

Deaf-friendly teaching









# A note about terms

We use the term 'deaf' to refer to all types of hearing loss, from mild to profound. This includes deafness in one ear or temporary hearing loss such as glue ear. We include pupils the school may identify as having a 'hearing impairment' in the school census.

We use the term 'parent' to refer to all parents and carers of children. We use ToD to refer to qualified Teachers of the Deaf throughout.

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.

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"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



# 1 Introduction

Deafness isn't a learning disability. With the right support, there's no reason why a deaf child can't achieve as much as a hearing child of the same cognitive ability.

Most deaf pupils attend mainstream schools yet many deaf children do not achieve the same academic outcomes as their hearing classmates. We know that:

- deaf pupils can learn as much as their hearing peers when they are taught by teachers who recognise and can adapt teaching methods and materials to accommodate their strengths and needs
- deaf pupils achieve more when both teachers and families have high expectations
- deaf pupils who appear to be doing well in school, primarily because of their speech skills, may not receive the support they need to achieve their full potential
- a school's acoustic environment (listening conditions) can have a huge impact on a deaf pupil's ability to access information and learn
- deaf pupils benefit when a school promotes personal qualities such as assertiveness, confidence and resilience
- deaf pupils do better when their families are engaged and have the information they need to support their decision-making and help them make informed choices
- deaf pupils achieve more when their families are fully involved in their education, both formally and informally
- families value opportunities for their children to attend school clubs and activities and be part of the school and local community.<sup>1</sup>

#### Who is this resource for?

This resource is for everyone who works with deaf pupils in a primary school.

#### How to use this resource

Use this resource alongside support and advice from local specialist educational support services for deaf children.

Each chapter, template and checklist in this resource can be downloaded from www.ndcs.org.uk/supportingachievement.

<sup>1.</sup> O'Neill, R., Arendt, J. and Marschark, M. Report from the Achievement and Opportunities for Deaf Students in the United Kingdom: from Research to Practice project. 2014. University of Edinburgh (accessed 30 May 2018).



# 2

# Deafness and its impact on learning

Deafness isn't 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, deaf pupils may experience particular challenges as most learning takes place through seeing and hearing.

Deaf pupils have a diverse range of needs, use different hearing technologies and have different ways of communicating and learning. It's important to find out from the pupil and their Teacher of the Deaf (ToD) what their hearing, learning and communication preferences are and how you can best support them. You can find out more about ToDs and their responsibilities on page 19.

# Levels and types of deafness

There is considerable variation in the levels and types of childhood deafness. In Appendix 2 you will find more information on this.

Deaf children may have a permanent mild, moderate, severe or profound hearing loss in one or both ears or a temporary hearing loss, such as glue ear.

The ToD will be able to explain the pupil's level of deafness by showing you an audiogram – a chart used by an audiologist to record the results of the hearing assessment. You can find more information on the roles of professionals on page 19.

It's estimated that at any one time, 20% of children in reception class have glue ear. It's important to look out for any possible signs of deafness and to monitor deaf pupils' hearing levels in case of deterioration.

You can find more information about types and levels of deafness in Appendix 3.

# Hearing aids and cochlear implants

Most deaf children use hearing technology supplied by the NHS such as hearing aids, bone conduction hearing implants and cochlear implants. These are used to improve a child's access to sound, but it won't give them 'normal' or 'typical' hearing. In particular, a deaf child may not understand speech without other information such as facial expression, lip patterns or signs and gesture.

Hearing technologies cannot replace normal hearing. Although they are programmed to help the wearer hear speech, a lot of background noise is also made up of speech sounds. This may mean the deaf pupil will find it hard to understand speech in group learning, a noisy playground or open-plan break out space. Also, sounds 'bounce' off hard surfaces making it harder for the

deaf pupil to identify individual voices. They may have problems hearing in a classroom, gym or dining hall with wooden floors and hard surfaces.



You can find more information on different types of hearing devices on our website at www.ndcs.org.uk/hearingaids and www.ndcs.org.uk/implants.

# Acquired or a change in deafness

Pupils may start school without a diagnosis of deafness or acquire a permanent hearing loss 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 or a change in a child's hearing levels and to monitor deaf pupils' hearing levels in case of deterioration.



More information on the causes of deafness can be found at www.ndcs.org.uk/causesofdeafness.

#### Deafness and additional needs

Many pupils who have learning difficulties or other disabilities are also deaf, and their deafness can often be overshadowed by their other difficulties. This resource has advice on how you can address the impact of deafness so a pupil can access learn, communicate and socialise.

# Impact of deafness on language

Childhood deafness can have a major impact on learning spoken language as it's usually acquired through sight and hearing. The Newborn Hearing Screening Programme (NHSP) and improved hearing technologies mean that more deaf children start primary school using some spoken language and some form of hearing technology. A deaf child's language, communication and learning needs may be masked by intelligible speech.

How deafness impacts on a pupil will also be influenced by:

- the age at which they became deaf
- whether deafness was diagnosed and supported early or late
- support from parents

- quality of professional support this could include the ToD, SENCO, paediatric audiology team etc
- their cognitive ability and personal characteristics, such as determination
- how well their hearing technology works and how often they wear it
- quality of listening environment, research shows that children in constantly noisy environments make less progress.



Some pupils with a mild hearing loss or glue ear don't wear hearing technology and won't receive support from a ToD. In many cases these pupils have 'normal' or 'typical' speech and language development, and they do well. However, for some pupils, mild, unilateral or temporary deafness can have a significant and adverse impact on their development.

The impact of these hearing losses could include:

- difficulties in hearing speech on one side and locating the source of sound
- missing key information
- tiredness, concentration fatigue, frustration and a shorter attention span
- difficulties participating in group discussions and activities
- speech, language and literacy difficulties.

Children with a mild hearing loss, unlike adults, may not be able to filter out background noise. They may also lack the knowledge, vocabulary and context to be able to work out what has been said if they mishear. This means they can miss out on a lot of the new vocabulary and concepts being taught at school.



You can find more information about temporary and unilateral hearing loss at www.ndcs.org.uk/childhooddeafness. Our booklet Mild Hearing Loss: Information for professionals provides information on the impact of mild hearing loss, possible signs and strategies to support effective communication. You can download or order it from www.ndcs.org.uk/mildhearingloss.

# Identifying deafness

It's important for you to be aware of the signs of hearing loss in children.

These signs may include:

- not responding when called
- watching faces/lips intently
- constantly asking for repetition
- not always following instructions straight away
- misunderstanding or ignoring instructions
- watching what others are doing before doing it themselves
- seeking assistance from peers
- talking too loudly or too softly
- appearing inattentive or as though daydreaming
- making little or no contribution to class discussions
- complaining about not being able to hear
- getting tired easily
- becoming easily frustrated
- appearing isolated and less involved in social group activities
- difficulties identifying or producing individual speech sounds.

Children with temporary hearing loss may demonstrate these behaviours intermittently.

If you are concerned that a child may have an undiagnosed hearing loss, you should discuss the matter with the family and suggest that their child is taken to the GP.

# Impact of deafness on access to learning

Deafness will impact on a range of factors that contribute to a pupil's ability to learn, including:

- making sense of what people say and understanding what's happening around them
- learning to think things through and problem solve
- understanding and expressing how they're feeling and managing their emotions
- listening skills
- attention and concentration
- language development
- literacy skills

- working memory
- auditory memory
- processing time
- incidental learning
- social skills
- self-esteem
- learning style.

The table below includes strategies to support deaf pupils' needs so they can make the same progress as other pupils of a similar age and cognitive ability.

You should be aware of:	Teaching, learning and support strategies
Slower	Find out the pupil's communication needs.
communication and language development, with reduced vocabulary	Find out the pupil's language levels from regular assessment and any recommendations or targets that have been set.
and understanding of words and concepts.	Monitor and develop language skills through focused interventions.
	Use visual aids and everyday items to support understanding.
	Minimise use of idioms and colloquialisms but keep language rich and varied.
	Think about how language is used and not just what's said (pragmatics). Support social skills.
	Identify and teach key vocabulary and share with parents and other professionals.
	Develop vocabulary associated with emotions and feelings through discussions around events, others' points of view and book sharing.
	Check understanding and clarify and rephrase if needed.
	Involve parents in interventions to support learning.

You should be aware of:	Teaching, learning and support strategies
Difficulties with	Provide a quiet area if required.
listening skills, such as processing spoken language and	Keep background noise to a minimum and be aware of the limitations of hearing technologies.
accessing certain speech sounds or	Make sure hearing technologies are being used correctly and appropriately.
less well developed listening skills.	Model and share strategies that support active listening behaviours, such as signal when you want the child to listen.
	Plan activities which build upon and develop the child's listening skills.
	Chunk information and provide visual information to support the child's understanding.
	Allow children time to respond to questions.
	Repeat and clarify peer responses.
Difficulties with accessing certain speech sounds	Be aware of which speech sounds the child can and can't hear and adapt teaching to take this into account.
	Deliver activities which demand careful listening in a quiet environment.
Difficulties maintaining	Be aware that group work is particularly challenging for deaf pupils:
attention and concentration during	<ul> <li>encourage pupils to talk one at a time</li> </ul>
activities which	<ul> <li>ask pupils to signal when they're about to talk</li> </ul>
include a lot of lip- reading and listening.	<ul> <li>reduce background noise.</li> </ul>
reading and listerling.	Think about the length and pace of learning sessions and offer listening breaks.
	Repeat and clarify peer response and contributions.
	Provide visual information such as pictures and objects to support teaching points.

You should be aware of:	Teaching, learning and support strategies
Delayed literacy skills and difficulties with grammar	Support phonological awareness and access to speech sounds which may be difficult to hear or identify.
and spelling.	Share texts and books before and after they're taught.
	Identify and teach unfamiliar vocabulary, colloquialisms, idioms and phrases.
	Draw attention to tense endings and function words deaf children may not hear.
	Use pictures and real life events to stimulate ideas.
	Encourage children to talk through their ideas before writing.
	Use writing frames to help the child structure their ideas.
	Create word mats with key vocabulary or prompt sheets to support grammatical rules.
	Encourage children to review texts and select important information.
	Use specific programmes, resources and strategies to target areas of difficulty. Ask the ToD or speech and language therapist to support you with this.
	Go to page 20 to find out more about the role of a speech and language therapist.

You should be aware of:	Teaching, learning and support strategies
Challenges with working memory and auditory memory.	Carry out activities which support memory including 'Kim's game', repetition of key information such as times tables, days of the week and learning songs and rhymes.
	Break tasks into simple steps and make sure the child has mastered the first step before going onto the next. While they may understand what they are being asked, they still might not be able to do it.
	Use clear, specific language when making requests and, if appropriate, show the child what you want them to do.
	Repeat instructions and encourage the child to repeat them back to you.
	Use visual aids and gestures to help the child to remember the steps involved in a task (e.g. morning routine).
	Slow down the pace in challenging activities to allow the child time to process and complete the activity.
	Connect information to things that the child already knows.
	Create a working memory prompt sheet to lessen the working memory load (e.g. times tables, spelling rules or word mat).
	Encourage the child to ask for help.
	Ask peers to support with instructions and completing tasks to allow the child to get started straight away rather than wait for the teacher.
	Encourage the child to write down verbal information or draw picture/take photos of important things they may need to remember.
Difficulties with	Stop activity when delivering key information.
multitasking, for example, carrying out an activity while listening or lip-reading.	Give more time to process information.
	Allow time for children to write down information before talking.
	Use communication support workers (CSWs)/ learning assistants to record information, allowing the child to focus on listening.

You should be aware of:	Teaching, learning and support strategies
Difficulties around incidental learning – deaf pupils may	Provide opportunities for pupils to talk about wider issues, such as non-routine events, days out, before they happen.
have a smaller or reduced knowledge of the world because	Use books and texts as a springboard for discussing wider issues.
they struggle to pick up what	Encourage children to ask questions and find answers.
others are saying.	Encourage classmates to include deaf children fully in conversations and discussions.
Social skills – deafness may cause	Make sure peers are deaf aware and can communicate appropriately with the deaf pupil.
difficulties with friendships, everyday social situations	Create opportunities for small group work and activities in which pupils can practise:
and responding	<ul> <li>appropriately expressing emotions and ideas</li> </ul>
appropriately in	· asking for clarification from teachers and peers
unfamiliar and new situations.	<ul> <li>identifying and avoiding situations that could lead to conflict</li> </ul>
	<ul> <li>initiating social interactions</li> </ul>
	<ul> <li>joining in an ongoing activity</li> </ul>
	<ul> <li>maintaining self-control</li> </ul>
	<ul> <li>negotiating with peers</li> </ul>
	<ul> <li>recognising and responding appropriately to other people's emotions</li> </ul>
	<ul> <li>recognising social cues</li> </ul>
	<ul> <li>solving conflicts with peers.</li> </ul>
	Teach vocabulary to support social language such as idioms, colloquialisms and slang.
	Make sure the pupil can access extracurricular activities.
	Deaf pupils may need specific teaching to learn how to see situations from other people's perspectives. This is known as theory of mind. Research suggests it can be delayed in deaf children.
	For more information on theory of mind and deafness see Chapter 10.

You should be aware of:	Teaching, learning and support strategies
Promoting deaf pupils' self-esteem	Make sure that disabilities including deafness are included in the curriculum.
and pupil voice. Deaf pupils may	Promote the child's deaf identity through:
need support to develop resilience, feel confident about their deaf identity	<ul> <li>providing information to both the child and their family that supports their decision-making and enables them to be fully involved in their child's education, both formally and informally</li> </ul>
and advocate to have their needs met.	<ul> <li>opportunities for deaf children and their families to meet deaf peers, deaf adults and role models</li> </ul>
	<ul> <li>explaining to children and their families how to explain and talk about their deafness so their needs are met</li> </ul>
	<ul> <li>supporting the development of resilience and problem-solving strategies when coming up against everyday challenges</li> </ul>
	<ul> <li>supporting their potential to be as independent as possible and lead a 'normal life'.</li> </ul>
	Fully include the deaf child in discussions, reviews, target-setting and decision-making using a range of strategies and resources.
	Use specific resources/training developed for deaf children, for example, our Healthy Minds programme. www.ndcs.org.uk/healthyminds.



