Supporting the achievement of deaf children in secondary schools

For school staff who work with pupils with hearing loss
Our vision is of a world without barriers for every deaf child.
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**Introduction**

In this document the term deaf is used to refer to all types of hearing loss from mild to profound. The term includes deafness in one ear or temporary deafness such as glue ear. It includes all pupils the school may identify as having a ‘hearing impairment’ in the school census.

**Who is this resource for?**

All members of staff who work with deaf pupils in a secondary school. It provides guidance on ensuring that:

- teaching strategies engage deaf pupils in learning, enabling them to develop key skills in communication, reading, writing and mathematics
- deaf pupils make sustained progress, to narrow attainment gaps compared with other pupils
- the curriculum provides positive experiences for deaf pupils, offering well-organised, imaginative and effective opportunities for learning and a broad range of experiences that contribute to their achievement and spiritual, moral, social and cultural development.

Deafness is not a learning disability and, given the right support, deaf pupils can make the same progress as hearing pupils of similar cognitive ability.

**How to use this resource**

No two deaf pupils will require the same specific support. The school’s special educational needs coordinator (SENCO) or additional learning needs coordinator, with the support of the peripatetic Teacher of the Deaf or local specialist educational support service for deaf children, can use this resource to select specific support interventions and advice to meet individual needs.

As many school staff will play a key role in deaf pupils’ education, this resource is written so that the school’s SENCO or additional learning needs coordinator can photocopy or download sections to give to staff members. Individual templates and checklists contained in this resource can be downloaded from the NDCS website.

**Note:** In different parts of the UK, the terms special educational needs coordinator or additional learning needs coordinator are used. For simplicity, this resource refers to SENCO throughout.
Working together to support deaf pupils: the role of school staff and other agencies

The role of school staff members
The lists below explain how different staff members can support the achievement and inclusion of deaf pupils. It focuses on the roles that are specific to the needs resulting from pupils’ deafness.

**Special educational needs coordinator (SENCO)**
- Ensure the school receives all information on the pupil’s deafness and its implications, to plan for starting in September.
- Ensure the required hearing technologies, adjustments to the classroom and support staff are in place for the start of term.
- Ensure all information about the pupil's needs and how to meet them is communicated to other staff.
- Ensure the school works cooperatively with other health and education specialists who are supporting the pupil.
- Organise staff training, such as deaf awareness training.
- Ensure teaching assistants have the knowledge and skills to support the pupil, including a Level 3 British Sign Language (BSL) qualification for pupils who require signed support.
- Support the school's contribution to 14–19 transition planning.
- Liaise with the examination officer to ensure access to examinations arrangements are in place.

**Form teacher/year teacher**

**Head of pastoral support**
- Get to know the pupil and the impact of their deafness.
• Be aware of the pupil's communication needs and know how to communicate with them.
• Understand the benefits of hearing technologies and know how to use them.
• Identify the pupil's social needs and support their socialising and friendships, offering pastoral support.
• Encourage form/year members to understand the pupil's needs and the support they can give.
• Help ensure there are effective home–school links, encouraging parents to express any concerns or worries.
• Ensure behaviour management strategies take account of the pupil's deafness.
• Promote the development of independence skills.

Subject teacher
• Understand the pupil's needs and the implications for accessing lessons.
• Adapt the teaching approach to ensure the pupil can access teaching and learning.
• Work with teaching assistants and communication support workers to ensure access to teaching and learning with a focus on targets and learning goals.
• Communicate effectively with the deaf pupil.
• Understand and use hearing technologies effectively.
• Assess and track the pupil's progress and report back to the SENCO every term.
• Identify gaps in learning and set ambitious targets.
• Liaise with and meet parents, and review approaches as a result of any discussion.
• Understand and respond to specific behaviour management advice.
• Promote the development of independence skills.
• Engage in professional development to help meet the above.

Teaching assistants and communication support workers
• Support the pupil's communicative, language and listening development.
• Ensure the pupil can access the lesson and achieve their objectives.
• 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.

Bursar/property manager
• Ensure school premises provide a good listening environment that enables effective teaching and learning.
• Implement specific adaptations required to improve listening conditions for the pupil (for example, improving room acoustics, installing soundfield systems).

School senior management
• Make quality assurance arrangements to ensure deaf pupils are accessing teaching and learning (for example, tracking and classroom observation, pupil feedback).
• Ensure the school makes reasonable adjustments necessary to ensure all pupils are treated equally.
Working with other professionals

The school SENCO has a key role in coordinating the support the pupil receives from other professionals. This includes:

- providing information to help professionals support the pupil, for example, the audiologist may be interested in how well hearing aids are supporting hearing so that adjustments can be made
- ensuring school staff have, as far as possible, the time for necessary liaison with other professionals who support the pupil
- trying to ensure visits by other professionals do not disrupt essential lessons
- providing appropriate facilities for professionals who come into school including, for example, ensuring meeting rooms are free from interruption and have good acoustics
- contributing to multidisciplinary assessments and any resulting support plan.

Other professionals that support deaf pupils may include the following.

Teachers of the Deaf

In many local authorities, deaf pupils will receive regular support from a Teacher of the Deaf who has a mandatory qualification in deaf education. They may have supported the pupil at home, in their early years and at primary school.

Pupils with a temporary or mild deafness, or deafness in one ear, may not meet the criteria for regular support but the Teacher of the Deaf can advise the school on strategies to meet their needs. The school SENCO should contact their local specialist educational support service for deaf children if they need advice or support from a Teacher of the Deaf.

The Teacher of the Deaf can:

- support and advise teachers on strategies to ensure the pupil accesses learning
- provide deaf awareness training and specific training on meeting the pupil’s needs
- support the use and maintenance of hearing technologies
- do specialist assessments to identify the pupil’s needs in order to inform teaching and learning strategies and targets
- recommend improvements to the hearing environment and access to learning activities for all pupils
- advise on reasonable expected outcomes for pupils when support is sustained and developed over time
- provide advice and support for all areas of the pupil’s development
- support and advise parents/carers
- help coordinate liaison with other agencies involved with the pupil
- support transition to further education
- advise on adjustments needed for examinations.
Speech and language therapists
Deaf pupils may also get support from a speech and language therapist who may assess and monitor their understanding and use of language, listening skills, speech production and vocal skills.

In some cases the therapist will work directly with the pupil; in others, they will suggest programmes for the school to implement and will monitor the pupil’s progress and suggest updates.

Audiologists
Audiologists carry out hearing tests to determine the level and type of deafness and the appropriate hearing technology. They fit hearing aids and review the pupil’s progress until they transfer to adult services.

It is unlikely that a member of school staff will meet their deaf pupil’s audiologist but they can supply information and will find observations about the effectiveness of the pupil’s hearing technology useful. Audiologists work with the Teacher of the Deaf or educational audiologist to ensure that the pupil’s hearing technologies, for example, radio aids and hearing aids, are working together effectively.

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

Parents play a key role in supporting their deaf children’s achievement. They can provide useful information about their child’s needs, development and how they can be supported at home. Talking to them before admission will help SENCOs get important information about the deaf pupil’s needs. It can be useful to maintain a close relationship between the school and the parents.

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

- explaining any tasks that their child should practise
- sharing any challenges their child might face and discussing how to respond
- providing details on topics their child will be learning and how they can help support this at home.

Parents often help their child practise specific aspects of their language and communication, literacy or numeracy skills. They can reinforce new concepts and vocabulary. It is important to keep in contact with parents to ensure this support is enjoyable and stress free. Like all pupils, deaf pupils need time to relax and enjoy extracurricular activities so it should not be too demanding.

Keeping parents informed
Parents value receiving regular, up-to-date and accessible information about their child’s:

- progress against targets and the measures being taken to address any difficulties they may be experiencing
- participation in school life, including developing social skills and friendships.

It is important to plan with parents when, how and how often they will receive this information.

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

- establish a regular way for staff to update parents by emailing, meeting or phone
- send text messages to ask parents to look out for information or when a pre-planned activity is imminent
- nominate a staff member to ensure information reaches parents securely.

Structured conversations with parents
Schools participating in the Department for Education Achievement for All programme have reported “structured conversations” were an “outstanding success”, both for staff and parents. The programme found that “a more holistic view of pupils has led to a culture shift in parent engagement and has been effective in building a genuine partnership between home and school”.

For more information on Achievement for All see: www.afa3as.org.uk
Transition to secondary school

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

• frequent changes of classroom with varying quality in acoustics
• frequent changes of teaching staff, with varying teaching styles, expectations and ease of communication/lipreading
• varying deaf awareness levels among staff and pupils
• more demanding subject content
• a lot of new vocabulary, particularly specialist subject vocabulary
• making new friendships
• differing expectations of behaviour and independence.

It is important for the school’s SENCO and tutor to work with parents, the pupil, primary school and Teacher of the Deaf to develop a transition plan that helps overcome these potential challenges and ensure a successful start.

The transition plan
A good transition plan will:

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

<table>
<thead>
<tr>
<th>Primary to secondary school transfer</th>
<th>Information to support a successful transition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupil name:</strong></td>
<td></td>
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<tr>
<td><strong>Primary school:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Primary school contact:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Parents:</strong></td>
<td></td>
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<tr>
<td><strong>Teacher of the Deaf:</strong></td>
<td></td>
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</tbody>
</table>

**Hearing and personal hearing technology**

<table>
<thead>
<tr>
<th>Information required</th>
<th>Implications for transition plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section record:</td>
<td>In this section record:</td>
</tr>
<tr>
<td>Degree and nature of the deafness:</td>
<td>What needs to be done to improve access to sound, for example, providing radio aids, improving acoustics, using soundfield systems?</td>
</tr>
<tr>
<td>Un-aided hearing level:</td>
<td></td>
</tr>
<tr>
<td>Aided hearing level:</td>
<td>What needs to be done to ensure optimum use of hearing technologies, for example, daily checks by staff to check battery, tubing, etc, developing the pupil's skills in managing their own technology?</td>
</tr>
<tr>
<td>Ability to discriminate speech in different environments (for example, class, workshops, halls):</td>
<td>What are the health and safety implications, for example, fire drills, giving instructions in workshops where machinery is used?</td>
</tr>
<tr>
<td>What sounds/words are difficult to hear:</td>
<td></td>
</tr>
<tr>
<td>Personal hearing technology used:</td>
<td></td>
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</tbody>
</table>

