**Managing listening conditions checklist**

**Has the teacher:**

Reduced noise from outside the school, for example, by closing windows?

Reduced noise from elsewhere in the school, for example, by closing the door?

Reduced unnecessary noise within the classroom, for example, turning off noisy projectors and making sure ventilation systems are regularly serviced?

Reduced noise from other pupils, for example, making sure that pupils move quietly through school corridors during lesson times?

Made improvements to the quality of sound within the classroom, for example, sticking soft pads on the bottom of chairs and table legs, using fabrics to reduce hard surfaces, and installing improved ceiling tiles or acoustic clouds?

**Teachers should also use the checklist below to help them to support deaf pupils:**

Is the child seated near to and with a good view of you?

Is the child seated as far as possible from any external noises (e.g. a playing field, road, building works, etc.)?

Have you reviewed the timetable to make sure you can manage noise effectively? (For example, by not timetabling design and technology or music lessons in a classroom where a deaf child is learning literacy.)

Are you delivering lessons with high language content in rooms with the best acoustics, and are the rooms easy to identify for staff?

Are you aware of the challenges that a deaf child might face in the classroom and how you can help to mitigate them? (For example, using radio aids and Soundfield systems properly, using visual cues , and ensuring other pupils are deaf aware.)

**Our *Here to Learn* video has more information on the steps that teachers should be taking to improve acoustics at** [**www.ndcs.org.uk/heretolearn**](http://www.ndcs.org.uk/heretolearn)**.**

**You can also read our Deaf-Friendly Teaching resources for simple tips on how to ensure your teaching is accessible to deaf children.** [**www.ndcs.org.uk/deaffriendlyteaching**](http://www.ndcs.org.uk/deaffriendlyteaching)**.**