can access and answer the questions independently. The questions tend to stimulate more in-depth discussions and this helps to identify areas of difficulty and possible intervention strategies. The percentage score provides a statistical measure (if appropriate) to demonstrate the effectiveness of interventions and improved outcomes.

The second example form is used by Birmingham Sensory Service, Team for Children with Hearing Impairment and covers a broader range of issues than just the listening environment.

⋯⋟ Example: Pupil feedback form 1[5]
Recording and monitoring outcomes: Oxfordshire's questionnaire

How's it going?
Please could you fill in this form to help us to help you?

Point score	10	7	4	0
I enjoy school	*Always*	*Most of the time*	*Some of the time*	*Never*
I feel safe at school	*Always*	*Most of the time*	*Some of the time*	*Never*
I do well at school	*Always*	*Most of the time*	*Some of the time*	*Never*
I am able to take part in activities that other children do	*Always*	*Most of the time*	*Some of the time*	*Never*
I feel I have friends	*Always*	*Most of the time*	*Some of the time*	*Never*
I enjoy breaks and lunchtimes	*Always*	*Most of the time*	*Some of the time*	*Never*
I feel comfortable when there is pair or group work	*Always*	*Most of the time*	*Some of the time*	*Never*
I can talk to an adult if I am worried about something	*Always*	*Most of the time*	*Some of the time*	*Never*
My teachers understand what I need and do things to help	*Always*	*Most of the time*	*Some of the time*	*Never*
My support workers understand what I need and do things to help	*Always*	*Most of the time*	*Some of the time*	*Never*
At school I enjoy…				
At school I don't enjoy…				
Other things that would help me are…				

Total point score/percentage:

5. Reproduced with the kind permission of the National Sensory Impairment Partnership from its publication *SEN Support and Outreach Services: Case studies to illustrate how different services are seeking to meet the quality standards* (2012).

⋯⋗ Example: Pupil feedback form 2

Example of a pupil voice exercise with a deaf pupil used by the Team for Children with Hearing Impairment in Birmingham

Who helps you at school?

- Class teacher
- Teaching assistant
- Teacher of the Deaf
- Any other adults
- Friends

What do these people do to help you?

At school what is …

easy?_____

OK? _____

hard?_____

Do you miss what your friends are saying? What would help you?

Do you miss important information?

Can you always understand the teacher?

Does the teacher carry on talking with his/her back turned?

Does your teacher use the radio aid well?

Do you sit at the front in a good position?

Does your teacher use interesting visual materials?

When people ask you about your hearing loss, how do you explain it to them?

Out of school are there any situations you find really difficult because of your hearing loss?

An effective school will:

- support quality improvement to ensure that education provision for deaf pupils is of high quality

- encourage deaf pupils to give feedback, and use their feedback to improve support in school.

Supporting transition to secondary school

12

Challenges for deaf pupils

Moving from primary to secondary school can be daunting for any pupil. For deaf pupils there are extra challenges that they may encounter:

- frequent changes of classroom with varying quality in acoustics

- frequent changes of teaching staff, with varying teaching styles, expectations and ease of communication/lipreading

- varying deaf awareness levels among staff and pupils

- more demanding subject content

- a lot of new vocabulary, particularly specialist subject vocabulary

- making new friendships

- differing expectations of behaviour and independence.

It is important that both schools work with parents, the pupil and Teacher of the Deaf to develop a transition plan that helps overcome these potential challenges and ensure a successful start.

Advance preparation

The preparation for transition should begin almost a year in advance to allow for an acoustic audit and any resulting physical adaptations, acquisition of any necessary hearing technology and effective deaf awareness training to take place prior to the pupil transferring to the new school.

The transition plan

Preparation of the transition plan will involve the pupil, their parents and primary teacher, teaching assistant or SENCO, and an identified member of staff from the receiving secondary school. The plan should identify the needs of the pupil and any specialists involved and include timescales and a nominated person for each identified action.

Specialist teaching staff and other professionals involved with the pupil should help with the preparation and implementation of the plan.

