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**Newcastle SEND Descriptors of Need**

**Part 3**

**Guidance for Children and Young People who are Deaf:**

**The School Years **

Version 1 September 2022

**Guidance for Children and Young People who are Deaf**

Below is a summary of the offers for children and young people who are deaf, aged 5 – 19 attending mainstream and special school settings. Separate guidance is available for young children aged 0 – 5, at home and in a range of pre-school and early years settings.

**Universal offer**

All new referrals from health will receive an initial assessment, to include:

* A functional listening assessment completed by a Qualified Teacher of the Deaf (QToD), which will include observations in the setting.
* Information from school/setting
* Information from Health/other agencies
* Information from parent/carer
* Information from child/young person

The QToD assessment will be aligned to the National Sensory Impairment Partnership (NATSIP) Eligibility Criteria, which will:

* Enable the SEND Sensory Service to provide an equitable allocation of resources
* Provide a means of identifying the levels of support required
* Provide entry and exit criteria

The assessment, including visits, report writing and admin time, will be expected to take a minimum of 5 hours. The outcome of the assessment will be an initial report written by the QToD, to reflect the needs and support required by the child or young person and this will be shared with all stakeholders.

The report will allocate a range and make recommendations on support, advice and teaching, in line with range descriptors and eligibility criteria. The cost of the first £6,000 is within the delegated school budget.

**Under the** [Equality Act 2010 (legislation.gov.uk)](https://www.legislation.gov.uk/ukpga/2010/15/section/6) **deafness is a disability (Section 6.1)**

**Reasonable Adjustments to Accommodate Deafness** [SEND\_Code\_of\_Practice\_January\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) **(6.2**)

1. In line with the SEN Code of Practice 2015 please ensure a SEN Support Plan is in place and is regularly reviewed (SEND 6.44, 6.45)
2. Ensure all school staff are deaf aware through relevant basic deaf awareness training (SEND 6.37)
3. Ensure all Staff involved are sufficiently trained with regards to relevant enhanced deaf awareness training (SEND 6.37)
4. Ensure that CYP is supported in maintaining and maximising the use of all listening equipment (SEND 6.34)
5. Ensure a thorough and robust transition process is in place prior to transition to the next year group. (SEND 6.9)

**Degrees of Deafness**

The British Society of Audiology descriptors are used to define degrees of hearing loss. These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000Hz in the better ear (where no response is taken to have a value of 130 dBHL).

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| Mild hearing loss | Unaided threshold 21-40 dBHL |
| Moderate hearing loss | Unaided threshold 41-70 dBHL |
| Severe hearing loss | Unaided threshold 71-95 dBHL |
| Profound hearing loss | Unaided threshold in excess of 95 dBHL |

The Hearing Impairment Service provides qualified teachers of the deaf and specialist support staff to support hearing impaired children and young people and their families. The NatSIP (National Sensory Partnership) Eligibility Framework is used to determine appropriate levels of support. There are complex additional factors which can have a significant impact on outcomes for children and young people, this may include English as an Additional Language and if a child has experienced significant Safeguarding concerns/has been taken into care, or if a child has been unwell and their education and language learning opportunities have been disrupted.

Children who have received cochlear implants may function at different levels. NATSIP uses the phrase ‘Cochlear implanted functioning as a mild/moderate hearing loss’. This may be a generalisation and will depend on multiple factors. It has been suggested that all things being equal, an implanted child (as a baby and with no other complications/needs) potentially has the opportunity to achieve commensurate with their hearing peers by the time they reach school. There still needs to be a differentiation in the ranges to reflect the severity of the impact of the managed hearing loss.

**Descriptors - Overview of Ranges**

The children and young people to whom this guidance relates will have a range of hearing levels which may affect their language and communication skills. The suggested provision and resourcing at the appropriate range will support effective teaching and learning for this group of children and young people.

Children and young people who are deaf may have differences in the areas identified below. Use these descriptors to identify the needs of an individual child. Highlight the descriptors which are appropriate to an individual child and compare this to the range models.