An effective school will understand the impact of deafness on learning and reduce this impact by using strategies and adaptations which support deaf pupils to achieve their academic potential.

# Working together to support deaf pupils

Deaf children benefit from a person-centred approach, where schools work together in partnership with parents, health professionals, those working in education and the voluntary sector.

You can facilitate person-centred planning for deaf pupils by:

- actively asking for input from the pupil and their family about the provision and support they need and providing them with appropriate facilities and technology for meetings, such as a portable soundfield system or an interpreter
- providing information to others supporting the child on their progress.
   For example informing the ToD about how well personal hearing technology is working
- ensuring you have time to meet with parents and other professionals who support the child to discuss progress
- contributing to multidisciplinary assessments and any resulting support plans.



You can find more information on soundfield systems and other adapted listening technology on our website at **www.ndcs.org.uk/listening**.

# Partnership with parents

Parents play a key role in supporting their child's achievement. They're the experts on their child's deafness and will also be instrumental in ensuring that interventions and targeted outcomes are successful. Deaf pupils do better when their families have the information they need to support their decision-making.

They can share useful information about their child's:

- hearing loss
- hearing technology
- learning needs
- social and emotional development
- support needs at home and at school.

# Contact prior to starting school

Meeting with parents before the child starts school, means you can gather important information about the child's needs and make sure they have a successful start to school. It gives you an opportunity to respond to any worries the parents have, plan for the family's needs and aspirations, and help them 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.

You can help parents by:

- sharing plans, learning objectives and vocabulary before the learning activity
- explaining and discussing learning content that you would like the child to practice
- explaining and discussing the learning outcomes that you would like the child to achieve
- identifying any challenges the child might face and discussing how to respond
- demonstrating the activity (or inviting parents to watch a lesson).

Parents can help their child practise their language and communication, literacy and numeracy skills, and can reinforce new concepts and vocabulary. Keeping in regular contact with parents will make sure this support is enjoyable and stress free.



For more information and advice on how to support your child's learning go to our website www.ndcs.org.uk/supportinglearning.

# Keeping parents involved

Keep parents well-informed about the provisions for their child and involve them in regular review meetings where you can discuss progress.

This will include:

- focusing on what outcomes the child and their families want to achieve so that all decisions are informed by these aspirations
- seeking their advice and getting feedback on decisions about support
- sharing information on their child's participation in school life, including developing social skills and friendships
- involving parents and children to contribute to needs assessments and to the development of review of support plans

It's important to plan with parents when and how they can expect to receive the above information and how often they'll receive it.

# Establishing good home-school communication

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

#### To help, you can:

- agree a way for staff to regularly update parents by emailing, meeting or phoning
- send text messages asking parents to look out for information or reminding them when a pre-planned activity is coming up

A nominated person could take on the role of making sure that confidential information reaches parents in a secure way.

# The role of professionals

# Teachers of the Deaf (ToD)

In many areas, a child with a permanent moderate to profound hearing loss will receive regular support from a QToD who has a mandatory qualification in deaf education. They may have supported the child and their family since diagnosis.

Pupils with a temporary or mild hearing loss, or deafness in one ear, may not always meet the criteria for regular support but the ToD may be able to advise you on how to meet their needs. Your SENCO should contact their local specialist educational support service for deaf children if they need advice or support from a ToD.

#### A ToD:

- supports and advises you on strategies to support the pupil with learning
- delivers deaf awareness training and training on meeting the pupil's needs
- supports the use and maintenance of hearing technologies
- carries out specialist assessments to identify the pupil's needs and gives recommendations to inform teaching and learning strategies, interventions and help set targets
- recommends improvements to the listening environment and access to learning activities
- advises on which outcomes can be achieved when support is sustained and developed effectively over time
- gives advice and support for all areas of the pupil's development
- supports and advises parents on audiological and educational issues, communication choices and advises on getting the appropriate support for their deaf child

- helps coordinate liaison with other agencies involved with the pupil
- supports the pupil's move from early years to primary school and then from primary to secondary
- advises on adjustments needed for any tests or exams.

"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 can learn at the same level as my classmates even if I need a little more help to understand the work. If I didn't have this extra support I don't think I would be where I am today." Pupil

### Speech and language therapist

Deaf pupils may also get support from a speech and language therapist, who will assess and monitor how well their speech, language and communication skills are developing. Sometimes the therapist works directly with the pupil or suggests programmes for the school and family to use.

# **Audiologists**

Audiologists carry out hearing tests to establish a child's level and type of deafness and the most appropriate hearing technology. They fit hearing devices and review the child's hearing progress until they transfer to adult services.

It's unlikely that you'll meet your pupil's audiologist but they can provide you with information. They will also find observations about the effectiveness of the pupil's hearing technology useful. Audiologists work with the ToD or educational audiologist to make sure that the pupil's hearing technologies, for example, radio aids and hearing aids, are working well together. Go to Appendix 3 for more information on radio aids.

# **Educational audiologists**

Educational audiologists are ToDs with a qualification in education audiology. They offer specialist advice on acoustics and hearing technologies.

#### The role of school staff

The section explains how you can support the achievement and inclusion of deaf pupils.

#### **SENCO**

The SENCO is responsible for coordinating the special educational provision made for the child and for any decisions made. The SENCO will:

- make sure you receive all information on the pupil's deafness and its implications before the pupil starts school
- make sure hearing technology, adjustments to the acoustic environment and classroom and support staff are in place for the start of term

- communicate all information about the pupil's needs and how to meet them, to other staff
- make sure the school works in partnership with other health and education specialists who are supporting the pupil
- organise staff training, such as deaf awareness training
- make sure TAs have the knowledge and skills to support the pupil, including at least a Level 3 British Sign Language (BSL) qualification or equivalent for pupils who require signed support
- make sure that information about the deaf pupil is available on the school portal for supply staff
- find out what arrangements should be in place for testing and assessment.

#### Class teacher

The class teacher is responsible and accountable for the progress of all pupils in their class. They will need to:

- understand the child's capabilities and the impact of their deafness
- be aware of the pupil's communication needs and know how to communicate with them
- understand the pupil's needs and the implications for accessing lessons and activities
- adapt the teaching approach to make sure the pupil can access teaching and learning
- understand the benefits of hearing technologies and know how to use them
- make the necessary adaptations to ensure a good acoustic environment in the classroom
- identify the pupil's social needs, support their social skills and friendships and where appropriate offer pastoral support
- encourage other pupils to understand the deaf pupil's needs and how they can offer support
- help ensure there are effective home-school links, encouraging parents to share any concerns
- make sure behaviour management strategies take account of the pupil's deafness
- promote the development of independence skills.

# Bursar/property manager

Makes changes to improve listening conditions for the pupil (E.g. improving room acoustics and installing soundfield systems).

# School senior management

- Makes quality assurance arrangements to ensure deaf pupils are accessing teaching and learning (for example, tracking and classroom observation, pupil feedback).
- Makes sure the school makes reasonable adjustments so that all pupils are treated equally.

# Involving the deaf pupil and their family

It's really important to involve the pupil in deciding on the type of support they receive. For younger pupils, you may need to rely on observation and consultation with families. Example of how you can get feedback from older pupils can be found in Chapter 11.



## An effective school will:

- fully adopt a person-centred approach to planning to meet the deaf child's needs and fully involve the families and the child in decision-making
- ensure there are no barriers to parental participation
- work in close partnership with and get advice from the ToD and outside agencies on support that will prevent the development of more significant needs
- make sure all staff are clear on their roles and responsibilities in relation to the deaf pupil
- make sure that all relevant staff have received appropriate training to meet the deaf pupil's needs
- encourage you to discuss the deaf pupil's needs and support with them
- make sure reasonable adjustments are in place to meet the pupil's needs, so that they're not placed at a substantial disadvantage.



Find more information on our webpage, Preparing your deaf child for primary school. This information is for families to help them deal with some of the changes school life brings. www.ndcs.org.uk/preparingforprimary



# Starting primary school

Starting school is an exciting and challenging time for any child. Periods of change can be less daunting if parents' views are respected and they feel that they have made a meaningful contribution to the move.

When working with deaf children, these are some of the things you will need to consider:

- new learning environments have varying quality and a range of listening conditions
- managing hearing technologies throughout the day
- lots of new relationships and names
- the challenges of making new friends
- varying deaf awareness levels among staff and pupils
- more demanding subject content and school-specific vocabulary
- differing expectations of behaviour and independence
- a longer and more demanding day.

It's important for you and your school's SENCO to work with the family, child, early years setting and ToD to develop a transfer plan that helps overcome any potential challenges and ensure a successful start. Remember that it's important to evaluate the transfer as well as plan for it.



The education and learning section on our website has ideas for parents about how to choose a school, preparing a child for the move, and helping them get the most out of school. www.ndcs.org.uk/primary-school

# Transfer plans

A good transfer 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
- involve the child and their family and use information they have from specialist assessments to inform the content
- clearly identify the staff member responsible for preparing the plan and coordinating its implementation.

#### It may include:

- an audit of the classroom acoustics
- identifying the most appropriate teaching spaces
- introducing new or different hearing technology
- planning for the management of personal hearing technology
- employing a learning support assistant or CSW
- staff training on deafness
- planning for visits by the family to the new setting
- provision of photos of key staff and school areas
- opportunities for the child to talk about their hearing loss and be able to ask for help with hearing technologies
- opportunities for the child to practise managing and monitoring hearing technologies
- arrangements for promoting and supporting social development
- identifying a member of staff responsible for preparing the plan and coordinating its implementation
- the aspirations of the deaf pupils and their family
- a thorough analysis of the pupil's needs and strengths including specialist assessments.



# Example checklist for collecting information to support the move from the early years setting

There's a blank template for you to use in Chapter 13.

Transfer to primary school
Pupil name:
Early years setting:
Early years setting contact:
Parents:
Teacher of the Deaf:
Teacher in charge of coordinating plan:
Hearing and personal technology

Hearing and personal technology		
Information required	Actions	
In this section record:	In this section record:	
Type and level of deafness Un-aided hearing level	What needs to be done to improve access to sound? E.g. providing radio aids, improving acoustics, using soundfield systems?	
Aided hearing level	What needs to be done to make sure hearing	
Listening in different environments (E.g. class rooms or hallways.)	technologies are being used correctly and well? E.g. daily checks by staff of batteries, tubing etc and developing the pupil's skills in managing their own technology?	
Sounds/words that are difficult to hear	What are the health and safety implications, for example, fire drills?	
Personal hearing technology used		
When it is used		
How well the pupil uses it		

Communication		
Information required	Action	
In this section record:	In this section record:	
Preferred way of communicating in different locations and situations (class, home, friends)  Competence in preferred way of communicating  Lip-reading ability	<ul> <li>What needs to be done in class to support access to teaching and learning including, for example:</li> <li>seating position to allow for lip-reading</li> <li>ensuring good acoustics</li> <li>using radio aids</li> <li>using a soundfield system</li> <li>advice/training for teachers</li> <li>providing CSWs with Level 3 BSL qualification for pupils who use BSL</li> </ul>	
Language		
Information required	Action	
In this section record:	In this section record:	
Levels of understanding of language:	How does this compare with hearing pupils?  What are the implications for learning? E.g. more processing time?	
Level of expressive language:	If a gap exists, what targets should be set to	
Vocabulary level:	close the gap and what support/interventions are required to achieve them?	
Reading level: Writing level:	What are the implications for teaching?	
Social interaction and use of language:		

Cognition		
Information required	Action	
In this section record:	In this section record:	
Non-verbal cognitive skills to:	What needs to be done ensure that teachers have the right expectation and aspirations?	
<ul> <li>make sure teachers have high expectations</li> </ul>	What needs to be done to address any other underlying difficulties the pupil may be experiencing?	
<ul> <li>check whether or not there are other underlying learning difficulties.</li> </ul>		
Progress in curricular area	IS .	
Information required	Action	
In this section record:	In this section record:	
Progress in different curricular and	Is more support required in particular areas? What targets need to be set?	
extracurricular areas Are there particular strengths? Are there particular difficulties?		
Social and emotional aspects		
Information required	Action	
In this section record:	In this section record:	
Level of social interaction in class/school	If levels of social interaction are low how can they be increased?	
friendship groups	What is their preferred friendship group?	
Knowledge and understanding of their hearing loss (the deaf child's understanding	Do other pupils need deaf awareness training and information on how to communicate with the deaf pupil?	
and other children's understanding)	Would the pupil benefit from meeting other deaf pupils?	
Ability to manage their learning needs	Is the pupil able to self-advocate?	

Pupil's views		
Information required	Action	
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 move?	
What information and help do they think they need to support their move to a new school?		
Parents' views		
Information required	Action	
In this section record:	In this section record:	
What are the parents' hopes, aspirations and concerns about their child moving to a new school?	What information and opportunities are needed to help with the move, such as additional visits?	
What information and help do they think they need to support their child's move to a new school?		
Other considerations		
Information required	Action	
In this section record:		
Any other considerations:		
<ul> <li>any other difficulties or medical conditions or medical needs</li> </ul>		
<ul><li>attendance issues</li><li>behaviour issues.</li></ul>		

# **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). You can find all templates in chapter 13.

	General information
Photo	Pupil: Ben Thomas
	Year: 3
	Teacher: Mr Jones
	SENCO: Mrs Taylor

# Hearing loss and hearing technology:

Ben has a severe sensorinueral hearing loss in both ears and uses hearing aids and a radio aid.