A good transition plan will:

- be prepared well in advance of the pupil starting, to give time for the support arrangements to be put in place

- clearly identify the member of staff responsible for preparing the plan and coordinating its implementation

- involve the pupil and their parents and address any concerns they have

- be based on a thorough analysis of the pupil's needs and strengths including information from specialist assessments where necessary (a checklist for collecting relevant information follows)

- set out what needs to be done to meet the pupil's needs including:

  - what should be provided (for example, hearing technology, teaching assistant support, staff training, further assessment, improvements in classroom acoustics, opportunities to visit the school, specialist support)

  - who in the school is responsible for each identified action

  - timescale for delivery.

Support for the deaf child and their parents

Any new skills the deaf child will need should be identified and a structured programme should be delivered to ensure the deaf child has the skills to succeed within the new secondary school.

It is important that the deaf child and their parents have opportunities to visit the new secondary school and become familiar with key members of staff.

The receiving secondary school

Familiarisation/taster days should be carefully planned to enable the deaf pupil to take part fully in the activities provided and get to know key members of staff. The school should also be prepared to consider additional visits for the deaf pupil.

Careful consideration should be given to which form class the deaf pupil is placed in. The school should take advice from the primary school staff and consider current friendship groups and fellow pupils transferring to the same school as the deaf child. At the start of term, deaf awareness training for pupils in their form and year group would be beneficial.

As much deaf awareness training as possible should take place prior to the start of the academic year so that the deaf pupil can feel confident in the support provided by staff from the first day at the new school.

Procedures relating to the provision, location and use of specialist hearing technology and improvements to acoustics should be in place before the deaf

pupil transfers to the new setting. A key member of staff should have been allocated this responsibility.

Meetings and ongoing liaison with key members of staff from the primary school, for example, the class teacher, SENCO and teaching assistants, should be scheduled during the transition phase to ensure the transfer of working knowledge of the pupil to the new team in the secondary school.

···⊱ Example checklist for collecting information to support the transfer from primary school

Primary to secondary school transfer Information to support a successful transition	
Pupil name: **Primary school:** **Primary school contact:** **Parents:** **Teacher of the Deaf:**	
Hearing and personal hearing technology	
Information required	**Implications for transition plan**
In this section record: Degree and nature of deafness: Un-aided hearing level: Aided hearing level: Ability to discriminate speech in different environments (for example, class, workshops, halls): What sounds/words are difficult to hear: Personal hearing technology used:	**In this section record:** What needs to be done to improve access to sound, for example, providing radio aids, improving acoustics, using soundfield systems? What needs to be done to ensure optimum use of hearing technologies, for example, daily checks by staff of battery, tubing, etc., developing the pupil's skills in managing their own technology? What are the health and safety implications, for example, fire drills, giving instructions in workshops where machinery is used?

Communication	
Information required	**Implications for transition plan**
In this section record:	**In this section record:**
Preferred way of communicating in different locations and situations (class, home, friends):	What needs to be done in class to support access to teaching and learning including, for example:
Competence in preferred way of communicating:	• seating position to allow for lipreading
Lipreading ability:	• using radio aids
	• ensuring good acoustics
	• using a soundfield system
	• advice/training for the teachers
	• providing communication support workers with Level 3 qualification for pupils who use BSL?
	What needs to be done to promote communication and social interaction with other pupils?

Language	
Information required	**Implications for transition plan**
In this section record:	**In this section record:**
Levels of understanding of language:	How does this compare with hearing pupils?
Level of expressive language:	What are the implications for learning, for example, more processing time?
Vocabulary level:	If a gap exists, what targets should be set to close the gap and what support/ interventions are required to achieve them?
Grammatical constructions:	What are the implications for teaching?
Social interaction and use of language:	

Cognition	
Information required	**Implications for transition plan**
In this section record:	**In this section record:**
Non-verbal cognitive skills to:	What needs to be done to address any other underlying difficulties the pupil may be experiencing?
a) ensure teachers have high expectations	
b) check whether or not there are other underlying learning difficulties:	

Progress in curricular areas	
Information required	**Implications for transition plan**
In this section record:	**In this section record:**
Progress in different curricular and extracurricular areas. Are there particular strengths? Are there particular difficulties?	Is more support required in particular areas? What targets need to be set?

