Deaf-friendly teaching

For secondary school staff

National Deaf Children's Society

Contents

A note about terms

We use the term 'deaf' to refer to all types of hearing loss from mild to profound. This includes deafness in one ear or temporary hearing loss such as glue ear. It also includes pupils who may have been identified as having a hearing impairment in the School Census.

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

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

1 Introduction

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

Most deaf pupils attend mainstream schools yet at every key point in education many deaf children are falling behind their hearing classmates. We know that:

- deaf pupils can achieve the same as their hearing peers when they're taught by teachers who have high expectations and adapt teaching methods and materials to accommodate their strengths and needs

- deaf pupils who appear to be doing well in school, primarily because of their speech skills, may not receive the support they need to achieve their full potential

- a school's acoustic environment (listening conditions) can have a huge impact on a deaf pupil's ability to access information and learn

- deaf pupils benefit when a school promotes personal qualities such as assertiveness, confidence and resilience

- deaf pupils do better when their families are engaged and have the information they need to support their decision-making and help them make informed choices.

- deaf pupils achieve more when their families are fully involved in their education, both formally and informally

- families value opportunities for their children to attend school clubs and activities and be part of the school and local community.[1]

Who is this resource for?

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

How to use this resource

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

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

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

2 Deafness and its impact on learning

> " It takes me longer to process information – [it's] harder to understand some things.
>
> **Deaf pupil**

Deafness isn't a learning disability, and with the right support, there's no reason why a deaf child can't achieve as much as a hearing child. However, deaf pupils may experience particular challenges as most learning takes place through seeing and hearing.

Deaf pupils have a diverse range of needs, use different hearing technologies and have different ways of communicating and learning. It's important to find out from the pupil and their Teacher of the Deaf what their hearing, learning and communication preferences are and how you can best support their learning.

Levels and types of deafness

There is considerable variation in the levels and types of childhood deafness. Deaf children may have a permanent mild, moderate, severe or profound hearing loss in one or both ears or a temporary hearing loss, such as glue ear. The Teacher of the Deaf will be able to explain the pupil's level of deafness by showing you an audiogram – a chart used by an audiologist to record the results of the hearing assessment.

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

It's important to look out for any possible signs of deafness and to monitor deaf pupils' hearing levels in case of deterioration.

Hearing aids and cochlear implants

Most deaf young people use hearing technology supplied by the NHS such as hearing aids, bone conduction hearing implants or cochlear implants. These are used to improve a deaf young person's access to sound, but it won't give them 'normal' or 'typical' hearing. In particular, a deaf person may not hear speech clearly or hear enough without lip-reading.

Acquired or a change in deafness

Pupils may start secondary school without a diagnosis of deafness, or acquire a permanent hearing loss while at school. At secondary age this is most likely to happen following a serious illness, such as meningitis, or a brain tumour or bang to the head.

> More information on the causes of deafness can be found at: **www.ndcs.org.uk/information-and-support/ childhood-deafness/causes-of-deafness**.

Deafness and additional needs

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

Impact of deafness on language

Earlier diagnosis of hearing loss and improved hearing technologies mean that more deaf pupils now start secondary school using spoken language (with or without signed support). However, childhood deafness can have a major impact on learning spoken language as it's usually acquired through sight and hearing. A deaf child's language, communication and learning needs may also not be immediately apparent, with clear speech masking their level of linguistic ability. How deafness impacts on a pupil will also be influenced by:

- the age at which they became deaf
- whether deafness was diagnosed early or late
- support from parents
- quality of professional support – this could include the Teacher of the Deaf, SENCO, paediatric audiology team etc.
- how well their hearing technology works and how often they wear it
- their cognitive ability and personal characteristics, such as determination

Impact of deafness on learning

Deafness impacts on the development of language and this means that a deaf child can have difficulty in:

- making sense of what people say and understanding what's happening around them

- learning to think things through and problem-solve

- understanding and expressing what they are feeling and managing their emotions.

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

Teachers should be aware of:	Teaching, learning and support strategies
Slower language development, with reduced vocabulary and understanding of words and concepts	Find out the pupil's communication needs. Find out the pupil's language levels and any recommendations or targets that have been set. Monitor and support language and literacy skills. Chunk key information and instructions. Provide vocabulary lists and opportunities for learning vocabulary. Work with teaching assistants to support access to spoken information. Use visual aids and prompts to support understanding. Develop pragmatic language by engaging in social groups with other pupils and adults. Develop vocabulary associated with emotions and feelings through discussions around events, points of view and books. Communicate clearly and effectively with deaf pupils. Minimise use of idioms and colloquialisms but keep language rich and varied. Involve parents in interventions to support learning.

Teachers should be aware of:	Teaching, learning and support strategies
Difficulties with listening skills , such as processing spoken language and accessing certain speech sounds or less well developed listening skills	Make sure hearing technologies are being used correctly and well. Make sure the deaf pupil has a good view of you and the smartboard. Keep background noise to a minimum. Signal when active listening is required. Be aware that listening can be tiring for the deaf pupil, and offer listening breaks. Repeat and clarify peer responses. Provide a quiet area if required.
Reduced attention and concentration due to lip-reading and listening	Make sure the pace and length of learning sessions is appropriate. Repeat key information and check levels of understanding as appropriate. Make sure the pupil has good notes on the lesson. Use visual cues to support teaching points. Write or record key vocabulary and information to support pupil's understanding of the lesson content.
Delayed literacy skills and difficulties with English grammar and spelling.	Teach skills to support grammar and spelling. Encourage and support reading. Provide resources and strategies which help deaf pupils to organise written information such as writing frames and graphic organisers. Modify complex written texts. Identify and teach key or problematic vocabulary. Use specific programmes, resources and strategies to target areas of difficulty. Ask the Teacher of the Deaf or speech and language therapist to support you with this.

Teachers should be aware of:	Teaching, learning and support strategies
Memory – struggling to remember information, particularly large chunks; and issues with working and auditory memory.	Check the pupil's understanding as appropriate. Allow them more time to process information. Teach strategies that support memory. Present information visually. Chunk key information. Provide prompt sheets with key information or vocabulary.
Difficulties with multitasking, for example, taking notes and listening, or lip-reading and/or watching demonstrations at the same time.	Use teaching assistants as notetakers. Allow time for pupils to record information. Repeat demonstrations. Provide notes on key information. Provide written/pictorial information.
Difficulties around incidental learning – deaf pupils may have a smaller or reduced knowledge of the world because they struggle to pick up what others are saying.	Create opportunities for one-to-one and small group work in a good listening environment. Check understanding, reinforce concepts and language and explain gaps in knowledge base. Provide opportunities for pupils to talk about wider issues, such as news events or world events, as they happen or after they happen.

Teachers should be aware of:	Teaching, learning and support strategies
Social skills – deafness may cause difficulties with friendships, everyday social situations and responding appropriately in unfamiliar and new situations	Make sure peers are deaf aware and can communicate appropriately with the deaf pupil. Create opportunities for small group work and activities in which to practice: • appropriately expressing emotions and ideas • asking for clarification from teachers and peers • identifying and avoiding situations that could lead to conflict • initiating social interactions • joining in an ongoing activity • maintaining self-control • negotiating with peers • recognising and responding appropriately to other people's emotions • recognising social cues • solving conflicts with peers. Teach vocabulary to support social language such as idioms, colloquialisms and slang. Make sure the pupil can access extracurricular activities. Deaf pupils may need specific teaching to see situations from other people's perspective. This is known as theory of mind and research suggests it can be delayed in deaf children. For more information on theory of mind and deafness see Chapter 10.

Teachers should be aware of:	Teaching, learning and support strategies
Promoting deaf pupil's self-esteem and pupil voice. Deaf pupils may need support to develop good resilience, feel confident about their deaf identity and advocate to have their needs met	Make sure that disabilities including deafness are included in the curriculum. Where possible provide opportunities for deaf pupils to come together or meet deaf adults. Involve pupils in feedback on strategies to support learning, as well as wider access to the school environment. Use specific resources/training developed for deaf children, for example, the National Deaf Children's Society's Healthy Minds programme. **www.ndcs.org.uk/healthyminds**

! **An effective school will:**

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

3 Working together to support deaf pupils

Partnerships with parents

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

Parents play a key role in supporting their deaf child's achievement. They're the experts on their child's deafness and will also be instrumental in ensuring that interventions and targeted outcomes are successful. They can share useful information about their child's:

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

Contact before starting school

Meeting with parents before the child starts school means you can gather important information about the pupil's needs and make sure they have a successful start at school. It gives you an opportunity to respond to any worries the parents have, helping them to feel valued, welcomed and involved in their child's education.

Helping parents to support their deaf child's learning

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

- sharing plans, learning objectives and vocabulary before the learning activity
- explaining and discussing learning outcomes that they would like the child to practise
- identifying any challenges the child might face and discussing how to respond
- demonstrating the activity if required (or inviting the parent to watch a teaching session in class time).

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

Keeping parents informed

Keep parents well-informed about the provision for their child and involve them in regular review meetings where you can discuss progress. This will include:

- seeking their advice and getting feedback on decisions about support

- sharing progress against targets and any measures being taken to address difficulties they may be experiencing

- sharing information on their child's participation in school life, including developing social skills and friendships

- inviting parents and children to contribute to needs assessments and to the development and review of support plans.

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

Establishing good home-school communication

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

- agree a way for staff to regularly update parents by emailing, meeting or phoning

- send text messages asking parents to look out for information or reminding them when a pre-planned activity is coming up.

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

Deaf children benefit when parents, school, health and social services and the voluntary sector work together. Your school can lead on this by:

- asking the pupil and their family for feedback about provision and support
- sharing information, for example, telling the pupil's parents and Teacher of the Deaf how well the hearing technology is working
- making sure school staff have access to reports from, for example, health, parents, social services and the voluntary sector and time to discuss them with parents and other professionals who support the child
- providing facilities for professionals who visit to support the deaf pupil, for example, ensuring meeting rooms have good acoustics and are free from interruption
- sharing results of school assessments and contributing to multidisciplinary assessments and reports and any resulting support plan.

The role of school staff

This section explains how different school staff can support the achievement and inclusion of deaf pupils.

SENCO

- Make sure the school receives all information on the pupil's deafness and its implications before the pupil starts at the school.

- Make sure hearing technology, adjustments to the acoustic environment and classroom and support staff are in place for the start of term.

- Communicate all information about the pupil's needs and how to meet them, to other staff.

- Make sure the school works with other health and education specialists who are supporting the pupil.

- Organise staff training, such as deaf awareness training.

- Make sure teaching assistants have the knowledge and skills to support the pupil, **including at least a Level 3 British Sign Language (BSL) qualification** or equivalent for pupils who require signed support.

- Support the school's contribution to 14–25 'moving on' (transition) planning.

- Liaise with the examination officer to make sure access to exam arrangements is in place.

- Make sure that information about the deaf pupil is available on the school portal for supply staff.

- Coordinates the support the pupil receives from other professionals.

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, support their social skills and friendships and offer pastoral support.

- Encourage other pupils to understand the deaf pupil's needs and how they can offer support.

- Help ensure there are effective home-school links, encouraging parents to share any concerns.

- Make sure behaviour management strategies take account of the pupil's deafness.

- Promote the development of independence skills.

Subject teacher

- Understand the pupil's needs and the implications for accessing lessons and activities.
- Adapt the teaching approach to make sure the pupil can access teaching and learning.
- Work with teaching assistants and communication support workers to make sure the pupil has access to teaching and learning, focusing on their targets and learning goals.
- Assess and track the pupil's progress, identify gaps in learning and set ambitious targets.
- Liaise with parents, and review approaches as a result of any discussion.

Bursar/property manager

- Make changes to improve listening conditions for the pupil (for example, improving room acoustics and installing soundfield systems).

School senior management

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

A deaf pupil may also receive support from the professionals below.

Teachers of the Deaf

In many areas, a child with permanent moderate to profound deafness will receive regular support from a Teacher of the Deaf who has a mandatory qualification in deaf education. They may have supported the child since their diagnosis.

Pupils with a temporary or mild hearing loss, or deafness in one ear, may not always meet the criteria for regular support but the Teacher of the Deaf may be able to advise the school on how 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:

- supports and advises teachers on strategies to support the pupil to learn
- gives deaf awareness training and training on meeting the pupil's needs
- supports the use and maintenance of hearing technologies
- carries out specialist assessments to identify the pupil's needs and gives recommendations to inform teaching and learning strategies, interventions and help set targets
- recommends improvements to the listening environment and improves access to learning activities for all pupils
- advises on which outcomes can be achieved when the right support is in place
- gives advice and support for all areas of the pupil's development
- supports and advises parents on audiological and educational issues, communication choices and on getting the appropriate support for their deaf child
- helps coordinate working with other agencies involved with the pupil
- supports the pupil's move from secondary school
- advises on adjustments needed for tests and exams.

Speech and language therapists

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

Audiologists

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

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

Educational audiologists

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

Involving the deaf pupil and their family

It's really important to involve the deaf pupil in deciding on the type of support they receive. Examples of how you can get pupil feedback can be found in Chapter 11.