**Communication**

<table>
<thead>
<tr>
<th>Information required</th>
<th>Implications for transition plan</th>
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</thead>
<tbody>
<tr>
<td>In this section record:</td>
<td>In this section record:</td>
</tr>
<tr>
<td>Preferred way of communicating in different locations and situations (class, home, friends):</td>
<td>What needs to be done in class to support access to teaching and learning including, for example:</td>
</tr>
<tr>
<td>Competence in preferred way of communicating:</td>
<td>- seating position to allow for speech reading</td>
</tr>
<tr>
<td>Lipreading ability:</td>
<td>- using radio aids</td>
</tr>
<tr>
<td></td>
<td>- ensuring good acoustics</td>
</tr>
<tr>
<td></td>
<td>- using soundfield</td>
</tr>
<tr>
<td></td>
<td>- advice/training for the teachers</td>
</tr>
<tr>
<td></td>
<td>- providing communication support workers with Level 3 qualification for pupils who use BSL?</td>
</tr>
<tr>
<td></td>
<td>What needs to be done to promote communication and social interaction with other pupils?</td>
</tr>
<tr>
<td>Language</td>
<td>Information required</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td></td>
<td>In this section record: Levels of understanding of language:</td>
</tr>
<tr>
<td></td>
<td>Level of expressive language:</td>
</tr>
<tr>
<td></td>
<td>Vocabulary level:</td>
</tr>
<tr>
<td></td>
<td>Grammatical constructions:</td>
</tr>
<tr>
<td></td>
<td>Social interaction and use of language:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Progress in curricular areas</th>
<th>Information required</th>
<th>Implications for transition plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this section record: Progress in different curricular and extra curricular areas. Are there particular strengths? Are there particular difficulties?</td>
<td>In this section record: Is more support required in particular areas?</td>
</tr>
<tr>
<td></td>
<td>Is more support required in particular areas?</td>
<td>What targets need to be set?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social and emotional aspects</th>
<th>Information required</th>
<th>Implications for transition plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this section record: Level of social interaction in class/school friendship groups:</td>
<td>In this section record: If levels are low how can they be increased?</td>
</tr>
<tr>
<td></td>
<td>Do other pupils need deaf awareness training and information on how to communicate?</td>
<td></td>
</tr>
<tr>
<td>Pupil's views</td>
<td></td>
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<tr>
<td>---------------</td>
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</tr>
<tr>
<td><strong>Information required</strong></td>
<td><strong>Implications for transition plan</strong></td>
<td></td>
</tr>
<tr>
<td>In this section record: <em>What are the pupil's hopes, aspirations and concerns about moving to a new school?</em></td>
<td>In this section record: <em>Provision of information and opportunities to help with the transition:</em></td>
<td></td>
</tr>
<tr>
<td><em>What information and help do they think they need to help with the move to a new school?</em></td>
<td></td>
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<table>
<thead>
<tr>
<th>Parents' views</th>
<th></th>
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<tbody>
<tr>
<td><strong>Information required</strong></td>
<td><strong>Implications for transition plan</strong></td>
</tr>
<tr>
<td>In this section record: <em>What are the parent's hopes, aspirations and concerns about their child moving to a new school?</em></td>
<td>In this section record: <em>Provision of information and opportunities to help with the transition?</em></td>
</tr>
<tr>
<td><em>What information and help do they think they need to support their child's move to a new school?</em></td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Other considerations</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Information</strong></td>
<td><strong>Implications for transition plan</strong></td>
</tr>
<tr>
<td>In this section record: <em>Any other considerations, for example:</em></td>
<td></td>
</tr>
<tr>
<td>• any other difficulties or medication conditions</td>
<td></td>
</tr>
<tr>
<td>• attendance issues</td>
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<tr>
<td>• behaviour issues.</td>
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</table>
Strategies that could be included in the transition process and plan

Assessing the pupil's needs
- Arrangements for assessing the pupil's needs including information from the primary school, supporting specialist services in health, education and social care, parents and the pupil.

Information for the pupil
- Familiarisation/taster days with friends and possibly extra days to meet and get to know key staff members. These visits should be planned to enable the pupil to take full part in the activities.
- Accessible information about the school, such as a map, a timetable, photos of relevant staff, information about breaks and lunchtimes and information on who can help with any concerns.

Primary–secondary school liaison
- Regular transition meetings and ongoing liaison between key members of staff from both schools and the support service.
- Primary school staff and the Teacher of the Deaf provide information about the pupil's deafness, its impact and their needs.
- Secondary school staff visit and observe the pupil at primary school.

Preparation in the secondary school
- An acoustic audit of teaching spaces, that identifies measures required to improve the listening environment.
- Getting hearing technology such as radio aids and/or soundfield system.
- Arrangements for deaf awareness training for other pupils in the form/year group.
- Arrangements for providing secondary school staff with information on the pupil's needs and how they are best supported in accessing teaching and learning. An example of information that could be provided follows.
- Arrangements for training and advising relevant staff – this could include deaf awareness training for staff including lunchtime supervisors.
- Arrangements for meeting social needs including continuity of existing friendship groups.
- Arrangements for having the teaching assistant support/communication support worker in place for the start of term.

These strategies should be selected according to the individual pupil's needs.
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).

**Example: Information sheet to share with colleagues**

<table>
<thead>
<tr>
<th>Photo</th>
</tr>
</thead>
</table>
| **General information**  
Pupil: ___________________________ Year: ___  
Teaching assistant: ______________________  
Form tutor: _____________________________  
Head of year: ___________________________  
SENCO: ________________________________  
[Name of pupil] has [subject] with you:  
Timetable details: |

**Hearing loss and hearing technology**

**Communication**

**Ways of helping [name of pupil] access learning during lessons**  
[Name of pupil] can access your lessons with:

**Remember:**

**During lessons:**
Deafness and its impact on learning

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

Levels and types of deafness vary greatly – see Appendix 1 for details. Consequently, deaf pupils have a diverse range of needs, including types of hearing technologies and their preferred way of communicating and learning. It is important to find out from the pupil and their Teacher of the Deaf what their needs are and how these impact on their learning.

Hearing technologies
Deaf pupils usually use personal hearing technologies supplied by the NHS, such as a hearing aid or cochlear implant – see Appendix 2 for details. Whilst this equipment may be invaluable in supporting access, it will not enable a deaf pupil to hear the same as a hearing pupil.

The optimum range for hearing aids is only three metres, and poor acoustics and background noise in schools can reduce their effectiveness.

Acquired deafness
Pupils may start school without a diagnosis of deafness, or acquire a permanent deafness while at school. At secondary 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 – see Appendix 1 for details. It is also essential to monitor deaf pupils’ hearing levels in case of deterioration.

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

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

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

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

<table>
<thead>
<tr>
<th>Possible impact of deafness on a pupil</th>
<th>Summary of possible teaching, learning and support strategies</th>
</tr>
</thead>
</table>
| Slower language development, both spoken and written, with reduced vocabulary and understanding of words and concepts | • Know the pupil's language level from regular assessment.  
• Monitor and develop language skills.  
• Ensure effective use of hearing technologies.  
• Create a good listening environment.  
• Provide focused individual/small-group programmes as required.  
• Provide pre- and post-tutoring as required for new topic areas, ensuring the pupil is aware of new concepts.  
• Adhere to good practice when communicating with deaf pupils.  
• Involve parents/carers in providing additional language practice. |
| Undeveloped listening skills | • Ensure effective use of hearing technologies.  
• Create a good listening environment. |
| Attention and concentration issues/tiring easily because lipreading and trying to hear requires heavy concentration | • Ensure effective use of hearing technologies.  
• Ensure pace and length of learning sessions are appropriate.  
• Check levels of understanding after lessons.  
• Ensure the pupil has good notes on the lesson.  
• Use visual cues to support teaching points.  
• Create a good listening environment. |
| Undeveloped literacy skills including grammar | • As above plus additional tuition.  
• Differentiated curriculum.  
• Use specific programmes, resources and strategies to help the deaf pupil learn. |
| Memory – struggling to remember information, particularly large chunks; working and auditory memory issues | • Check the pupil's understanding.  
• Allow more time to process information.  
• Differentiate the delivery. |
| Difficulties with multitasking, for example, taking notes and listening/ lipreading and/or watching demonstrations at same time | • Use teaching assistants as notetakers.  
• Repeat demonstrations.  
• Check the pupil's understanding.  
• Check the pupil has a full set of notes.  
• Break tasks up to ensure understanding. |
|---|---|
| Difficulties around incidental learning – deaf pupils may struggle to pick up what others are saying through casual listening | • Create opportunities for one-to-one and small-group work in good acoustic conditions.  
• Check understanding, reinforce concepts and language and explain gaps in knowledge base. |
| Social skills – difficulties with hearing can restrict social integration | • Ensure peers are deaf aware and can communicate with the pupil.  
• Provide small group work requiring turn taking etc under the supervision of an adult.  
• Ensure access to extra curricular activities.  
• Focused group work on dealing with/taking responsibility for their own deafness. |

It is important for the SENCO to understand the pupil's needs and identify potential barriers to learning. Where appropriate, the pupil should be involved in deciding what support methods are most suitable. The Teacher of the Deaf will help to establish what type of support is best.
Making it easier for deaf pupils to listen and communicate

This section explains how you can make it easier for deaf pupils to listen and communicate in the classroom through:

- supporting their use of hearing technologies
- creating good listening environments
- promoting effective communication across the school.

Supporting the use of hearing technologies

It is essential that any hearing technologies are working properly. As deaf pupils get older, they will take more responsibility for their own technology, but the school should still ensure they are gaining maximum benefit.

- All staff must understand the use and limitations of hearing technologies – see Appendix 2 for guidelines.
- The SENCO can provide details about the pupil in ‘Notes to staff’ as in the example overleaf. See Transition to secondary school for more information.
Example: Notes to staff

Hearing loss and hearing technology

Luke:
- is profoundly deaf
- wears two hearing aids
- uses a radio aid in all lessons (see attached guidelines)
- relies on lipreading to supplement his hearing.

Luke can:
- hear speech sounds and follow one-to-one conversation in a quiet environment
- make use of direct audio input
- manage his own audiology equipment; carries spare batteries, etc.

Challenges for Luke:
- picking up distant sounds directly without the use of the FM (radio aid) system
- discriminating which voice is more important to listen to against a background babble of voices
- following a group or class conversation without support.

- Some staff members should be trained to assist the pupil in managing and maintaining their technology on a day-to-day basis, check for faults and troubleshoot.

- An equipment care kit that includes, for example, spare batteries, a puffer, tubing, etc, should be kept somewhere accessible at school. It should be in a place that means the pupil does not have to be away from lessons or their friends for long to have their equipment checked.

- The SENCO, key worker or teaching assistant should communicate regularly with the pupil about how they feel their technology is working. Any concerns over technology should be dealt with immediately.

- Supply and visiting staff should be offered guidance and advice.

Using radio aids

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

Radio aids need to be recharged, usually overnight, and the pupil should carry the microphone and transmitter between lessons.

When using radio aids, teachers should:

- make the handover and return of equipment at the beginning and end of each lesson as smooth and inconspicuous as possible. Some pupils do not like giving radio aid equipment to their teachers if they are concerned about drawing attention from peers
• switch the transmitter on when talking to the whole class or group in which the
deaf pupil is working

• wear the microphone about 12cm from the mouth

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

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

• avoid letting the microphone knock against clothing or jewellery

• ask the Teacher of the Deaf about leads from the radio aid to audio equipment
such as language lab, soundfield system or computer.

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

For further information see the NDCS resource Radio Aids: An introductory guide.

What else to consider

As a deaf pupil progresses through their secondary school they become more
independent in using and managing their hearing technology – fitting, cleaning
and changing batteries when necessary, and identifying when a problem arises.
This can be encouraged and monitored using a structured programme of support
such as The Ear Foundation’s Personal Understanding of Deafness (PUD)
programme which provides a set of progressive learning objectives that promote
individual understanding of deafness.

The recharging equipment should be kept somewhere accessible and near to the
pupil to ensure they recharge it. If it is kept at home, clear guidelines are needed
to support this process.

Creating a good listening environment

The effectiveness of hearing technologies depends on the acoustic quality of
the school. The listening environment in a typical classroom can make it difficult
for deaf pupils to make best use of their hearing technologies. A good listening
environment benefits all pupils.