Social and emotional aspects	
Information required	**Implications for transition plan**
In this section record:	**In this section record:**
Level of social interaction in class/ school friendship groups:	If levels are low how can they be increased?
	Do other pupils need deaf awareness training and information on how to communicate?

Pupil's views	
Information required	**Implications for transition plan**
In this section record:	**In this section record:**
What are the pupil's hopes, aspirations and concerns about moving to a new school?	What information and opportunities are needed to help with the transition?
What information and help do they think they need to help with the move to a new school?	

Parents' views	
Information required	**Implications for transition plan**
In this section record:	**In this section record:**
What are the parent's hopes, aspirations and concerns about their child moving to a new school?	What information and opportunities are needed to help with the transition?
What information and help do they think they need to support their child's move to a new school?	

Other considerations	
Information required	**Implications for transition plan**
In this section record:	
Any other considerations, for example:	
• any other difficulties or medication conditions	
• attendance issues	
• behaviour issues:	

An effective school will:

- recognise the additional challenges that deaf pupils may face in transitioning to secondary school

- make sure that it has received all the necessary information from the primary school well in advance of the transition

- develop a transition plan that identifies a lead member of staff responsible for ensuring that the move is successful for the deaf pupil

- ensure that the transition plan sets out what support needs to be provided to meet the deaf pupil's needs and that it is put in place. This includes ensuring that any necessary training is provided

- distribute relevant information on the deaf pupil to staff.

Appendix 1: Types and levels of deafness

Conductive deafness and glue ear

Conductive deafness occurs when sound cannot pass through the outer and middle ear to reach the cochlea and auditory nerve in the inner ear. The most common cause during childhood is a temporary build-up of fluid in the middle ear known as 'glue ear'.

Up to 80% of children will experience an episode of glue ear by the time they are aged 10. It is estimated that one in five of four-year-olds will be affected by glue ear at any one time. Teachers, particularly those teaching the youngest children, will have a number of pupils in their class who are experiencing difficulty in hearing.

For some children glue ear can reduce hearing considerably for a protracted period and this has a significant impact on learning and progress.

Sensori-neural deafness

Sensori-neural deafness results from damage to the inner ear. It is generally caused through loss or damage to the hair cells in the cochlea that means the cochlea is not processing sound effectively or, in some cases, when the auditory (hearing) nerve itself is not working.

Children can have both conductive deafness and sensori-neural deafness and this is known as mixed deafness.

Congenital and acquired deafness

Congenital deafness refers to children who are born deaf. Other children acquire deafness due to illness, accident or a late onset genetic condition.

Levels of hearing loss

Deafness is measured in two ways:

- how **loud** the sound has to be so that the child can hear it, measured in **decibels**

- which **frequencies** (pitch) the child can or cannot hear, measured in **hertz**.

Each child's deafness is different depending on which frequencies are affected and how loud a sound has to be before they can hear.

Few children are totally deaf. Most children can hear some sounds at certain pitches and volumes, known as their 'residual hearing'. There are different degrees of deafness classified as follows.

Mild hearing loss

Although for many young people mild loss does not require audiological interventions such as hearing aids, in terms of education it can mean a significant loss.

- Pupils can usually hear everything that is said to them in a quiet room, but not if there is background noise or if they are far away from the speaker.

- A pupil would not be able to follow a whispered conversation.

- Some pupils with a mild hearing loss will use hearing aids.

Moderate hearing loss

- Most pupils with a moderate hearing loss will use hearing aids.

- Without hearing aids a pupil is likely to be able to hear most of what someone says to them within a quiet room as long as they speak clearly.

- With hearing aids they are likely to be able to follow a conversation within a quiet room.

- They will find it extremely difficult to follow a conversation in a large group, if there is background noise or they are far away from the speaker.

Severe hearing loss

- A pupil will be unable to access conversation at normal levels without hearing aids or a cochlear implant but may be able to hear loud sounds such as a dog barking or a drum.

- With hearing aids or a cochlear implant most pupils will be able to follow a conversation within a quiet room provided that the speaker is within two to three metres of them.

- A pupil is likely to require additional communication support, for example, sign support or lipreading, to understand speech in the presence of any background noise or within a group conversation.

- In the presence of background noise the pupil may find it extremely difficult to understand speech even with communication support.