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| **Descriptors of Need Overview** |
| **Range 1**  | * This is likely to include children with a mild or unilateral loss which may be temporary/fluctuating conductive or permanent sensorineural but who can manage well with reasonable adjustments and are subsequently not aided.
* May have Auditory Neuropathy Spectrum Disorder or Auditory Processing Disorder
* Local authority assessment carried out as a result of suspected hearing loss
* Annual/bi-annual support /advice offered if the Service is informed about the child
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| **Range 2** | * Bilateral mild permanent/temporary hearing loss
* Permanent unilateral hearing loss
* May have Auditory Neuropathy Spectrum Disorder and are referred to SEND Sensory Service and /or auditory processing disorder for which they use additional equipment?
* Hearing aids will be issued from Audiology
* May have difficulty accessing spoken language in school/setting which may in turn affect, access, and inclusion
* May experience listening fatigue and become more tired
* May have difficulty with listening, attention, concentration, speech, language, and class participation
 |
| **Range 3**  | * Bilateral moderate conductive or sensorineural hearing loss
* May have Auditory Neuropathy Spectrum Disorder
* Will have hearing aids
* May have a radio aid/sound field/babble guard system
* May have delayed speech language skills, associated with diagnosed hearing level
* May have difficulty accessing spoken language in school/setting which may in turn affect, access and inclusion
* May experience listening fatigue and become more tired
 |
| **Range 4** | * Bilateral moderate or severe permanent hearing loss
* May have Auditory Neuropathy Spectrum Disorder.
* May have additional language delay associated with diagnosed hearing level
* Will have hearing aids and /or cochlear implant.
* Likely to have a radio aid/sound field system/babble guard system
* Likely to have difficulty accessing spoken language and therefore the curriculum
* May experience listening fatigue and become more tired
* May have difficulties with attention, concentration, confidence, and class participation
* May have communication needs related to their hearing loss which require communication support in line with Total Communication policy
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| **Range 5**  | * Bilateral moderate/severe or severe/profound permanent hearing loss
* May have Auditory Neuropathy Spectrum Disorder
* Will have hearing aids or cochlear implant
* Likely to have a radio aid/soundfield system/babble guard system
* May have additional language delay associated with diagnosed hearing level
* Speech clarity may be affected- Specialist SaLT input required.
* Likely to have difficulties with attention, concentration, confidence, and class participation
* May have significant difficulty accessing spoken language
* May experience listening fatigue and become more tired
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| **Range 6**  | * Bilateral severe/profound permanent hearing loss
* May have Auditory Neuropathy Spectrum Disorder
* British Sign Language (BSL) or Sign Supported English (SSE) may be needed for effective communication
* Will have hearing aids or cochlear implants
* Will have a radio aid/soundfield system/babble guard system
* Likely to have significant language delay associated with diagnosed hearing level
* If BSL first lang user and BSL is well established- then communication support will be needed but may not be evidence of language delay. May need access to ARP for deaf peer support.
* May have a significant language delay and communication difficulties which may prevent the development of age appropriate social and emotional health
* May have significant difficulty accessing spoken language and therefore the curriculum without specialist intervention and support
* Speech clarity may be significantly affected, Specialist Speech and Language Therapy Services may be involved
* May have significant difficulties with attention, concentration, confidence, and class participation
* May experience listening and processing fatigue
 |
| **Range 7** | * Bilateral severe/profound permanent hearing loss
* May have Auditory Neuropathy Spectrum Disorder
* BSL or SSE may be needed for effective communication
* Will have hearing aids/cochlear implants
* Will have a radio aid/soundfield/babble guard system
* Will have significant language difficulties associated with diagnosed hearing level- unless BSL first language user with no language deprivation
* May have a significant language delay and communication difficulties which may prevent the development of age appropriate social and emotional health
* Will have significant difficulty accessing spoken language and therefore the curriculum without specialist intervention and support
* Speech clarity will be affected, specialist SaLT involvement
* May have significant difficulty with attention, concentration, confidence, and class participation (Deaf children do not all have difficulty with attention, difficulty accessing the information in spoken language due to hearing loss).
* May experience listening and processing fatigue
* Will have additional difficulties and learning needs not associated with hearing loss
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**Descriptors of need for Children and Young People who are Deaf**