Deaf pupils experience difficulties listening 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, which
distorts what the pupil hears

• there is a lot of background noise that drowns out the voice of the teacher.

Adaptations can be made to improve acoustics

School managers should liaise with the Teacher of the Deaf or educational
audiologist to ensure the school building meets the national minimum standard on
acoustics. All teaching spaces should be regularly assessed and adaptations put in
place to reduce reverberation and background noise.
Schools can reduce reverberation by:
- fitting curtains and carpets
- putting rubber tips or hush ups on the bottom of chair and table legs
- installing specialist acoustic treatments to rooms (for example, acoustic tiles, panels and door seals)
- using display drapes on walls and covering hard surfaces with drapes.

Schools can reduce background noise by taking the following steps.

<table>
<thead>
<tr>
<th>Managing the room</th>
<th>Managing the class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing doors to noisy areas or corridors.</td>
<td>Introducing classroom strategies that can establish and maintain a quiet working atmosphere within the classroom, including good behaviour management.</td>
</tr>
<tr>
<td>Closing windows to outside noise, closing curtains and blinds if necessary.</td>
<td>Encouraging pupils to develop an understanding of how classroom noises, such as chairs scraping, doors banging, dropping objects, shouting, etc, can interfere with what deaf pupils can hear.</td>
</tr>
<tr>
<td>Positioning full bookshelves and cupboards against partition walls (to minimise noise transfer from other rooms).</td>
<td>Liaising with colleagues to coordinate activities to avoid disturbance in areas where noise particularly carries (for example, drama rehearsals in open hall areas).</td>
</tr>
<tr>
<td>Ensuring heating and air conditioning systems operate within acceptable noise levels through regular maintenance.</td>
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<tr>
<td>Turning off IT equipment, such as interactive whiteboards, computers and overhead projectors, when not in use.</td>
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</tbody>
</table>

For further information see the NDCS resource \textit{Acoustic Toolkit}. 
Promoting effective communication across the school

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

Teachers can support communication by:

- making sure they have the class and the deaf pupil's attention before talking
- speaking clearly and at a normal level and pace – speaking too slowly or exaggerating mouth patterns are harder to understand
- ensuring that the pupil is sitting at an appropriate distance away – hearing technologies have an optimal range of one to three metres
- not covering their mouth and facing the pupil when they speak to enable lipreading
- not standing with their back to a light source to prevent shadows
- checking that the pupil understands what has been said in a sensitive way as some deaf pupils may dislike admitting they have not understood – repeating or rephrasing if needed
- making sure the pupil can see the teacher and the communication support worker (CSW) and speaking directly to the pupil not the CSW
- allowing time for pupils to move their attention between the teacher's face and visual support
- using an angle poise light when the classroom is darkened for projectors
- seeking advice from a Teacher of the Deaf about meeting individual pupil's needs, for example where English is an additional language or the pupil has additional needs
- repeating any questions that other pupils in the classroom may have raised before answering them.

Advice about individual pupils for specific subject teachers should always include use of available hearing technologies, communication and classroom management strategies.
Example: Notes to staff

**Communication**
Discuss the best seating arrangement in class with Luke.

In whole-class activities Luke needs to:
- sit in a position where he can lipread the teacher
- face the teacher with an unobstructed view
- have light on the teacher if the room is darkened
- avoid sitting under the whiteboard projector or near the classroom door
- be able to see his peers to access their contributions to a lesson.

**Involving peers**
Communicating with other pupils is important for deaf pupils’ self-esteem, social development and inclusion. Teachers should:
- ensure other pupils in the class understand how background noise affects the listening environment and how they communicate with their deaf peers
- establish how to make it easier to understand each other and how to overcome communication with all pupils
- if the pupil signs, provide opportunities for other pupils to develop signing skills, for example, a lunchtime club
- in agreement with the pupil select a nominated hearing friend or peer who can prompt when something is missed
- establish ‘quiet zones’ inside and outside the school where deaf pupils can go to communicate with their friends
- encourage the pupil to take responsibility for explaining their needs to other pupils.

**Useful NDCS resources**
The NDCS *Look, Smile, Chat Deaf Awareness Pack* has resources to help deaf teenagers break down communication barriers at school.

The NDCS DVD *Here to learn* is a resource for mainstream schools covering all aspects of deaf awareness within a school. It can be watched as a whole, or as individual modules, and includes interviews with deaf pupils, their parents and school staff.
Pupil voice
It is important to find out how well the pupil is accessing teaching and learning. The Teacher of the Deaf can help to find this out.

Consultation may involve:
• conversations about teaching and learning
• seeking advice from pupils about new initiatives
• asking the pupil how they think any problems could be solved
• asking the pupil what they think about recent developments in school or classroom policy and practice.

The following example shows an approach that could be used to record the pupil’s views.

Example: Recording a pupil’s views
Oxfordshire County Council’s Sensory Impairment Service developed a How well can you access in class? resource. It is used at least once a year, ideally during term one to identify and address any access issues in a particular subject area. This questionnaire helps to identify areas of difficulty and evaluate intervention strategies. Pupils can complete it in different ways, such as ticks and crosses, colour coding or faces. Notes of difficulties discussed and actions agreed are kept. This can then be reviewed after a suitable period of time.
How well can you access in class?

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>ICT</th>
<th>History</th>
<th>Geography</th>
<th>RE</th>
<th>PE</th>
<th>Art</th>
<th>Drama</th>
<th>Music</th>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seating</td>
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<td>Lip patterns</td>
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<td>Repeating pupil comments</td>
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<td>Clear speaking voice</td>
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<td>DVDs/ videos</td>
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<td>CDs/ audiotapes</td>
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<td>Pair/group work</td>
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<td>Radio aid</td>
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<td>Other comments</td>
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<tr>
<td>Teaching assistant support</td>
<td>Things that really help me</td>
<td></td>
<td>Things that could be changed/ improved</td>
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<tr>
<td>Teacher of the Deaf support</td>
<td>Things that really help me</td>
<td></td>
<td>Things that could be changed/ improved</td>
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<td>Other things</td>
<td>Things that really help me</td>
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</tbody>
</table>

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Teaching approaches

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

• manage and minimise the impact of their deafness
• develop their learning skills
• provide access to the curriculum
• lead to higher levels of academic achievement.
These strategies will benefit all pupils and are good practice to enable access to the curriculum.

This section discusses these strategies and issues to take into account in relation to:

• using visual aids
• vocabulary and support handouts
• prepared notes
• pre- and post-tutoring sessions
• group work and discussion
• reading round the class
• allowing time to think
• using whiteboard and PowerPoint presentations
• using videos/DVDs
• demonstrations
• notetaking
• checking understanding
• reducing fatigue
• setting homework.
Using visual aids
Presenting information and concepts visually is a vital support method in all subject areas because it:
• gives context to a subject or situation, particularly new ones
• illustrates new concepts and specialist subject terminology
• uses visual memory skills
• reinforces what is being said.

Wherever possible, spoken explanation and written texts should be supported by visual materials, for example by:
• incorporating pictures, diagrams, illustrations, objects and artefacts that support what is being said
• pointing to the visual clues when they are used and when other pupils refer to them
• making specific ‘support/vocabulary handouts’ (see following page for an example)
• using display work to consolidate and develop understanding – displays with pictures and captions provide important visual clues.

Example: Visual aid

Global warming – The greenhouse effect

Heat is trapped inside.

Heat is trapped in by the poisonous gases. Plants and animals will die. The ice caps will melt causing floods all over the world.
Vocabulary and support handouts

If the pupil has teaching assistant (TA) support, the TA could make the following resources.

- Support handouts that show the lesson content as pictures, particularly when complex specialist terms are introduced. The pupil can refer to these as the lesson progresses and when subsequent work is set.
- Specific vocabulary handouts that include words related to the subject or topic being taught, illustrating each word with a picture.

Example: Vocabulary and support handouts

Astonished

surprised, amazed

These people have all seen or heard something astonishing.
They are astonished.

Vocabulary and support handouts can relay lesson content through simplified English for deaf pupils who are struggling with what the teacher is saying because the subject language is demanding. The language used in support resources should be accessible to the pupil. Handouts are also useful for pupils who use signed support.

It is important that the pupil’s vocabulary and understanding of more complex language structures is extended – deaf pupils often miss out on picking up vocabulary by overhearing language. Particular support may be needed with the variety of words used for a certain topic. A limited vocabulary can inhibit development, comprehension and expressive skills.
Case study: Literacy challenges

Food technology teacher Silvia Trabucchi at Hamilton Lodge School describes some of the literacy challenges deaf pupils may face in specific subject areas when they reach secondary school.

“I teach Food technology within the secondary age range at school and it's not unusual for me to hear 'cooking must be easy to teach to deaf children because it is so visual'. However, the specialist subject terminology and concepts pupils encounter may present them with challenges to their understanding.

- Ingredients lists may appear clearly listed but often attach instructions, for example, one onion, peeled and finely chopped. Ensure pupils are clear on these instructions.

- Use of contracted forms of measurements, for example, spoon measurements: tspn, tblspn need reinforcement, to understand and use as they do not fall commonly into use.

- The use of a familiar verb in a new context can also cause confusion, for example, ‘beating the mixture’ may not be as familiar as beating someone in a race. Similarly when instructed to ‘cream the mixture’ a deaf student may initially look to find the ‘cream’ unless taught about this first.

- There is a large amount of vocabulary; foodstuffs, equipment, tools and processes that have not been heard incidentally and of which there are no agreed signs. Work is needed to build up and reinforce this vocabulary with pictures and visual clues.

- Many recipes have superfluous language and too many instructions in one sentence, which pupils have to navigate to get to what's really required, for example, ‘meanwhile in a wok or large frying pan, heat the remaining oil and the butter or margarine and gently fry the leek, garlic and tofu for one to two minutes until the vegetables have just softened’.

The internet has helped greatly with demonstrations shown on Youtube and Videojug which helps them to cook but on its own will not help pupils develop their literacy skills and understanding in this area.”

Example: Visual aids

<table>
<thead>
<tr>
<th>Weigh</th>
<th>Rub in</th>
<th>Roll out</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Weigh" /></td>
<td><img src="image2.png" alt="Rub in" /></td>
<td><img src="image3.png" alt="Roll out" /></td>
</tr>
</tbody>
</table>
**Prepared notes**
Deaf pupils may not take in the same amount of information as hearing pupils during lessons – it can be difficult to take in new information while listening and using visual clues.
- Give deaf pupils and their support staff copies of handouts, PowerPoint slides and lecture notes before the lesson.
- Supply copies of texts that are to be used with the class for dictation.

**Pre- and post-tutoring sessions**
Tutoring sessions involve going through a lesson, or specific aspects of it, before or after it is delivered.

Pre-tutoring can be used to:
- check what the pupil knows and fill any gaps in their knowledge
- introduce new vocabulary, terminology or concepts to enable pupils to concentrate and participate more fully in the lesson.

Post-tutoring can be used to:
- reinforce, repeat and clarify the lesson
- establish any areas of the lesson the pupil did not understand
- give the pupil time to absorb what has been taught.

An issue many schools face is finding time to provide tutoring. Occasional lunchtime sessions are possible, but the levels of concentration required for deaf pupils to listen means they may need breaks more often than hearing pupils. Another option is to take one fewer GCSE, which would need to be agreed with the pupil and parents. Timing should be discussed with the pupil to find the best opportunity to provide tuition.