Profound hearing loss

- The majority of profoundly deaf pupils will use a cochlear implant or hearing aids.

- Without a cochlear implant or hearing aids a pupil will not be able to hear speech or other sounds. They may be able to feel very loud sounds such as a lorry passing them in the street.

- Without a cochlear implant or hearing aids the pupil is likely to use a sign-based language to communicate directly with another person.

- With cochlear implants or hearing aids the pupil may require additional communication support (for example through sign language or cued speech) to access speech, especially within background noise or within a group conversation.

- In the presence of background noise the pupil will find it more difficult to understand speech.

Some pupils may have a malformation of the inner ear – an absence or malformation of the cochlear or auditory nerve. This will mean they will have no direct access to sound at all. In these situations hearing aids or cochlear implants would offer no benefit. They will, therefore, likely use sign language as their main means of communication.

Visual representation of the loudness and pitch of a range of everyday sounds
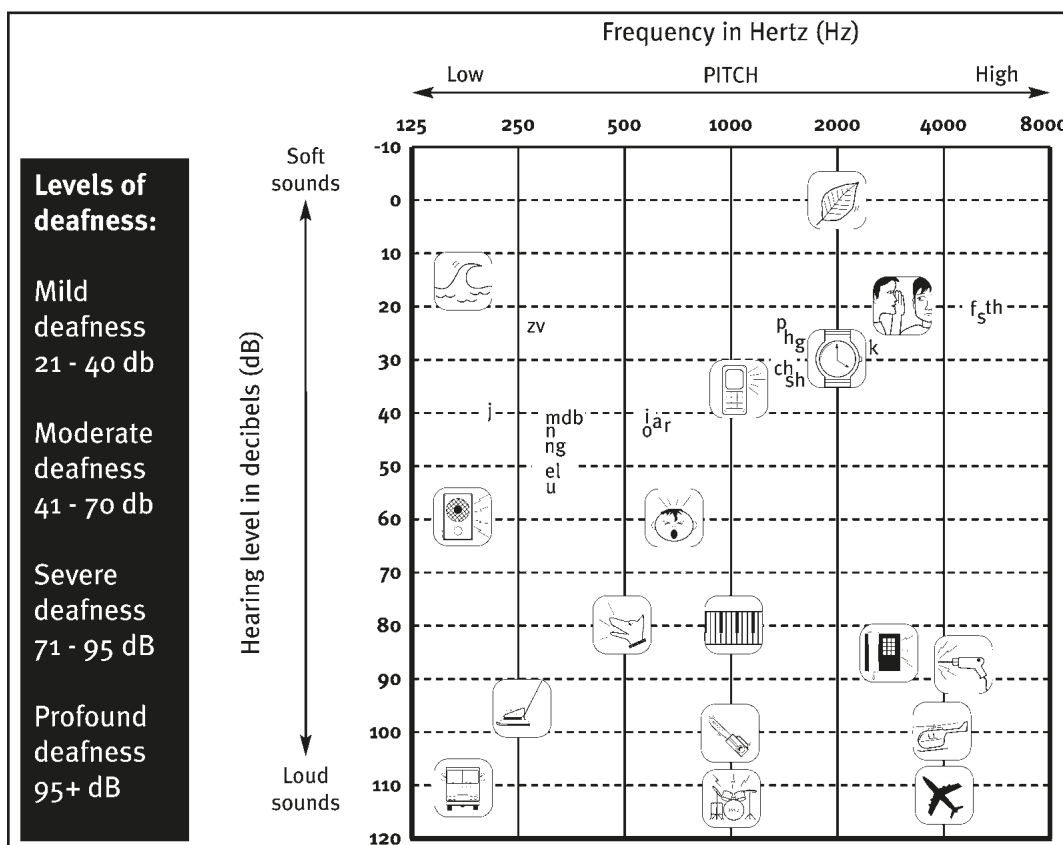
This diagram is based on the British Society of Audiology definitions of hearing loss.

The Teacher of the Deaf will be able to explain the individual deaf child's level of hearing by using an audiogram, similar to the one above. An audiogram is a chart used by an audiologist to record the results of the hearing assessment and is a visual representation of the child's hearing.