An effective school will:

- fully involve parents in the school decision making for their deaf child and make sure parents understand the purpose of any intervention or programme of action

- ensure that families know about where to go for further advice and support through either contacting our helpline or the Independent Advice and Support Services network (IAS). IAS Services offer information, advice and support for disabled children and young people, and those with SEN, and their parents. Available at **councilfordisabledchildren.org.uk/ information-advice-and-support-services-network**

- welcome and encourage parents to take part from the beginning and throughout their child's education

- make sure there are no barriers to parents' involvement

- work in close partnership with and get advice from the Teacher of the Deaf and outside agencies on support that will prevent the development of more significant needs

- make sure all staff are clear on their roles and responsibilities in relation to the deaf pupil

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

- encourage staff to discuss the deaf pupil's needs and support with them

- make reasonable adjustments to meet the deaf pupil's needs, so that they're not placed at a substantial disadvantage.
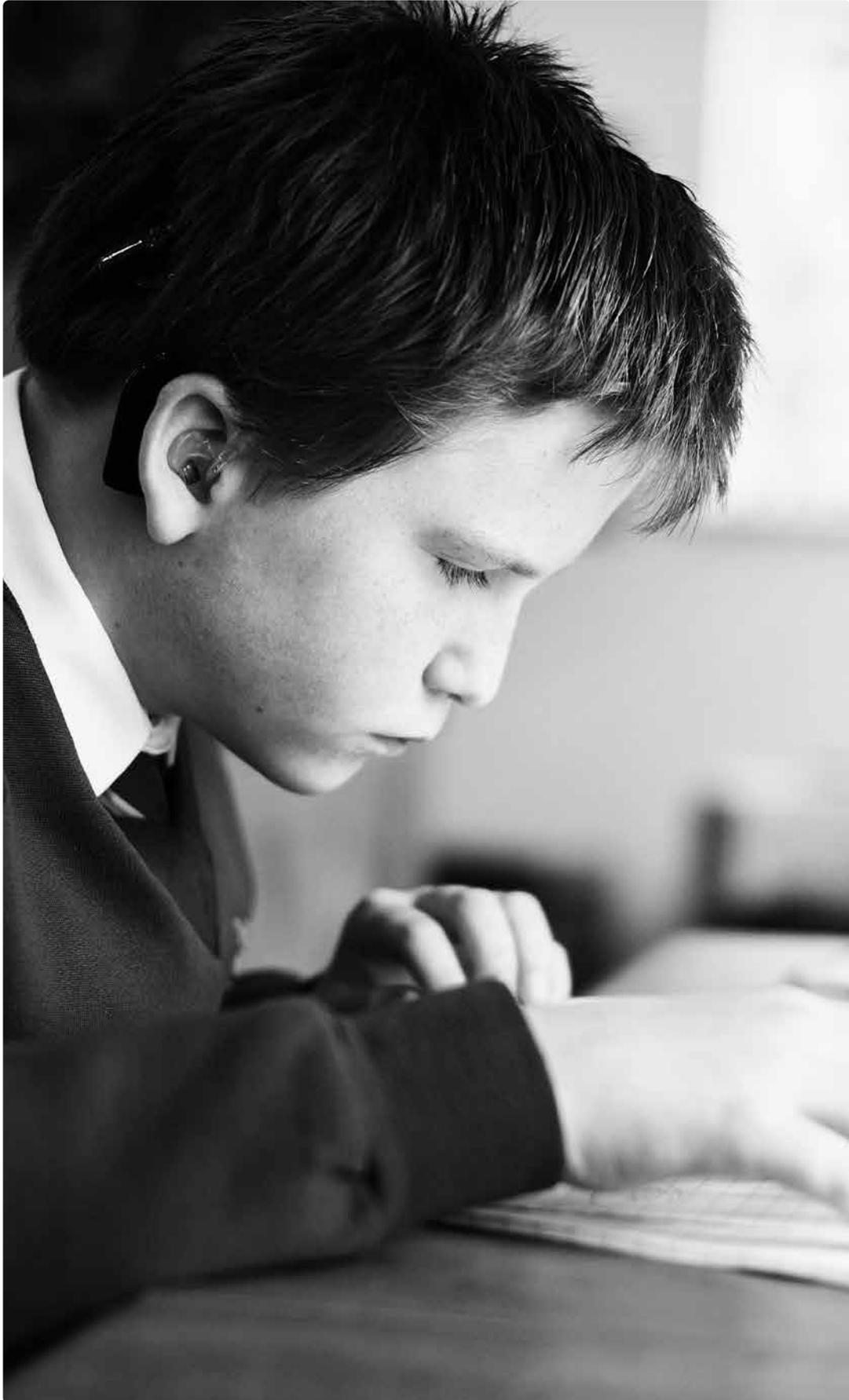
4 Moving on to secondary school

Challenges for deaf pupils

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

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

Deaf pupils starting secondary school may face challenges including:

- the acoustic environment in a larger school combined with frequent changes of classroom

- more teaching staff, who may have different teaching styles, expectations and communication skills – some of whom may be easier to lip-read than others

- different deaf awareness levels among staff and pupils

- more demanding subject content and subject-specific vocabulary

- lots of different terminology and acronyms

- forming new relationships with school staff and classmates

- staff having different expectations of behaviour and independence.

It's important for your school's SENCO and tutor to work with the pupil, their parents, the primary school and Teacher of the Deaf to develop a plan that helps overcome these potential challenges so the deaf pupil has a successful start at secondary school.

The 'moving on' (transition) plan

A good plan will:

- be prepared well in advance of the pupil starting school, so that the support arrangements can be put in place
- clearly identify the staff member responsible for preparing the plan and coordinating its implementation
- involve the pupil and their parents and address any concerns they have based on a thorough analysis of the pupil's needs and strengths, including looking at information from specialist assessments
- identify and record actions including:
  - > what support should be provided
  - > who in the school is responsible for each action
  - > timescale for delivery.

➡ Example checklist for collecting information to support the move from primary school

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

Primary to secondary school move	
Pupil name: Primary school: Primary school contact: Parents:	
Hearing loss and hearing technology	
Information required	Implications for 'moving on' (transition) plan
In this section record: Type and level of deafness Un-aided hearing level Aided hearing level Listening in different environments (for example, class, workshops, halls) Sounds/words that are difficult to hear Personal hearing technology used When it is used How well the pupil uses it	**In this section record:** What needs to be done to improve access to sound, for example, providing radio aids, improving acoustics, using soundfield systems? What needs to be done to make sure hearing technologies are being used correctly and well, for example, daily checks by staff of batteries, tubing, etc. and developing the pupil's skills in managing their own technology? What are the health and safety implications, for example, fire drills, giving instructions in workshops where machinery is used?

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

Cognition	
Information required	Implications for 'moving on' (transition) plan
In this section record: Non-verbal cognitive skills to: • make sure teachers have high expectations • check whether or not there are other underlying learning difficulties.	**In this section record:** What needs to be done ensure that teachers have the right expectation and aspirations? What needs to be done to address any other underlying difficulties the pupil may be experiencing?

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

Social and emotional aspects	
Information required	Implications for 'moving on' (transition) plan
In this section record: Level of social interaction in class/school friendship groups: Knowledge and understanding of their hearing loss (the deaf child's understanding and other children's understanding) Ability to manage their learning needs	**In this section record:** If levels of social interaction are low how can they be increased? What is their preferred friendship group? Do other pupils need deaf awareness training and information on how to communicate with the deaf pupil? Would the pupil benefit from meeting other deaf pupils? Is the pupil able to self-advocate?

Pupil's views	
Information required	Implications for 'moving on' (transition) plan
In this section record: What are the pupil's hopes, aspirations and concerns about moving to a new school? What information and help do they think they need to support their move to a new school?	**In this section record:** What information and opportunities are needed to help with the move?
Parents' views	
Information required	Implications for 'moving on' (transition) plan
In this section record: What are the parents' hopes, aspirations and concerns about their child moving to a new school? What information and help do they think they need to support their child's move to a new school?	**In this section record:** What information and opportunities are needed to help with the move, such as additional visits?
Other considerations	
Information required	Implications for 'moving on' (transition) plan
In this section record: Any other considerations, for example: • any other difficulties or medical conditions or medical needs • attendance issues • behaviour issues.	

Strategies to support the move to secondary school

Assessing the pupil's needs

- Use information from the primary school, the parents, the pupil and specialist health, education and social care services.
- Conduct exit interviews. These are a structured way of finding out more about the pupil before they join the school.

Support the pupil by:

- providing taster days with friends and extra days to meet key staff members (these visits should be planned so the pupil can fully take part in the activities)
- giving them 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
- giving them opportunities to give feedback to key staff.

Liaise with the primary school

- Arrange regular, ongoing meetings between key members of staff from both schools and the support service.
- Visit and observe the pupil at primary school.

Preparation in the secondary school

- Carry out an acoustic audit of teaching spaces and identify how the listening environment can be improved.
- Make sure that any hearing technology such as radio aids and/or a soundfield system is in place before the pupil starts.
- Give staff information on the pupil's needs and how they can be best supported to access teaching and learning.
- Deliver joint training with the deaf pupil to staff or other pupils.
- Meet the deaf pupil's social needs including supporting existing friendship groups.
- Arrange for the pupil to meet with their teaching assistant or communication support worker before the start of term.

The strategies used will depend on the pupil's needs.

> **Resources for promoting deaf awareness**
>
> Our *Look, Smile, Chat Deaf* resources, available at **www.buzz.org.uk/looksmilechat** aim to increase deaf awareness at school. They include communication tips for deaf and hearing young people, a lesson plan for secondary school pupils and a poster.
>
> Our series of video clips, *Here to Learn*, is for mainstream schools, and covers all aspects of deaf awareness. It can be watched as a whole, or as individual modules, and includes interviews with deaf pupils, their parents and school staff. The video clips can also be watched online at: **www.ndcs.org.uk/heretolearn.**

Sharing information

Once all the relevant information has been collected by the SENCO, they should share a summary with school staff (with the agreement of the pupil's parents). An example information sheet can be found below and there's a blank template for you to use in Chapter 13.

Photo	Pupil: Lauren Taylor Year: Yr 7 Form tutor: Mrs Hall Head of year: Mrs Stevens SENCO: Mr Pool Subject: English

Hearing loss and hearing technology

Lauren uses hearing aids and a radio aid.

Communication

Lauren has good spoken English but needs to lip read.

Learning and access

Lauren will need:

- to be sitting in the front two rows of the class
- to use a radio aid
- to see your face.

Remember:

- Lauren may not say if she does not understand.
- Group work will be difficult. Remind pupils to speak one at a time and place the radio aid in the middle of the table.
- Identify new and unfamiliar vocabulary and share with Lauren at the beginning of each topic.
- Lauren may struggle with some complex sentence structures. Support her to simplify these.

Personal passports

In addition to or instead of the previous information sheet, some pupils may already have a 'personal passport' or 'profile'. Personal passports can be a practical and person-centred way of supporting pupils. They contain key information and range from small laminated cards that can be attached to, for example, a lanyard or a locker key, to A4 sheets of paper with more detailed information. They can also be useful in situations where the pupil is being supported by school supply staff. Examples of personal passports can be found at **www.ndcs.org.uk/personalpassports**.

Cassie Thomas 9H

I use a hearing aid

It helps if you:

- face me when talking
- repeat what you've said if I ask
- allow my friends to prompt me
- understand it is harder for me to listen when there's lots of background noise.

Thank you

When using the radio aid

- I have the attachments needed to fit on my hearing aid.
- You need to wear the microphone around your neck, roughly 15cm from your mouth and switched on. When you talk to other students you can switch it off.

Thank you

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i **An effective school will:**

- place deaf children and their parents at the centre of the pupil's move from primary to secondary school and will seek their views and opinions

- recognise the additional challenges that deaf pupils may face in moving from primary to secondary school

- make sure it has all the necessary information from the parents, the primary school and other relevant professionals well in advance

- develop a 'moving on' (transition) plan that names the member of staff responsible for ensuring that all the agreed provision is in place for their first day

- make sure that the plan also sets out what ongoing support will be needed to meet the deaf pupil's needs and that it's put in place, including ensuring that any necessary training is provided

- continue to monitor the success of the move to secondary school through feedback from school staff, parents and the deaf pupil.

5 Listening and communication

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

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

Hearing technology

It's essential that any hearing technologies, such as hearing aids and cochlear implants, are working properly. As deaf pupils get older, they'll take more responsibility for their own technology, but the school should still make sure they are gaining maximum benefit.

All staff must understand the limitations of hearing technologies and how to use them sensitively and appropriately – see Appendix 4 for guidelines.

Staff should know:

- what the pupil can and can't hear
- what hearing technology is being used
- when and how the hearing technology should be used.

➡ **Example: Notes to staff**

Hearing loss and hearing technology

Mohammed:

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

Mohammed can:	**Support for Mohammed:**
- hear speech sounds and follow one-to-one conversation in a quiet environment - make use of direct audio input - manage his own hearing technology, carries spare batteries, etc.	Use the radio aid so Mohammed can: - hear you at all times even when there is background noise or you aren't close to him - discriminate which voice is more important to listen to against a background babble of voices - follow a group or class conversation without support.

Some staff members should be trained to help pupils to manage and maintain their hearing technology on a daily basis, check for faults and troubleshoot. They will need to:

- have access to an equipment care kit that includes, for example, spare batteries, a puffer and spare tubing
- communicate regularly with the pupil about how they feel their hearing technology is working – any concerns over technology should be dealt with immediately
- give guidance and advice to supply and visiting staff.