**Group work and discussion**
Pupils who need signed support, a notetaker or rely on lipreading or visual clues will need time in group discussions to understand what is said. If teachers ask the class for views, they should ensure the pupil has received the question before accepting answers.

Deaf pupils say that learning in small groups is easier than large groups.

Whether in group work or during class discussions it is important to:
- ask speakers to identify themselves by raising a hand or stating their name, then allowing their deaf peer time to locate and look at them before speaking
- repeat what speakers who may not easily be seen or heard say
- pass the transmitter between speakers if the pupil is using a radio aid
- ask speakers to keep their faces visible (uncovered by hands, hair or objects) and look in the direction of the deaf pupil when speaking
- allow only one person to talk at a time
- allow sufficient time for the pupil to receive and respond to what the teacher or another pupil says.
Reading round the class
This should be adapted for deaf pupils as per the group work guidelines. It can also help to:

- show the pupil the text before the lesson and if necessary go through it in a pre-tutoring session
- use a ‘buddy’ system where a hearing peer helps the pupil keep track of the text
- ensure the pupil is prompted to read
- make it clear when reading is stopped to discuss a specific point
- use a radio aid round the class, passing the transmitter between readers.

Allowing time to think
As well as allowing time for deaf pupils to receive and respond to what has been said in class, some pupils’ auditory memories may not be as well developed as their hearing peers. It can help to:

- allow processing time during lessons, particularly when new information is included and during question and answer sessions
- break down periods of spoken input into smaller sections within an overall lesson to give time to absorb information
- include opportunities for repetition in lesson time.

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

- use an angle poise lamp to illuminate the speaker or support worker
- provide a brief pause between slides to enable the pupil to view the slide
• give deaf pupils and staff members copies of PowerPoint slides before the lesson
• make sure the pupil can see the board clearly (but is not close to or under the whiteboard projector, to avoid background noise)
• be mindful of the background noise produced by the computer.

Using videos/DVDs
• When possible, use the pupil’s radio aid to provide direct access to sound.
• Purchased DVDs or those produced by the school should have subtitles.
• Discuss DVD content you plan to watch with teaching assistants or support workers, giving them time to watch it and discuss any key points or vocabulary with the pupil.
• Some pupils might benefit from watching the content before or after the lesson, with their support worker or at home.
• If appropriate, get a transcript/summary of the DVD (give plenty of notice for this task as it takes time to transcribe).
• Stop the DVD to allow notes to be taken – the pupil may miss information if they take notes while watching.
• YouTube clips are not normally provided with subtitles so the pupil should be prepared for the content – stopping and providing a commentary may help.

Demonstrations
Deaf pupils cannot watch a demonstration, lipread their teacher/follow signed support and take notes at the same time. It can help to:
• explain before a demonstration what the equipment is and how it will be used
• break the demonstration down into sections to explain each part
• allow time for the pupil to look at the demonstration before the speaker begins again.

Notetaking
Deaf pupils find it difficult to lipread/follow signed support while taking notes. Having a support worker or teaching assistant make notes lets deaf pupils concentrate on the lesson.
• Some pupils may prefer to read notes as they are written, but they can also be read later and used to support further work.
• Notetaking can be particularly useful in subjects where diagrams, formulae or flow charts are used.
• Where appropriate, language may be modified to suit the pupil’s reading skills.
• Notetaking can be done manually or electronically (SpeedText, Stereotype and TypeWell can be used with laptops).
• Notetakers should record as much that happens in the classroom as possible, including pupil discussion, asides, jokes and interruptions.
Checking understanding
It is important to check the pupil has understood, without drawing unnecessary attention to them. Use open-ended questions to check understanding as this prevents the deaf pupil from nodding without really understanding.

Reducing fatigue
It takes more concentration for deaf pupils to listen than for hearing pupils, which can be tiring.

- Consider the pace of the lesson, breaking down periods of spoken input. Deaf pupils become fatigued when they concentrate on watching and listening for long periods of time.
- Get to know what teaching methods or activities the pupil finds most tiring and build in breaks or find alternative methods and adapt activities to include tasks that do not solely rely on lipreading.
- Become familiar with the pupil’s signs of tiredness so you can intervene before they become frustrated.

Setting homework
All pupils must have the same opportunities to understand their homework as their peers. Deaf pupils have said that often it is set when background noise is high, for example at the end of lessons.

“One of the teachers writes [our homework] on the board. I am OK with that, it is just one or two teachers, it is last minute, all rapid fire and it is hard to keep track and at the same time I am trying to get out in time for my lunch.”
Mainstream pupil, aged 14

“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.”
Mainstream pupil, aged 13

Teachers should ensure homework details, including deadlines, are communicated clearly at a quiet point in the lesson that allows time for clarification. Deaf pupils will benefit from having their homework written down on paper or the whiteboard.
Specific subject support

A pupil’s needs will determine the nature of the support they require within specific subjects. Sometimes more than one type of support may be necessary; this information needs to be disseminated to staff responsible for different curriculum areas.

The SENCO may be responsible for collating and distributing information to all the subject teachers. The school may have a format for this, for example, notes on a staff accessible database, pupil information packs or a film on the intranet to support training. An example can be found on page 15 in *Transition to secondary school*.

The SENCO should discuss with the pupil and the Teacher of the Deaf which additional support methods, teaching adaptations and strategies to use. As the pupil becomes older they can participate more in these discussions, guiding what sort of support is most beneficial. You will find it helpful to refer to the strategies in *Teaching Approaches*.

Discussions with, and feedback from the subject teacher will help to keep learning support recommendations up to date. The SENCO and Teacher of the Deaf may help staff to support the pupil but individual teachers must ensure the pupil is included in all aspects of their lesson.

**An effective subject teacher will:**
- attend staff training to understand how they can meet the needs of a deaf pupil
- expect the progress of deaf pupils to be the same as hearing pupils of similar cognitive ability
- develop an understanding of how deafness has affected the pupil
- work with specialist advisers, such as Teachers of the Deaf, and deploy specialist support staff
- evaluate the outcomes of additional support to inform planning
- ensure that communication strategies are implemented including the effective use of technology
- adapt teaching styles and strategies to maximise the pupil’s learning and participation
- monitor the pupil’s progress and take advice from specialist support if issues emerge.
Literacy and language-based subjects
The main impact of deafness is on acquiring and developing language.

Some deaf pupils’ language skills may be less developed than hearing pupils’. As literacy learning is integrally linked to language development, the reading and writing content of many literacy-based subjects, such as English literacy, history, and social sciences, may be challenging. Measures may need to be put in place to make the subject language accessible. Even pupils who have good speech intelligibility and age-appropriate literacy skills may have language access needs that are not immediately apparent. Subject teachers should be aware that a deaf pupil may not:

- have a broad vocabulary and so may not have a range of alternative words for the same object, feature, feeling, place, etc
- understand when one word has several meanings, for example, the word ‘catch’ means:
  - to catch a ball
  - to catch a cold
  - the catch on a gate
  - the catch of the day on a menu.
- know words used in specific curriculum areas
- understand idioms or colloquialisms
- grasp sophisticated skills to understand higher order language, for example, making inferences
- have a broad general knowledge.

In lessons where there is emphasis on listening and discussion, support measures should focus on:

- clarity of communication
- visual aids
- vocabulary support
- group work.
In subjects that focus on the use of written texts, teachers should:

- supply texts before the lesson or at pre-tutoring sessions
- provide vocabulary handouts and modified texts
- manage group discussion effectively
- put in place support measures when reading around the class
- check the pupil’s understanding.

Deaf pupils can have difficulty with reading and writing when there are aspects of written language that they have not heard or are not used in British Sign Language (BSL). Teachers may find that:

- deaf pupils may not hear all the words that are spoken or hear all the sounds in any one word – their spoken and written English may reflect this. For example, ‘s’ is a soft, high-frequency sound and deaf pupils may not detect this, so plurals can be lost in both their speech and writing
- there is a discrepancy between a deaf pupil’s ability to spell learnt words correctly and their ability to work out the spellings of new words
- BSL has its own syntax and word order and does not have a written form
- more assistance is needed to understand, for example:
  - the grammatical significance of function verbs, auxiliary verbs and the verb ‘to be’ in all its forms
  - features that are only in punctuated written form.

For some deaf pupils additional support may include specific lessons that address language and literacy needs in parallel or additional programmes. For others the support may include the following options.

- Taking time to explain any corrections. A teaching assistant could:
  - put emphasis on identifying what has been written well
  - ask the pupil to read what they have written, giving them the opportunity to identify what needs correcting
  - read a corrected version identifying what is required
  - set specific language targets for the next piece of work.

- Setting specific targets relating to their writing skills set alongside the subject’s learning objectives. These could be summarised on prompt cards.
Example: Prompt cards

<table>
<thead>
<tr>
<th>Becky's writing targets</th>
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</thead>
<tbody>
<tr>
<td>Remember to include:</td>
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<tr>
<td>a, an, the, and, to, as, of</td>
</tr>
<tr>
<td>full stops, at the end of sentences.</td>
</tr>
<tr>
<td>Re-read as you write</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Luke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember when you’re writing…</td>
</tr>
<tr>
<td>to be</td>
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<tr>
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<td>Action</td>
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</tbody>
</table>

Many subjects such as history, geography, media studies and sociology anticipate a level of background understanding from pupils that hearing pupils pick up by listening and responding to family and friends. Some deaf pupils will have gaps in their general knowledge as a result of having fewer opportunities to overhear and gain information incidentally. Teachers should not assume that deaf pupils will have the same level of general knowledge as their hearing peers. This can be addressed through:

- pre- and post-tutoring
- including basic background information in the lesson plenary and providing
opportunities for repetition and reinforcement during the lesson

- involving families to gain experiences, go on trips, watch and read the news – encouraging learning at every opportunity
- using visual aids.

**Example: Notes to staff**

<table>
<thead>
<tr>
<th>Ways of helping Mike access learning during lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike can access your lessons with:</td>
</tr>
<tr>
<td>→ his FM system</td>
</tr>
<tr>
<td>→ in-class support from his TA</td>
</tr>
<tr>
<td>→ some modified resources (made by his TA)</td>
</tr>
<tr>
<td>→ vocabulary cards</td>
</tr>
<tr>
<td>→ summaries of texts to be studied</td>
</tr>
<tr>
<td>→ writing target prompts.</td>
</tr>
</tbody>
</table>

**Remember:**

- → Establish a regular meeting time with Mike’s TA to hand over planning and resources that need adaptation. Note: Mike’s TA has requested at least a week’s notice to create resources or adapt text
- → Mike has a post-tutoring session with his TA every Thursday, last period, to go through features of his written work, focusing primarily on grammar and spelling. Alert his TA to any concerns you may have.

**During lessons:**

- → Allow Mike to be assisted by his TA when texts are read around the class (follow group discussion guidelines with FM system, identifying speakers etc)
- → The TA will direct Mike to use vocabulary handouts and writing target prompts
- → Write topic headings and key questions for the lesson on the whiteboard
- → Make use of pictures in PowerPoint presentations and worksheets to give as much context as possible to what is written
- → Allow Mike some thinking time before expecting an answer.
Mathematics

Deaf pupils may require additional language support to make progress in numeracy at secondary level. Teachers need to be aware that a deaf pupil may:

- be able to competently acquire and use a numerical computation but need to learn the related, often varied, mathematical terminology
- not encounter specialist 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.