Unilateral deafness

- There may be little or no hearing in one ear, but ordinary levels of hearing in the other.

- The pupil will be unable to localise sound and follow group conversations and will find it difficult to understand speech in the presence of background noise.

Auditory neuropathy spectrum disorder

Auditory neuropathy spectrum disorder occurs when there are faults which affect how sound is transmitted along parts of the auditory nervous system. It affects the brain's ability to process all sound including speech. Pupils will experience fluctuating hearing levels and often find it difficult to access speech, especially in the presence of background noise. Some pupils with auditory neuropathy spectrum disorder will use hearing aids or cochlear implants; others will not find them beneficial and therefore not use them.

Deaf culture

About 10% of deaf young people have deaf parents. These families often use British Sign Language (BSL)[6] as the first language of the home. Other families may also choose to use BSL as a first language with their family members. These families, and indeed many other deaf young people and adults, consider deafness as a culture rather than a disability. Within their community they are able to communicate and function effectively with each other. They describe themselves as 'Deaf' with a capital D. British Sign Language is the language of the Deaf community.

6. Where the deaf pupil lives in Northern Ireland, Irish Sign Language may be used.

Appendix 2: Personal hearing technology

It is likely that your deaf pupils will rely on various hearing technologies. The following is an overview of the types of technology you may come across, how they work and what limitations they have. It is important to note that hearing technologies do not replace normal hearing.

Hearing aids

A hearing aid amplifies sound and is worn in or behind the ear. It has three basic parts: a microphone, amplifier and speaker. Modern digital hearing aids can be programmed very closely to match the wearer's hearing loss and provide a radically different listening experience compared with those of the past for deaf people.

Hearing aids are designed to maximise the hearing the wearer has (known as their residual hearing). If the student has no measurable hearing at all at certain frequencies, especially the higher frequencies such as 'ss' and 'th' then a hearing aid will not improve this.

> For more information on hearing aids see the National Deaf Children's Society's resource *Hearing Aids: Information for families*.

Cochlear implants

This is a surgically implanted hearing device that can provide access to spoken language for many profoundly deaf people. A profound hearing loss occurs when there is significant damage to either the cochlear hair cells, which are the mechanism by which sound waves are converted into electrical impulses that the brain can then interpret, or to the auditory nerve itself. A cochlear implant works by stimulating the auditory nerve directly so bypassing damage to the cochlear. If an implant is fully functional then it can provide the user with access to sounds across the full range of speech frequencies. For many users this gives them access to speech in good listening conditions.

For more information on cochlear implants see the National Deaf Children's Society's resource *Cochlear Implants: A guide for families* or go to **soundingboard. earfoundation.org.uk**.
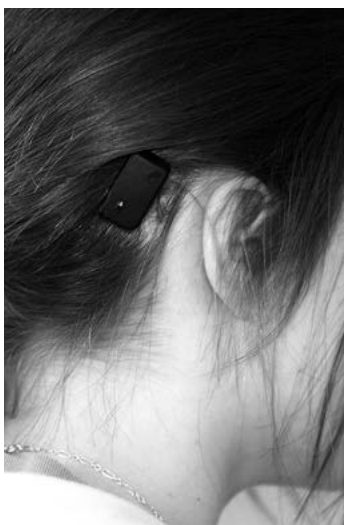
Bone conduction hearing implants

A bone conduction hearing implant is designed for people who have a functioning cochlea but the middle or outer part of the ear prevents the information reaching the cochlea in the usual way.

It consists of a sound processor that is held on the head behind the ear. This might be clipped to a fixture, known as an 'abutment', a small titanium screw that has been implanted in the skull just behind the ear (known as a bone-anchored hearing aid) or with a magnet holding the processor in place. This allows sound to be conducted through the bone rather than through the ear canal and middle ear. This allows sound waves to be transmitted directly to the cochlea in the inner ear.

For more information see the National Deaf Children's Society's resource *Bone Anchored Hearing Aids: Information for parents and families*.