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| **Range 1****Summary of Needs** | **Assessment and Planning** | **Teaching and Learning strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Unilateral/bilateral near normal/mild hearing loss who can manage well with reasonable adjustments and are subsequently not aided
* May have Auditory Processing Disorder
* Local authority assessment carried out
* Annual/bi-annual support /advice offered if the Service is informed about the child
 | * Quality First Teaching includes planned adjustments
* Part of school and class assessments
* Curriculum plan must reflect levels of achievement and include individually focused support plan as required

**LA** * Functional listening assessments may be used to assess access to spoken language
* May receive assessment and advice from a qualified Teacher of the Deaf as determined by eligibility criteria
* Student profile to school and family
 | * Mainstream class
* Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation
* Hearing friendly strategies should be evident in the school e.g., seating position, lighting etc.
* Accessibility planning should involve consideration of acoustic and sound properties in school.
 | * Equal access to curriculum and all aspects of school life
 | * Use of Universally Available Guidance.
* Main provision by class/subject teacher
* Advice from SEND Sensory Service
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| **Range 2****Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Bilateral mild permanent/temporary hearing loss
* Permanent unilateral hearing loss
* May have Auditory Neuropathy Spectrum Disorder.
* May have auditory processing disorder for which they use additional equipment.
* Hearing aids will be issued from Audiology
* May have difficulty accessing spoken language in school/setting which may in turn affect, access, and inclusion
* May experience listening fatigue and become more tired
* May have difficulty with listening, attention, concentration, speech, language, and class participation
 | As range 1 plus * Referrals to Speech and Language and Language and Learning if appropriate.

 **LA**  * Assessment, monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility framework
* Functional listening assessments may be used to assess access to spoken language
* Teacher of the Deaf will monitor hearing aid management
* Student profile to school and family
 | * Mainstream class.
* Hearing friendly strategies should be evident in the school e.g., seating position, lighting etc.
* Accessibility planning should involve consideration of acoustic and sound properties in school.
* Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation
* Use of visual resources to support learning

**LA** * Training provided by Teacher of the Deaf could include:
* Deaf Awareness
* Checking of hearing aids
* Ongoing monitoring and assessment of effective working of hearing technology/amplification equipment
 | * Equal access to curriculum and all aspects of school life

**LA*** Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity and personal understanding of deafness PUD
 | * Main provision by class/subject teacher
* Staff should attend Deaf awareness training
* Key contact identified in school to support with audiological equipment management

**LA*** Advice and support from SEND Sensory Service
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| **Range 3****Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Bilateral moderate conductive or sensorineural hearing loss
* May have Auditory Neuropathy Spectrum Disorder
* Will have hearing aids
* May have a radio aid/sound field/babble guard system
* May have delayed speech language skills, associated with hearing loss
* May have difficulty accessing spoken language in school/setting which may in turn affect, access and inclusion
* May experience listening fatigue and become more tired

  | **Assessment** * Part of school and class assessments
* Referrals to Speech and Language and Language and Learning if appropriate.
* Curriculum plan must reflect levels of achievement and include individual support plan/advice from ToD

 **LA** * Assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility framework
* Functional listening assessments may be used to assess access to spoken language
* Teacher of the Deaf will monitor hearing aid management
* CYP should be assessed for assistive listening technology (radio aid/sound field system). Teacher of the Deaf will monitor and set hearing aid/radio aid management targets.
* Student Profile sent to schools and families
 | * Mainstream class
* Hearing friendly strategies should be evident in the school e.g., seating position, lighting etc.
* Accessibility planning should involve consideration of acoustic and sound properties in school
* Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation
* Use of visual resources to support learning
* Opportunities for 1:1 and small group work as required