Mathematics teachers should:

- use pictures and diagrams that clearly illustrate the meaning of the vocabulary and concepts
- go through key words for the lesson as part of the introduction – if possible these should be visible for the whole lesson or be in vocabulary handouts
- clarify when similar language has a different application, for example, a ‘bigger number’ being different from a ‘bigger size’
- point to new vocabulary when saying it so the pupil can connect pronunciation with written form and regularly revise pronunciation and word meaning at intervals during each lesson
- match the complexity of the questions asked or set to the pupil’s language level
- allow processing time during lessons, particularly when new information is included and during question and answer sessions
- include opportunities for repetition in lesson time
- check understanding of using open-ended questions.

If the pupil uses signed support, teachers should work with their teaching assistant or communication support worker to:

- ensure the best signs are used to present the intended meaning
- ensure consistency over how numbers are demonstrated through formal sign language and/or informal gestures/handshapes.
**Example: Notes to staff**

**Ways of helping Joe access learning during lessons**

Joe can access your lessons with:

- his FM system
- specialist vocabulary support.

**Remember:**

- Joe’s progress with maths last term has prompted him to suggest he can manage without TA support in these lessons. Please monitor this until half term.
- Joe’s next meeting with his Teacher of the Deaf is on the last Thursday of this half term. I will be meeting with her also to discuss the alterations made to Joe’s TA support. Please meet with me at 4.00pm on Tuesday 29th to review how he has managed and any concerns we need to consider.

**During lessons:**

- Provide Joe with key vocabulary words, preferably on a supplementary sheet; refer him to this as you teach.
- When textbooks or worksheets you’ve prepared include new vocabulary highlight these and provide meanings on a supplementary sheet.
- Check he is ‘clued in’ to new topics.
- Joe finds it useful to go through written questions briefly before starting work, try choosing a suitable ‘work buddy’ from within the class who can also do this with him this term.
- Allow Joe some thinking time before expecting an answer.
- Joe’s understanding should be checked during lessons, through questioning.
- Prompt sheets with guided steps are helpful to him when completing homework.

**Example: Key vocabulary sheet**

**Key vocabulary – division (÷)**

Division is splitting numbers into equal parts or groups. It is the result of ‘fair sharing’.

We use the ÷ symbol

\[ 12 \div 3 = 4 \]

Division is the opposite of multiplying. If you know a multiplication fact you can find a division fact:

Example: \( 3 \div 5 = 15 \), so \( 15 \div 5 = 3 \)

**Example: Textbook words**

All the questions on page 4 of your workbook are division (÷) sums. Questions containing these words mean you need to divide to get the answer.

- Shared
- Share equally
- Divided by
- Groups of
- Repeated
- Each group needs the same
Guided step – homework

Bus-stop division method:

To divide a large number by a 1-digit number you can set it out like this:

1. 7 goes into 9 once with 2 remaining (remainder 2), so put a 1 above the 9 and carry the 2 to the tens column.

2. 7 goes into 26 three times, remainder 5, so put 3 over the 6 and carry 5 to the hundreds column.

3. 7 goes into 54 seven times, remainder 5 so put 7 over the 4 and have a remainder of 5.

So \( 964 \div 7 = 137 \) remainder 5

We write this with an ‘r’ for ‘remainder’.
Science
Guidelines for science teachers should always include use of available hearing technologies, communication and classroom management strategies.

In some schools, science labs are designed with high ceilings and an expanse of hard, reverberant workbenches, which can make listening difficult for pupils wearing hearing technologies. This needs to be addressed before the pupil uses the lab so modifications, such as adding acoustic ceiling tiles, chair tips or hush ups, can be made. The Teacher of the Deaf or educational audiologist can advise on adaptations. Guidelines for science teaching staff should include prompts to regularly check with the pupil, SENCO and Teacher of the Deaf that the acoustics of the room are suitable.

The science curriculum often includes abstract concepts and can be difficult for deaf pupils who may not have the language or background knowledge to understand these concepts. It will introduce subject-specific concepts and vocabulary that a deaf pupil may need extra support strategies to understand. Teachers should:

• use pictures and diagrams that clearly illustrate the meaning of the vocabulary and concepts
• go through key words for the lesson as part of the introduction – if possible these should be visible for the whole lesson
• emphasise new vocabulary so the pupil can connect pronunciation with written form
• provide supplementary vocabulary sheets when possible (the teaching assistant may be able to prepare these)
• consider creating lesson summaries, particularly when introducing new topics for pupils to take home, go over with their Teacher of the Deaf or use in pre- and post-tutoring sessions).

Science lessons often include experiments or demonstrations; teachers should consider health and safety and ensure the pupil understands procedures.

If the deaf pupil has a teaching assistant give them plenty of time to make support resources, modify texts or research and learn appropriate signs to support learning. If lesson content is particularly difficult, pre-lesson meetings with teaching staff are essential for teaching assistants to deliver lesson content accurately.
Demonstrating how to use equipment and complete experiments could be difficult for a deaf pupil. It is important to use a consecutive teaching technique – first explain what you are going to do, then say it again while actually delivering the demonstration, then check the pupil’s understanding. It is important that the deaf pupil has all the information before the task. Deaf pupils cannot look through optical equipment, such as a microscope and listen at the same time, they may need to avert their gaze, they may miss information or be interrupted in their task. Noisy equipment makes it difficult to hear speech.

**Note:** Cochlear implant users should never use a Van der Graaf generator because the static electricity generated can scramble the programming in their speech processors, making them unusable. If they are watching it in use they should remove their processor and stand well back.

Attach a label to the generator that explains this so all staff members are aware.

Safety goggles can be uncomfortable for cochlear implant users to wear over their implant coil. However, in most cases standard safety goggles are adequate and will not harm the implant site.

**Example: Notes to staff**

### Ways of helping Luke access learning during lessons

Luke can access your lessons with his FM system

→→ specialist vocabulary support

→→ adaptation to some complex texts.

**Remember:**

→→ he does not have TA support, any concerns you have must be raised with the SENCO, who meets with Luke during Period 4, every Wednesday afternoon

→→ Luke has requested you agree a regular time and place with him when he can contact you, if necessary, regarding his work

→→ you’ll know Luke to be a conscientious pupil, who’s well aware of his needs. Please be guided by him regarding his access to lesson content.

**During lessons:**

→→ provide Luke with key vocabulary words, preferably on a supplementary sheet; refer to this as you teach. Head of science has kept some examples that worked well during his GCSE preparation

→→ Luke is happy for his friend Mike to prompt him

→→ during demonstrations or when using PowerPoints allow Luke time to watch and then listen to what you are saying – he’s happy to guide you on this. Use the available angle poise spotlight when speaking if the room is darkened

→→ provide Luke with dictation texts

→→ when textbooks or worksheets you’ve prepared include new vocabulary, highlight these and provide meanings on a supplementary sheet. Alternatively Luke is reliable and willing to come to class early for you to take him through vocab, he finds it most useful to know what’s coming!

→→ check he has understood homework tasks.
PE and games
Guidelines for PE teachers should always include communication strategies to ensure the deaf pupil can follow instructions and participate effectively.

Whether deaf pupils choose to wear their hearing technologies during PE and games lessons is down to personal preference; some may not tolerate sound in echoic conditions such as sports halls or in windy conditions outside. Most hearing technologies are not waterproof and should not be worn for long periods in the rain. Some physical activities, such as contact sports like rugby, may require hearing technologies to be removed or additional protections to be in place (such as protective headgear). Parents, the pupil and the Teacher of the Deaf can guide the teacher on manufacturers’ recommendations.

The optimum range for hearing technologies is three metres. Whether or not a pupil wears their hearing technology, it is important that they are not at a disadvantage when participating in physical activities.

Activities may be adapted so that:

- instructions, rules and explanations are given while the pupil is wearing their hearing technology or within range of the teacher to hear
- as many teaching points as possible take the form of demonstration
- the teacher makes use of visual clues, for example, linesman’s flag as well as a whistle
- another class member can act as a ‘hearing buddy’ who can alert their deaf peer to any change of instructions.

Swimming
Although some cochlear implants are now waterproof, most deaf pupils will not be able to wear their hearing technologies during the swimming lesson. For communication and safety it is essential that:

- routines/rules are explained before pupils remove their hearing technologies
- 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 lipreading
- instructions are supported by using visual clues, signs/gestures to stop – these should be agreed beforehand
- 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.

Further information on swimming is available at www.ndcs.org.uk/swimming
Modern foreign languages

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

Guidelines for MFL teachers should always include use of available hearing technologies, communication and classroom management strategies.

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

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

- teachers and teaching assistants to work together so teaching assistants are familiar with pronunciation. If there are specific language assistants it can be useful for them to model vocabulary pronunciation on DVD for teaching assistants to use in class and the pupil to take home

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

- additional practice or pre-tutoring to grasp ‘letters’ that do not sound the same as in English, for example, the ‘h’ sound does not exist in French – words like hotel, home, hache are all pronounced without the ‘h’. This can be confusing for pupils who lipread, as the lip patterns will be different from what they expect.
Deaf pupils may experience difficulties in understanding new vocabulary (particularly pupils with ‘low level’ English language skills). Pupils may need:

- visual aids and vocabulary support sheets
- a check that they know the equivalent English vocabulary
- role play, gestures and facial expressions to understand meanings
- one-to-one teaching assistant support in pre-tutored sessions to reinforce meaning.

MFL teaching often involves using audio material or ‘aural’ learning. Pupils may need:

- their radio aid and additional leads to provide direct access to audio-visual systems for listening exercises; language labs may provide better quality sound
- audio material to be used less often, with live speaker versions of material provided, for example, a film of a staff member speaking the material. If this is not possible, the teacher, language assistant or teaching assistant should provide lipreadable repetition. If there is more than one voice, this should be shown by visual clues, for example, name cards or different hats for different speakers
- to have an opportunity to hear audio materials or read a transcript before their classmates.

Some deaf pupils will be disadvantaged in aural assessment parts of examinations. A live speaker version of the audio content should be provided. This must be applied for via the school’s examination office within the examination board’s timescale, with the advice of the Teacher of the Deaf. **Access arrangement for examinations** contains more information about access arrangements for examinations.
Working with teaching assistants and communication support workers

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

**Teaching assistants’ and communication support workers’ roles**

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

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

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

- To ensure the pupil is socially included and has similar opportunities to be involved and to contribute to lessons and the school community as other pupils.
TAs have supported specialist interventions specifically aimed at helping deaf pupils improve:

- their attending and listening skills
- their language and literacy levels and communication skills
- their access to lessons and social experiences.”

(National Sensory Impairment Partnership, 2012)

The range of activities carried out by teaching assistants (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
- planning lessons with teachers
- observing the pupil and assessing progress
- contributing to target setting
- supporting a pupil as part of a group activity
- adapting resources and teaching materials
- ensuring all hearing technology and equipment is working and maintained
- monitoring the effectiveness of the hearing environment
- working with the pupil on speech and language therapy exercises
- acting as a notetaker
- attending meetings, for example, annual reviews
- sharing the pupil's feedback on their access to the curriculum.