Becoming independent

As a deaf pupil progresses through secondary school they should be able to become more independent in using and managing their hearing technology, however this has to be carefully managed and pupils supported to ensure that equipment is being used optimally at all times.

Radio aids

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

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."

> **!** **In the UK, education providers are normally responsible for providing radio aids, not the NHS.**

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:

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

- wear the microphone about 15cm from their mouth

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

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

- avoid letting the microphone knock against clothing or jewellery

- make the handover and return of any hearing technology at the beginning and end of each lesson as smooth and inconspicuous as possible. For example, some pupils don't like giving radio aid equipment to their teachers because they are concerned about drawing attention from classmates

- ask the Teacher of the Deaf about getting leads that connect the radio aid to any audio equipment such as lap top, soundfield system or computer.

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

> Deaf children, their families and the professionals working with them can borrow and try out radio aids at home or at school through our Technology Test Drive. To find out more information visit: **www.ndcs.org.uk/techdrive**
>
> Further information about radio aids is available in our resource for parents, How Radio Aids Can Help. **www.ndcs.org.uk/documents-and-resources/ how-radio-aids-can-help**

Soundfield system

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

Audio direct input leads

These connect a device such as a computer or laptop directly to the pupil's hearing aids using a simple cable.

Streaming devices

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

Subtitles and signing on TV and in films

Make sure that any video clips you show are subtitled as some deaf pupils won't be able to follow a video clip without subtitles. If no subtitles are available you should provide a transcript.

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

There is an automatic subtitling function for YouTube videos but be aware that there are sometimes errors, so check the quality of subtitles before showing a clip. For information on how to subtitle YouTube videos visit: **support.google.com/youtube/answer/2734796?hl=en-GB**

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

Creating a good listening environment

" Secondary school gets louder.
Pupil

No technology can replace typical hearing and its effectiveness depends on the acoustic quality of the school building. 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 in particular will experience difficulties in learning if there is a lot of:

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

- background noise that drowns out the voice of the teacher.

Making adaptations to improve acoustics

School managers should liaise with the Teacher of the Deaf or educational audiologist to make sure 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, carpets or blinds

- installing specialist acoustic treatments to rooms (for example, acoustic tiles, panels and door seals)

- putting rubber tips or 'hush ups' on the bottom of chair and table legs

- using display drapes on walls and covering hard surfaces with drapes.

Deaf pupils should be taught in classrooms with the best acoustics – ask them for feedback on the rooms and areas with the best listening conditions.

Reducing background noise

Teachers can reduce background noise by doing the following.

Managing the room	Managing the class
Closing doors to noisy areas or corridors. Closing windows to outside noise, and closing curtains and blinds if necessary. Positioning full bookshelves and cupboards against partition walls (to minimise noise transfer from other rooms). Raise awareness of noisy equipment such as heating and air conditioning systems. Turning off IT equipment, such as interactive whiteboards and computers, when not in use.	Using classroom strategies that can establish and maintain a quiet working atmosphere in the classroom. Encouraging pupils to develop an understanding of how classroom noises, such as chairs scraping, doors banging, dropping objects, shouting etc., can affect what deaf pupils can hear. Liaising with colleagues to avoid disturbance in areas where noise particularly carries (for example, drama rehearsals in open hall areas).

A MESHGuide has been designed to cover the issues associated with classroom acoustics in schools and the impact that the quality of speech intelligibility has on deaf children's learning.
www.meshguides.org/guides/node/138?n=137

We have a set of resources, *Creating Good Listening Conditions for Learning in Education,* which help to improve the attainment of all pupils, particularly those who are deaf. The resources include top tips for teachers to help make their classroom into a better listening environment.

Visit **www.ndcs.org.uk/secondary-education** and scroll down to *Creating Good Listening Conditions for Learning in Education.*

Promoting effective communication across the school

> I am not always able to see the lips of the person talking and [so] can't lip-read.
>
> **Deaf pupil**

Clear communication is vital in supporting a deaf pupil's learning, social and emotional development. All communication with deaf pupils must be clear and effective. This will support learning and encourage social and emotional development.

To communicate effectively with a deaf pupil:

- make sure you have their attention before you start talking

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

- make sure that the pupil is sitting at an appropriate distance from you – hearing technologies have an optimal range of 1–3m in which to access speech clearly

- make sure the pupil can see your face and lips when you're speaking – putting something in front of your face or turning to write on the whiteboard will make it impossible for them to lip-read. Allow the pupil time to move their attention between you and any visual support

- make sure you aren't standing with your back to a light source, as a shadow cast across your face can obstruct the deaf pupil's view

- check in a sensitive way that the pupil understands what has been said, repeating or rephrasing if needed

- who uses BSL, make sure they can see the teacher and the communication support worker and speak directly to the pupil not the communication support worker

- repeat any questions that other pupils ask before answering them

- seek advice from a Teacher of the Deaf about meeting each of the pupil's needs, for example, if English is an additional language or they have additional needs.

➡️ **Example: Notes to staff**

Communication

Mohammed uses spoken English but he'll need to be able to lip-read. His home language is Urdu.

Learning and access

Discuss the best seating arrangement in class with Mohammed.

In whole-class activities Mohammed needs to:

- sit in a position where he can lip-read 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 classmates to lip-read their contributions.

Involving classmates

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

- establish with the deaf pupil and the other pupils how best to communicate with one other and admit when they haven't understood each other
- make sure other pupils understand how background noise affects the listening environment and what they need to do to communicate with the deaf pupil
- if the pupil signs, provide opportunities for other pupils to develop signing skills, for example, at a lunchtime club
- work with the pupil to choose a hearing classmate who can prompt when something is missed
- set up '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.

> **📑 Resources for promoting deaf awareness**
>
> - Our website for deaf young people, The Buzz, has resources to promote successful communication called *Look, Smile, Chat*. **www.buzz.org.uk/looksmilechat/** These include films, communication tips for deaf and hearing young people, lesson plans for secondary school pupils and posters.
>
> - Our series of video clips, *Here to Learn*, is for mainstream schools and covers all aspects of deaf awareness. It can be watched as a whole, or as individual modules, and includes interviews with deaf pupils, their parents and school staff. Available at **www.ndcs.org.uk/heretolearn.**

Pragmatics

Social communication or pragmatics is the way we use language in social situations. It's key to being able to take part in conversations and interactions in socially acceptable ways. It has three components:

1. The ability to use language for different purposes (e.g. to greet, to inform people about things, to demand, command, request).

2. The ability to adapt language to meet the needs of the listener or situation (e.g. talking differently to a baby compared to an adult, talking more loudly when there's lots of noise, being aware of the listener's knowledge and giving more information or less when needed).

3. Following the often *unspoken* rules of conversation and storytelling, for example, taking turns in conversations, looking at the speaker, standing at an appropriate distance from the speaker, using facial expressions and gestures.

Research[2] has shown that even when the child has age-appropriate vocabulary and good grammatical skills, they may not yet have learned how to use these skills in a socially appropriate manner. This delay in pragmatic language skills means deaf children may focus more on what's being said than how it's being said and not understand or recognise sarcasm, advanced humour, inference and the nuances of language. This can make it harder for deaf children to make friends and in later life to know how to use language formally and appropriately, for example, when going to a job interview.

---

2. Goberis, D., Beams, D., Dalpes, M., Abrisch, A., Baca, R. and Yoshinaga-Itano, C. November. The Missing Link in Language Development of Deaf and Hard of Hearing Children: Pragmatic language development. *Seminars in speech and language.* 2012. Vol. 33, No. 04: 297-309. *Thieme Medical Publishers (accessed May 2018).*

If someone has delayed pragmatic skills they may have difficulties with:

- creating and retelling stories and personal narratives in an organised way

- understanding emotions and feelings and those of the people around them

- taking on someone else's viewpoint and imagining how they think and feel

- understanding when someone doesn't really mean what they say, for example, when someone is being sarcastic or where there's a hidden meaning.

> The Pragmatics Profile for Everyday Communication Skills in Children helps teachers to build up a comprehensive picture of children's communication skills in a variety of everyday situations by means of a structured interview procedure. The Pragmatics Profile can be downloaded at **complexneeds.org.uk**.

Pupil voice

It's vital to find out how well the pupil is able to access teaching and learning. The Teacher of the Deaf can help with this.

The following example shows an approach that your school could use 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's 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 and can be reviewed after a suitable period of time.

➡ How well can you access information in class?

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

	English	Maths	Science	ICT	History	Geography	RE	PE	Art	Drama	Music	Tutor
Seating	🙁	🙂	🙂	🙁	🙁	🙂	🙂	🙁	🙁	🙂	🙂	🙁
Lip patterns	🙁	🙂	🙂	🙂	🙁	🙁	🙂	🙂	🙁	🙁	🙂	🙂
Repeating pupil comments	🙂	🙂	🙁	🙁	🙂	🙂	🙁	🙁	🙂	🙂	🙁	🙁
Visual aids	🙁	🙂	🙂	🙁	🙁	🙂	🙂	🙁	🙁	🙂	🙂	🙁
Clear speaking voice	🙁	🙁	🙂	🙂	🙁	🙁	🙂	🙂	🙁	🙁	🙂	🙂
Whiteboard	🙁	🙂	🙂	🙁	🙁	🙂	🙂	🙁	🙁	🙂	🙂	🙁
DVD/video online clips												
CD audiotapes	🙁	🙂	🙂	🙁	🙁	🙂	🙂	🙁	🙁	🙂	🙂	🙁
Pair/group work	🙁	🙁	🙂	🙂	🙁	🙁	🙂	🙂	🙁	🙁	🙂	🙂
Radio aid	🙂	🙂	🙁	🙁	🙂	🙂	🙁	🙁	🙂	🙂	🙁	🙁
Soundfield system	🙁	🙂	🙂	🙁	🙁	🙂	🙂	🙁	🙁	🙂	🙂	
Other comments	🙁	🙁	🙂	🙂	🙁	🙁	🙂	🙂				

Teaching assistant support	**Things that really help me:** When new vocabulary is written down.	**Things that could be changed/improved:** If I could have a photocopy the words so I can keep them for next lesson.
Teacher of the Deaf support	**Things that really help me:** Talking to the teachers when I want something to change.	**Things that could be changed/improved:** I would like to know when she is coming in.
Other things	**Things that really help me:** One-to-one sessions to help with my writing.	**Things that could be changed/improved:** I don't always know who will be working with me.

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

An effective school will:

- ensure that any hearing technology is being used properly by a deaf pupil and by all members of the school community

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

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

- promote effective communication strategies for all pupils

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

- encourage the deaf pupil to give their views on the support they receive

- encourage the deaf pupil to consider what steps they can take to support their own learning.

6 High or first quality teaching

> " I need that additional support, I can't really do it on my own because I don't really understand the language so I need the teachers to help me translate that language and let me clarify exactly what's going on.
>
> **Deaf pupil**

Teachers are responsible and accountable for the progress of all pupils in their class (in the past, the provision and progress of children with SEN was the responsibility of the SENCO). Pupils who are deaf cover the whole range of ability.

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

Most teaching and learning takes place through seeing and hearing, presenting pupils who are deaf with particular challenges which need to be addressed by the school.

Deaf pupils are likely to need adaptations and support so they can make the same progress as other pupils of a similar age and cognitive ability. Everyone working with the pupil must make adaptations and adopt strategies to:

- manage and minimise the impact that a pupil's deafness has on their learning
- develop their learning skills
- provide access to the curriculum
- make sure deaf pupils achieve their academic potential.

These strategies will benefit all pupils.

This section discusses these strategies as well as issues to consider 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/online clips
- demonstrations
- notetaking
- checking understanding
- reducing fatigue
- setting homework.

Using visual aids

Presenting information and concepts visually:

- means that a deaf pupil doesn't have to rely solely on listening and lip-reading

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

- helps to illustrate new concepts and specialist subject terminology

- makes use of the pupil's visual memory skills

- reinforces what is being said.

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

- incorporate pictures, diagrams, illustrations and objects into your teaching

- point clearly to visual clues when you are using them or when pupils refer to them during discussion

- use PowerPoint presentations via a smartboard with images and text, supporting the spoken explanation

- make specific 'support/vocabulary handouts' (see following page for an example)

- use displays with pictures and captions to consolidate and develop understanding and provide important visual clues. It may also be useful to have a small whiteboard to hand so you can create illustrations to reinforce understanding

- allow time for the deaf pupil to look at the visual material before you start talking again so they have time to focus their attention back on you or the teaching assistant

- put key information up at the beginning of the lesson including objectives, outcomes, new vocabulary, the lesson plan and homework.

→ **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

Deaf pupils may have a smaller vocabulary than their hearing peers because they have fewer opportunities to overhear new language. They therefore may need extra support with the variety of words used in certain subjects.

It's important to extend a pupil's vocabulary and understanding of more complex language structures. A limited vocabulary can inhibit development, comprehension and expressive skills.

Think about:

- identifying and teaching vocabulary that underpins the curriculum
- using handouts that show the lesson content as pictures, particularly when you are introducing complex specialist terms. The pupil can refer to these as the lesson progresses and when subsequent work is set
- graphic organisers, also sometimes known as key visuals, give deaf pupils an opportunity to access curriculum content and develop academic language.
- teaching specific vocabulary through handouts that include words related to the subject or topic being taught.