### Communication:

Ben uses spoken English but he has delayed language. He needs to be able to see the teacher's face at all times.

#### Learning and access:

Ben will need:

- to be sitting on the table closest to the front of the class so he can see the smart board and the teacher at all times
- anyone speaking to use the radio aid, this includes children speaking
- you to check with him that all his equipment is working as he might not say if something is wrong

#### Remember:

- Ben may not say if he doesn't understand
- Ben may need extra time to answer questions
- Ben might not hear other children's comments or answers so please repeat these
- Ben may not understand or know certain vocabulary. Identify any new words or phrases before the lesson which can be shared with his family and Mrs Taylor

# Personal passports

In addition to or instead of the previous information sheet, some pupils may already have a 'personal passport' or 'profile'. Personal passports can be a practical and person-centred way of supporting pupils. They contain key information and range from small laminated cards that can be attached to a lanyard or a locker key, to A4 sheets of paper with more detailed information. They 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
- check I have understood what you've said
- use some simple signs to help me understand
- know it's harder for me to listen when there's lots of background noise.

# When using the radio aid...

- Remember to mute it when you're not talking to me.
- Be careful not to let anything brush against or hit the microphone.



# An effective school will:

- recognise the additional challenges that deaf children may face in starting formal education
- make sure that it has all the necessary information from the early years setting, other relevant professionals and parents well in advance of the transfer
- develop a transfer 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 transfer plan sets out what support needs to be provided to meet the deaf pupil's needs and that it's put in place
   this includes ensuring that any necessary training is provided
- distribute relevant information on the deaf child to staff
- continue to monitor the success of the transfer through feedback from school staff, the deaf child and their family.

# Listening and communication

This section explains how you can make it easier for deaf pupils to listen and communicate at school through:

- technology
- good listening environments
- effective communication across the school.

# Hearing Technology

Many deaf children will use personal hearing technologies such as hearing aids, cochlear implants and bone conduction aids to support their access to spoken language and sound. It's important to remember that hearing technologies don't correct hearing.

#### It's essential that:

- a child's hearing technology is working at all times
- consideration is given to when hearing technology is used. Learning also takes place out of the classroom
- all staff understand the uses and limitations of hearing technologies and are able to support the child to use them both appropriately and sensitively.

# Monitoring hearing technology

A member of staff should be trained to maintain and monitor the hearing technology on a daily basis, check for faults and troubleshoot. They'll need to:

- carry out a daily visual check and listening check. It's only by listening through the hearing technology that they can be sure it's functioning correctly. Search 'how to' on the National Deaf Children's Society YouTube page to find a series of explainer videos. www.youtube.com/ user/ndcswebteam
- have access to an equipment care kit which may include spare batteries, a puffer, a listening device and spare tubing
- talk to the child about how well their hearing technology is working
- support other members of staff to use equipment appropriately and sensitively. E.g. during assembly.
- have processes in place for contacting parents, the ToD or the audiology department if equipment is faulty
- support the deaf child to take more responsibility for own technology as they grow up
- provide guidance and advice to supply staff and visitors to the school.



# Example: Notes to staff

Example of information that could be included. You can find a blank copy of this template in Chapter 13.

# Hearing loss and hearing technology

# Priya:

- is profoundly deaf
- wears two hearing aids
- uses a radio aid in all lessons (see attached guidelines)
- uses your face and lip patterns to supplement her hearing.

# Priya can:

- hear speech sounds and follow a simple one-to-one conversation in a quiet environment
- take out her hearing aids and put them in with support
- tell you if the radio aid isn't working.

#### **Support for Priya:**

- Priya won't hear you when you're talking to the class if you're not using the radio aid, so turn it on before you talk and make sure she is looking at you
- she will need an adult in her group for group discussion work to make sure all the other children are following the deaf awareness rules they've been taught
- Priya will need help to change her batteries. They're kept in the desk drawer.



You can find more information on hearing technology in Appendix 3. Our resource Hearing Aids: Information for families gives more detailed information about hearing aids and how to look after them. Order or download it online here: www.ndcs.org.uk/hearingaidsguide.

#### Radio aids

Many deaf pupils benefit from using a radio aid in combination with their main hearing technology. Radio aids reduce problems caused by background noise and when there is a distance between the speaker and pupil. They do this by carrying the teacher's voice directly via a microphone to a receiver attached to the pupil's 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

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 their mouth
- switch it off or mute the microphone when having a conversation that the deaf pupil doesn't 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 open window, as the microphone will pick up background noise
- avoid letting the microphone knock against clothing or jewellery
- make the handover and return of any hearing technology as smooth and inconspicuous as possible
- ask the ToD about getting leads that connect the radio aid to audio equipment such as the interactive whiteboard, soundfield system or computer.

The ToD can advise the school on how to check and maintain the technology, make sure it's at the correct setting and is used effectively. They can also liaise with audiologists, cochlear implant centres and suppliers if there are problems.



Deaf children, their families and the professionals working with them can borrow and try out radio aids at home or at school through our Technology Test Drive. To find out more information visit www.ndcs.org.uk/techdrive. Further information about radio aids is available in our resource for parents, How Radio Aids Can Help. Visit www.ndcs.org.uk/radioaids to order or download the resource.

# Soundfield system

A soundfield system can make it easier for the pupil to hear your voice wherever you are in the room. Your voice is amplified via a microphone to a base station placed within the room. This amplifies and enhances the speech and then broadcasts it from speakers positioned around the room. Portable systems are available.

#### Audio direct input leads

These connect devices such as a computers or laptops directly to the deaf pupil's hearing aids using a simple cable.

# Streaming devices

Streamers can be used with certain models of hearing aid - they send signals digitally to the pupil's hearing aids and link with Bluetooth-enabled devices such as mobile phones.

#### Subtitles and signing on TV and in films

Make sure that any media you show, such as films or video clips, is subtitled as some deaf pupils won't be able to understand without subtitles. If no subtitles are available you should provide a transcript.

All of the main UK TV channels have to subtitle at least 80% of their output and the BBC has them on all of its main channels.

There is an automatic subtitling function for YouTube videos but be aware that there are sometimes errors, so check the quality of subtitles before showing a clip. For information on how to subtitle YouTube videos visit **support.google.com/youtube** and search 'how to add your own subtitles'.



For more information on the different equipment available for deaf children and young people visit www.ndcs.org.uk/ schooltechnology.

# The communication environment

The development of effective communication and language skills is at the heart of learning as well as the social and emotional development of all children. However, research has shown that even a mild hearing loss can result in significant communication difficulties. Many deaf children have delayed and restricted communication on starting school, as well as language skills that may result in social and linguistic isolation.

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

To communicate effectively with a deaf pupil it's important to think about the following points:

- make sure 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
- make sure the pupil is sitting at an appropriate distance away from you (1-3 metres). Hearing technologies have an optimal range of 1-3 metres in which to access speech clearly
- allow the deaf pupil to see your face and lips when speaking. If you put anything in front of your face or turn to write on the whiteboard it will make it difficult for them to lip-read
- make sure you're not standing in front of a light source as any shadows cast across your face can obstruct the deaf pupil's view
- check that the pupil understands what's been said in a sensitive way.
   Some deaf pupils may dislike admitting they have not understood so repeat or rephrase what you've said if needed
- when working with the CSW, make sure the deaf pupil can see you both speak directly to the pupil, not the CSW
- 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 instructions or explanations are given beforehand
- repeat any questions that other pupils in the classroom may have asked before answering them
- ask a ToD for advice on the most effective ways of communicating to meet the child's needs, for example, where English is an additional language or the pupil has additional needs.

<sup>2.</sup> Ear Foundation (2015). Research on Experiences of Children with Mild and Moderate Deafness (National Deaf Children's Society)

# "People face the wrong way when talking." Pupil

# Example: Sharing information with colleagues

This information sheet will help promote good communication between primary school staff and deaf pupils. You can find a blank copy of this template in Chapter 13.

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

# Hearing loss and hearing technology:

- Sabba is moderately deaf.
- She wears two hearing aids.
- She uses a radio aid in class.
- Sabba can confidently manage hearing technology.

#### **Communication:**

- Sabba can hear speech sounds in a quiet environment.
- She has some signed support in lessons.

#### Remember:

- Sabba may not pick up distant sounds
- She may not be able to discriminate between different voices when it is noisy
- She may take a longer time to learn new vocabulary

#### Learning and access:

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

# Teaching strategies:

Please remember: Sabba is conscientious and will sometimes 'smile and nod' when actually she hasn't understood everything that's 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.

## Other:

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, ie in the dining hall, she will have difficulty following what you're 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 won't gain her attention. Her lunch and playtime Hearing Buddy will attract her attention when necessary.

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

# **Involving classmates**

Successful communication with other children is important for the deaf pupil's self-esteem, social development and inclusion.

## Teachers should:

- establish with the deaf pupil and other pupils how best to communicate with one another and admit when they haven't understood each other
- make sure other pupils understand how background noise affects the listening environment and what they need to do to communicate with the deaf pupil
- if the pupil signs, provide opportunities for other pupils to develop signing skills, for example, at a lunchtime club
- work with the pupil to choose a hearing classmate who can prompt when something is missed. These are sometimes known as 'Hearing Buddies'
- set up 'quiet zones' inside and outside the school where deaf pupils can go to communicate with their friends
- monitor with other staff whether communication between the deaf pupil and other children is happening and identify when it would be helpful for an adult to step in. This could be through regular playground or lunchtime observations, as well as discussion with the deaf pupil and their friends about what helps.



The National Deaf Children's Society's Here to Learn videos are aimed at mainstream school staff who have little or no experience of working with deaf children. The videos aim to develop their understanding of a deaf child's needs. They can be watched as a whole, or as individual modules, and include interviews with deaf pupils, their parents and school staff. You can watch them online here: www.ndcs.org.uk/heretolearn.

"The noise people make around me in class 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

# Creating a good listening environment

A good listening environment benefits all pupils. Deaf pupils in particular will experience difficulties 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 a deaf pupil hears through their hearing technology
- background noise that drowns out the voice of the teacher. No technology can replace normal hearing. It's most effective when there is a good listening environment. The listening environment in a typical classroom can be very poor.

Remember, children are less able than adults to discriminate speech in noisy environments because they're still learning how to listen.



 No technology can replace typical hearing and its effectiveness. depends on the acoustic quality of the school building and the amount of noise being generated. The listening environment in a typical classroom can make it difficult for deaf pupils to make best use of their hearing technologies. Visit our webpage to listen to what it can sound like for a deaf pupil in a classroom. www.ndcs.org.uk/simulation

# **Encourage active listening**

Listening and hearing aren't the same, as listening involves the brain. 'Active listening' is when the child hears a sound and then is able to turn it into useful information. For deaf children who accesses sound via hearing technologies, it's particularly important to become a 'good listener' who can concentrate and focus on what is being said.

Deaf children can practise being active listeners. There are a number of education resources available including posters, labels, worksheets, rhymes, widgets, picture prompts and encouragement charts, which can promote listening skills within the classroom.

Think about promoting and developing listening skills by:

- asking pupils to listen out for specific pictures or words
- playing listening games on a regular basis. These can be provided by education suppliers or made, and could include routines and classroom instructions
- using the suggestions in this resource to adapt teaching strategies and enhance the listening experiences of the deaf pupil in your class
- asking the deaf pupil or using observation to build up a picture of their listening experience at school and talking about different times when they have to listen and what the problems are. Once these areas are identified adaptations should be made promptly to improve listening conditions.



# Promoting effective communication across the school

Adaptations can be made to improve acoustics throughout the school. School managers should liaise with the ToD or an 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 such as 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. They can be used with or without hearing aids or cochlear implants. You can find more information about soundfield systems in Appendix 3.

# Reducing background noise

Teachers can reduce background noise by doing the following:

- close doors to noisy areas or corridors
- close windows to minimise noise from outside. Close curtains and blinds too if necessary
- put full bookshelves and cupboards against partition walls to minimise noise transfer from other rooms
- raise awareness of noisy equipment such as heating or air conditioning systems
- turn off IT equipment such as interactive whiteboards, computers and overhead projectors, when not being used
- introduce classroom strategies that establish and maintain a quiet working atmosphere in the classroom, including good behaviour management
- encourage pupils to develop an understanding of how classroom noises such as chairs scraping, doors banging, dropping objects, shouting can all interfere with what a deaf pupil can hear
- liaise with colleagues in shared open-plan teaching areas to coordinate lesson plans and make sure there won't be unnecessary background noise when doing activities. E.g. not having a quiet reading session at the same time as a music lesson.

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

# School managers should:

- liaise with the ToD 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 ongoing improvements to the listening environment are part of the school's longer term plan for improving its accessibility for all pupils
- ensure that staff are putting all the lower cost adaptations in place to reduce reverberation and background noise (see above).



We have produced a range of resources, Creating Good Listening Conditions for Learning in Education, which help 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:

- ensure that hearing technology is being used properly by a deaf pupil and by all members of the school community
- identify a staff member who can carry out listening checks and simple repairs to hearing technology
- consider adaptations to improve the listening environment, for example, by reducing background noise
- 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
- encourage the deaf pupil to consider what steps they can take to support their own learning
- encourage good listening skills.



# High or first quality teaching

Teachers are responsible and accountable for the progress of all pupils in their class. Pupils who are deaf cover the whole range of abilities. They have the same potential to achieve as any other pupil given the right levels of support

Most teaching and learning takes place through seeing 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.