Many TAs will support a deaf pupil across the curriculum, potentially through a long period of their secondary school. 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 teaching assistants
Managers can support TAs by:

- ensuring they have the training, information and support to understand the pupil's needs and how to meet them, including how to use and maintain hearing technologies and meeting the Teacher of the Deaf
- ensuring the roles of those involved in the pupil’s education are clear (particularly for the TA and the subject teacher)
- ensuring there are opportunities for collaborative planning and communication between teachers and the TA, for example, giving TAs teaching plans in time for them to gather and adapt resources and teaching materials
- giving the TA time to study background notes and references for lessons so that they have sufficient knowledge of the subject matter to be able to support the pupil
• ensuring there is a focus on supporting the achievement of the pupil’s targets
• using classroom observation and giving feedback to the TA and teacher
• involving the TA in setting targets and clarifying their role in helping the pupil to meet targets
• agreeing targets and intended outcomes for the pupil and evaluating the impact of support and interventions
• giving TAs clear professional status and holding them accountable for their work.

**Effective working between subject teachers and teaching assistants**

It is good practice for the subject teachers working with TAs to:

• provide copies of work schemes and lesson plans in advance
• provide copies of any texts, books or resources that will be used in advance
• set aside time to meet with the 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 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.

**Using a communication support worker**

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 British Sign Language (BSL) interpreter. In this case, they will probably have a qualification in communication support and be referred to as a communication support worker (CSW). They will do this as well as the TA responsibilities.

**Working with a communication support worker: tips for subject 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 and form a reply.

• 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 do not understand anything.

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

• Speak directly to the pupil and not the interpreter.

• Remember that the deaf pupil will be watching the 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 will miss the explanation.
• Make sure there is space to enable the CSW to stand near them and the lighting is good.
(National Sensory Impairment Partnership (2012)

The school will need to be confident that CSWs have good enough BSL skills to translate the curriculum.¹

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

Possible negative features of TA support that need to be avoided include:
• the TA taking responsibility for a task away from the pupil
• prioritising the end product of the task rather than focusing on the pupil's understanding
• reactive and unplanned intervention
• TAs explaining something in an inaccurate or confusing way
• TAs frequently giving pupils answers
• teachers delegating responsibility for teaching to the TA.

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

¹ The National Sensory Impairment Partnership (NatSIP) recommends that a communication support worker should have a Level 3 qualification in BSL, which is roughly equivalent to an A level. Schools should seek specialist advice from a Teacher of the Deaf on this issue, where needed.
Assessment

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

- regularly
- to track progress over time
- to identify when there is a delay in progress
- to identify and address difference in progress between the pupil and others of a similar ability and age
- to inform future learning outcomes planning
- to evaluate teaching and learning strategies.

With effective assessment, support and monitoring deaf pupils have 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
- be expected to achieve the same as their peers of similar age and ability.

Such expectations are most likely to be met when the right teaching strategies and support interventions are in place to meet the pupil's individual needs. The assessment should include a focus on evaluating the teaching and learning strategies used; it may be necessary to supplement assessment against national benchmarks with additional information.


Assessment of need

Assessing a deaf pupil should be informed by an understanding of the impact that deafness has had on their learning. The Teacher of the Deaf or SENCO can help to identify what should be considered. For example, good speech intelligibility may mask levels of language understanding, leading to under- or overestimating the pupil's ability to understand.

The Teacher of the Deaf can use extra assessments to monitor progress in specialist areas of need, such as communication, language and audition, to:

- help to set realistic learning outcomes
- analyse progress made against national performance indicators
- identify what support strategies are needed in certain areas
- evaluate how additional class support and tailored intervention have affected learning outcomes.
Access arrangements for examinations

Some standardised tests may not be accessible to deaf pupils, especially if there is a listening element. For more information on access arrangements for assessment and examinations see:

- BATOD: www.batod.org.uk
- Joint Council for Qualifications: www.jcq.org.uk

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

Access arrangements involve making adjustments to the way that examinations are written or assessed. This is important for deaf pupils because they may have difficulties with language as a consequence of their deafness. It might be harder for them to be sure what they are being asked or to show what they know. Subjects that require strong reading and writing skills, such as history, can be particularly hard.

**When should access arrangements be made?**

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

Access arrangements should be discussed before courses that include examinations start. They should be discussed early so the pupil knows what to expect and the school can make arrangements. It is helpful to think about access arrangements when the pupil makes choices about what subjects to study for GCSE (or Highers in Scotland).

Access arrangements must be reflected in the pupil’s day-to-day support so they know what to expect. The arrangements should be in place for any internal or mock examinations.

In Year 10 (S3 in Scotland and Y11 in Northern Ireland), teaching staff should be made aware of appropriate and available arrangements so they can apply to the awarding bodies in good time (usually at the beginning of Year 10). The arrangements will cover the final written examinations and any modules or coursework.

**What access arrangements are available?**

Awarding bodies must ensure that access arrangements do not make exams easier for deaf pupils than for hearing pupils. This is important for deaf pupils, who will want to show their true capabilities to future employers and education providers. The arrangements that can be made are limited and there are strict rules about how arrangements in GCSEs, A levels, Standards and Highers can be used. The following list of arrangements that are allowed for ‘general qualifications’ might be appropriate for some deaf pupils, depending on their specific needs.
Modified language papers
The language and sentence structure of exams can be changed so that deaf pupils (and others) find it easier to understand. Awarding bodies are working hard to make sure that every paper is written in plain and clear English, but this is not always achieved, so modified papers can be useful. Changes can be made when the examination is written or after it has been produced and should be carried out by a Teacher of the Deaf. (Modified papers are not available in Scotland.)

Readers
Some deaf pupils have difficulty processing the written word but can comprehend the spoken word more quickly. These pupils can use a reader. If the pupil has a standardised score of below 85 on a reading test (taken within two years of the start of the course) they will qualify for a reader.

Oral language modification
Oral language modifiers (OLMs) can clarify the wording of a question during an examination if the pupil asks. Pupils who have a standardised score of below 85 on a reading test are eligible for an OLM and they can only be used if a paper has been modified to make it as clear as possible (see above). A teaching assistant, communication support worker or Teacher of the Deaf would usually perform this role. There are strict rules about how OLMs work – they can use British Sign Language, speak or write their explanations, but they must not explain any technical terms. Any changes have to be recorded for the awarding body. They can be used for most exams apart from the reading part of an English examination. (OLMs are not available in Scotland.)

British Sign Language (BSL) interpretation
Pupils who use BSL can have the paper signed to them in some exams. This is not permitted in the ‘speaking and listening’ or written parts of English, Gaelic, Welsh or modern foreign language exams. However, BSL interpreters can interpret the instructions in the paper. In England, Wales and Northern Ireland, pupils can sign answers that they can fingerspell or one-word answers. BSL is permitted in the speaking, listening and communication element of the functional skills qualification in England, Wales and Northern Ireland. In Scotland pupils can sign some or all of their responses and will be filmed.

Extra time
Some deaf pupils need longer to process what they read than hearing pupils, so they are allowed up to 25% extra time. Sometimes they are allowed extra time in combination with one of the adjustments described above. In England, Wales and Northern Ireland the school can approve this. If the pupil needs more than 25% extra time, the school will apply to the awarding body. In Scotland, the school will need to apply to the Scottish Qualifications Authority (SQA) for any extra time. Examinations may be taken in a separate room to accommodate this arrangement.

Vocational qualifications
The rules for vocational qualifications are more varied but awarding bodies must also make reasonable adjustments for disabled pupils. The only reason not to allow one of the above adjustments is if it interferes with a ‘competence standard’, which is a way of testing whether a pupil has a particular level of ability. Usually, examinations can be adjusted to use a different way to find out whether a pupil meets a competence standard. However, sometimes the assessment process is in itself a competence standard and no adjustments can be made.


**Exemptions**
Sometimes the pupil’s needs and the nature of the examination will be such that it is not possible to make adjustments without fundamentally changing what is being assessed. For example, some deaf pupils might be unable to access the speaking and listening part of an English examination, but having a BSL interpreter would be inappropriate because they would not be displaying an understanding of the language they were being examined in.

In these cases the pupil might be given an exemption. When an exemption is granted their marks are ‘enhanced’ and their grade is worked out using the marks they got in the parts of the examination they did take. This means they can still get the highest grades. For an exemption to be granted, the pupil must complete at least 60% of the examination components. They will not be granted an exemption if they can complete part of a component. Their results certificate will indicate that an exemption was awarded.
Supporting social and emotional development

Feeling included and that they are a valued member of the group can improve a pupil’s self-esteem, confidence and emotional wellbeing. However, communication difficulties associated with deafness can affect a pupil’s ability to integrate socially because:

- it is difficult to talk in groups, because of deafness and other pupils’ attitudes
- many opportunities to socialise take place in the noisiest parts of the school
- some pupils are bullied because of their deafness
- social acceptance requires an understanding of social norms but hearing pupils acquire these by incidental learning experiences, which deaf pupils are less likely to have
- they may worry that they will not understand what is being said or that their peers will misunderstand them
- they may become over-dependent on support from adults and lose confidence when support is not there
- they are often unaware of current social language, slang and ‘street talk’.

“I often have problems with my friends – I’ve missed what’s been said and gone before, then we misunderstand.”
Deaf pupil

**Putting support strategies in place**

Deaf pupils say that it is helpful if their peers understand the problems presented by deafness and how to support them. A Teacher of the Deaf can deliver peer awareness training. Some deaf pupils may not want to draw attention to their needs so training should be carried out in consultation with them.

It helps deaf pupils to understand how their deafness impacts on their lives and strategies to advocate their needs and improve difficult situations. To support this:

- promote deaf awareness in the classroom using resources such as NDCS’s Look, Smile, Chat
- provide opportunities for the pupil to practise social strategies related to their deafness, for example, identifying why a conversation is becoming difficult and how to improve the situation
- provide opportunities to meet other deaf young people – service providers, parents, local deaf groups or charities may be able to help
- it can be helpful for deaf pupils to meet deaf adults who have successfully managed issues arising from their deafness and may act as role models to younger deaf people
- encourage deaf pupils to take responsibility for their own deafness and to develop the confidence to ask for support.
It is important for secondary schools to note the following.

- It is important that deaf pupils do not become over-dependent on specialist staff for social support.

- Deaf pupils need the same opportunities as their peers to join in extracurricular activities. After-school clubs, including those run by external organisations, should meet the pupil's communication needs and make reasonable adjustments to ensure they can participate. Deaf pupils may need encouragement to join in and seek reassurance about the support they will receive.

- It is beneficial to provide designated ‘quiet zones’ at school where a deaf pupil and their social group can meet, particularly at lunch and break times.

- 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 (up to age 18). The Teacher of the Deaf 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 in *Responding to Bullying among Children with Special Educational Needs and/or Disabilities* found that:

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

Schools face a number of challenges in identifying, responding to and preventing pupils with SEN and/or disabilities being bullied and victimised.
Staff can help prevent and deal with bullying by:

- giving the pupil time to give a full account of what happened, recognising that communication can be particularly difficult when they are upset
- ensuring the pupil and their parent/carers know the school's anti-bullying policy and understand related procedures
- ensuring the pupil understands the concept and different types of bullying – that all pupils tease and are teased, but unacceptable levels should be challenged and personal tolerance levels should be respected
- identifying a staff member for the deaf pupil to discuss worries and concerns with
- regularly observing and monitoring the interaction between pupils and being alert to signs of bullying, such as a pupil:
  - asking to stay inside at break time
  - becoming anxious near lunch and home time
  - not taking part in class activities
- providing opportunities in Personal, Social and Health Education (PSHE) 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.