Predict
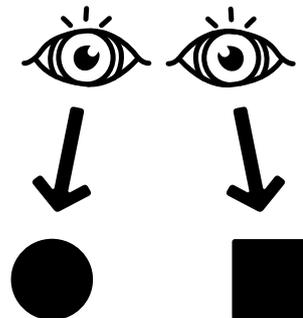
To say what you think will happen next.

Discuss

To talk about the issues relating to a topic.

Summarise

To pick out the main idea and key points in a discussion or piece of writing.

Compare

To say what is the same and what is different about two or more things.

A physical or chemical change?

What/how		Cause		Effect
	→		→	
The car skidded.	→	The road was icy.	→	The car was dented. This is a change because....

A table can be used... ...to describe **cause** and **effect**: explain, predict and draw conclusions.

A **right angle** equals 90°

90°
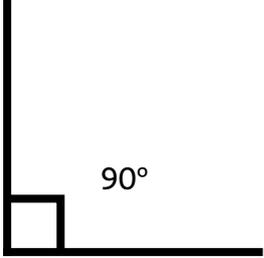
An **acute angle** is less than 90°

a   <90°
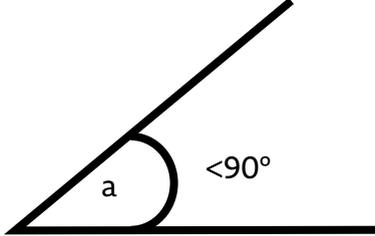
An **obtuse angle** is more than 90°

>90°

a
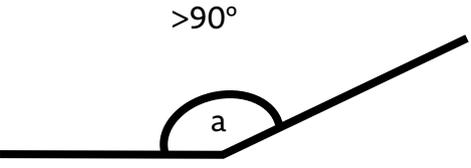
A **reflex angle** is more than 180°

>180°
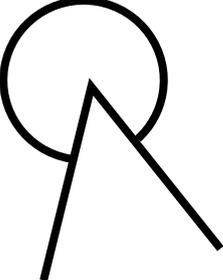
Vocabulary and support handouts relay lesson content through simplified English. Handouts are also useful for pupils who use signed support.

Many subjects such as history, geography, media studies and sociology assume that a pupil has some background knowledge that they've picked up by listening and responding to family and friends. Some deaf pupils will have gaps in their general knowledge because they've had fewer opportunities to learn information in this way. Teachers should not assume that deaf pupils will have the same level of general knowledge as their hearing classmates. 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
- encouraging families to go on trips, watch and read the news – encouraging learning at every opportunity
- using visual aids.

Prepared notes

Deaf pupils may not take in the same amount of information as hearing pupils during lessons as it can be difficult to take in new information at the same time as listening and using visual clues.

Give deaf pupils and their support staff copies of handouts, PowerPoint slides and lecture notes before the lesson.

Pre- and post-tutoring sessions

This involves going through a lesson, or specific aspects of it, before or after it's delivered. Pupils tell us that pre-class preparation in particular helps them to relax and take part in lessons, having already had the chance to grasp new vocabulary and concepts.

Pre-tutoring can be used to:

- check what the pupil knows and identify and fill any gaps in their knowledge
- introduce new vocabulary, terminology or concepts.

Post-tutoring can be used to:

- reinforce, repeat and clarify the lesson
- find out if there were any parts of the lesson the pupil didn't understand
- give the pupil time to absorb what has been taught.

Timetabling opportunities for tutoring is important. Some deaf pupils decide to take one fewer GCSE in order to accommodate this, in agreement with their parents. Deaf pupils should not be taken out of lessons which include information on lifestyles, careers or promote 'soft' skills such as communication, problem solving and teamwork.

Group work and whole class discussion

Deaf pupils often say that group learning is challenging. Pupils who need signed support, a notetaker or rely on lip-reading or visual clues will need extra time in group discussions to understand what's said. If a teacher asks the class what they think, they should make sure the pupil has understood the question before accepting answers.

In group work and during class discussions it's important to:

- ask speakers to identify themselves by raising a hand or saying their name, then wait for their deaf classmate to 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
- allow only one person to talk at a time
- allow enough time for the pupil to respond to what the teacher or another pupil says.

Reading round the class

When reading around the class, follow the guidelines for group work above. It can also be helpful 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
- support the pupil to know when it's their turn to read
- make it clear if you have stopped reading to discuss a specific point.

Allowing time to think

Some pupils' auditory memories may not be as well developed as their hearing peers so it can help to:

- allow processing time during lessons, particularly when you're introducing new information, and during question and answer sessions
- split periods of spoken input into smaller sections in an overall lesson to give the pupil time to absorb information
- include opportunities for repetition in lesson time.

Using the smartboard and PowerPoint presentations

Viewing a PowerPoint presentation often requires classroom lights to be dimmed, which can make lip-reading or watching signed support difficult. It's helpful to:

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

Using videos, DVDs and online clips

- When possible, use the pupil's radio aid and audio lead to provide direct access to sound.
- Make sure that any video clips you show are subtitled as some deaf pupils won't be able to follow a video clip without subtitles. If no subtitles are available you should provide a transcript.
- There is an automatic subtitling function for YouTube videos but be aware that there are sometimes errors, so check the quality before showing a clip. For information on how to subtitle YouTube videos visit **support.google. com/youtube/answer/2734796?hl=en-GB**.
- Discuss the video content with 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.
- Stop the video so the pupil can take notes – they may miss information if they take notes while watching.

Demonstrations

Deaf pupils can't watch a demonstration, lip-read their teacher or follow signed support and take notes at the same time. It can help to:

- explain before a demonstration what the equipment is (e.g. for a science experiment) and how it'll be used

- break the demonstration down into sections

- give the pupil time to watch the demonstration before the speaker begins again.

Notetaking

Deaf pupils will find it difficult to lip-read or follow signed support while taking notes. Having a support worker or teaching assistant to make notes means that deaf pupils can 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, a notetaker may modify language 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 of what happens in the classroom as possible, including discussions, asides, jokes and interruptions.

Checking understanding

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

Reducing fatigue

Deaf pupils have to concentrate harder on listening than hearing pupils, which can be tiring.

- Consider the pace of the lesson, breaking down periods of spoken input. Deaf pupils can get tired 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 use alternative methods and adapt activities to include tasks that don't solely rely on lip-reading.

- Become familiar with the pupil's signs of tiredness so you can intervene before they become frustrated.

Setting homework

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

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

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

> **ⓘ An effective school will provide:**
> - provide visual aids and vocabulary handouts
> - vocabulary handouts
> - check the pupil's understanding
> - pre- and post-tutoring
> - ensuring any film content is accessible
> - giving the pupil opportunities for a break if they are experiencing fatigue.

7 Subject-specific support

A pupil's needs will determine the support they require in specific subjects. A SENCO is responsible for collecting and sharing this information with all subject teachers. The school may have this information stored on a database, inside pupil information packs or in a film to support training. A template for sharing information with school staff can be found in Chapter 13.

The SENCO will need to discuss with the pupil the Teacher of the Deaf and the subject teacher which additional support methods, teaching adaptations and strategies to use. Each teacher must make sure the pupil is included in all aspects of their lesson. As the pupil becomes older they can take more of a part in these discussions and guide on the level of support they need.

There is more information on teaching strategies in Chapter 6.

ⓘ An effective subject teacher will:

- attend training to understand how they can meet the needs of a deaf pupil

- expect the same progress from a deaf pupil as a hearing pupil of a similar cognitive ability

- find out how the pupil's deafness has affected them

- work with specialist advisers, such as Teachers of the Deaf, and deploy specialist support staff

- evaluate the outcomes of additional support to inform planning

- implement communication strategies 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 staff if issues emerge.

▶ **Supporting the achievement of deaf children in secondary schools – video clips**

We have produced a series of short films with simple and easy-to-follow guidance in partnership with the Team for Children with Hearing Impairment, Birmingham. The films include an overview of strategies to support deaf children and subject-specific films about English, maths, science and modern foreign languages. These can be viewed online by going to **www.ndcs.org.uk/secondaryschoolvideos**. The films can be used for training and could be placed on the school intranet.

Literacy and language-based subjects

The main impact of deafness is on acquiring and developing language. Literacy learning and language development are linked. This means that the reading and writing content of many literacy-based subjects, such as English literature, history and social sciences, can be challenging. You may need to put measures 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 aren't immediately apparent. Subject teachers should be aware that a deaf pupil may not:

- have a broad vocabulary and so may not have alternative words for an 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 when used in specific curriculum areas only
- understand idioms or colloquialisms
- understand higher order language, for example, making inferences
- have a broad general knowledge.

In lessons where there is emphasis on listening and discussion, you should focus on providing:

- clear communication
- visual aids
- vocabulary support
- support with group work.

In subjects that focus on the use of written texts, teachers should:

- supply texts before the lesson or at pre-tutoring sessions
- give 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 may not always hear all the parts of speech that make up language. Deaf pupils using sign language maybe unfamiliar with many of the parts of language that make up speech and written language. These can cause difficulties with reading and writing.

Teachers may find that:

- deaf pupils may not hear everything someone says or hear all the sounds in a word – and 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. This is because pupils may use visual strategies to remember spellings and not phonic strategies.
- Pupil's writing may not always be 'grammatically' correct because they are not hearing all of the morphemes in speech. For example a pupil may not hear that the 'ed' at the end of words which signals a past tense.
- Pupils may miss out the function words in speech and written language because they are easily missed.

British Sign Language (BSL) and Irish Sign Language (ISL) have their own syntax and word order and don't have a written form.

- Pupils will demonstrate similar errors to those learning English as a second language.
- Pupils will need to be taught the grammatical and syntactic features of English, in particular, plurals, word endings, subject-verb agreement and word order.
- Pupils will need to be taught strategies for spelling as there is no sound symbol system in BSL.
- A deaf pupil may need more assistance to understand, for example the grammatical significance of function words, auxiliary verbs and the verb 'to be' in all its forms.

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

Other deaf pupils may benefit from support including:

- a teaching assistant taking time to explain any corrections by:
  - › highlighting what the pupil has written well
  - › asking the pupil to read what they have written, giving them the opportunity to identify what needs correcting
  - › reading a corrected version
  - › setting specific language targets for the next piece of work.
- setting specific targets relating to their writing skills alongside the subject's learning objectives. These could be summarised on prompt cards.

⮕ Example: Prompt cards

Becky's writing targets

Remember to:

- include a, an, the, and, to, as, of
- include full stops at the end of sentences
- re-read as you write.

Remember when you're writing...	to be	to do	to have
Now	am is are	do does	have has
In the past	was were been	did done	had
Action	being	doing	having

Modifying texts

Many deaf pupils will have difficulties accessing and processing written English and so will benefit from text modification.

Remember:

- keep sentence structures simple
- identify vocabulary that may be new to the pupil and pre-teach or put in a glossary
- don't modify technical or subject-specific language.

📰 You can learn more about modifying texts at **www.batod.org.uk/ wp-content/uploads/2018/02/Training-materials-for-lm-in-classrooms.pdf**

Below is an example of a modified text

An Inspector Calls

Original

EDNA, the parlourmaid, is just clearing the table, which has no cloth, of the dessert plates and champagne glasses, etc, and then replacing them with decanter of port, cigar box and cigarettes. Port glasses are already on the table. All five are in evening dress of the period, the men in tails and white ties, not dinner-jackets. Arthur Birling is a heavy-looking, rather portentous man in this middle fifties with fairly easy manners but rather provincial in this speech. His wife is about fifty, a rather cold woman and her husband's social superior.

Modified

EDNA, the parlourmaid, is clearing the table of the dessert plates and champagne glasses. It has no cloth. She then replaces them with a decanter of port, cigar box and cigarettes. Port glasses are already on the table. Everyone is in period evening dress. The men are wearing tails and white ties. They aren't in dinner-jackets. Arthur Birling is heavy-looking and portentous. He is in his middle fifties. He has easy manners but his speech is provincial. His wife is about fifty. She is a cold woman. She is socially superior to her husband.

➡ **Example: Notes to staff**

Learning and access

Mike will need:

- his radio aid
- in-class support from his teaching assistant (TA)
- some modified resources (made by his TA)
- vocabulary cards
- summaries of texts to be studied
- writing target prompts
- all videos subtitled.

Remember

- Set up 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, focusing primarily on grammar and spelling – please alert his TA to any concerns you may have.

Teaching strategies

- Allow Mike to be assisted by his TA when texts are read round the class (follow group discussion guidelines with radio aid, 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.

Exam and testing arrangements

Please show any test papers to the SENCO. They may need to be modified.

▶ **Watch online**

A short video clip on supporting achievement in English is available online by going to **www.ndcs.org.uk/secondaryschoolvideos**

Mathematics

Deaf pupils may need additional language support to make progress in maths at secondary level. A deaf pupil may:

- have the numerical skills and knowledge to complete a mathematical problem but not understand the terminology being used

- not have come across specialist mathematical vocabulary elsewhere through incidental learning (overhearing)

- still be confused by questions and instructions that include additional language even after learning these new terms

- need extra opportunities to practise new vocabulary as well as practise the calculation itself

- have difficulty transferring their knowledge and making links between maths topics, particularly if vocabulary varies or new words are introduced

- process information more slowly than their hearing classmates.