**LA** * Training provided by Teacher of the Deaf could include:
* Deaf Awareness
* Checking of hearing aids
* Use of Assistive Technology
* Ongoing monitoring and assessment of effective working of hearing technology/amplification equipment
 | * Equal access to curriculum all aspects of school life
* Resources and outcomes adapted to meet individual child’s learning needs and as set out in SEND support plan or following advice from ToD.
* Opportunities for explanation, clarification and reinforcement of lesson content and language
* Specific interventions to follow advice from other agencies i.e., SaLT/ DLD team
* Specific interventions for teaching phonics such as, visual phonics

 **LA** * May be referred to and have access to specialist speech and language therapy/health services
* Direct Teaching/ Intervention by the Teacher of the Deaf to support vocabulary development and listening and discrimination skills
* Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity and personal understanding of deafness PUD
 | * Main provision by class/subject teacher
* Speech testing and other specialist tools must be used to assess access to spoken language carried out by a qualified Teacher of the Deaf
* All school staff should undergo Deaf Awareness Training as provided by SEND Sensory Service
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| **Range 4****Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Bilateral moderate or severe permanent hearing loss
* May have Auditory Neuropathy Spectrum Disorder
* May have additional language delay associated with hearing loss
* Will have hearing aids/ cochlear implant
* Likely to have a radio aid/soundfield system
* May experience listening fatigue and become more tired
* Likely to have difficulty accessing spoken language and therefore the curriculum
* May have difficulties with attention, concentration, confidence, and class participation
* May have communication needs related to their hearing loss which require communication support in line with Total Communication policy (BSL/SSE)
 | **Assessment** * Part of school and class assessments
* Must have modifications to the presentation of assessments

 **Planning** * Curriculum plan reflects levels of achievement and must include individually focused support plan

 **LA** * Functional listening assessments must be used to assess access to spoken language
* Assessment, monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria
* The school will make a referral for Assessment of SEND and write advice
* Teacher of the Deaf will monitor and set hearing aid/radio aid management targets
 | * Mainstream class
* Hearing friendly strategies should be evident in the school e.g., seating position, lighting etc.
* Accessibility planning should involve consideration of acoustic and sound properties in school
* Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation
* Must have regular opportunities for 1:1 and small group work based on identified need

**LA** * Should have systematic application of speech and language and communication assessment tools for deaf children as per service delivery
* Ongoing monitoring and assessment of effective working of hearing technology/amplification equipment
* Training provided by Teacher of the Deaf could include:
* Deaf Awareness
* Checking of hearing aids
* Use of Assistive Technology
 | * Equal access to learning and social life at school
* Resources and outcomes adapted to meet individual child’s learning needs and as set out in SEND support plan or following advice from Tod.
* Opportunities for explanation, clarification and reinforcement of lesson content and language
* Specific interventions to follow advice from other agencies i.e., SaLT/ DLD team
* Specific interventions for teaching phonics such as, visual phonics

**LA** * May be referred to and have access to specialist speech and language therapy/health services
* Direct Teaching/ Intervention by the Teacher of the Deaf to support vocabulary development and listening and discrimination skills
* Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity and personal understanding of deafness PUD
* Teacher of the Deaf may set curriculum targets to support child’s achievement
 | * Main provision by class/subject teacher with advice from Teacher of the Deaf
* School support staff will carry out 1:1/small group interventions in a quiet room as advised by a teacher of the deaf
* School staff should undergo Deaf Awareness Training delivered by the SEND Sensory Service
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| **Additional adult support 1:1 and small group work for:*** work on significantly modified curriculum tasks
* support language development and adapt language used in the classroom to an accessible level
* provide targeted individual support
* encourage independence
* create opportunities for peer-to-peer interaction
* monitor the progress of the young person using highly structured methods
* work on programs advised by a Teacher of the Deaf and/or Speech and Language Therapist
* Pre-teach new language
* explain, clarify and reinforce lesson content
* Implement advice from the QToD in the classroom
* Regular checking of auditory equipment: hearing aids, radio aid.
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| **Range 5****Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Bilateral moderate/severe or severe/profound permanent hearing loss
* May have Auditory Neuropathy Spectrum Disorder
* Will have hearing aids or cochlear implant
* British Sign Language (BSL) or Sign Supported English (SSE) may be needed for effective communication
* Likely to have a radio aid/soundfield system/babble guard
* May have additional language delay associated with hearing loss
* Speech clarity may be affected
* Likely to have difficulties with attention, concentration, confidence, and class participation
* May have significant difficulty accessing spoken language
 | **Assessment**:* Must be part of school and class assessments
* Must have modification to the presentation of assessments