**Behaviour and discipline**

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

- instructions about timing and expectations in all areas of school are clear and reinforced
- the pupil has understood any timetable changes
- the pupil knows the rules and the consequences of breaking them
- staff members are aware that the cause of any indiscipline could be frustrations about not being able to hear/understand what is going on, fatigue (deaf pupils can have a shorter attention span and tire more quickly as they have to concentrate hard to hear) or being teased or bullied about their deafness
- the pupil understands why they are being disciplined – deaf pupils’ understanding of emotions and other people’s mental states may be less developed than their peers, so it is important that they understand the reason for discipline and not just that they got caught.

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.
Quality assurance: Classroom observation and pupil feedback

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

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

Quality assurance checklist for school managers

<table>
<thead>
<tr>
<th>The teacher</th>
<th>Observations and recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is the teacher aware of the pupil’s level of deafness and implications for accessing learning?</td>
<td></td>
</tr>
<tr>
<td>• Has the teacher checked with the pupil that their hearing technology is being worn, is switched on and is functioning?</td>
<td></td>
</tr>
<tr>
<td>• Does the teacher know how to use a radio aid if a pupil requires one?</td>
<td></td>
</tr>
<tr>
<td>• Has the teacher taken steps to minimise background noise?</td>
<td></td>
</tr>
<tr>
<td>• Is the teacher’s language matched to the pupil’s needs? To what extent is the teacher repeating/reinforcing key points, checking understanding?</td>
<td></td>
</tr>
<tr>
<td>• Is the pupil seated in a position where they can hear and see the teacher for lipreading but is also able to identify other speakers in the classroom?</td>
<td></td>
</tr>
<tr>
<td>• Has the teacher used multisensory approaches (for example, visual clues) to help the pupil access learning?</td>
<td></td>
</tr>
<tr>
<td>• Has the teacher enabled the pupil to follow classroom discussion by identifying speakers and repeating contributions and questions from others?</td>
<td></td>
</tr>
<tr>
<td>• Is the teacher using clear speech patterns and standing or sitting in a position where the pupil can see her/him for lipreading?</td>
<td></td>
</tr>
<tr>
<td>• Is the teacher using good whiteboard practice, such as listing lesson objectives and new vocabulary?</td>
<td></td>
</tr>
<tr>
<td>The support staff</td>
<td>Observations and recommendations</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Are support staff demonstrating that they:</td>
<td></td>
</tr>
<tr>
<td>• are working under the guidance of the teacher and are fully familiar with the</td>
<td></td>
</tr>
<tr>
<td>lesson plan and learning objectives?</td>
<td></td>
</tr>
<tr>
<td>• have sufficient knowledge of the subject being taught to be able to support</td>
<td></td>
</tr>
<tr>
<td>the pupil with any pre-lesson preparation (for example, introducing new</td>
<td></td>
</tr>
<tr>
<td>concepts and vocabulary) or post-tutoring to check full understanding)?</td>
<td></td>
</tr>
<tr>
<td>• are aware of their role in:</td>
<td></td>
</tr>
<tr>
<td>1. implementing strategies and approaches to ensure access to teaching and</td>
<td></td>
</tr>
<tr>
<td>learning?</td>
<td></td>
</tr>
<tr>
<td>2. helping the pupil achieve the learning objectives and targets</td>
<td></td>
</tr>
<tr>
<td>(including any pre- or post-tutoring, communication support)?</td>
<td></td>
</tr>
<tr>
<td>• (if they are used as notetakers) are taking sufficiently full and accurate</td>
<td></td>
</tr>
<tr>
<td>lesson notes?</td>
<td></td>
</tr>
<tr>
<td>• provide the appropriate level of support that promotes independent learning</td>
<td></td>
</tr>
<tr>
<td>with a particular focus on helping the pupil develop understanding rather than</td>
<td></td>
</tr>
<tr>
<td>just focusing on completing tasks?</td>
<td></td>
</tr>
<tr>
<td>• can help ensure hearing technology is functioning properly and know what to</td>
<td></td>
</tr>
<tr>
<td>do if there is a problem?</td>
<td></td>
</tr>
<tr>
<td>• have the relevant qualification in BSL if the pupil needs sign support to</td>
<td></td>
</tr>
<tr>
<td>access what is being said during the lesson?</td>
<td></td>
</tr>
<tr>
<td>• are fully aware of the specific needs of deaf pupils (type, degree of deafness,</td>
<td></td>
</tr>
<tr>
<td>residual hearing, level of language)?</td>
<td></td>
</tr>
<tr>
<td>• have discussed support needs with the teacher and pupil?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Observed behaviour in the pupil</th>
<th>Observations and recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the pupil:</td>
<td></td>
</tr>
<tr>
<td>• able to follow what the teacher is saying?</td>
<td></td>
</tr>
<tr>
<td>• engaged and active in learning?</td>
<td></td>
</tr>
<tr>
<td>• able to work and learn independently without</td>
<td></td>
</tr>
<tr>
<td>over-reliance on support staff?</td>
<td></td>
</tr>
<tr>
<td>• confident, with developed self-help strategies</td>
<td></td>
</tr>
<tr>
<td>and able to identify their own needs and</td>
<td></td>
</tr>
<tr>
<td>strategies to support access to learning?</td>
<td></td>
</tr>
<tr>
<td>• able to make effective use of hearing technologies</td>
<td></td>
</tr>
<tr>
<td>and know what to do if there are problems?</td>
<td></td>
</tr>
<tr>
<td>• able to interact/communicate with adults and ask</td>
<td></td>
</tr>
<tr>
<td>questions?</td>
<td></td>
</tr>
<tr>
<td>• able to interact/communicate with peers?</td>
<td></td>
</tr>
<tr>
<td>• confident after the lesson that they have</td>
<td></td>
</tr>
<tr>
<td>achieved the learning objectives?</td>
<td></td>
</tr>
<tr>
<td>• fully aware after the lesson of any homework that</td>
<td></td>
</tr>
<tr>
<td>has been set?</td>
<td></td>
</tr>
<tr>
<td>• well behaved?</td>
<td></td>
</tr>
</tbody>
</table>
Standards for specialist hearing support services
Specialist hearing support services should be operating to service standards set out by the Department for Education in Quality Standards for Special Educational Needs (SEN) Support and Outreach Services, available at: www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00582-2008

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

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

The second example form is used by Birmingham Team for Children with Hearing Impairment and covers a broader range of issues than just the listening environment.
Example: Pupil feedback form 1

Recording and monitoring outcomes: Oxfordshire’s questionnaires

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

<table>
<thead>
<tr>
<th></th>
<th>Point score</th>
<th>10</th>
<th>7</th>
<th>4</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy school</td>
<td>Always</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel safe at school</td>
<td>Always</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do well at school</td>
<td>Always</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to take part in activities that other children do</td>
<td>Always</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel I have friends</td>
<td>Always</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy breaks and lunchtimes</td>
<td>Always</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel comfortable when there is pair or group work</td>
<td>Always</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can talk to an adult if I am worried about something</td>
<td>Always</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teachers understand what I need and do things to help</td>
<td>Always</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My support workers understand what I need and do things to help</td>
<td>Always</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At school I enjoy...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At school I don’t enjoy...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other things that would help me are...</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Total point score/percentage:

Reproduced with the kind permission of the National Sensory Impairment Partnership from its publication SEN support and outreach services: case studies to illustrate how different services are seeking to meet the quality standards (2012)
Example: Pupil feedback form 2

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

Who helps you at school? What do these people do to help you?

How do you find these subjects at school?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Easy</th>
<th>OK</th>
<th>Hard</th>
<th>Comment – why?</th>
<th>What are the listening conditions like in these subjects?</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do you ever miss important information?

Can you always understand your subject teachers?

Do any of your subject teachers carry on talking with their backs turned?

Do your teachers use the radio aid correctly?

Do your subject teachers use subtitles on DVD presentations?

Do your subject teachers use visual aids?

Do you sit near the front in a good position?

Do you sometimes miss what your friends are saying?

What would help you?

What helps you most with your deafness?

What sort of support from your Teacher of the Deaf do you like/dislike?

What sort of support from your teaching assistants do you like/dislike?

What sorts of things might make learning easier for you?

Are any of these things a problem for you?

- Noise outside.
- Noise inside.
- Noise from other pupils.
- Overhead projectors/interactive white boards.
- Teachers giving instructions/homework while you are tidying up.
- Rooms that echo.

Do you understand how your hearing aids/cochlear implant works?

Are you happy to talk about your deafness?

When people ask you about your deafness how do you explain it to them?

Are there any situations outside of school that you find difficult because of your deafness?
Transition to further education or work

The school has two key roles in supporting developing and implementing transition plans.

1. Helping the pupil to make choices and prepare for post-16 (or post-18) education and work.

2. Providing information to other professionals including careers advisers (in school or external), the next educational placement or employers. This should include the pupil’s support preferences and needs as well as any other relevant information to support a positive transition.

Transition processes vary in different countries of the UK and within countries. Up-to-date information on the role of schools in transition processes can be found on the NDCS website.

Helping deaf pupils make choices
The school can help the pupil make choices by ensuring:

• the school plays a positive part in the local authority’s transition procedures
• the pupil has full information on the educational (both academic and vocational) and employment choices available to them, including any specialist provision
• relevant careers professionals have sufficiently high expectations and an understanding of the pupil’s deafness and its implications for education and employment settings
• careers professionals know how to communicate with the pupil
• any careers advice that the school is responsible for is fully integrated with other sources of advice and support during transition
• the pupil is encouraged to have ambitious and realistic aspirations
• the pupil is helped at an early stage to evaluate their strengths and weaknesses
• support is provided to overcome any potential barriers to them achieving their preferred choice
• the pupil has equal access to high-quality work experience as their hearing peers and is supported to ensure its success.

Helping deaf pupils with applications
The school can help pupils apply for college, university, an apprenticeship or work by:

• providing guidance on preparing CVs and completing application forms
• advising on what they need to say about their deafness when applying
• giving opportunities to practise interview techniques.
Helping deaf pupils prepare
The school can help pupils prepare for the start of college, university, an apprenticeship or work by encouraging them to:
• visit different settings and explore the communication support options
• think about the questions they need to ask when they visit potential educational placements
• be assertive about their legal rights and their communication and information needs.

Providing information to support successful transition
The school will have a range of information on the pupil’s needs, strengths, weaknesses, views and aspirations. This information will be critical to supporting transition planning. It will also contribute to any assessments the local authority or the pupil’s next educational placement undertake. Ultimately, it should help to ensure appropriate measures are in place to help the pupil succeed in their next educational placement or workplace.