Teachers will need to make adaptations and put strategies in place to:

- manage and minimise the impact of their deafness on their learning
- develop their learning skills
- provide access to the curriculum
- ensure deaf pupils are able to achieve their academic, emotional and social potential.

# High quality teaching checklist

The checklist below sets out how to promote inclusive practice and remove challenges specific to deaf pupils. You can find a blank copy of this template in Chapter 13.

Adaptations and Strategies	Observations
Seat pupils so they're able to see you and their peers.	
Hearing technologies don't work well at a distance; make sure the pupil is within two metres of the speaker.	
Make sure you have the pupil's attention before giving out important information.	
Minimise background noise.	
Slow speech a little, but keep natural fluency. Don't exaggerate your speech.	
Use rich and varied language but repeat and clarify when necessary.	
Make sure you're confident using and managing the pupil's hearing technology.	

Adaptations and Strategies	Observations
Allow extra thinking and talking time.	
Model and teach active listening along with signals when careful listening is required.	
Don't stand in front of a window or light source.	
Repeat comments and questions from other children as their voices may be softer and speech unclear.	
Encourage peers to signal when they're about to talk.	
Check that oral information/instructions have been understood.	
Face the pupil when speaking, they may wish to/need to use your lip patterns.	
Don't cover your mouth when speaking.	
Write key words on board to focus introduction and conclusion.	
Divide listening time into short chunks.	

# Visual supports

Visual supports ensure the deaf pupil isn't just relying on listening and speech/lip-reading for information but is given context to a subject or situation, particularly when it has just been introduced. Visual supports illustrate new concepts and vocabulary, support visual memory skills and reinforce what has been learnt.

Wherever possible, support stories, songs and rhymes, instructions, class routines, trips out, the school environment, spoken explanations and written texts with visual materials.

# For example:

- use real objects, story bags, puppets, photos, pictures, diagrams, illustrations, objects and artefacts to support learning and understanding
- point clearly to the visual clues you're using and when other members of the class refer to them during discussion

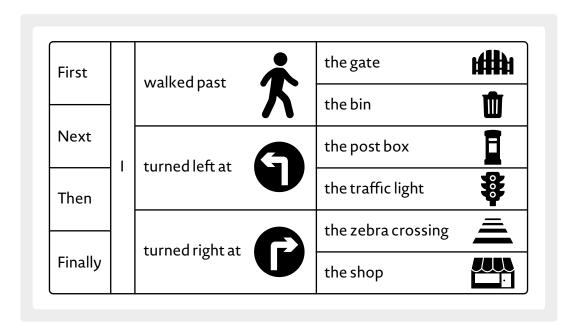
- use PowerPoint presentations via an interactive whiteboard to incorporate visual images supporting teaching
- use displays with pictures and captions to consolidate and develop understanding. It may also be useful to have a small whiteboard to hand so illustrations can be made to reinforce understanding
- use visual timetables and graphic organisers to help the child understand and follow school routines
- use photo books to share information about home and school
- allow plenty of time for the deaf pupil to look at the visual material before you start talking again this will give them the time to focus their attention back on you.

# Vocabulary resources and support handouts

Deaf pupils may have reduced vocabulary in comparison to their hearing peers because they have fewer opportunities to overhear new and unfamiliar language. Strategies to support vocabulary and organising information include:

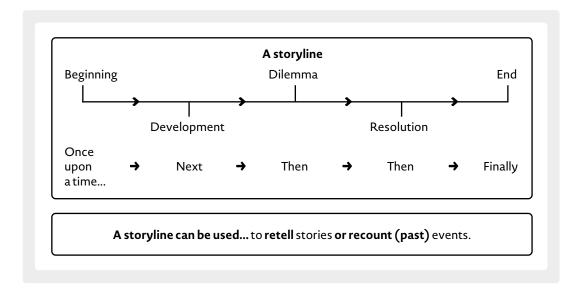
- identifying and teaching vocabulary that is specific to school and school staff, using a photo book
- making topic mats to teach new vocabulary and support writing activities.
   You can find an example at the end of this section
- creating graphic organisers. These are also known as a knowledge maps, concept maps or story maps and they use visual symbols to express knowledge, concepts, thoughts, or ideas and the relationships between them.

# An example of a topic mat



# An example of a graphic organiser





More examples of topic mats and graphic organisers can be found on the EAL Nexus website at ealresources.bell-foundation.org.uk. Twinkl also produces activities and games designed to develop BSL, vocabulary and working memory, record and information sheets for audiology, and resources to widen knowledge of deaf culture at: www.twinkl.co.uk.

# Pre- and post-teaching

Pre-teaching involves introducing new vocabulary and concepts. Post-teaching consolidates the work covered in the lesson.

# For example:

- sharing a book, text or key vocabulary and concepts before a lesson helps deaf pupils to feel able to participate more fully in lessons
- revisiting a book or new vocabulary and concepts helps children and staff identify and fill in missing knowledge
- pre- and post-teaching should be part of the taught curriculum. Children shouldn't be missing other learning opportunities such as Relationships and Sex Education (RSE) or PE or socialising opportunities such as break times.

# Small group work or teaching

Deaf children benefit from learning in small groups. It's an ideal opportunity to practice turn-taking, social skills, and discussion techniques.

However group working can also be very challenging so it is important to follow some simple rules:

- think about the listening environment and position the group where there is a minimum of background noise and distractions
- make sure the deaf child can see the faces of all the other children in the group
- make sure all hearing technologies are being used. The radio aid can be put in the middle of the group or passed to the speaker
- teach the children to signal or identify themselves before they speak
- encourage children to speak one at a time
- repeat or clarify what has been said
- use a prompt sheet or remind children of the 'group rules' at the beginning of the session.

# **Group reading**

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-teaching session
- use a radio aid round the group, passing the transmitter between readers
- use a 'buddy system, where a hearing peer helps the pupil keep track of the text
- be aware that the child may feel anxious due to poor speech intelligibility
- make it clear when reading has stopped to discuss a specific point.

# Using videos/DVDs/online clips

Using videos, DVDs and online clips:

- when possible, use the pupil's radio aid and audio lead to provide direct access to sound
- make sure that any video clips you show are subtitled as some deaf pupils won't be able to follow a video clip without subtitles. If no subtitles are available you should provide a transcript
- there is an automatic subtitling function for YouTube videos but be aware that there are sometimes errors, so check the quality before showing a clip
- for information on how to subtitle YouTube videos visit:
   support.google.com/youtube/answer/2734796?hl=en-GB
- discuss the video content with TAs 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
- stop the video so the pupil can take notes they 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 lip-reading or watching signed support difficult.

It's helpful to:

- use an angle-poise lamp to illuminate the speaker or support worker
- pause briefly between slides so that the pupil can view the slide
- give deaf pupils and support staff 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'll bring the learning to life and allow a more visual approach to learning.

# Classroom displays

The pictures, captions and information used to consolidate learning for the class will particularly benefit deaf pupils as they also provide opportunities for 'incidental learning' that may not be picked up through overhearing.

# **Notetaking**

Deaf pupils will find it difficult to lip-read or follow signed support while taking notes. Having a support worker or TA to make notes means that deaf pupils can concentrate on the lesson.

The TA can record information which enables the deaf pupil to concentrate on the content of the lesson. Information can be recorded in an age-appropriate way, for example, pictures on a whiteboard can be 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's 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

It's important to check the pupil has understood, without drawing unnecessary attention to them. Use open-ended questions to check understanding, as this stops the pupil from nodding when they haven't understood.

# Reducing fatigue

Deaf pupils have to concentrate harder on listening than hearing pupils, which can be tiring when they have to do it for long periods of time.

- Consider the pace of the lesson, breaking down periods of spoken input.
- Get to know what teaching methods or activities the pupil finds most tiring and build in breaks. Or use alternative methods and adapt activities to include tasks that don't solely rely on lip-reading.
- Become familiar with the pupil's signs of tiredness so you can intervene before they become frustrated.

# Setting homework

Deaf pupils tell us that homework is often set when background noise is high, for example, at the end of a lesson.

Teachers should make sure that information about homework, including deadlines, is communicated clearly at a quiet point in the lesson with time allowed for questions. Deaf pupils will benefit from having their homework written down on paper or on the smartboard.

"When the teacher gives us homework he writes what we have to do on the whiteboard which means I can copy it down. The problem is that he explains about the homework at the same time as writing and so I can't read his lips. It means that I don't really understand what I have to do and then the lesson ends so there's no time to ask for help." Deaf pupil

# Children who use English as an Additional Language (EAL)

According to the Consortium for Research into Deaf Education (CRIDE) 2019, 14% of deaf children across the UK use an additional spoken language other than English in education.

#### Deaf EAL learners benefit from:

- additional specialist support from teachers, ToDs and support assistants
- improving the acoustic environment and minimising background noise
- consistent and effective use of hearing technologies
- differentiation of the curriculum to meet the needs of the individual learner
- effective pre- and post-tutoring, repetition, checking for understanding and the use of visual supports
- careful and consistent assessment and ongoing monitoring
- focused individual and small group activities to allow for learning in a smaller and quieter environment
- involving parents in the child's learning.



Our resource Supporting the achievement of deaf children who use English as an additional language, produced with support from The Bell Foundation, provides information and resources to help you to meet the needs of deaf EAL learners. You can order or download the resource here: www.ndcs.org.uk/eal.



An effective school will ensure all staff have made the necessary adaptations and implemented strategies and recommendations so the deaf pupil is able to access learning where necessary.

# Strategies may include:

- visual aids
- vocabulary handouts
- a check on the pupil's understanding
- pre- and post-teaching
- ensuring any videos/DVDs/online content are accessible to deaf pupils
- giving the pupil opportunities to rest if they're experiencing fatigue
- ensuring that all teaching staff have high expectations for deaf pupils in their school.



# Subject support

Deaf pupils will need different support according to the curriculum area and its demands. Deaf pupils may need extra support in subjects that:

- require the pupil to listen to and record lots of spoken information
- use a lot of unfamiliar and topic specific vocabulary
- require the pupil to be able to hear specific speech sounds, for example phonics and spellings
- involve a difficult listening environment, for example, PE and swimming.

# Supporting language development

Many deaf children will start school with a language delay. As language is essential not only for making good educational progress but also social development, it's important to know what the child's language ability is. A ToD will monitor a deaf pupil's language, listening, speech and communication development using a number of specific tests. Where language delay is identified, programmes of work will need to be put in place which target individual learning needs and may be delivered by the school, ToD or speech and language therapist.



There are a variety of online resources available on our website to support language and literacy learning. These include resources and films on specific interventions to improve working memory and literacy and can be found at: www.ndcs.org.uk/ primaryyearsliteracy and www.ndcs.org.uk/primary-education.

# Teaching phonics to deaf pupils

Deaf children may have difficulties because they have not yet fully developed good phonemic awareness, which is the understanding that a word is made up of a series of discrete sounds. Good phonemic awareness and phonic knowledge supports the acquisition of early literacy. It provides a very valuable tool for decoding texts, especially in the early stages of learning to read. Without this knowledge, phonics instruction won't make sense, even when technology and acoustics are at optimum levels. In addition, deaf pupils may not be able to fully access all speech sounds or they may find that speech sounds are introduced at too fast a rate.

Teaching strategies which develop phonemic awareness include:

- supporting the child's phonological awareness through activities such as identifying and copying sounds and rhymes and singing and clapping rhythms and syllables
- making sure lessons involving teaching phonics take place in a quiet environment and the child has a clear view of lip patterns
- using a variety of approaches, such as one of the visual cueing systems in which a specific hand shape or movement is linked to the letter sound
- slowing down the pace of learning and taking some time to revisit and consolidate new learning.

Children who use BSL may need a different programme. You can ask the ToD for advice on this.



A ToD can also provide advice on adapting the teaching of phonics to deaf children. Further information and advice on the teaching of phonics to deaf pupils can be found in our resource Teaching phonics to deaf children: Guidance for teachers. This is available to download here www.ndcs.org.uk/phonics.

# Language and literacy-based subjects

Deaf pupils, including those with age-appropriate language may require support to access the language of the curriculum, reading comprehension and writing. Potential difficulties may not be immediately obvious, particularly if speech intelligibility is good and the child appears to understand.

Below are some specific challenges and some strategies to support these:

- a smaller and more concrete vocabulary
  - > check understanding of key vocabulary
  - teach new vocabulary alongside words used to deliver instructions and information in the school environment.
- less knowledge or understanding of morphology. For example the 's' sound can indicate a plural or a tense
  - identify and draw attention to morphemes in texts to support reading comprehension
  - > teaching about morphemes will promote spelling and language development.

- challenges understanding figurative language such as idioms, colloquialisms and similes
  - > idioms and colloquialisms aren't only found in spoken language but in stories and text. It's important to check the pupil's understanding of this too.
  - > support pupils to use figurative language in their everyday interactions.
- difficulties with the ability to think about and discuss language, spoken, written or signed (metalinguistic skills)
  - > most of the 1,000 most common words in English have more than one meaning homonyms. Teach the different meanings and check understanding. Children will need to understand the context to help them make sense
  - > metalinguistic skills allow pupils to shift from learning-to-read to reading-to-learn. Encourage pupils to predict, make inferences and understand different viewpoints.
- hearing and understanding everything that is said
  - > hearing isn't the same as understanding. Deaf children may need more time to process spoken information.
- a smaller and more concrete world knowledge
  - > learning is most effective when pupils are able to make links to own experiences
  - > talk about world and everyday events to help broaden their world knowledge.



# Example: Prompt cards

# Tom's writing targets

## Remember to:

- include 'a', 'the',
- remember full stops
- use your word bank to help with spelling.