**Planning**:* Curriculum plan must closely track levels of achievement and all support plan targets are individualised, short term and specific incorporating advice from the Teacher of the Deaf

**LA*** Functional listening assessments must be used to assess access to spoken language
* Assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria
* Teacher of the Deaf will monitor and set hearing aid/radio aid management targets
* SEND support reviews to be held
 | * Mainstream class
* Hearing friendly strategies should be evident in the school e.g., seating position, lighting etc.
* Accessibility planning should involve consideration of acoustic and sound properties in school
* Reasonable adjustments must be in place to support individual students’ learning and access to the curriculum/life in school
* Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation
* Mainstream class with flexible grouping arrangements
* Ongoing opportunities for 1:1 support focused on specific support plan targets
* -frequent opportunities for small group work based on identified need

**LA*** Should have systematic application of speech and language and communication assessment tools for deaf children
* Training provided by Teacher of the Deaf could include:
	+ Deaf Awareness
	+ Checking of hearing aids
	+ Use of Assistive Technology
* Ongoing monitoring and assessment of effective working of hearing technology/amplification equipment
 | * Equal access to learning and social life at school
* Resources and outcomes adapted to meet individual child’s learning needs and as set out in SEND support plan or following advice from Tod.
* Opportunities for explanation, clarification and reinforcement of lesson content and language
* Specific interventions to follow advice from other agencies i.e., SaLT/ DLD team
* Specific interventions for teaching phonics such as, visual phonics

**LA*** May be referred to and have access to specialist speech and language therapy/health services
* Direct Teaching/ Intervention by the Teacher of the Deaf to support vocabulary development and listening and discrimination skills
* Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity and personal understanding of deafness PUD
* Teacher of the Deaf may set curriculum targets to support child’s achievement
 | * Main provision by class/subject teacher with advice from Teacher of the Deaf
* School support staff who have appropriate training in working with deaf children, will work with CYP to:
	+ reinforce lessons
	+ support language and communication knowledge and development
* Access to a quiet room for small group and 1:1 session
* School staff should undergo Deaf Awareness Training delivered by the SEND Sensory Service
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| **Under the direction of the teacher and Teacher of the Deaf, additional adults support the child / young person as described in section F of the EHCP, to address the identified outcomes and:** * Modified curriculum tasks to allow access as advised by a Teacher of the Deaf
* Regular opportunities for 1:1 and small group work for specific identified parts of curriculum:
* explanation, clarification and reinforcement of lesson content and language
* Pre-teach new language
* specific interventions for speaking, listening and teaching of phonics
* teaching strategies to assist the development of independent learning,
* work on targets as advised by a Teacher of the Deaf
* to develop social skills
* Modification to the presentation of assessments
* Create frequent opportunities for structured peer to peer interaction
* Adult support to facilitate the development of independence and class participation
* Monitor the progress of the young person using structured methods
* Children are taught strategies and provided with resources to assist with the development of independent learning
* Daily checking of hearing aids and other technology
* Advice from Teacher of the Deaf is implemented in the classroom
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| **Range 6****Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Bilateral severe/profound permanent hearing loss
* May have Auditory Neuropathy Spectrum Disorder
* British Sign Language (BSL) or Sign Supported English (SSE) may be needed for effective communication
* Will have hearing aids or cochlear implants
* Will have a radio aid/soundfield system/babble guard
* Likely to have significant language delay associated with hearing loss
* May have a significant language delay and communication difficulties which may prevent the development of appropriate social and emotional health
* May have significant difficulty accessing spoken language and therefore the curriculum without specialist intervention
* Speech clarity may be significantly affected, and Speech and Language Therapy Services may be involved
* May have significant difficulties with attention, concentration, confidence and class participation
 | **Assessment**:* Mainstream assessments carried out as required/as set out in SEND reports/advice
* Modification arrangements in place for assessments and examinations