Maths 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 a handout

- clarify when similar language has a different application, for example, a 'bigger number' being different from a 'bigger size'

- support the deaf pupil when moving from questions with a familiar structure to questions with an unfamiliar structures

- 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 to the pupil's language level

- allow a pupil processing time during lessons, particularly when new information is introduced and during question and answer sessions

- check understanding by using open-ended questions.

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

- make sure the best signs are used to present the intended meaning

- make sure there's consistency in how numbers are demonstrated through formal sign language and/or informal gestures/handshapes.

➡ **Example: Notes to staff**

Learning and access

Joe will need:

- his radio aid
- 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 4pm on Tuesday 29 to review how he has managed and any concerns we need to consider.

Teaching strategies:

- provide Joe with key vocabulary words, preferably on a supplementary sheet
- highlight new vocabulary 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 the class who can also do this with him this term
- allow Joe some thinking time before expecting an answer
- check Joe's understanding through questioning
- give him prompt sheets with guided steps to use when completing homework.

Exam and testing arrangements

Please show all test papers to the SENCO as they may need modification. Joe is entitled to 25% extra time.

➡ **Example: Key vocabulary sheet**

Key vocabulary – division (÷)

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

We use the ÷ symbol

$12 ÷ 3 = 4$

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

Example: $3 x 5 = 15$, so $15 ÷ 5 = 3$

➡ **Example: Textbook words**

All the questions on page four 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.

▶ **Example: Multiplicative reasoning**

Below is an example of how a Teacher of the Deaf delivers an activity to support understanding.

> "Within my setting I often find the pupils have particular problems with multiplicative reasoning which underpins children's ability to work with ratios, fractions and proportionality. Below is some visual support for the understanding of a simple ratio in 'recipe' type questions."

'Smoothie' activity

Ellie says she has made the perfect fruit smoothie!
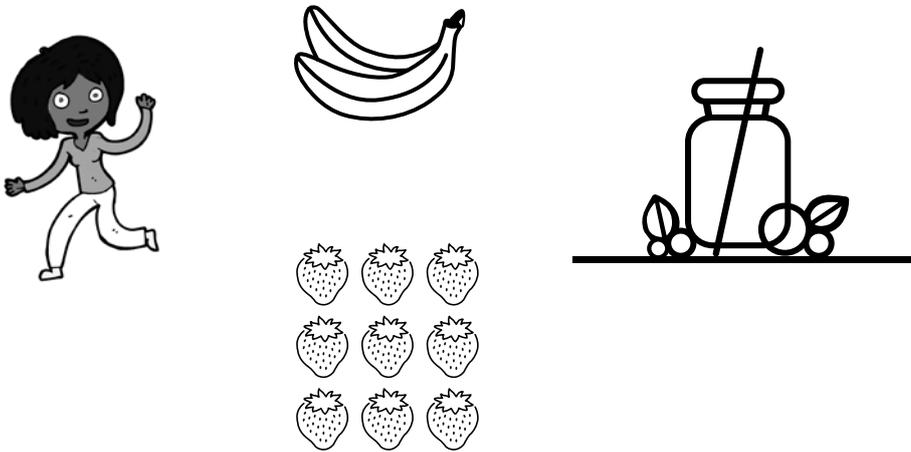
She used 2 bananas with 9 strawberries.

What is the ratio of bananas to strawberries in her recipe?

How many strawberries does she need to mix with 8 bananas?

"Stating the ratio as 2:9 does not normally cause children a problem. The second question is where the difficulty occurs. Pupils have a tendency to add on six strawberries to make it fair."

"Building up the picture helps to emphasise the multiplicative relationship. Pupils can see that four times as many bananas need four times as many strawberries and crucially this will give us four times as much 'smoothie'. Pupils often think we should end up with eight times as much 'smoothie' or even 16 times as much but the visual image helps dispel this misconception. Reinforcement and practice are needed to consolidate the concept."

"As pupils become more confident we move to a visualisation of the problem and then to modelling a written solution."

'Smoothie' activity visual support

$$2 : 9$$

$$8 \qquad ?$$

"I use a large selection of 'fruit' cards, for example, three kiwis, two apples, 10 grapes. The children work in groups and choose their ingredients before setting each other recipe challenges, for example, how many kiwis with six apples? There are plenty of cards made available so that they can lay them out and build up the recipe if necessary. Inevitably, harder problems are set by the children such as how many apples with five kiwis, but a discussion of which problems are 'hard' and why is very 'fruitful!'

▶ **Watch online**

A short video clip on supporting achievement in maths is available at **ww.ndcs.org.uk/secondaryschoolvideos**

Science

Science teachers should always receive guidance on communication, classroom management strategies and using hearing technologies.

Science labs can often be difficult listening environments because they have high ceilings and hard workbenches that reverberate sound. Modifications, such as adding acoustic ceiling tiles, chair tips or 'hush ups', can help. The Teacher of the Deaf or educational audiologist can advise on adaptations and science teaching staff will need to 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 technical vocabulary which can be difficult for deaf pupils to understand. Teachers should:

- use visual resources such as smartboard pictures and diagrams that clearly illustrate the meaning of the vocabulary and concepts.

- use one visual resource at a time

- put visual resources and definitions of key terms on classroom walls

- go through key words for the lesson as part of the introduction and emphasise new vocabulary to support pronunciation

- provide vocabulary sheets where possible (the teaching assistant may be able to prepare these). There are several websites that provide scientific terms and topic specific vocabulary, for example **www.thesciencesite.co.uk/science-words**

- develop cross-curricular links with the maths department to support mathematical skills required for science

- create lesson summaries for pupils to take home, go over with their Teacher of the Deaf or use in pre- and post-tutoring sessions.

How do you know a chemical reaction has taken place?

Think about:

the colour

The colour has changed

the egg

Gas is produced and makes bubbles

gas
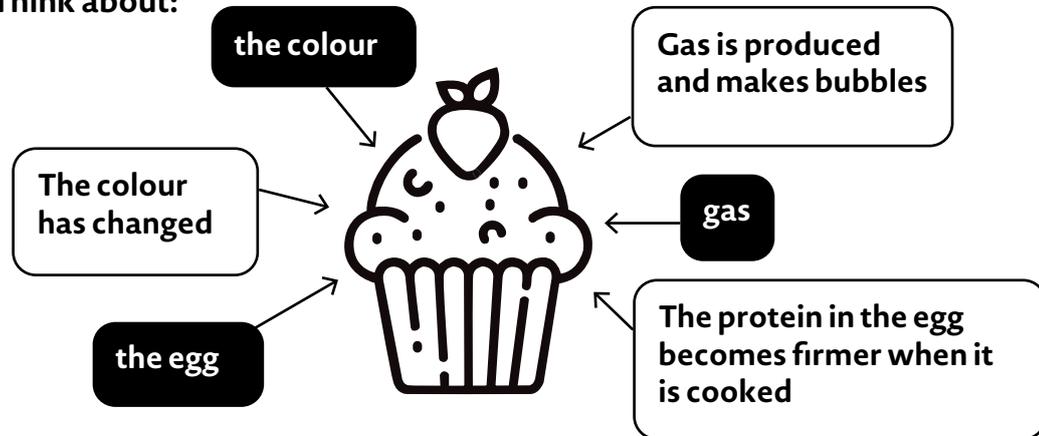
The protein in the egg becomes firmer when it is cooked

Image reproduced with permission from The Bell Foundation. More examples of graphic organisers can be found on the EAL Nexus website at ealresources.bell-foundation.org.uk.

Teachers must make sure that the pupil understands health and safety procedures before conducting experiments and demonstrations.

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, it's essential for the teaching assistant to meet with the subject teacher before the lesson so that they can deliver lesson content accurately.

Following a demonstration or an experiment could be difficult for a deaf pupil. Use a consecutive teaching technique:

- make sure you have the deaf pupil's attention and explain what you're going to do
- say it again while delivering the demonstration
- check the pupil's understanding.

It's important that the deaf pupil has all the information before a task because they can't for example look through a microscope and listen at the same time. Noisy equipment also makes it difficult to hear speech.

> ⓘ **Cochlear implants and Van der Graaf generators**
>
> Cochlear implant users should never use a Van der Graaf generator because the static electricity generated can scramble the programming in their speech processors and make them unusable. If they are watching the generator 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

Learning and access

Mohammed will need:

- his radio aid
- specialist vocabulary support
- modification of texts.

Remember:

- He doesn't have TA support. Any concerns you have must be raised with the SENCO, who meets with Mohammed during Period 4, every Wednesday afternoon.
- Mohammed has requested you agree with him a regular time and place when he can contact you, if necessary, about his work.
- You'll know Mohammed to be a conscientious pupil, who's well aware of his needs. Please be guided by him about his access to lesson content.

Teaching strategies:

- Give Mohammed 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 Mohammed's GCSE preparation.
- Mohammed is happy for his friend Mike to prompt him.
- During demonstrations or when using PowerPoints allow Mohammed time to watch and then listen to what you are saying – he's happy to guide you on this. Use the available anglepoise spotlight when speaking if the room is darkened.
- Provide Mohammed with dictation texts.
- When textbooks or worksheets you've prepared include new vocabulary, highlight these and provide meanings on a supplementary sheet. Alternatively Mohammed 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.

▶ **Watch online**

A short video clip on supporting achievement in science is available at **www.ndcs.org.uk/secondaryschoolvideos**.

PE

> " The football coach lets me go to the front because I do not have a hearing aid in while playing football. Teacher in the class will clarify to you what you have to do, what you need to know.
> **Deaf pupil**

Guidelines for PE teachers should always include communication strategies to make sure the deaf pupil can follow instructions and fully take part.

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 echoing environments such as sports halls or in windy conditions outside. Most hearing technologies aren't waterproof and shouldn't 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 like scrum caps). Parents, the pupil and the Teacher of the Deaf can guide the teacher on manufacturers' recommendations.

The optimum range for hearing technologies is 3m. Whether or not a pupil wears their hearing technology, it's important that they're not at a disadvantage when participating in physical activities. If the pupil has a radio aid then this must be used when delivering key information and instructions.

Way of adapting activities:

- Give instructions, rules and explanations while the pupil is wearing their hearing technology or close to the teacher with a good view of their face.

- When giving feedback bring the whole group together in a semicircle. If you need them to remember where they were on the field of play ask them to leave their ball/bibs where they were standing.

- Give as many teaching points as possible in the form of demonstration. This can include providing 'silent' demonstrations, as pupils can't lip-read and watch the demonstration at the same time.

- Provide visual clues, for example, waving the linesman's flag as well as using a whistle. Using referee or umpire signals, tactics boards/whiteboards and video analysis where appropriate will support all pupils, especially deaf pupils.

- Give another class member the role of a 'hearing buddy' who can alert their deaf friend to any change of instructions.

- Use gestures alongside verbal feedback, for example, thumbs up alongside "well done".

Swimming

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

- a risk assessment is carried out before the lesson and all instructors are aware of the deaf pupil's needs

- routines/rules are explained before pupils remove their hearing technologies

- you support instructions with visual clues and agree signs/gestures to stop beforehand

- there is a safe, dry place to store the hearing technology while the pupil is swimming

- when the pupil is in the water instructions are given close enough to enable lip-reading

- a reliable friend is chosen to be a 'hearing buddy' who alerts the deaf pupil to any changes of instructions

- pupils are encouraged to wear swimming hats or towel dry their hair before putting their hearing technologies back on

- pupils with hearing aids have access to their puffer, as there is likely to be a build-up of condensation, which can prevent the hearing aid from working

- lifeguards are made aware that you have a deaf pupil in your lesson and that they may not hear the whistle or command to get out of the pool/changing room in an emergency.

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

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

Photo	**General information** Pupil: Isabel Rose Year: 7 Teaching assistant: Mrs Bains Form tutor: Miss Imran SENCO: Mr Knowles Subject: PE Lesson 1–2 Tuesday and 7–8 Wednesday.

Hearing loss and hearing technology

- severe hearing loss
- bilateral cochlear implants

Isabel can manage her hearing technology well.

Communication

Isabel communicates mainly with speech.

She doesn't use her radio aid during PE. Please show her where this can be left securely in the PE office.

Learning and access

- TA support.
- The help of hearing buddies.
- As many teaching points as possible taking the form of demonstration.

Remember:

Any immediate concerns can be raised with Mrs Bains or the SENCO, who will be meeting with Isabel Lesson 5 every Friday.

Isabel is receiving TA support in all lessons for the first half term until she settles in. This will be reviewed prior to the half-term break. I will be contacting you before then to request your feedback about Isabel's communication, understanding and level of independence in PE.

Teaching strategies

- Allow Isabel time to be assisted by her TA if necessary.
- Use other pupils to demonstrate your teaching points.
- Allow Isabel's hearing buddies time to communicate your instructions to her, in particular referee decisions during games and when you are at a distance from her.

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

Photo	**General information** Pupil: Louise Johns Year: 10 Form tutor: Mr Thomas SENCO: Mr Knowles Subject: PE Period 4–5 Thursday and Friday
Hearing loss and hearing technology • mild hearing loss • wears two hearing aids and carries a supply of batteries • manages her hearing technology well.	
Communication • Communicates using speech and is happy to continue using the 'distance' signals you've developed with her for when she is participating in active lessons. • None of her friends who've acted as 'hearing buddies' during PE lessons have opted to do GCSE PE, so it'll be necessary for you to have a PE deaf awareness lesson as early as possible in the term. She is willing to meet with you to discuss what this will cover. Please could you identify which pupils are reliable and could be approached to be 'hearing buddies'.	