Radio aids

A radio aid carries the teacher's voice directly to the pupil's receiver attached to their hearing aid, bone conduction hearing implant or cochlear implant. It reduces some of the problems presented by distance from the teacher and background noise. The microphone and transmitter are worn by the teacher and the receiver is worn by the pupil and attached to their hearing technology such as a hearing aid. Some radio aids can be used by pupils without personal hearing technology by wearing an earpiece receiver. This may be particularly useful for pupils with unilateral deafness with the earpiece worn in their good ear.

Most pupils will have their hearing technology programmed to allow them to hear from both the radio aid and their surroundings so that they can hear other pupils as well as the teacher. However, it is possible to programme their hearing technology to only hear the radio aid. The microphone can be passed to pupils speaking in group work or class discussion to aid clarity. The radio aid transmitter can also be connected to equipment such as televisions or computers to assist clarity.

> For further information see the National Deaf Children's Society's resource *How Radio Aids Can Help*.

Soundfield systems

Soundfield systems rely on a radio or wireless microphone worn by the teacher and loudspeakers, which are placed around the room. They project the teacher's voice at a consistent level around the classroom. These systems can improve the listening conditions for all pupils in a classroom.

Portable systems are available that can be moved between learning spaces as required. Some systems can link with other classroom equipment such as interactive whiteboards.

A pupil may need to use radio aids alongside the soundfield system and both can be set up to work side by side.

Appendix 3: Communication options

The information below covers the variety of communication options for deaf children. It is important for staff to respect their preferred means of communication.

Spoken language

Nearly all (more than 90%) of deaf children are from families with no first-hand experience of deafness. It is important to remember that whichever language is used in the home, the child could still experience a significant delay. In many cases, spoken language will be supported by signing and speech reading.

British Sign Language (BSL)

Deaf children with deaf parents who use BSL as their first language are likely to also have BSL as their first language.[7] BSL is a visual language that uses hand shapes, facial expression, gestures, body language and fingerspelling. It has a structure and grammar different from that of written and spoken English. Many children using BSL will develop spoken English. Deaf children brought up by deaf parents will often start school with age or near age-appropriate language in BSL.

Sign Supported English (SSE)

For many children their spoken English may be supported with signs taken from BSL. When signs are used to support spoken English in this way it is known as Sign Supported English. This is used to add clarity to what is being said, for example in situations where they may struggle with background noise or if they are too distant from the speaker.

Speech reading/lipreading

Speech reading or lipreading has an important role in helping children access spoken language. Lip patterns of spoken words can help the deaf child identify what is being said, supporting the interpretation of the speech sounds that can be heard. If used on its own it has a number of limitations but it is a natural support to understanding spoken communication and is especially helpful to the deaf child.

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7. Some deaf pupils in Northern Ireland may use Irish Sign Language instead.

Cued speech

Cued speech is a lipreading tool that enables access to spoken language. It uses eight hand shapes in four different positions and accompanies natural speech. Whereas some sounds cannot be fully lipread (for example, 'p', 'm' and 'b' all look the same on the lips and sounds like 'k' and 'g' cannot be seen at all), the cues make it clear exactly what sound is used so that the deaf child may see the sound in each word as it is spoken in real time. This enables the child to develop a mental model of the spoken language regardless of whether they have any hearing or not.

Appendix 4: Useful resources

Action on Hearing Loss
www.actiononhearingloss.org.uk

Association of Deaf Education Professionals and Trainees
www.adeptuk.co.uk

Association of Lipspeakers (ALS)
www.lipspeaking.co.uk

Association for Language Learning (resources for pupils aged 7 to 14)
www.all-languages.org.uk/support

British Association of Teachers of the Deaf
www.batod.org.uk

Cued Speech Association
www.cuedspeech.co.uk

Deaf Action
www.deafaction.org

Deaf Connections
www.deafconnections.co.uk

The Ear Foundation
www.earfoundation.org.uk

The Ewing Foundation
www.ewing-foundation.org.uk

Signature
www.signature.org.uk

About the National Deaf Children's Society

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people across the UK. We support deaf children, their families and the professionals who work with them, and challenge governments and society to meet their needs.

We provide information on all aspects of childhood deafness and hearing loss including:

- education
- audiology
- benefits
- technology
- communication
- additional needs
- parenting.