The checklist overleaf illustrates the type of information the school could provide to support successful transition. A lot of this information may be held by Teachers of the Deaf or other professionals employed by the local authority, rather than directly by the school. Often, and as good practice, local authorities will coordinate this process as part of the support that they provide for pupils going through transition. However, it is still the school’s responsibility and it is important that staff members are aware of the type of information they should pass on.
<table>
<thead>
<tr>
<th><strong>Checklist: Information the school could provide to help post 16 transition planning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hearing and personal hearing technology</strong></td>
</tr>
<tr>
<td><strong>Information required</strong></td>
</tr>
</tbody>
</table>
| In this section record: 
**Degree and nature of the deafness:** 
Un-aided hearing level: 
Aided hearing level: | In this section record: 
What needs to be done to improve access to sound, for example, using radio aids, improving acoustics, using soundfield systems? |
| Ability to discriminate speech in different environments (class, workshops, halls): | What needs to be done to ensure optimum use of hearing technologies? |
| What sounds/words are difficult to hear? | What are the health and safety implications, for example, fire drills, giving instructions in workshops where machinery is used? |
| Personal hearing technology used: | |
| **Communication** |
| **Information required** | **Implications for transition plan** |
| In this section record: 
**Preferred way of communicating in different locations and situations (class, home, friends):** | In this section record: 
What needs to be done in the college to support access to teaching and learning, for example: |
| Competence in preferred way of communication: | - seating position to allow for speech reading? 
- using radio aids? 
- using soundfield systems? 
- advice/training for the teachers/lectures? 
- providing communication support workers with Level 3 qualification for pupils who use BSL? |
<p>| Lipreading ability: | What needs to be done in the workplace to facilitate good communication? |
| | What needs to be done to promote communication and social interaction with other pupils/work colleagues? |</p>
<table>
<thead>
<tr>
<th>Language</th>
<th>Information required</th>
<th>Implications for transition plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this section record:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Levels of understanding of language:</td>
<td>In this section record:</td>
</tr>
<tr>
<td></td>
<td>Level of expressive language:</td>
<td>How does this compare with hearing pupils?</td>
</tr>
<tr>
<td></td>
<td>Vocabulary level:</td>
<td>What are the implications for learning (for example, more processing time)?</td>
</tr>
<tr>
<td></td>
<td>Grammatical constructions:</td>
<td>If a gap exists, what targets should be set to close the gap and what support/ interventions are required to achieve them?</td>
</tr>
<tr>
<td></td>
<td>Social interaction and use of language:</td>
<td>What are the implications for teaching?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What are the implications for career choices and the workplace?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognition</th>
<th>Information required</th>
<th>Implications for transition plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this section record:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non verbal cognitive skills to:</td>
<td>In this section record:</td>
</tr>
<tr>
<td></td>
<td>· ensure teachers/lecturers have high expectations:</td>
<td>What needs to be done to address any other underlying difficulties the pupils may be experiencing?</td>
</tr>
<tr>
<td></td>
<td>· check whether there are other underlying learning difficulties:</td>
<td>What are the implications for career choices and the workplace?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Progress in curricular areas</th>
<th>Information required</th>
<th>Implications for transition plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this section record:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Progress in different curricular and extra curricular areas – are there particular strengths? Are there particular difficulties?</td>
<td>In this section record:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is more support required in particular areas?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What needs to be done to build on the strengths and address the weaknesses?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social and emotional aspects</th>
<th>Information required</th>
<th>Implications for transition plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this section record:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level of social interaction in class/school, friendship groups:</td>
<td>In this section record:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If low, how can they be increased? Do other pupils need deaf awareness training and information on how to communicate? What are the implications for career choices? What support can be put in place in the workplace?</td>
</tr>
</tbody>
</table>
### Pupil's views

<table>
<thead>
<tr>
<th>Information required</th>
<th>Implications for transition plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section record: <em>What are the pupil's hopes, aspirations and concerns about moving on? What information and help do they think they need to ensure the move to college or work is a success?</em></td>
<td>In this section record: <em>Provision of information and opportunities to help with the transition.</em></td>
</tr>
<tr>
<td><strong>Pupil's self-evaluation of support requirements:</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Parents' views

<table>
<thead>
<tr>
<th>Information required</th>
<th>Implications for transition plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this section record: <em>What are the parent's hopes, aspirations and concerns about moving on? What information and help do they think they need to support the transition to further education or work? What provision do they think is appropriate?</em></td>
<td>In this section record: <em>Provision of information and opportunities to help with the transition.</em></td>
</tr>
</tbody>
</table>

### Other considerations

<table>
<thead>
<tr>
<th>Information</th>
<th>Implications for transition plan</th>
</tr>
</thead>
</table>
| In this section record: *Any other information, for example:*  
  a) *Any other difficulties or medication conditions:*  
  b) *Attendance issues:*  
  c) *Behaviour issues:* | |
| **Existing support provided by the school:** | |
Appendices

Appendix 1: Types of deafness

Types of deafness

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

Up to 80% of children will experience an episode of glue ear by the time they are aged 10. It is estimated that one in five of five-year-olds will be affected by glue ear at any one time. Teachers, particularly those teaching the youngest pupils, will have a number of pupils in their class who are experiencing difficulty in hearing. For some pupils, glue ear can reduce hearing considerably for a protracted period and this has a significant impact on learning and progress.

Sensori-neural deafness
Sensori-neural deafness results from damage to the inner ear. It is generally caused through loss or damage to the hair cells in the cochlea that means the cochlear is not processing sound effectively or, in some cases, when the auditory (hearing) nerve itself is not working. Children can have both conductive deafness and sensori-neural deafness and this is known as mixed deafness.

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

Unilateral and bilateral deafness
Some children are deaf in one ear and have ordinary levels in the other. This is called unilateral deafness. When children are deaf in both ears this is called bilateral deafness.

Levels of deafness
Deafness is measured in two ways:
- how loud the sound has to be so that the child can hear it, measured in decibels
- which frequencies (pitch) the child can or cannot hear, measured in hertz.

Each child’s deafness is different depending on which frequencies are affected and how loud a sound has to be for them to hear it.

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

Mild deafness: 20–40dB
Without hearing aids a child may be able to hear a baby crying or music from a stereo but may be unable to hear whispered conversation.

Moderate deafness: 41–70dB
Without hearing aids a child may hear a dog barking or telephone ringing but may be unable to hear a baby crying.
Severe deafness: 71–95dB
Without hearing aids or cochlear implants a child may hear a chainsaw or drums being played but may be unable to hear a piano or a dog barking.

Profound deafness: >95dB
Without hearing aids or cochlear implants a child may hear an articulated lorry passing close by but not a phone ringing.

The Teacher of the Deaf can explain the individual deaf child’s level of hearing by using an audiogram. 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.
Appendix 2: Personal hearing technology

Personal hearing technology
Deaf pupils may use a variety of hearing technologies. Hearing technologies will enable many deaf children to perceive the full range of speech sounds, although not as well or as easily as hearing children. The types of equipment provided by the NHS are listed here.

Hearing aid
Used when there is some aidable, residual hearing to provide access to speech sounds, a hearing aid has a microphone, amplifier and speaker. Hearing aids can be programmed very closely to match the child's deafness.

Cochlear implant
Used when a child is severely or profoundly deaf with little access to speech sounds through hearing aids, a cochlear implant works by stimulating the auditory nerves within the cochlea directly.

Bone anchored hearing aid/bone conduction hearing aid
This is used when a child has a conductive deafness where conventional hearing aids cannot be worn (for example, because the outer ear is malformed or absent). It may also be used with children who have a profound unilateral sensori-neural deafness. A bone anchored hearing aid consists of a sound processor that clips on to a small screw implanted in the skull just behind the ear. This allows sound to be conducted through the bone to the inner ear. A bone conduction hearing aid is kept in place with a metal or soft headband and sound vibrations are transmitted across the skin.

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

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

“It made an enormous difference – we just didn’t realise how much her hearing loss was affecting her at school.”

“It was brilliant, really helpful and improved her progress at school.”
“She says it helps her a lot at school.”

“It made a tremendous difference. It’s the first time we have tried something which actually helped him.”

**Soundfield systems**

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

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

A pupil may need to use radio aids alongside the soundfield system and both can be set up to work side by side.
Appendix 3: Further resources

General
National Association for Tertiary Education for Deaf People
www.nated.org.uk
The National Deaf Children’s Society
www.ndcs.org.uk
The Ear Foundation
www.earfoundation.org.uk
Action on Hearing Loss
www.actiononhearingloss.org.uk
The British Association of Teachers of the Deaf
www.batod.org.uk
Ewing Foundation
www.ewing-foundation.org.uk
Connexions for 13–19 year olds living in England
www.connexions-direct.com
Deaf Action
www.deafaction.org
Deaf Connections
www.deafconnections.co.uk
Association of Lipspeakers (ALS)
www.lipspeaking.co.uk
The Association of Communication Support Workers
www.acsw.org.uk
Signature
www.signature.org.uk

Acoustics
Arthur Boothroyd, speech and hearing scientist. His website contains files for
download, including deafness simulations and the effects of room acoustics on
speech perception: www.arthurboothroyd.com

Building Bulletin 93: Acoustic design of Schools, Department for Education
www.education.gov.uk

Classroom Acoustics– Recommended standards (The British Association of
Teachers of the Deaf, 2001) available as a PDF from: www.batod.org.uk

NDCS resources
All NDCS resources are free to members and membership is free to all parents
and carers of deaf children and professionals working with them. The following
can be downloaded or ordered via our website www.ndcs.org.uk or you can
contact the Freephone Helpline on 0808 800 8880 for further information.

The following resources are useful for professionals:
• Acoustic Toolkit
• Here to Learn DVD
• Radio Aids: An introductory guide
• Look, Smile, Chat Deaf Awareness Pack
• Supporting the Achievement of Deaf Young People in Further Education
The following resources are useful for parents of young deaf people

- *Your Deaf Child from 14+: A guide to transition in England, Wales and Northern Ireland*
- *Your Deaf Child from 14+: A guide to transition in Scotland*
- *Your Deaf Child from 16+: A guide to education and training support England, Wales and Northern Ireland*
- *Your Deaf Child from 16+: A guide to education and training support in Scotland*
- *Thinking about Apprenticeships*
- *Access Arrangements for your Child’s Examinations*
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NDCS provides the following services through our membership scheme. Registration is simple, fast and free to parents and carers of deaf children and professionals working with them. Contact the Freephone Helpline (see below) or register through www.ndcs.org.uk

- A Freephone Helpline 0808 800 8880 (voice and text) offering clear, balanced information on many issues relating to childhood deafness, including schooling and communication options.

- A range of publications for parents and professionals on areas such as audiology, parenting and financial support.

- A website at www.ndcs.org.uk with regularly updated information on all aspects of childhood deafness and access to all NDCS publications.

- A team of family officers who provide information and local support for families of deaf children across the UK.

- Specialist information, advice and support (including representation at hearings if needed) from one of our appeals advisers in relation to the following types of tribunal appeals: education (including disability discrimination, special educational needs (SEN) and, in Scotland, Additional Support for Learning (ASL)); and benefits.

- An audiologist and technology team to provide information about deafness and equipment that may help deaf children.

- Technology Test Drive – an equipment loan service that enables deaf children to try out equipment at home or school.

- Family weekends and special events for families of deaf children.

- Sports, arts and outdoor activities for deaf children and young people.

- A quarterly magazine and regular email updates.

- An online forum for parents and carers to share their experiences at www.ndcs.org.uk/parentplace.

- A website for deaf children and young people to get information, share their experiences and have fun at www.buzz.org.uk.
NDCS is the leading charity dedicated to creating a world without barriers for deaf children and young people.

NDCS Freephone Helpline: 0808 800 8880 (voice and text)

Email: helpline@ndcs.org.uk

www.ndcs.org.uk