Learning and access

- Use of distance signals and help of hearing buddies (see above).

- As many teaching points as possible taking the form of demonstration.

- Some adjustments made to classroom teaching (see below).

Remember:

- Louise doesn't have TA support. Any concerns you have must be raised with the SENCO, who meets with her every Wednesday afternoon, last period.

- As GCSE PE includes theory lessons, teaching Louise in a classroom needs to include the following adjustments.

Teaching strategies

- Will need to sit near to where you're speaking.

- Provide Louise with any dictation texts.

- When using PowerPoint, allow Louise time to watch and then listen to what you are saying. Louise has alerted other staff that although YouTube clips are useful to her, the sound quality isn't always good. So please check with her and repeat what is said in these clips when necessary. Use the available anglepoise spotlight when speaking if the room is darkened for whiteboard use.

- Check she has understood homework tasks.

Modern foreign languages

" Languages isn't exactly a strength for me – pronunciation is hard to learn.
Deaf pupil

Many deaf pupils can successfully learn foreign languages. While for some there may be potential difficulties deaf pupils must have full access to the curriculum and adjustments should be made.

Guidelines for modern foreign language (MFL) teachers should always include use of available hearing technologies, and communication and classroom management strategies.

Pupils may have difficulty with pronunciation because they can't hear the words clearly enough. It's then difficult to relate the words of the language to its written form. Pupils may need the following.

- 'Semi-phonetic' transcriptions of the language which help pronunciation, for example, grouping 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'll be the same in all cases. Once the pupil is comfortable with pronunciation, they can concentrate on learning correct spellings

- Teachers and teaching assistants should work together so teaching assistants are familiar with pronunciation. Teachers could record vocabulary for teaching assistants to use in class and for the pupil to take home

- Additional practice or pre-tutoring to grasp letters that don't sound the same in English. This can be confusing for pupils who lip-read, as the lip patterns will be different from what they expect.

Some deaf pupils will be unfamiliar with grammatical terms such as noun, adverb, tense, verb, irregular verb and pronoun. Pupils who use BSL as a first language may also not be familiar with the rules and word order of English teaching.

Pupils may need:

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

MFL teaching often involves using audio material or 'aural' learning. Pupils may need the following.

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

Some deaf pupils will be disadvantaged in aural assessments and require access arrangements for examinations. Talk to your Teacher of the Deaf about a live speaker version of the audio content and/or a quieter environment. Chapter 9 has more information.

Other resources include:

- **Google Translate:** a free multilingual machine translation service, which translates text, speech, images, sites, or real-time video from one language into another. **translate.google.co.uk**

- **Duolingo:** a language learning app. There are a number of language learning apps which may provide another way to support older English as an additional language learners. **schools.duolingo.com**

- **Collin's dictionary:** this translates over thirty different languages for free. **www.collinsdictionary.com/translator**

> ▶ **Watch online**
>
> A short video clip on supporting achievement in MFL is available at. **www.ndcs.org.uk/secondaryschoolvideos**

Music

Deaf young people can enjoy music lessons and listening to music as much as their hearing friends do, and can get the same benefits from participating in music activities.

As well as the vibrations, the visual aspect and performance value to playing, music can help pupils to increase their confidence. It can also encourage learning about emotions and help pupils to develop fine motor skills. Singing is a fun way for deaf children to practise controlling their voices, both in terms of pitch and frequency and in recognising the melody of intonation in spoken language.

Musical instruments can give deaf young people valuable experience of rhythmic patterns, tempo and pitch. Today's technology means recorded music can be amplified comfortably.

Be aware of the following. Avoid playing music in a poor acoustic environment.

- Keep background noise to a minimum.
- Use rooms with soft furnishings and curtains.
- Keep doors and windows closed where possible.

Remember that deaf pupils will need to make an extra effort when learning about music and listening to music.

- Face the pupil when you are talking to them.
- Give them time to process information before demonstrating.
- Never talk at the same time as music is being played.
- Use gestures and demonstrations to make your explanations clearer.
- Be aware that a deaf pupil may get tired sooner than their hearing classmates.

Pupils may have difficulty following conversation between other band or group members.

- Be clear from the start that one person should talk at a time, and that no one should play music while discussions are taking place.
- Seat everyone in a 'U' shape for ease of communication.
- Check with the child the best place for them to be positioned for communication.

Noises may be too loud and uncomfortable with a hearing aid or cochlear implant.

- Check with the pupil where they're most comfortably positioned in the group.
- See if they can arrange to see their audiologist if simple tweaks are needed to assist them to hear music comfortably.

Deaf pupils may struggle to grasp the rhythm or melody.

- Make sure that the pupil has the chance to learn the rhythm and melody in advance of it being introduced to a bigger group.

- Go back to basics – ask them to repeat the rhythm by copying you and clapping to the beat.

Deaf pupils may struggle to remember large amounts of auditory information such as song words.

- Give them a written transcript of the song.

- Look for iPhone and android apps such as 'Shazam' and 'Sound Hound' that identify what music is being played so pupils can practise the songs at home. These apps sometimes provide the lyrics too.

For more information on supporting the teaching of music visit **www.ndcs.org.uk/music**

An effective school will:

- make sure that subject departments receive training relevant to their subject from a Teacher of the Deaf and consider any implications for their teaching strategies

- make sure that all teaching staff have high expectations of deaf pupils.

8 Working with teaching assistants and communication support workers

Teaching assistant and communication support worker roles

> TAs[3] (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:
>
> - 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:
>
> - attention and listening skills
>
> - language and literacy levels and communication skills
>
> - their access to lessons and social experiences.

Teaching assistants could carry out activities including:

- pre- and post-lesson tutoring for different subjects

- providing 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

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

- contributing to target setting

- supporting a pupil as part of a group activity

- adapting resources and teaching materials

- ensuring all hearing technology is working and maintained

- monitoring the effectiveness of the listening 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

- advocating for the deaf pupil

- seeking and sharing information with the deaf pupil's family.

Many teaching assistants will support a deaf pupil across the curriculum and potentially throughout their time at school. The teaching assistant will play an important role in the continuity of support the pupil receives by knowing their needs and ensuring adaptations and measures are in place.

Getting the most from teaching assistants

Managers can support teaching assistants by:

- providing training, information and support to help them understand the pupil's needs, including how to use and maintain hearing technologies

- ensuring regular opportunities to meet and share information with the Teacher of the Deaf

- communicating clear expectations about the roles and responsibilities of everyone involved in the pupil's education (particularly the teaching assistant and the subject teacher)

- facilitating collaborative planning and communication, for example, the teacher providing the teaching assistant with teaching plans in time for them to gather and adapt resources and teaching materials

- giving them 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

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

- involving them in setting targets

- evaluating the impact of support and interventions

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

Effective working between subject teachers and teaching assistants

It's good practice for all teachers working with teaching assistants to:

- provide copies of work schemes and lesson plans in advance

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

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

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

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

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

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

Communication support workers

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

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 communication support worker and reply.

- Make sure the communication support worker has a copy of the lesson plan and resources (textbooks, videos etc.) you intend to use so that they can prepare and ask questions if they don't understand something.

- Plan activities to give the communication support worker and pupil a break as interpreting and reading an interpreter can be hard, tiring work.

- Speak directly to the pupil and not the interpreter.

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

- Make sure there is space for the communication support worker to stand near to the pupil and that the lighting is good.

The school will need to be confident that communication support workers have good enough BSL skills to translate the curriculum.[4]

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. Any support must work towards independence in learning and respond to both the pupil's social and academic needs.

An effective school will:

- make sure that teaching assistants and communication support workers have the skills and qualifications to effectively support the deaf pupil. We expect communication support workers to, **at the minimum,** hold a Level 3 qualification in BSL

- organise specialist training for teaching assistants and communication support workers where necessary

- make sure that teachers and teaching assistants or communication support workers are clear on their respective responsibilities. The teacher is responsible for the deaf pupil's learning

- expect teachers and teaching assistants/communication support workers to work together effectively to plan and review teaching and learning for the deaf pupil.

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4. We recommend that a communication support worker should have **at least** a Level 3 qualification in BSL, which is roughly equivalent to an A-level. More advanced qualifications may be needed, depending on the needs of the pupil. Schools should seek specialist advice from a Teacher of the Deaf on this issue, where needed.

9 Assessment and access arrangements for exams

Assessment and monitoring of deaf pupils is most effective when:

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

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
- achieve the same as their peers of similar age and ability.

Assessment should include a focus on evaluating the teaching and learning strategies used. It may be necessary to use national attainment data to supplement assessment data.

Assessment of need

Assessing a deaf pupil's needs should be informed by an understanding of the impact that deafness has had on their learning. The Teacher of the Deaf or SENCO will 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. These will help to:

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

We've produced a resource in collaboration with The Ear Foundation and with support from the National Sensory Impairment Partnership (NatSIP) to support professionals in assessing and monitoring the progress of deaf young people in communication, language, listening, literacy, numeracy, cognitive development and social and emotional wellbeing.

You can download the resource from **www.ndcs.org.uk/assessments.**

An effective school will:

- use the results of specialist assessment to support understanding and multi-disciplinary target setting

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

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

Access arrangements for 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 listening and/or language as a consequence of their deafness and subjects that require strong reading and writing skills, such as history, can be particularly hard.

To download our factsheet for parents on exam access, visit: **www.ndcs.org.uk/documents-and-resources/access-arrangements-for-your-childs-examinations**.

Or visit:

British Association for Teachers of the Deaf (BATOD): **www.batod.org.uk**

Joint Council for Qualifications: **www.jcq.org.uk**

Scottish Qualifications Authority (SQA): **www.sqa.org.uk**

When should access arrangements be made?

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

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

> **ⓘ Normal way of working**
>
> It's important that access arrangements are reflected in the support the pupil would normally receive day to day. This helps make sure they are as comfortable as possible with the circumstances they will experience when they take their exams. This means these arrangements should be in place for any internal assessments, exams and mock exams. 'Normal way of working' is a crucial requirement set by the exam boards for any arrangement. For example, if the school is asking for extra time this should have been provided earlier on in the child's education.

At the beginning of Year 10 (S3 in Scotland and Year 11 in Northern Ireland), the exams officer will need to liaise with the SENCO and Teacher of the Deaf about the pupils 'normal way of working' for assessments and internal exams. They can then apply to the awarding bodies in good time. The arrangements will cover the final written examinations and any modules or coursework.

What access arrangements are available?

Awarding bodies must make sure that access arrangements don't make exams easier for deaf pupils than for hearing pupils. 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 isn't always achieved, so modified papers can be useful. The Teacher of the Deaf will either make changes when the examination is written or after it has been produced. (Modified papers aren't available in Scotland.)

> For more information, visit
> **https://viewweb.org.uk/exam_access/activities/ex_0_0.html.**

Readers

Some deaf pupils have difficulty processing the written word but can understand the spoken word more quickly. 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 69 on a reading test are eligible for an OLM and they can only be used if a paper has already been modified to make it as clear as possible. A teaching assistant, communication support worker or Teacher of the Deaf would usually perform the role of OLM.

There are strict rules about how OLMs work – they can use British Sign Language (BSL), speak or write their explanations, but they must not explain any technical terms. Any changes have to be recorded for the awarding body. OLMs can be used for most exams apart from the reading part of an English examination. (OLMs aren't available in Scotland.)

British Sign Language interpretation

Pupils who use British Sign Language (BSL) can have the paper signed to them in some exams. This isn't 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 exam paper. Students can sign some or all of their responses and will be filmed doing so (with the child and their parents' permission).

BSL is permitted in the speaking, listening and communication element of the Functional Skills qualification in England, Wales and Northern Ireland. This is allowed as a matter of course in Scotland but has to be requested and justified in England, Wales and Northern Ireland.

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 have to 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.

Live speakers

Some exams have pre-recorded parts such as those for modern foreign languages. If the pupil has difficulty following speech without lip-reading despite hearing technology then they can request a 'live speaker'. A live speaker should be someone familiar to the pupil, who will read out a transcript of the recording. Additional repetition of lines from the transcript is permitted and it's possible for the speaker to fingerspell or write initial letters of words that could be easily confused such as 'deux fois' and 'neuf fois'.

Vocational qualifications

Awarding bodies must make reasonable adjustments for disabled pupils but the rules for vocational qualifications are more varied. 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. For example, for a course in hospitality a competence standard might be to 'apply communication and team-working skills in addressing a work-related problem'. Most students on the course may choose to use verbal communication skills but a deaf student might decide to demonstrate the competence standard by using email instead. This would be a reasonable adjustment.

Exemptions

Sometimes the pupil's needs and the nature of the examination will be such that it isn't 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 only complete part of a component. Their results certificate will indicate that an exemption was awarded.

> **ⓘ An effective school will:**
>
> - in consultation with the deaf pupil, their family and the Teacher of the Deaf decide access arrangements for examinations
> - organise and support any special arrangements for examinations.

10 Supporting emotional health and wellbeing

> " I often have problems with my friends – I've missed what's been said and gone before, then we misunderstand.
> **Deaf pupil**

Good emotional health and wellbeing is a crucial part of a deaf pupil's overall development and affects their language development, academic and social success, and psychological wellbeing throughout school and beyond.