At the National Deaf Children's Society we use the term 'deaf' to refer to all levels of hearing loss in children and young people, including a partial or total loss of hearing. This includes those who may describe themselves as having a 'hearing loss', 'hearing impairment' or as 'deaf', and includes those with temporary deafness, such as glue ear. We support all deaf children and young people, regardless of their level of deafness, how they communicate or what technical aids they use.

Got a question?

Our Freephone Helpline can answer your questions about any issues relating to deaf children's education or development. Give us a call on **0808 800 8880**, email us at **helpline@ndcs.org.uk** or take part in a Live Chat at **www.ndcs.org. uk/livechat**. You can also order our publications through the Helpline.

Raising awareness

Deafness isn't a learning disability. With the right support, most deaf children and young people can achieve the same outcomes as other pupils. We produce lots of resources to support professionals who work with deaf children and young people to promote best practice and raise expectations. Our guidance, written by expert Teachers of the Deaf, set out the interventions and reasonable adjustments that can be made in education settings to improve deaf children and young people's outcomes.

All of our resources are **free** to download or order. They include:

- *Assessing and Monitoring the Progress of Deaf Children and Young People*

- *Here to Learn DVD: A resource for schools.*
  Also online at **www.ndcs.org.uk**/**heretolearn**

- *Look, Smile, Chat Deaf Awareness Pack*

- *Bullying and Deaf Children: A guide for primary and secondary schools*

- *Creating Good Listening Conditions for Learning in Education.*

To order any of our free resources, visit **www.ndcs.org.uk**/**publications** or contact the National Deaf Children's Society Freephone Helpline.

About our free support

We support families from initial diagnosis to adulthood across education, health and social care in a range of ways including:

- free information resources for families including our seasonal *Families* magazine and email updates with the latest news and family stories

- a Freephone Helpline offering clear, balanced information – we offer a free interpreting service for families who do not speak English as a first language.

- local support from our Children and Families' Support Officers

- events where families can meet one another and get support from professionals

- support for mainstream art, sport and leisure organisations to run their activities in a deaf-friendly way, with free resources at **www. ndcs.org.uk**/**me2**

- Technology Test Drive loan service that enables deaf children and young people to try out equipment, including radio aids, at home or school.

Buzz website

Our Buzz website is a safe space where deaf children and young people can get support. It also provides deaf young people with a range of information on education and growing up. **www.buzz.org.uk**

Find us on YouTube

We have a YouTube channel full of videos starring deaf teenagers, parents of deaf children and the professionals who work with them, available from **www.youtube.com/ndcswebteam.**

For more information about the National Deaf Children's Society:

Visit our website: **www.ndcs.org.uk**
Facebook: **www.facebook.com/NDCS.UK**
Twitter: **twitter.com/NDCS_UK**

Become a professional member

Join the National Deaf Children's Society for free today by calling our Freephone Helpline on **0808 800 8880** or go to **www.ndcs.org.uk/professional_support.**

About the National Sensory Impairment Partnership (NatSIP)

The National Sensory Impairment Partnership (NatSIP) is a partnership of organisations working together to improve outcomes for children and young people with sensory impairment (SI). The agreed purpose of NatSIP is:

- to improve educational outcomes for children and young people with sensory impairment, closing the gap with their peers, through joint working with all who have an interest in the success of these young people

- to help children achieve more and fulfil the potential of children and young people who have SI

- to promote a national model for the benchmarking of clear progress and impact criteria for children and young people who have SI

- to support a well-trained SI workforce responsive to the Government agenda for education

- to inform and advise the Department for Education in England and other national agencies on the education of children and young people with SI

- to promote collaboration between services, schools, professional bodies and voluntary bodies working with children and young people who have SI

- to promote collaborative working between education, health and social care professionals in the interest of children and young people who have SI.

For more information about NatSIP and to access to resources, visit **www.natsip.org.uk** – a major gateway for SI professional practice.

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people.

National Deaf Children's Society's Freephone Helpline: **0808 800 8880** (voice and text)

Email: **helpline@ndcs.org.uk**

www.ndcs.org.uk

The National Sensory Impairment Partnership (NatSIP) is a partnership of organisations working together to improve outcomes for children and young people with sensory impairment.

www.natsip.org.uk

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