# **(1)**

# Example: Notes to staff

# Learning and access

Olivia will need:

- her radio aid
- in-class support from her (TA)
- vocabulary cards
- to share the book before the lesson
- writing target prompts.
- a writing frame.

#### Remember:

- Check that the radio aid is working at the beginning of the lesson.
- Check Olivia knows the key vocabulary and has understood.

# **Teaching strategies**

- The TA will support Olivia to use vocabulary handouts and writing target prompts.
- Where possible provide a writing frame to match the activity with headings.
- Make use of pictures in PowerPoint presentations and worksheets to give as much context as possible to what's written.
- Allow Olivia to talk about what she is going to write before she writes it.

# **Mathematics**

Completing mathematical activities and problems isn't just about understanding numbers and calculations, but also the language involved.

You need to be aware that deaf children may:

- be able to learn and use mathematical concepts and skills but not have the language to understand what is meant or describe what they're doing
- not have had opportunities to hear or use mathematical vocabulary elsewhere through incidental learning
- after learning new mathematical terms, still be confused by questions and instructions that include additional language
- need extra opportunities to practise new vocabulary as well as practise the computation itself

- have difficulty transferring their knowledge and making links between mathematics topics, particularly if vocabulary varies or new words are introduced
- process information more slowly than their hearing peers.

Teaching strategies that will support and develop mathematical language and skills include:

- using everyday learning and routines to encourage children to learn about maths and use mathematical language
- using mathematical language across the curriculum including PE and Art
- setting up practical group activities and games that encourage children to problem solve and share their thinking
- using pictures and diagrams that clearly illustrate the meaning of the vocabulary and concepts
- going through key terms for the lesson as part of the introduction
- clarifying when similar language has a different application, for example, a 'bigger number' being different from a 'bigger size'
- either teaching the vocabulary, using a word the child is familiar with, or giving the child extra information
- simplifying language structures and instructions where necessary rather than simplifying mathematical content
- allowing processing time during lessons, particularly when new information is included, and during question and answer sessions.

If the pupil uses signed support, teachers should work with their TA or CSW to:

- agree on which signs will be used to present the intended meaning
- ensure consistency over how numbers are demonstrated through formal sign language and/or informal gestures/handshapes.



We have plenty of tips on our website around developing children's reading, writing and maths skills with fun activities www.ndcs.org.uk/primaryyearsliteracy.

## Science

The science curriculum may include abstract concepts and technical vocabulary. Deaf children may not have the language needed to describe states, appearances or words such as 'experiment',

#### Think about:

- using a variety of visual resources and diagrams
- identifying topic-specific vocabulary as well as vocabulary needed to complete the task
- providing information practically as well as through listening
- carrying out practical demonstrations twice to allow deaf pupils to listen and watch
- encouraging children to talk about what they're doing and what they have learnt.

# Sport, PE and swimming

Some curriculum activities that involve physical activity may require deaf pupils to remove their hearing technologies. Parents and the ToD will be able to guide you where there are specific manufacturer's recommendations about how to do this. Given how expensive hearing technologies can be, many children will know when they should remove theirs and put it somewhere safe.

It's important that the removal of their technology for even a short period doesn't 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 TA or class teacher could take responsibility for looking after it)
- children are taught through demonstration as well as direct instruction
- visual clues, for example waving a flag, are used to signal key instructions
- another class member can act as a 'hearing buddy' who can alert their deaf peer to a whistle blowing or a shouted instruction
- peers are encouraged to feedback visually as well as verbally, for example a thumbs up.

Many schools use external providers to deliver sports activities. If so, it would be helpful to share an information sheet with them explaining the pupil's level of deafness, any technology they use and what their communication preference is. An example is shown below and you can find a blank copy of this template in Chapter 13.



# Example: Information sheet to share with PE colleagues

**General information** 

Pupil: Haraen

Year: 4H

Teacher: Mrs Holland

Timetable details: Haraen has PE with you on

Wednesday afternoons.

# Hearing loss and hearing technology

Photo

Haraen uses two hearing aids, which he'll wear when you're 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 should be kept safe in a secure pocket.

## Communication

Haraen communicates orally and with lip reading.

# Learning and access

- TA support
- The help of hearing buddies
- Demonstrate as many teaching points as possible.

#### Remember

Haraen is very enthusiastic about sports, but can be embarrassed when he's not sure what to do, for example if he's missed some instructions.

# Teaching strategies

- Make sure he has a 'hearing buddy' and encourage him to ask them what to do if he's unsure.
- Let Haraen stand near you so that you're facing him while you're speaking to the class.
- 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 demonstrated.



You can find more information on how to support deaf children while teaching sports activities available at www.ndcs.org.uk/leisure.

# **Swimming**

Most deaf pupils won't be able to wear their hearing technologies during the swimming lesson. For communication and safety it's essential that:

- a risk assessment is carried out before the lesson and all instructors are aware of the needs of the deaf pupil
- routines and rules are explained before pupils remove their hearing technologies. Instructions should be supported by visual clues, and signs or gestures to stop must be agreed beforehand
- there is a safe, dry place to store the hearing technologies while swimming
- when the pupil is in the water, instructions are given close enough to enable lip reading
- a reliable friend is chosen to be a 'hearing buddy' who alerts the deaf pupil to any changes of instructions
- pupils are encouraged to wear swimming hats or towel dry their hair before putting their hearing technologies back on. Pupils with hearing aids will need access to their puffer, as there is likely to be a build-up of condensation, which can prevent the hearing aid from working
- lifeguards are made aware of the deaf pupil and that they may not hear the whistle or command to get out of the pool/changing room in an emergency.



Find out more about making swimming deaf friendly by visiting our webpage: www.ndcs.org.uk/swimmingguide.

# Modern foreign languages (MFL)

Many deaf pupils can successfully learn modern foreign languages and there is no reason why they shouldn't have the opportunity to learn. In order to support them they may need:

- information presented both visually and orally
- 'semi-phonetic' transcriptions of the language to help with pronunciation or grouping words with consistent pronunciation together (for example, pain and sain, sans and dans, mère and père). The most common languages taught in school have a better phoneme/grapheme correspondence than English, so once pronunciation is grasped it will be the same in all cases

- vocabulary support sheets
- a check that they know the equivalent English vocabulary
- role play, gestures and facial expressions to understand meanings.

As MFL teaching often involves using audio material or 'aural' learning, pupils may need:

- their radio aid and additional leads to provide direct access to audiovisual 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 isn't possible, the teacher, language assistant or TA should provide lip readable 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 listen to audio materials or read a transcript before their classmates.



Other resources to support learning a MFL include:

- Google Translate: A free multilingual machine translation service developed by Google, which will translate text, speech, images, sites, or real-time video from one language into another translate.google.co.uk.
- There are a number of language learning apps which may provide another way to support older EAL learners.
- Collin's dictionary: This translates over thirty different languages for free www.collinsdictionary.com/dictionary.

## Music

Deaf children can enjoy music lessons and listening to music with their friends as much as hearing children do. Participating in music activities can have many benefits for deaf children. As well as the vibrations, the visual aspect and performance value to playing, music can help pupils increase their confidence, encourage learning about emotions and help develop fine motor skills. Opportunities to sing can provide deaf children with 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 to a comfortable level for deaf children.

When planning music lessons it's important to recognise and plan for potential challenges.

## This will include:

- accessing music in a poor acoustic environment:
  - > keep background noise to a minimum
  - > use rooms with soft furnishings and curtains
  - > keep doors and windows closed where possible.
- the extra effort needed when learning and listening:
  - > face the child when you're talking to them
  - > give them time to process information before demonstrating
  - > don't talk at the same time as music is being played
  - > use gestures and demonstrations to make your explanations clearer
  - > build breaks into the lesson. A deaf child may get tired earlier than their hearing peers as they're using extra concentration
  - > be clear from the start that one person should talk at a time, and that no one should play music while discussions are taking place
  - > seat everyone in a U shape for ease of communication
  - > check with the child the best place for them to be positioned for communication.
- noises being too loud and uncomfortable with a hearing aid or cochlear implant:
  - > check with the child where they feel most comfortably positioned within the group
  - > make the parents aware that the child may need to see their audiologist if simple tweaks are needed to assist them to hear music comfortably.
- difficulties grasping the rhythm or melody:
  - > ensure that the child has the chance to learn the rhythm and melody in advance of it being introduced to a bigger group
  - > go back to basics: ask them to repeat the rhythm by copying you clapping to the beat.
- difficulties remembering large amounts of auditory information such as words to a song:
  - > provide a written transcript of song
  - > apps such as Shazam and SoundHound help identify the music being played so that pupils can practise the songs at home. These apps sometimes provide the lyrics too and can be downloaded from the app store on your phone.



You can find more to support the teaching of music at www.ndcs.org/music.

# 0

# An effective school will:

- make sure that all staff working with deaf children will receive training relevant to their subject from a Teacher of the Deaf and consider any implications for their teaching strategies
- make sure that all teaching staff have high expectations for deaf children in their school.



# 8

# Working with teaching assistants (TAs) and communication support workers (CSWs)

# TAs and CSWs roles 3

TAs play a vital role in helping teachers ensure that deaf pupils can 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.

- To promote communication, language and listening development so that any gap between the pupils' current level of development and that of their peers is reduced.
- 2. To ensure the pupil is able to access the lesson content and achieve the objectives set for them.
- 3. 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 support specialist interventions to improve deaf pupils':

- attending and listening skills
- language and literacy levels and communication skills
- access to lessons and social experiences<sup>4</sup>.

The range of activities carried out by TAs 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

<sup>3.</sup> This section summarises key points from Raising the Achievement of Pupils with a Hearing Impairment: Effective working with TAs in schools, produced by the National Sensory Impairment Partnership (NatSIP) in 2012, available from the NatSIP website at www.natsip.org.uk/doc-library-login/curriculum/teaching-assistant-guidance/410-01-teaching-assistant-guidance-for-hi

<sup>4.</sup> Ibid.

- planning lessons with teachers
- observing the pupil and assessing progress at regular intervals
- 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 acoustics in the classroom
- working with the pupil on speech and language therapy exercises
- acting as a notetaker
- attending meetings, such as annual reviews
- sharing the pupil's feedback on how they access the curriculum.

The TA 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 TAs

Managers can support TAs by:

- ensuring they have the training, information and support to understand the pupil's needs, including how to use and look after hearing technologies
- providing regular opportunities to meet and share information with the ToDs
- making sure the roles of those involved in the pupil's education are clear
- facilitating collaborative planning and communication. For example, the teacher providing the TA with teaching plans in time so they can gather and adapt resources and teaching materials
- giving the TA time to study background notes and references for lessons so that they know enough about the subject to be able to support the pupil
- ensuring there's a focus on supporting the achievement of the pupil's targets
- using classroom observation and giving feedback to the TA and teacher
- agreeing targets and intended outcomes for the pupil and evaluating the impact of support and interventions
- involving the TA in setting targets and clarifying their role in helping the pupil to meet targets
- giving TAs clear professional status and holding them accountable for their work.

# Effective working between teachers and TAs

It's good practice for the teachers working with TAs to:

- provide copies of work schemes and lesson plans in advance
- provide copies of any texts, books or resources to be used, in advance
- set aside time to meet with the TA to plan and discuss lessons
- explain the role they want the TA to take during different parts of the lesson
- remember that the TA is likely to have considerable knowledge of the pupil, so consult with them about how to meet the pupil's needs and involve them in assessment and setting targets
- keep the TA informed of the pupil's progress
- develop a direct teaching relationship with the deaf pupil to avoid the TA being the only person teaching them.

# **Communication Support Workers (CSWs)**

Some deaf pupils may need additional communication support to access what the teacher and other pupils are saying. The TA can have an additional role as a BSL interpreter, but a CSW will probably have an additional qualification in communication support and will do this as well as carrying out TA responsibilities.

# Working with a CSW: 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 CSW before you ask for a reply or contribution.
- Ensure the CSW 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 don't understand anything.
- Plan activities to give the CSW a break, as interpreting and reading an interpreter can be hard and tiring work.
- Speak directly to the pupil and not the interpreter.
- Remember that the deaf pupil will be watching the CSW 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 CSW, otherwise
  they'll miss the explanation.
- Make sure there is space to enable the CSW to stand near the pupil and the lighting is good.

The school will need to be confident that CSWs have good enough BSL skills to translate the curriculum.<sup>5</sup>

When they start school, deaf pupils will have the level and type of support decided and arranged by the ToD and SENCO.



# An effective school will:

- make sure that TAs and CSWs have the skills and qualifications to effectively support the deaf pupil. The National Deaf Children's Society expects CSWs to hold, as a minimum, a Level 3 qualification in BSL
- organise specialist training for TAs and CSWs where necessary
- make sure that teachers and TAs or CSWs are clear on their respective responsibilities. The teacher is responsible for the deaf pupil's learning
- expect teachers and TAs and CSWs to work together effectively to plan and review teaching and learning for the deaf pupil.

<sup>5.</sup> The National Sensory Impairment Partnership (NatSIP) recommends that a CSW 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.

# 9

# Assessments, tests and access arrangements

With effective assessment, support and monitoring a 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.

High attaining deaf pupils must be identified and they should be set appropriately challenging learning outcomes. They should be supported in line with school policy and national guidance, ensuring regular reviews of their progress.

The assessment and monitoring of deaf pupils is most effective when:

- planned and used over a period of time
- identifying a delay in progress that needs to be addressed
- addressing difference in progress between the pupil and others of a similar ability and age
- informing planning of future learning outcomes
- evaluating the effectiveness of teaching and learning strategies.