A deaf pupil's emotional health and wellbeing is bound up with the following factors.

Attitudes towards the pupil's deafness

- Make sure school policies and procedures take into consideration deaf pupils' needs, including communication needs and that they are represented and fully included in all activities, both in school and out.

Approaches to language and communication

- Think about providing a quiet zone during lunch times, for pupils to socialise one-to-one or in small groups.

- Be aware that pupils may not understand current social language, slang and street talk, or worry about mishearing and misunderstanding.

Conversations about feelings

- Deaf pupils may need specific teaching to understand situations from other people's perspective. This is known as Theory of Mind and research suggests it can be delayed in deaf children.

Family attitudes to deafness

- Sometimes families struggle to accept their child's deafness and/or their equipment.

- Be aware that the pupil's family may also need support.

Peer attitudes towards deafness

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

How the deaf pupil perceives themselves

- Provide opportunities for deaf pupils to meet one another, and adult deaf role models.

- Encourage the pupil to talk about their hearing loss.

> 📰 Promote deaf awareness in the classroom using materials such as our *Look, Smile, Chat* resources. **www.buzz.org.uk/looksmilechat/**

Building resilience

All young people will experience issues and challenges that may negatively impact their emotional health and well-being, however challenges specific to deaf young people may include:

- delayed language and social understanding, which may lead to the young person feeling social isolated or unable to communicate thoughts and feelings effectively

- issues specific to deaf identity, in which the young person may feel uncomfortable or unhappy about their deafness and/or reject support

- social media, as deaf young people may miss out on key e-safety advice, may not be clear about privacy settings or lack key e-safety knowledge. Deaf young people can be more at risk of cyberbullying as they may misinterpret online posts or they may not understand the subtleties of online etiquette.

Building resilience helps deaf young people to meet and overcome challenges. The school community can help pupils to develop resilience and have a positive self-image through:

- supporting deaf pupils to have the correct language to talk about their hearing loss and their feelings and emotions

- providing opportunities for deaf pupils to talk about the issues that are problematic for them

- providing opportunities to practice and role play a range of social situations

- teaching pupils strategies that will help them to cope with the unpredictable world outside, particularly in relation to their deafness

- ensuring that visual aids, stories, learning opportunities and other resources reflect the diversity of people in the community including deaf children and adults

- provide opportunities to meet other deaf children and deaf adults – parents or local groups may be help to provide these opportunities

- encouraging pupils to problem solve and come up with solutions to conflict and disagreement with other peers

- making sure that the school has current information on websites and social media sites and provides information sharing opportunities for deaf children and their families on the positives and negatives of the internet.

Our website signposts to a range of resources to help professionals keep deaf children safe from harm or abuse, including our resources on online safety and preventing bullying. These are available at: **www.ndcs.org.uk/information-and-support/being-deaf-friendly/ information-for-professionals/keeping-deaf-children-safe**

Restorative justice

Restorative justice approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. A restorative school is one which uses this approach to resolve conflict and prevent harm. Becoming a restorative school can have many benefits, including increased attendance, reduced exclusions and improved achievement. It can also alleviate problems such as bullying, classroom disruption, truancy and poor attendance, antisocial behaviour, and disputes between pupils, their families, and members of staff.

More information on this approach can be found at **www.restorativejustice.org.uk.**

Theory of mind

Many deaf pupils who have delayed language and communication will also have delayed understanding of the thoughts, beliefs, intentions and emotions of other people, and perhaps themselves. This is known as theory of mind (ToM). If a pupil has limited understanding of the thoughts or intentions of another person, much of social interaction and communication will be unclear. We use context and behaviour to work out the meaning behind what people say.

Strategies to support ToM include:

- helping the pupil to think about what someone is thinking or feeling about someone else

- helping the pupil to develop higher level language skills to understand what others mean when they're not speaking literally

- explicit teaching of figurative language, including metaphors, idioms and sarcasm

- 'think-alouds' – where the adult models their own thinking about a situation and the people in it.

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

Pupil voice

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

Things to consider

- Prepare the pupil for change and consider what skills and language they need to take part effectively in decision-making.

- Conversations and interactions are as valuable as formal feedback.

- When asking pupils for information, be specific. What do you want to find out about? What language are you going to use? Has the pupil understood the question? What are you going to do with the information? How are you going to give feedback?

- Consider using another deaf pupil to facilitate conversations around deaf-specific issues.

- Consider the best conditions for participation, for example, a quiet area with a minimum of background noise.

- Be aware of safeguarding procedures.

- Encourage deaf pupils to take responsibility for their own deafness and to develop the confidence to ask for support.

If a deaf pupil experiences emotional or social difficulties that can't be supported in 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 from 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 may be particularly difficult when they're upset

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

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

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

- regularly observing and monitoring the interaction between pupils and being alert to signs of bullying, such as a pupil:

  › asking to stay inside at break time

  › becoming anxious near lunch and home time

  › not taking part in class activities.

- providing opportunities 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.

📑 **Protecting Deaf Children from Bullying: A guide for primary and secondary schools**

Our resource has guidance on how schools can adapt existing policies to prevent bullying and for handling bullying incidents in order to meet the needs of deaf pupils. Many of the suggested actions in this resource will benefit all pupils in your school. Resources for parents and young people are also available at **www.ndcs.org.uk/bullying**.

Behaviour and discipline

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

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

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 is familiar with the behaviour code
- staff members are aware that the pupil could be frustrated about not being able to hear or understand what is going on
- staff members are aware that a pupil could be fatigued (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's important that they understand the reason for discipline and not just that they got caught.

An effective school will:

- promote the social and emotional development of the deaf pupil, encouraging them to be independent, feel positive about their deafness and identify what support they require
- organise deaf awareness training to help other pupils understand the needs of the deaf pupil
- make sure that their anti-bullying policy considers the specific needs of deaf pupils and take steps to prevent bullying.

11 Quality improvement: Classroom observation and pupil feedback

Learning walks

Schools must make sure there is provision for all pupils with SEN and that teachers are responsible and accountable for the progress of all pupils in their class. Learning walks and observations, which may take place in order to collect evidence about teaching, learning, progress and areas for school development, allow managers to assess the effectiveness of teaching and learning.

➡️ **Quality improvement checklist for school managers[5]**

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

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

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

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

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

Standards for specialist hearing support services

Specialist hearing support services should be operating to service standards set out by the National Sensory Impairment Partnership in *Quality Standards for Sensory Support Services in England*. Available online at **www.natsip.org. uk/doc-library-login/quality-improvement-for-services**

Specialist hearing support services should also be benchmarking their performance by measuring the outcomes of the deaf pupils they support.

Pupil feedback

Getting feedback from pupils is an important 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.

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

➡️ **Example: Pupil feedback form 1[6]**

Recording and monitoring outcomes: Oxfordshire's questionnaire

How's it going?

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

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

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

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?

Subject	Easy	Okay	Hard	Comment – why?	What are the listening conditions like in these subjects?
English					
Maths					
Science					
ICT					
Humanities					
Technology					
Arts					
PE					
Music					
Other					

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 whiteboards.

> Teachers giving instructions/homework while you are tidying up.

> Rooms that echo.

Do you understand how your hearing aids/cochlear implant/s work?

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?

An effective school will:

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

- seek feedback from deaf pupils and implement recommendations to improve provision.

12 Preparing for adulthood

Key principles and duties

The SEND Code of Practice has key principles for local authorities, education providers and their partners to follow in supporting young people to prepare for adulthood.

They should work together to help young people to realise their ambitions in relation to:

- higher education and/or employment
- independent living
- participating in society
- being as healthy as possible in adult life.

The school has two key roles in post 16 planning:

- exploring the pupil's aspirations and abilities and supporting them to achieve their ambitions
- providing impartial information on a range of educational and training options, including apprenticeships and other vocational routes.

Supporting pupils to make choices about their future

Deaf pupils need access to tailored information to help them make decisions about their futures from Year 9 onwards. With the right support in place most careers are open to deaf people.

As well as further education colleges and school sixth forms, work-based training is also an option. Access to Work funding is available to young people on apprenticeships, traineeships and supported internships.

The school can help the pupil make choices by ensuring:

- it plays a positive part in the local authority's transition procedures where these are applicable
- careers professionals have an understanding of the support available to disabled people in employment and their rights under the Equality Act
- 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 aspirations which are both ambitious and realistic and is able to evaluate their strengths and weaknesses

- pupils are aware of specialised information, for example communication support options at college or support available in employment such as Access to Work

- pupils learn about deaf role models so they understand that many career options are open to deaf people.

Our resource Supporting Deaf Young People Through Transition (England) gives more information on supporting deaf young people when they leave school or college. **www.ndcs.org.uk/documents-and-resources/supporting-deaf-young-people-through-transition-england**.

We have more information for parents to help them support their child with planning for their future, whether they want to stay in education, enter the world of work or do something else, like travelling or volunteering. Visit **www.ndcs.org.uk/leavingschool**.

Our website for deaf young people, the Buzz, contains further information and signposts to other sites covering a range of topics including support at school and college at **www.buzz.org.uk/category/support-at-school-and-college**.

Helping deaf pupils with applications

Your school can help pupils apply for college, university, an apprenticeship or work by:

- providing guidance on preparing CVs and completing application forms

- sharing information on previous SEN provision

- sharing the pupil's aspirations with the post-16 provider

- arranging opportunities such as taster days and link programmes.

Helping deaf pupils prepare

Deaf pupils need to be aware of what support and equipment may be available to them when they move to college or university.

- **Teacher of the Deaf–** students may have access to a visiting Teacher of the Deaf.

- **Radio aid–** students who are currently using a radio aid should have one provided. Students can also be assessed for a radio aid if this is thought to be beneficial.

- **Communication support workers (CSWs)–** support deaf students by interpreting between English and British Sign Language (BSL), notetaking and lipspeaking. They should be qualified to at least Level 3 BSL standard and if possible, hold a qualification in communication support.

- **Notetakers–** many deaf students can't follow a class or lecture and take notes at the same time. This might be because they are concentrating on listening and lip-reading or because they're watching an interpreter. Using a notetaker can ensure they have a good set of written notes to refer to after the session has finished.

- **Electronic notetakers–** give deaf students a summary of what's being said in a class or lecture through a laptop. They don't give a verbatim account of what has been said – for this a speech-to-text-reporter is needed (see below).

- **Sign language interpreters–** they interpret what's being said into BSL. They can also 'voice-over' what a deaf student is signing. They can translate written documents into signed versions to help a student better understand the text. They're different from CSWs as there is a professional register of interpreters. Sign language interpreters also don't normally help students with their work or advocate on their behalf.

- **Speech-to-text reporters–** palantypists type everything that's said during a class or lecture, providing live text for a deaf student to read. For field trips and educational visits a manual notetaker may be more appropriate.

- **Lipspeakers–** are trained to produce perfect lip patterns. They reproduce the spoken words of teachers, lecturers and fellow students using unvoiced speech, making it easier for a student to lip-read.

◨ 'Supporting achievement' resources

If the deaf pupil is moving into further education, higher education, or into *an apprenticeship, our series of* 'supporting achievement' resources may be helpful. They include information on how schools and colleges, universities and employers can work together to make sure a young person has a successful move. The resources are available online at **www.ndcs.org.uk/post14**.

Providing information to support a successful move into further education or work

Your school will have information on the pupil's needs, strengths, weaknesses, views and aspirations and this will be critical to supporting planning. It'll also contribute to any assessments made by the local authority and should help to make sure the right measures are in place to help the pupil succeed in their next educational placement or workplace.

The Teacher of the Deaf should be able to provide information on hearing loss and personal technology, communication preference and competence and resource and equipment requirements. However, it's still your school's responsibility to pass on information. The checklist overleaf illustrates the type of information your school could provide to support the pupil's successful preparation for adulthood. This checklist can be used alongside the checklist templates in *Supporting Deaf Young People Through Transition,* available at **www.ndcs.org.uk/post14.**

Checklist to support information sharing

Checklist: Information the school could provide to help post-16 'moving on' (transition) planning	
Hearing and personal hearing technology	
Information required	Implications for 'moving on' (transition) plan
In this section record: Type and level of deafness Hearing technologies currently used Use of hearing technologies Ability to discriminate speech in different environments (class, workshops, outside) Personal hearing technology used	In this section record: What needs to be done to improve access to sound, for example, using radio aids, improving acoustics, using soundfield systems? What needs to be done to make sure hearing technologies are used well? What are the health and safety implications, for example, fire drills, giving instructions in workshops where machinery is used?

Checklist: Information the school could provide to help post-16 'moving on' (transition) planning	
Communication	
Information required	Implications for 'moving on' (transition) plan
In this section record: Preferred way of communicating in different locations and situations (class, home, friends): Competence in preferred way of communication: Lip-reading ability: Language competency: Literacy competency:	In this section record: What needs to be done in the college to support access to teaching and learning, for example: • seating position to allow for lip-reading • advice/training for the teachers/ lecturers • providing communication support workers with Level 3 qualification for pupils who use BSL? 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? Is extra processing time required? Does the pupil have delayed receptive and expressive language? Does the pupil have delayed literacy skills?