When assessing a deaf pupil remember not to under or overestimate a child's performance because:

- Good speech intelligibility may mask levels of language understanding.
   A deaf child may misunderstand/not understand the question or task.
- Some standardised tests may not be accessible to deaf pupils. It's important
  that the pupil fully understands what is involved in taking the test and what
  they need to do. The ToD or educational psychologist can advise on how
  appropriate the test is and any possible alternatives.
- It may also be necessary to supplement assessment against national benchmarks with other additional measures. This could include observation by the ToD with a particular focus on language and communication development.

"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."6

# Assessment of need

Assessing a deaf pupil's needs should be informed by how much impact their deafness has on their learning. The ToD or SENCO will help identify what should be considered. They can carry out extra assessments to monitor progress in such areas as communication, language and hearing.

# These will help to:

- set realistic learning outcomes
- analyse progress against national performance indicators
- identify what support and strategies are needed to make sure the pupil can make progress in specified areas
- evaluate the effectiveness of additional class support and tailored intervention on learning outcomes.

Parents 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're not able to apply their learning to life outside the classroom. It's important to establish a regular means of communication with parents as part of monitoring progress.



 Our resource Assessments of Deaf Children and Young People: For Teachers of the Deaf has been produced to support professionals in assessing and monitoring the progress of deaf young people in communication, language, listening, literacy, numeracy, cognitive development and social/emotional wellbeing. You can download or order the resource on our website www.ndcs.org.uk/assessments.

<sup>6.</sup> The special educational needs and disability review: a statement isn't enough, Ofsted review of SEN and disability, September 2010



# An effective school will:

- use the results of specialist assessment to support understanding and multi-disciplinary target setting
- use the results of these assessments to review the deaf pupil's learning and teaching strategies.

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

# Access arrangements for assessments and tests

Making access arrangements means making adjustments to the way assessments and tests are delivered, written or assessed. This is important for deaf pupils because they may have difficulties with language due to their deafness. It might be harder for them to be sure what they're being asked or to show what they know. One example of an access arrangement might be to give the pupil a short break to help them remain focused.



Access arrangements available for Key Stage 2 tests (SATS) in English schools are available at www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements.

# When should access arrangements be made?

Not all deaf pupils require access arrangements; it depends on the individual pupil and their deafness. The ToD can help assess 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 the access arrangements are familiar to them and they know what to expect.



The Standards and Testing Agency provides lots more information about tests at primary school in England. www.gov.uk/ government/organisations/standards-and-testing-agency

Information on the National Reading and Numeracy Tests in Wales can be found at hwb.gov.wales/draft-curriculum-forwales-2022/reading-and-numeracy-assessments/nationalreading-and-numeracy-tests.

The Scottish National Assessments Standardised site provides lots of information on primary assessments. standardisedassessment. gov.scot/parents-and-carers

More advice and information on access and adaptations to primary school tests can be found at www.ndcs.org.uk/exams.

# **Exemptions**

There will be times when a child won't be able to access the content of an assessment and so won't need to participate. For example, a child who uses BSL may not be able to complete the Phonics Screening Test.

Remember, assessments which are completed online in which children follow spoken instructions might not be accessible to deaf children unless adaptations can be made. These could include:

- subtitles
- using technology such as audio input leads or a radio aid to boost the sound signal
- provision of a written transcript which can be read to the pupil allowing them access to lip patterns and extra processing time.



You can find more information on exemptions to the Phonics Screening Test by searching 'Key stage 1: phonics screening check administration guidance' on www.gov.uk.



#### An effective school will:

- work closely with parents to enable the school to better understand the pupil's needs
- keep parents up to date with strategies to support the child's educational and social development, and let them know how they can help
- 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 ToD
- use the results of these assessments to review the deaf pupil's learning and teaching strategies
- ask the ToD 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.



# Supporting emotional health and wellbeing

A deaf child with good emotional health and wellbeing:

- feels good about themselves
- has an appropriate level of independence and feels able to influence the world around them
- has positive and warm relationships with others
- is resilient and able to bounce back from setbacks and move on from negative experiences
- has the language and communication skills to be able to express and understand their emotions
- acknowledges their deafness and is confident when dealing with any challenges they may face
- never apologises for being deaf.

"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 don't feel excluded from the school as a whole. We are really pleased with things so far." Parent



Our resource What are you feeling? is a guide to help deaf children understand and identify their emotions. You can download this resource from our website www.ndcs.org.uk/whatareyoufeeling.

Emotional health and well-being in deaf pupils is influenced by several factors, including:

- Attitudes towards the pupil's deafness.
  - > Is the pupil fully included and a valued member of the school community?
  - > Do school policies and procedures reflect deaf pupils' needs, including communication needs? Are deaf pupils represented and fully included in all activities, both in school and out?
- Approaches to language and communication. Many opportunities to socialise take place in the noisiest parts of the school where deaf pupils are more likely to struggle to hear.
  - > Are there quiet places both inside and out where pupils are able to socialise 1:1 or in small groups?
  - > Does the child misunderstand current social language or worry about mishearing and misunderstanding?
- Conversations about feelings. 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 children may need specific teaching to understand situations from other people's perspectives. This is known as Theory of Mind and research suggests it can be delayed in deaf children.
- Family attitudes to deafness. Sometimes families struggle to accept their child's deafness and/or their hearing technology. Remember the most important influence on a deaf child's life is their family, therefore the emotional health and wellbeing of everyone in the family is also very important.
  - > Does the child's family also need support?
- Peer attitudes towards deafness. Deaf pupils say that it's helpful if their peers understand the problems presented by deafness and how to support them.
  - > Has the ToD delivered peer awareness training?
  - > Have you asked deaf pupils to talk about their deafness and what helps them as part of a deaf awareness session?

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



Our website offers plenty of information and advice on how to support the mental health and emotional wellbeing of both yourself and your child at www.ndcs.org.uk/wellbeing.

#### **Building resilience**

It's important for deaf children to have a positive self-image and be resilient. This will help them deal with social situations and getting their needs met in the wider world. School staff can help pupils be resilient and have a positive self-image by:

- letting deaf pupils know that other children can also make mistakes, mishear or misunderstand and require time out. Deaf pupils may find it helpful to know they have similar experiences to their peers and that they're not the only one in class needing support
- supporting deaf pupils to have the correct language to talk about their hearing needs and providing opportunities to tell other members of the school community what will help them
- allowing deaf children to practise their social skills safely in small groups
- teaching deaf pupils strategies that will help them cope with the unpredictable world outside school, particularly in relation to their deafness
- making sure visual aids, stories and other resources reflect the diversity of people in the community, including deaf children
- providing opportunities to meet other deaf children and deaf adults –
   parents or local deaf groups may be able to help provide these opportunities
- supporting deaf children to correctly 'label' their feelings.



Our website signposts to a range of resources to help professionals keep deaf children safe from harm or abuse, including our resources on online safety and preventing bullying. These are available at www.ndcs.org.uk/bullyingadvice.

#### Theory of Mind (ToM)

Many deaf pupils may have delayed understanding of the thoughts, beliefs, intentions and emotions of other people, and perhaps themselves, this is known as Theory of Mind (ToM). Sometimes deaf children aren't challenged in their ToM abilities as a result of their deafness but as a result of the potentially restricting environments they may live and learn in. Having age-appropriate skills helps to safeguard deaf children and supports their abilities to make effective social connections with others.

Understanding the developmental trajectory of ToM helps professionals and families support the development of more advanced skills.

By 4-5 years old children are able to:

- predict what someone else is thinking or feeling
- understand other people's perspectives

- understand that feelings are caused by what is thought and not necessarily what is fact
- describe a personal situation in which they felt, scared, surprised or happy.

#### By 6-8 years old children are able to:

- predict what one person is thinking or feels about what another person is thinking or feeling
- talk about situations in which emotions such as jealousy, pride or worry are experienced and use the correct vocabulary
- understand that people can have more than one emotion in response to a situation
- develop strategies for regulating emotions.

#### By 8-10 years old children are able to:

- understand strategies to hide deceit and detect deceit
- understand figurative language, sarcasm and white lies
- hide emotions and intentionally use facial expression to mislead
- use the words 'relieved' and 'disappointed'<sup>7</sup>.

#### Strategies to support TOM include:

- helping the pupil to think about what someone is thinking or feeling about someone else
- developing higher level language skills to understand what others mean when they're not speaking literally
- explicit teaching of figurative language, including metaphors, idioms and sarcasm
- think-alouds where the pupil is asked to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students.

<sup>7.</sup> Westby, C. and Robinson, L., 2014. A developmental perspective for promoting theory of mind. Topics in Language Disorders, 34(4), pp.362-382.

#### **Pupil voice**

It's important to engage with, listen to and involve deaf pupils in decision making on a wide range of topics, this includes learning, teaching, equipment, keeping healthy, feeling positive, keeping safe, being part of the community and being independent. This helps deaf pupils to understand how their deafness impacts on their lives and to learn strategies to advocate for themselves and improve difficult situations.

#### Remember to:

- teach the skills and language needed so they can take part in decision-making
- record conversations and interactions; they're as valuable as formal feedback
- be specific: what do you want to find out about? What language are you going to use? Has the child understood the question? What are you going to do with the information? How are you going to feedback?
- consider using a deaf peer or friend to facilitate conversations around deaf-specific issues
- think about the best conditions for participation, for example, a quiet area with minimal background noise
- use a wide variety of strategies to collect feedback including online tools and visual resources such as pictures
- be aware of safeguarding procedures
- encourage deaf pupils to take responsibility for their own deafness and to develop the confidence to ask for support.

If a deaf pupil experiences emotional or social difficulties that cannot be supported within school, they can be referred to other organisations for support, such as the National Deaf Child and Adolescent Mental Health Services (Deaf CAMHS). The ToD or local specialist educational service for deaf children may be able to advise on local services.

#### **Anti-bullying policy**

Deaf pupils are more vulnerable to bullying than hearing pupils. The University of Cambridge comprehensive literature review, 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 is 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. It's important to recognise that communication can be particularly difficult when children 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 of and the different types of bullying. For example, all pupils tease and are teased, but unacceptable levels should be challenged and personal toleration levels should be respected
- identifying a specific 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.

This may include:

- > 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.



Our resource Protecting deaf children from bullying: For primary and secondary schools has been produced for any education professional working to support deaf pupils in primary and secondary schools. It has 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. You can order or download the resource here on our website www.ndcs.org.uk/protecting.

### 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's 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.

Challenging behaviour maybe caused by:

- frustrations about not being able to hear/understand what is going on
- concentration fatigue as deaf pupils can have a shorter attention span and tire more quickly because they have to concentrate harder to hear
- being teased or bullied about their deafness.

Schools can support positive behaviours by:

- making sure the child understands rules and routines
- explaining and talking through changes to timetables and routines
- showing as well as explaining the rules and expectations and the consequences of breaking them
- talking through difficult situations so the child understands what they have done wrong. Deaf pupils' understanding of emotions and other people's mental states may be less developed than their peers', so it's important that they understand the reason for discipline.



Our webpage on deaf children's wellbeing provides information, resources and links to organisations that can support emotional and mental health. www.ndcs.org.uk/wellbeing

#### An effective school will:

- promote and support the social and emotional development of the deaf pupil
- promote and support pupil voice by encouraging deaf pupils to feel positive about their deafness and identify what support they require
- support all staff and peers to communicate appropriately and effectively with the deaf child
- ensure that their anti-bullying policy considers and implements strategies that support the needs of deaf pupils.



## **Quality improvement:** Classroom observation and pupil feedback

#### Learning walks

Schools must make sure there is provision for all pupils with SEN and that teachers are responsible and accountable for the progress of all pupils in their class. Learning walks and classroom observations allow managers to assess how well interventions and support strategies for pupils with additional needs are working.

This checklist 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<sup>8</sup>

You can find all templates in chapter 13.

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 working?	
Does the teacher know how to use a radio aid if a pupil needs 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?	

<sup>8.</sup> This checklist is based on a pro forma designed by Helen Bate from Derbyshire local authority.

Is the pupil seated in a position where they can hear and see the teacher for lip reading but can also identify other speakers in the classroom/see the CSW 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 lip-reading?	
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:	
<ul> <li>are working under the guidance of the teacher and are fully familiar with the lesson plan and learning objectives?</li> </ul>	
<ul> <li>have sufficient knowledge of the subject being taught to be able to support the pupil with any pre- lesson preparation (introducing new concepts and vocabulary) or post-tutoring (to check full understanding)?</li> </ul>	
are aware of their role in:	
implementing strategies and approaches to ensure access to teaching and learning?	
> helping the pupil achieve the learning objectives and targets (including any pre- or post-tutoring, communication support)?	
) (if they're used as notetakers) are taking sufficiently full and accurate lesson notes?	
<ul> <li>are providing the appropriate level of support to promote independent learning with a particular focus on helping the pupil develop understanding rather than just focusing on completing tasks?</li> </ul>	

d is

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



Specialist hearing support services should be operating to quality standards set out by the National Sensory Impairment Partnership (NatSIP). The Quality Improvement Support pack is available at: www.natsip.org.uk/doc-library-login/qualityimprovement-for-services.

#### **Local area SEND inspections**

Ofsted and the Care Quality Commission jointly inspect local areas to see how well they fulfil their responsibilities for children and young people with special educational needs (SEN) and/or disabilities. Specifically inspectors will look for evidence of how children and young people with special educational needs or disabilities (or both) are identified, how their needs are assessed and met, and how they're supported to move on to their next stage of education, the world of work and wider preparation for adulthood. More information on local area SEND inspections is available at www.ndcs.org.uk/ofsted.

#### Pupil feedback

Getting pupils' views is part of a school's quality assurance system. The following approach was developed by the Sensory Impairment Service in Oxfordshire. The questionnaire is usually used annually with children and young people. It may be used 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. You can find a blank template in Chapter 13.

### Example: Pupil feedback form<sup>9</sup>

Recording and monitoring outcomes: Oxfordshire's questionnaire

#### How's it going?

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:				

<sup>9.</sup> Reproduced with the kind permission of the National Sensory Impairment Partnership (NatSIP) from its publication SEN Support and Outreach Services: Case studies to illustrate how different services are seeking to meet the quality standards (2012).



Our webpage on creating good listening conditions for learning in education includes a survey which you can use to find out pupils' opinions on listening in the classroom. www.ndcs.org.uk/acoustics

#### An effective school will:

- support quality improvement to ensure that education provision for deaf pupils is of high quality
- actively seek feedback from deaf children to inform and improve the provision available

# Moving on to secondary school

Moving from primary to secondary school is an exciting and challenging time. For deaf children, like their hearing peers, their reaction to change will depend on many factors including personality, experience of change, family support and preparation for the event.

#### Other factors to consider include:

- the acoustic environment of a larger school combined with having to change classrooms a lot
- more teaching staff, with varying teaching and communication styles
- varying deaf awareness levels amongst staff and pupils
- more demanding curriculum content and subject specific vocabulary
- exposure to new terminology and acronyms such as MFL and PSHE
- new and different relationships with school staff and peers
- differing expectations of behaviour and independence.

It's important that both schools work with parents, the pupil and the ToD to develop a transfer plan that helps overcome these potential challenges and ensures a successful start.

#### Advance preparation

Preparing to transfer should begin up to a year prior to the pupil transferring to the new school.

#### This allows for:

- the pupil and their family to be fully involved in the process and to raise any concerns and identify aspirations
- an acoustic audit and any resulting physical changes to the new school
- identification and acquisition of any necessary hearing technology
- training on equipment, deaf awareness, learning and communication
- planning for resourcing, for example, the employment of a CSW.

#### The transfer (transition) plan

Preparation of the transfer plan will involve the pupil, their parents, primary teacher, TA or SENCO and an identified member of staff from the receiving secondary school. The plan will identify the needs, and aspirations of the pupil and their family and include timescales and a nominated person for each identified action.

Specialist teaching staff and other professionals involved with the pupil should help with preparing and carrying out the plan.

#### A good transfer plan will:

- be prepared well in advance of the pupil starting, to give time for the support arrangements to be put in place
- identify the member of staff responsible for preparing the plan and coordinating its implementation
- record and respond to the pupil's and their parents', aspirations and goals
- 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)
- identify who in the school is responsible for each identified action
- clearly state the timescale for delivery
- identify how to best support the pupil and their family.

Any new skills or support the pupil needs should be identified. A structured programme should be delivered to ensure they have the tools to succeed within the new secondary school.

#### These could include:

- making links with other deaf pupils who are transferring to secondary schools. The ToD may be able to support you with this
- finding out whether there are other deaf pupils in the same year group at the school
- allowing time to role play new and unfamiliar social interactions, such as asking for help, meeting new friends or raising concerns
- completing a personal passport or profile. Examples can be found at: www.ndcs.org.uk/resources
- providing copies of school maps, timetables, key staff and photos
- opportunities for the deaf child and their parents to visit the new secondary school and become familiar with key members of staff
- teaching vocabulary associated with the new school. This could include the names of places within the school grounds, titles of staff (for example matron, head of year and pastoral leader), and new subject areas.



There is guidance on our website on starting secondary school which provides ideas about how parents can help their child prepare for the move from primary to secondary and get the most out of school. You can find it online here www.ndcs.org.uk/preparingforsecondary

#### Ensuring a smooth transition from primary to secondary school

Familiarisation or taster days should be carefully planned to make sure the deaf pupil can take part fully in activities and get to know key members of staff. The school should also be prepared to offer additional visits to the deaf pupil if they would like it.

Careful consideration should be given to which form or 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 helpful.

Deaf awareness training for staff should take place prior to the start of the academic year so that the deaf pupil will feel confident in the support provided 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 given this responsibility.

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



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

You can find a blank copy of this template in Chapter 13.

Primary to secondary sch	ool move
Information to support a su	uccessful transition
Pupil name:	
Primary school:	
Primary school contact:	
Parents:	
Teacher of the Deaf:	
Hearing loss and hearing t	echnology
Information required	Actions
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,
Un-aided hearing level:	improving acoustics, using soundfield systems?
Aided hearing level:	When does the pupil use their technology and how well do they use it?
Listening ability in different environments (for example, class, workshops, halls):	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
What sounds/words are difficult to hear:	own technology?
Personal hearing technology used:	What are the health and safety implications, for example, fire drills, giving instructions in workshops where machinery is used?

Communication	
Information required	Actions
In this section record:	In this section record:
Preferred way of communicating in different locations and situations (class, home, friends): Competence in preferred way of communicating: Lip-reading ability:	<ul> <li>What needs to be done in class to support access to teaching and learning? For example:</li> <li>seating position to allow for lip-reading</li> <li>using radio aids</li> <li>ensuring good acoustics</li> <li>using a soundfield system</li> <li>advice/training for the teachers</li> <li>providing deaf pupils who use BSL with CSWs with Level 3 qualification</li> <li>promoting communication and social interaction with other pupils.</li> </ul>
Language	
Information required	Actions
In this section record:	In this section record:
Levels of language	How does this compare with hearing pupils?
understanding: Level of expressive language: Vocabulary level: Reading level: Writing level: Social interaction and use of language:	What are the implications for learning? For example, do they need more processing time?  If a gap exists, what targets should be set to close the gap and what support/interventions are required to achieve them?  What are the implications for teaching?

Cognition	
Information required	Actions
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:	experiency.
b) check whether or not there are other underlying learning difficulties:	
Progress in learning Curricular and extra curricu	ular
Information required	Actions
In this section record:	In this section record:
Progress in different	Is more support required in particular areas?
curricular and extracurricular areas.	What targets need to be set?
Are there particular	
strengths? Are there particular difficulties?	
Social and emotional aspe	ects
Information required	Actions
In this section record:	In this section record:
Level of social	If levels are low how can they be increased?
interaction in class/ school friendship groups:	Do other pupils need deaf awareness training and information on how to communicate?
Knowledge and understanding of their hearing loss:	Would the pupil benefit from meeting other deaf pupils?
_	Is the pupil able to self-advocate?
Ability to manage their learning needs:	

Pupil's views	
Information required	Actions
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 transfer?
What information and help do they think they need to help with the move to a new school?	
Parents' views	
Information required	Actions
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 help do they think they need to support their child's move to a new school?	What information and opportunities are needed to help with the transition?
Other considerations	
Information required	Actions
In this section record:  Any other considerations, for example:  any other difficulties or medication conditions attendance issues behaviour issues	



#### An effective school will:

- recognise and plan for the additional challenges that deaf pupils may face in transferring to secondary school
- share information with the secondary school well in advance of the transfer
- develop a transfer plan that identifies a lead member of staff responsible for ensuring that the move is successful for the deaf pupil
- ensure the support provided meets the deaf pupil's needs and aspirations
- ensure that the deaf child and their family are fully involved in the transfer process.



Example checklist for collecting information to support the move from the early years setting

Transfer to primary schoo	l
Pupil name:	
Early years setting:	
Early years setting contact:	
Parents:	
Teacher of the Deaf:	
Teacher in charge of coord	nating plan:
Hearing and personal tech	nology
Information required	Actions

Communication	
Information required	Actions
Language	
Information required	Actions
1	

Cognition	
Information required	Actions
Progress in curricular area	ıs
Information required	Actions

Social and emotional aspe	ects
Information required	Actions
Pupil's views	
T upil 3 vicws	
Information required	Actions
	Actions

Parents' views	
Information required	Actions
Other considerations	
Information required	Actions

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

You can find a blank copy of this template in Chapter 13.

Primary to secondary school move		
Information to support a successful transition		
Pupil name:		
Primary school:		
Primary school contact:		
Parents:		
Teacher of the Deaf:		
Hearing loss and hearing technology		
Information required	Actions	

Communication	
Information required	Actions
Language	
Information required	Actions

Cognition	
Information required	Actions
Progress in learning Curricular and extra curricular	
Information required	Actions

Social and emotional aspects	
Information required	Actions
Pupil's views	
Pupil's views Information required	Actions
	Actions

Parents' views	
Information required	Actions
Other considerations	
Information required	Actions

## Template information sheet for sharing information with school staff

	General information
	Pupil:
	Year:
Photo	Teacher:
111000	SENCO:
Hearing loss and hearing tec	hnology
Communication	
Looveing and accord	
Learning and access	
Remember	
Teaching strategies	



## Template information sheet for notes to staff

Hearing loss and hearing technolog	y
[Name of pupil]:	
[Name of pupil] can:	Support for [Name of pupil]:

### Template for high quality teaching checklist

Adaptations and Strategies	Observations
Seat pupils so they're able to see you and their peers.	
Hearing technologies don't work well at a distance; make sure the pupil is within two metres of the speaker.	
Make sure you have the pupil's attention before giving out important information.	
Minimise background noise.	
Slow speech a little, but keep natural fluency. Don't exaggerate your speech.	
Use rich and varied language but repeat and clarify when necessary.	
Make sure you're confident using and managing the pupil's hearing technology.	
Allow extra thinking and talking time.	
Model and teach active listening along with signals when careful listening is required.	
Don't stand in front of a window or light source.	
Repeat comments and questions from other children as their voices may be softer and speech unclear.	
Encourage peers to signal when they're about to talk.	
Check that oral information/instructions have been understood.	
Face the pupil when speaking, they may wish to/need to use your lip patterns.	
Don't cover your mouth when speaking.	
Write key words on board to focus introduction and conclusion.	
Divide listening time into short chunks.	

### Template for 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 working?	
Does the teacher know how to use a radio aid if a pupil needs 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 lip reading but can also identify other speakers in the classroom/see the CSW 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 lip-reading?	
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:				
<ul> <li>are working under the guidance of the teacher and are fully familiar with the lesson plan and learning objectives?</li> </ul>				
<ul> <li>have sufficient knowledge of the subject being taught to be able to support the pupil with any pre- lesson preparation (introducing new concepts and vocabulary) or post-tutoring (to check full understanding)?</li> </ul>				
are aware of their role in:				
> implementing strategies and approaches to ensure access to teaching and learning?				
> helping the pupil achieve the learning objectives and targets (including any pre- or post-tutoring, communication support)?				
> (if they're used as notetakers) are taking sufficiently full and accurate lesson notes?				
<ul> <li>are providing the appropriate level of support to promote independent learning with a particular focus on helping the pupil develop understanding rather than just focusing on completing tasks?</li> </ul>				
<ul> <li>can help ensure hearing technology is functioning properly and know what to do if there is a problem?</li> </ul>				
<ul> <li>have the relevant qualification in BSL if the pupil needs sign support to access what is being said during the lesson?</li> </ul>				
<ul> <li>are fully aware of the specific needs of deaf pupils (type, degree of deafness, residual hearing, level of language)?</li> </ul>				
<ul> <li>have discussed support needs with the teacher and pupil?</li> </ul>				

Observed behaviour in the pupil	Observations and recommendations
Is the pupil:	
<ul><li>able to follow what the teacher is saying?</li></ul>	
engaged and active in learning?	
<ul> <li>confident and able to identify their own needs and strategies to support access to learning?</li> </ul>	
<ul> <li>making effective use of hearing technologies and knows what to do if there are problems?</li> </ul>	
<ul> <li>able to interact/communicate with adults and ask questions?</li> </ul>	
<ul><li>able to interact/communicate with peers?</li></ul>	
<ul> <li>confident after the lesson that they have achieved the learning objectives?</li> </ul>	
<ul><li>engaged with the learning task?</li></ul>	

## Example: Pupil feedback form

### How's it going?

Point score	10	7	4	0
l 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:				



## 14 Appendices

## Appendix 1: 'Assess, plan, do, review' overview

Effective provision for any deaf child will involve:

- a thorough assessment of the child's needs and strengths
- a plan setting out how the setting will meet those needs and overcome any barriers to the pupil making good progress
- · carrying out the plan effectively
- 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).

Deafness isn't a learning disability, and with the right support, there's no reason why a deaf child can't achieve as much as a hearing child. Having high expectations of deaf children and young people is vital.

How to follow this approach is 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:

- the child, young person's or their families' self-evaluation of any support requirements
- information on the child's or young person's levels of progress and attainment
- parents' views about appropriate provision
- the involvement of specialists such as a Teacher of the Deaf (ToD)
- the use of specialist assessments
- the need for access to technology and communication support
- consideration of support needed to meet any specific subject requirements.

Deafness will impact on a range of factors that contribute to a pupil's ability 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's likely that assessments will focus on these areas. Further advice on specialist assessments can be found in Chapter 9 and in our resource Assessments of Deaf Children and Young People, available at www.ndcs.org.uk/assessments.

#### Planning the right support

You should develop plans with the child or young person, parents and Teacher of the Deaf, and should consider:

- long term outcomes for the child or young person agreed by them and their family
- short term targets needed to achieve those outcomes
- the provision and adjustments required to achieve those outcomes and targets, meet the student's needs and overcome any barriers to accessing teaching and learning
- arrangements for monitoring and reviewing.

The challenges presented by a hearing loss mean that for many deaf children and young people their plan is likely to include:

- targets related to the development of language, communication, literacy, confidence and social skills and the support and interventions needed to achieve the targets
- the use and maintenance of hearing technology
- communication support

- how teaching and learning will take place in a good listening environment
- access arrangements for assessments and exams
- access to support from specialist staff such as Teachers of the Deaf, teaching assistants and communication support workers
- pre- and post-lecture tutoring
- high or first quality teaching to make sure deaf pupils are able to learn
- strategies to ensure the deaf pupil is fully included in the school community
- details of who is responsible for the overall coordination of the plan, delivering key aspects of the provision and organising regular reviews.