Checklist: Information the school could provide to help post-16 'moving on' (transition) planning	
Language	
Information required	Implications for 'moving on' (transition) plan
In this section record: Levels of understanding of language Level of expressive language Vocabulary level Grammatical constructions Social interaction and use of language	In this section record: How does this compare with hearing pupils? What are the implications for learning (for example, more processing time)? If a gap exists, what targets should be set to close the gap and what support/ interventions are required to achieve them? What are the implications for teaching? What are the implications for career choices and the workplace?
Cognition	
Information required	Implications for 'moving on' (transition) plan
In this section record: Non-verbal cognitive skills to: • make sure teachers/ lecturers have high expectations: • check whether there are any other underlying learning difficulties:	In this section record: What needs to be done to address any other underlying difficulties the pupils may be experiencing? What are the implications for career choices and the workplace?

Checklist: Information the school could provide to help post-16 'moving on' (transition) planning	
Progress in curricular areas	
Information required	Implications for 'moving on' (transition) plan
In this section record: Progress in different curricular areas for example, maths and any other subject relevant to further study Extra-curricular areas	In this section record: Is more support required in particular areas? What needs to be done to build on strengths and address weaknesses? Can extra-curricular activities be pursued at the college? Will extra or different provision be needed?
Emotional health and well being	
Information required	Implications for 'moving on' (transition) plan
In this section record Levels of independence Levels of resilience Ability to problem-solve Levels of self-belief and ability to complete a task Family support Peer-adult relationships Peer to peer relationships	In this section record: Will the pupil have problems travelling to and from college? Will they be able to meet study programme demand? Do they need support with self-advocacy? Does the family need ongoing support? Will the young person be able to form new relationships with adults and peers independently? 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?

Checklist: Information the school could provide to help post-16 'moving on' (transition) planning	
Pupil's views	
Information required	Implications for 'moving on' (transition) plan
In this section record: What are the pupil's hopes, aspirations and concerns about moving on? What information and help do they think they need to make sure the move to college or work is a success? Pupil's self-evaluation of support requirements	In this section record: What information and opportunities are needed to help with the move?
Parent's views	
Information required	Implications for 'moving on' (transition) plan
In this section record: What are the parent's hopes, aspirations and concerns about moving on? What information and help do they think they need to support the move to further education or work? What provision do they think is appropriate?	In this section record: What information and opportunities are needed to help with the move?

Checklist: Information the school could provide to help post-16 'moving on' (transition) planning	
Other considerations	
Information required	Implications for 'moving on' (transition) plan
In this section record: Any other information, for example: • any other difficulties, medical conditions or medication needs: • attendance issues: • behaviour issues:	
Existing support by the school:	

ⓘ **An effective school will:**

- help the deaf pupil to make an informed choice on their post-school options

- give information to colleges, employers, universities etc. to support an effective move for the pupil

- support the pupil with applications and preparation for interviews.

13 Templates

➡ **Template checklist for collecting information to support the move from primary school**

Primary to secondary school move: Information to support a successful transition	
Pupil name: Primary school: Primary school contact: Parents:	
Hearing loss and hearing technology	
Information required	Implications for 'moving on' (transition) plan

Primary to secondary school move: Information to support a successful transition	
Communication	
Information required	Implications for 'moving on' (transition) plan
Language	
Information required	Implications for 'moving on' (transition plan)

Primary to secondary school move: Information to support a successful transition	
Cognition	
Information required	Implications for 'moving on' (transition) plan
Progress in curricular areas	
Information required	Implications for 'moving on' (transition) plan

Primary to secondary school move: Information to support a successful transition	
Social and emotional aspects	
Information required	Implications for 'moving on' (transition) plan
Pupil's views	
Information required	Implications for 'moving on' (transition) plan

Primary to secondary school move: Information to support a successful transition	
Parent's views	
Information required	Implications for 'moving on' (transition) plan
Other considerations	
Information required	Implications for 'moving on' (transition) plan

➡ Template information sheet for sharing information with school staff

Photo	**General information** Pupil: Year: Form tutor: Head of year: SENCO: Subject:

Hearing loss and hearing technology

Communication

Learning and access

Remember:

Teaching strategies

➡️ **Template: How well can you access information in class?**

	English	Maths	Science	ICT	History	Geography	RE	PE	Art	Drama	Music	Tutor
Seating												
Lip patterns												
Repeating pupil comments												
Visual aids												
Clear speaking voice												
Whiteboard												
DVD/video/online clips												
CD audiotapes												
Pair/group work												
Radio aid												
Soundfield system												
Other comments												
Teaching assistant support	Things that really help me:						Things that could be changed/improved:					
Teacher of the Deaf support	Things that really help me:						Things that could be changed/improved:					
Other things	Things that really help me:						Things that could be changed/improved:					

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➡ **Template: Pupil feedback form 1**

How's it going?

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

→ **Example: Pupil feedback form 2**

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

Subject	Easy	Okay	Hard	Comment – why?	What are the listening conditions like in these subjects?
English					
Maths					
Science					
ICT					
Humanities					
Technology					
Arts					
PE					
Music					
Other					

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 whiteboards

> teachers giving instructions/homework while you are tidying up

> rooms that echo.

Do you understand how your hearing aids/cochlear implant/s work?

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?

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

Effective provision for any deaf child will involve:

- a thorough assessment of the child's needs and strengths
- a plan setting out how the setting will meet those needs and overcome any barriers to the pupil making good progress
- carrying out the plan effectively
- regular reviews of the pupil's progress and the success of the plan to establish whether changes need to be made and what these are.

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

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

How to follow this approach is set out below.

Assessing what support is needed

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

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

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

- listening skills
- attention and concentration
- language development
- literacy skills
- working memory
- auditory memory
- processing time
- incidental learning
- social skills
- self-esteem
- learning style.

> It's likely that assessments will focus on these areas. Further advice on specialist assessments can be found in Chapter 9 and in our resource *Assessments of Deaf Children and Young People*, available at **www.ndcs.org.uk/assessments**.

Planning the right support

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

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

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

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

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

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

Implement or do: Putting the provision in place

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

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

Keeping the support and its impact under review

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

- Levels of progress in areas of language and communication.

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

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

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

- The effectiveness of technology.

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

- The pupil's success in communicating with others, socialising and forming friendships.

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

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

ⓘ An effective school will:

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

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

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

- make sure that the necessary support is given, whether this is through modification of teaching strategies, meeting language and communication needs, using technology, staff training, improving the listening environment and meeting the pupil's social and emotional needs

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

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

Appendix 2: Types and levels of deafness

Types of deafness

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

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

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

Congenital and acquired deafness

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

Levels of deafness

Deafness is measured in two ways:

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

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

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

Mild hearing loss

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

- Pupils may not hear if there is background noise or if they are far away from the speaker.

- Pupils would not be able to follow a whispered conversation.

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

Moderate hearing loss

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

- Without hearing aids a pupil will not be able to follow a whole conversation unless they are in a quiet room with a good view of the speaker's face.

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

Severe hearing loss

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

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

- With hearing aids or a cochlear implant most pupils will be able to follow a conversation in a quiet room provided that the speaker is within 2–3m of them.

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

Profound hearing loss

Most profoundly deaf pupils will use a cochlear implant or hearing aids.

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

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

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

Some pupils may have problems with the inner ear – an absence or malformation of the cochlear or auditory nerve. This will mean they will have no access to sound at all and hearing aids or cochlear implants would offer no benefit. They will use sign language as their main means of communication.

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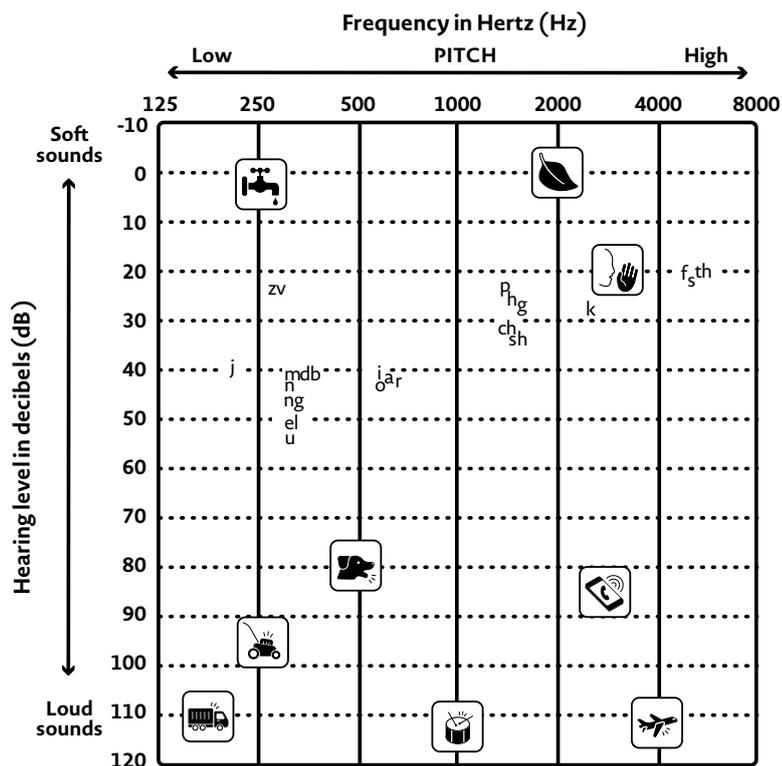
This diagram is based on British Society of Audiology definitions of hearing loss.

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

Unilateral deafness

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

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

Auditory neuropathy spectrum disorder (ANSD)

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

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

Deaf culture

Less than 10% of deaf young people have deaf parents. These families often use British Sign Language (BSL)[7] as their first language. Other families may also choose to use BSL as a first language with their family members.

These families, and indeed many other deaf young people and adults, consider deafness as a culture. In their community they use sign language to communicate and function effectively with each other. They describe themselves as 'Deaf' with a capital D. British Sign Language is the language of the Deaf community.

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7. REFERENCE MISSING

Appendix 3: Personal hearing technology

Below is an overview of the types of hearing technology you may come across, how they work and their limitations. It's important to note that hearing technologies don't replace normal hearing.

Hearing aids

A hearing aid amplifies sound and is worn in or behind the ear. It has three basic parts: a microphone, amplifier and speaker. Modern digital hearing aids can be programmed very closely to match the wearer's hearing loss and often have multiple programmes for wearing in different listening environments.

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

Deaf pupils use different types of hearing technologies supplied by the NHS, such as hearing aids, bone-conduction hearing implants or cochlear implants. More information about the technology that deaf children may use can be found in Appendix 4.

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

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

Cochlear implants

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

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

Bone conduction hearing implants

A bone conduction hearing implant is designed for people who have a functioning cochlea but the middle or outer part of the ear prevents the information reaching the cochlea in the usual way. Occasionally older children may wear the sound processor worn on a soft headband (for example when they are trialing a device prior to surgery, or if they aren't able to have surgery for some reason). This allows sound waves to be transmitted directly to the cochlea in the inner ear.

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

Radio aids

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

Most pupils will have their hearing technology programmed to allow them to hear from both the radio aid and their surroundings. This means they can hear other pupils as well as the teacher. However, it's possible to programme their hearing technology to only hear the radio aid. Some radio aids have a microphone function which switches from an individual talker to a small group interaction mode, based on the orientation of the device. This is particularly useful for group work. Otherwise the microphone can be passed to pupils speaking in group work or class discussion to aid clarity. The radio aid transmitter/microphone can also be connected to equipment such as televisions or computers, via an audio lead to assist clarity.

For further information see our resource *How Radio Aids Can Help* at **www.ndcs.org.uk/documents-and-resources/how-radio-aids-can-help** or visit our web page: **www.ndcs.org.uk/schooltechnology**.

Soundfield systems

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

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

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

Appendix 4: Communication options

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

Spoken language

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

Not all deaf children who use spoken language will have English as their home language. The Consortium for Research in Deaf Education (CRIDE) reported that in 2017 13% of deaf children across the UK are EAL learners. In some areas this figure was much higher.[8]

It's important to remember that whichever language is used in the home, the child could still experience a significant delay. In many cases, spoken language will be supported by signing and lip-reading.

British Sign Language

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

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

Sign Supported English

Some deaf children's spoken English may be supported with signs taken from BSL. When signs are used to support spoken English in this way it's known as Sign Supported English (SSE). It can be a way of making spoken English more visual and is used to add clarity to what is being said, for example, in situations where they may struggle with background noise or if they are too distant from the speaker.

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

Lip-reading

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

Cued speech

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

About the National Sensory Impairment Partnership (NatSIP)

This resource has been developed by the National Deaf Children's Society, with support from the National Sensory Impairment Partnership (NatSIP). NatSIP receives funding from the Department for Education (DfE) in England for provision of specialist information, advice, support and training to improve the outcomes for children and young people with sensory impairments.

The National Sensory Impairment Partnership (NatSIP) is a partnership of organisations working together to improve outcomes for children and young people with sensory impairment (SI). NatSIP receives funding from the Department for Education (DfE) in England for provision of specialist information, advice, support and training. For more information about NatSIP and to access to resources, visit www.natsip.org.uk – a major gateway for SI professional practice.

About the National Deaf Children's Society

We're here for every deaf child who needs us – no matter what their level or type of deafness or how they communicate. We want to work with professionals like you to overcome the barriers that hold deaf children back.

Visit our website **www.ndcs.org.uk** to join us for free. You'll have access to:

- our expert information resources for professionals
- our quarterly digital magazine and email updates
- our workshops and events
- our Freephone Helpline.

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

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

www.ndcs.org.uk

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