You can find a checklist to support assessment and planning for the future in Chapter 12.

#### Implement or do: Putting the provision in place

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

- Making sure all staff involved in teaching and supporting the deaf child have information, advice, guidance and training on how to support a deaf pupil and make sure they can access teaching and learning.
- Ensuring the child or young person's progress is monitored.
- Getting feedback from the child or young person on what is going well and what isn't.
- Making sure support and provision is in place (for example, employing qualified communication support staff, using hearing technology and making adjustments to teaching spaces to improve the listening conditions).
- Ensuring teachers and teaching assistants implement interventions and strategies agreed as part of the support.
- Your school should also make sure that all necessary modifications and adaptations are in place so that the deaf pupil has equal access to assessments and exams. More information on access arrangements can be found in Chapter 9.

#### Keeping the support and its impact under review

A school should regularly review and evaluate how effective support is, and the impact it has on a pupil's progress. The school will have systems and processes for this. Key areas related to the pupil's deafness include the following.

- Levels of progress in areas of language and communication.
- Levels of overall progress and whether any gaps with other pupils are widening or narrowing.
- Whether subject content is accessible. For example, checking if the
  pupil is able to understand the language and concepts used in lessons or
  establishing where and when the pupil 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.
- The pupil's success in communicating with others, socialising and forming friendships.

Where the pupil isn't making expected progress, specialist assessments, particularly in language and communication may be helpful in identifying the source of difficulties and revising the plan and support strategies. Don't assume that the problem lies with the pupil. A Teacher of the Deaf can give advice on this.

Schools should also review the general effectiveness of provision for deaf pupils. This may include looking at, for example, the listening environments in the school and whether staff need additional training and support. In Chapter 11 we give some guidelines for how school leaders can do this.



### An effective school will:

- make sure 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 successes as well as 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 recognition that good speech may mask underlying linguistic difficulties and problems of accessing what is being said during teaching
- make sure that the necessary support is given, whether this is through modification of teaching strategies, meeting language and communication needs, using technology, staff training, improving the listening environment and meeting the pupil's social and emotional needs
- review the effectiveness of their provision for the deaf pupil, monitoring the extent to which the pupil is achieving the expected outcomes.

Your school should carry out these steps with support from a Teacher of the Deaf.

## Appendix 2: Types and levels of deafness

#### Types of deafness

Conductive deafness is when sound can't pass efficiently through the outer and middle ear to the cochlea and auditory nerve. There are several possible causes, including impacted wax (when wax hardens deep in the ear canal), an ear infection and underdevelopment of the outer ear, ear canal or middle ear. The most common type of conductive deafness in children is caused by glue ear – a build-up of fluid in the middle ear. This hearing loss can be temporary or permanent.

**Sensorineural (or nerve) deafness** is when there's a problem in the inner ear (most often because the hair cells in the cochlea are not working properly) or auditory nerve. Sensorineural deafness is permanent.

**Mixed deafness** is when there's a combination of sensorineural and conductive deafness, such as when a child has glue ear and a permanent sensorineural 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 deafness

Deafness is measured in two ways:

- how loud the sound has to be so that the child can hear it. This is measured in decibels (dB)
- which frequencies (pitch) the child can or can't hear, measured in hertz (Hz).

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 levels of deafness classified as follows.

#### Mild hearing loss

Many young people with a mild hearing loss do not use hearing technologies such as hearing aids, but a mild loss can still have a significant impact on education.

- Pupils may not hear if there is background noise or if they are far away from the speaker.
- Pupils would not be able to follow a whispered conversation.



To find out more about the impact of a mild hearing loss on children's ability to learn download our resource Mild Hearing Loss: Information for Professionals at www.ndcs.org.uk/mildhearingloss.

#### Moderate hearing loss

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

- Without hearing aids a pupil will not be able to follow a whole conversation unless they are in a quiet room with a good view of the speaker's face.
- Even with their hearing aids, pupils will find it extremely difficult to follow a conversation in a large group, if there is background noise or if they are far away from the speaker.

#### Severe hearing loss

Most pupils with a severe hearing loss will use hearing aids or cochlear implants.

- A pupil will be unable to hear speech 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 in a quiet room provided that the speaker is within 2-3m of them.
- A pupil is likely to require additional communication support, for example, sign support or lip-reading, to understand speech in the presence of any background noise or in a group conversation.

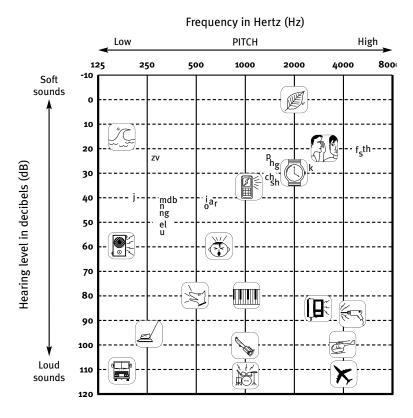
#### **Profound hearing loss**

Most 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 signbased 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 where there is background noise or in a group conversation.

Some pupils may have problems with the inner ear – an absence or malformation of the cochlear or auditory nerve. This will mean they will have no access to sound at all and hearing aids or cochlear implants would offer no benefit. They will 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 British Society of Audiology definitions of hearing loss.

The Teacher of the Deaf will be able to explain the 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 normal 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 (ANSD)

ANSD occurs when sounds are received normally by the cochlea, but become disrupted as they travel to the brain. Pupils with ANSD are likely to have greater difficulty understanding speech and distinguishing one sound from another than a pupil with a similar level of hearing, especially when there is background noise. They may have a similar experience to someone using a mobile phone when the reception is poor and the sounds they hear are distorted. ANSD is usually bilateral (affecting both ears) but can also be unilateral (affecting one ear only).

Some pupils with auditory neuropathy spectrum disorder will use hearing aids or cochlear implants; others will not find them beneficial.

#### Deaf culture

Less than 10% of deaf young people have deaf parents. These families often use British Sign Language (BSL)<sup>10</sup> as their first language. 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. In their community they use sign language 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.

<sup>10.</sup> Where the deaf pupil lives in Northern Ireland, Irish Sign Language may be used.

## Appendix 3: Personal hearing technology

Below is an overview of the types of hearing technology you may come across, how they work and their limitations. It's important to note that hearing technologies don't 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 often have multiple programmes for wearing in different listening environments.

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

Deaf pupils use different types of hearing technologies 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 4.

Hearing aids are programmed to help the wearer hear speech, but they amplify all sounds, including background noise, so a deaf pupil wearing aids may still find it hard to hear speech. This may be especially challenging for them in group situations, in a noisy playground or open-plan break out space. A deaf pupil may have problems hearing in a classroom, gym or dining hall with wooden floors as sounds 'bounce' off hard surfaces making it harder to identify different voices.





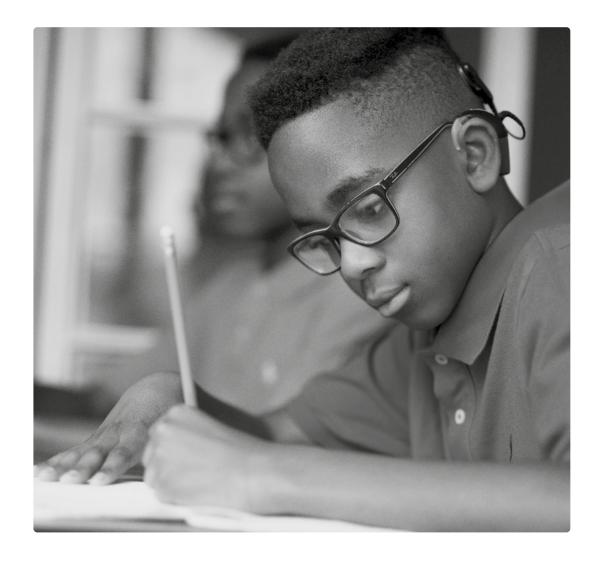
For more information on hearing aids see our resource Hearing Aids: Information for families at **www.ndcs.org.uk/hearingaidsguide**.

#### **Cochlear implants**

This is a surgically implanted hearing device for severely and profoundly deaf children when hearing aids are not powerful enough for them to hear the entire speech range. A cochlear implant works by stimulating the auditory nerves and bypassing the damaged nerve cells within the cochlea.



More information on cochlear implants can be found in our resource, Cochlear Implants: A guide for families, or at www.ndcs.org.uk/cochlearimplants.



#### 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. Occasionally older children may wear the sound processor worn on a soft headband (for example when they are trialing a device prior to surgery, or if they aren't able to have surgery for some reason). This allows sound waves to be transmitted directly to the cochlea in the inner ear.



More information on bone conduction hearing devices can be found at www.ndcs.org.uk/boneconduction.



#### 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 processor, or cochlear implant. It reduces some of the problems presented by distance from the teacher and background noise. The microphone/transmitter is worn by the teacher and the receiver is worn by the pupil and attached to their hearing technology. 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 who wear the earpiece 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. This means they can hear other pupils as well as the teacher. However, it's possible to programme their hearing technology to only hear the radio aid. Some radio aids have a microphone function which switches from an individual talker to a small group interaction mode, based on the orientation of the device. This is particularly useful for group work. Otherwise the microphone can be passed to pupils speaking in group work or class discussion to aid clarity. The radio aid transmitter/microphone can also be connected to equipment such as televisions or computers, via an audio lead to assist clarity.





For further information see our resource How Radio Aids Can Help at www.ndcs.org.uk/radioaids or visit our web page: www.ndcs.org.uk/schooltechnology.

#### 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.

Portable systems are available that can be moved between learning spaces as required. Some systems can link with other hearing technology such as a radio aid, or classroom equipment such as smartboards.

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

## Appendix 4: Communication options

The information below is a summary of the different communication options for deaf children. It's important to respect the deaf pupil's preferred means of communication.

#### Spoken language

Nearly all (more than 90%) of deaf children are from hearing families with no first-hand experience of deafness which means that most deaf children are brought up with a spoken language as their first language.

Not all deaf children who use spoken language will have English as their home language. The Consortium for Research in Deaf Education (CRIDE) reported that in 2019 14% of deaf children across the UK are EAL learners. In some areas this figure was much higher. <sup>11</sup>

It's 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 lip-reading.

#### **British Sign Language**

British Sign Language (BSL) is a visual language that uses hand shapes, facial expressions, gestures, body language and fingerspelling. It has a structure and grammar different from that of written and spoken English. Some deaf children will have BSL as their first language or preferred language but may also speak English as a second language. Deaf children brought up by deaf parents, who have BSL as a first language, will often start school with age-appropriate or near age-appropriate language in BSL.

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

### Sign Supported English

Some deaf children's spoken English may be supported with signs taken from BSL. When signs are used to support spoken English in this way it's known as Sign Supported English (SSE). It can be a way of making spoken English more visual and 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.



<sup>11.</sup> Consortium for Research into Deaf Education (CRIDE). Educational Provision for Deaf Children in England (2017). www.ndcs.org.uk/CRIDE (accessed 28 March 2019).

#### Lip-reading

Lip-reading has an important role in helping children access spoken language. Not every speech sound or word can be seen on the lips but lip patterns of spoken words can help the deaf child identify what is being said, supporting the interpretation of the speech sounds that they hear. Lip-reading is a learned skill and evidence suggests that this skill is influenced by cognitive ability, good language and vocabulary knowledge, good reading skills, normal eyesight and good verbal short-term memory. On its own lip-reading has a number of limitations but it's a natural support to understanding spoken communication and can be especially helpful to the deaf child.



#### **Cued speech**

Cued speech is a lip-reading tool that enables access to language visually. It uses eight hand shapes in four different positions and accompanies natural speech. Whereas some sounds can't be fully lip-read (for example, 'p', 'm' and 'b' all look the same on the lips and sounds like 'k' and 'g' can't 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's 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.



## 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
- help children achieve more, and fulfil the potential of children and young people who have SI
- promote a national model for the benchmarking of clear progress and impact criteria for children and young people who have SI
- support a well-trained SI workforce responsive to the Government agenda for education
- inform and advise the DfE in England and other national agencies on the education of children and young people with SI
- promote collaboration between services, schools, professional bodies and voluntary bodies working with children and young people who have SI
- 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.

# Our information and support

Joining the National Deaf Children's Society gives you access to a wide range of services that can support you at different stages of your journey and your child's development. We want to do all we can to give you the confidence to support your child and make decisions.

#### The right information, at the right time

We offer free, balanced information about all aspects of childhood deafness, both on our website **www.ndcs.org.uk** and in our publications. Our online content and information booklets can help you make some of the difficult decisions you'll be faced with.

#### Helping you make informed choices

Every deaf child is different and families should be able to make decisions that are right for them. That's why we give independent support, setting out all the options, so families can make informed choices about how they want to communicate, or which type of hearing technology is best for them. We never promote a particular approach, and we're always clear about the impact it will have on a child's life.

#### Support when you need it

Any questions? We're here to help.

Freephone Helpline: 0808 800 8880

helpline@ndcs.org.uk

www.ndcs.org.uk/livechat

## About the National Deaf Children's Society

We're here for every deaf child who needs us – no matter what their level or type of deafness or how they communicate.

Visit our website **www.ndcs.org.uk** or contact our Freephone Helpline on 0808 800 8880 to find out how we can support your child at every stage of their life.

Join us for free and you'll be able to:

- download or order our free information
- come to our events
- be a part of our online community
- borrow equipment through our technology loan service
- read about other families' experiences in our quarterly magazine and email updates
- access support.



We are the National Deaf Children's Society, the leading charity for deaf children.

Freephone Helpline: 0808 800 8880 (voice and text) helpline@ndcs.org.uk

www.ndcs.org.uk

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