**Planning**:* Curriculum plan must closely track levels of achievement and all support plan targets are individualised, short term and specific

**LA*** Functional listening assessments must be used to assess access to spoken language
* Assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria
* Regular SEND reviews
* Functional Listening Assessment
 | * Mainstream class
* Hearing friendly strategies should be evident in the school e.g., seating position, lighting etc.
* Accessibility planning should involve consideration of acoustic and sound properties in school
* Reasonable adjustments must be in place to support individual students’ learning and access to the curriculum/life in school
* Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation
* Mainstream class with flexible grouping arrangements
	+ Ongoing opportunities for 1:1 support focused on specific support plan targets
	+ frequent opportunities for small group work based on identified need

**LA*** Should have systematic application of speech and language and communication assessment tools for deaf children
* Ongoing monitoring and assessment of effective working of hearing technology/amplification equipment
* Training provided by Teacher of the Deaf could include:
* Deaf Awareness
* Checking of hearing aids
* Use of Assistive Technology
 | * Equal access to learning and social life at school
* Resources and outcomes adapted to meet individual child’s learning needs and as set out in SEND support plan or following advice from Tod.
* Opportunities for explanation, clarification and reinforcement of lesson content and language
* Specific interventions to follow advice from other agencies i.e., SaLT/ DLD team
* Specific interventions for teaching phonics such as, visual phonics

**LA*** May be referred to and have access to specialist speech and language therapy/health services
* Direct Teaching/ Intervention by the Teacher of the Deaf to support vocabulary development and listening and discrimination skills
* Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity and personal understanding of deafness PUD
* Teacher of the Deaf may set curriculum targets to support child’s achievement
 | * Main provision by class/subject teacher with support from Teacher of the Deaf
* Must have ongoing assessment of needs.
* School staff must undergo Deaf Awareness Training as provided by SEND Sensory Service
* Must have access to a quiet room for small group and 1:1 session
* Provision needs to include SALT.
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| **Range 7****Summary of Needs** | **Assessment and Planning** | **Teaching and Learning Strategies** | **Curriculum/Intervention** | **Resources and Staffing** |
| * Bilateral severe/profound permanent hearing loss
* May have Auditory Neuropathy Spectrum Disorder
* May use BSL/SSE or augmentative communication to communicate
* Will have hearing aids/cochlear implants
* Will have a radio aid/soundfield/babble guard
* Will have significant language difficulties associated with hearing loss
* Will have significant language delay and communication difficulties which prevent the development of appropriate social and emotional health
* Will have significant difficulty accessing spoken language and therefore the curriculum
* Speech clarity will be affected
* May experience listening and processing fatigue
* Will have difficulty with attention, concentration, confidence, and class participation
* Additional language/ learning needs not associated with hearing loss
 | * Mainstream assessments carried out as required/as set out in EHCP/SEND support plan
* Modification arrangements in place for assessments and examinations
* Functional Listening Assessments reviews if placement is a HIARP.

**Planning**: * Curriculum plan must closely track levels of achievement and all support plan targets are individualised, short term and specific

**LA** * Speech testing and other specialist tools must be used to assess access to spoken language
* Must have systematic application of speech, language, and communication assessment tools for deaf children
* Must have assessment by education and non-education professionals as appropriate
* ToD assessment and planning
* SEND and EHCP reviews
* Access to mainstream class and assessments if required/ set out in EHCP/SEND support plan
 | * Mainstream class
* Hearing friendly strategies should be evident in the school e.g., seating position, lighting etc.
* Accessibility planning should involve consideration of acoustic and sound properties in school
* Reasonable adjustments must be in place to support individual students’ learning and access to the curriculum/life in school
* Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation
* Mainstream class with flexible grouping arrangements
	+ Ongoing opportunities for 1:1 support focused on specific support plan targets
	+ frequent opportunities for small group work based on identified need
* Communication strategies appropriate to deaf children & young people are planned in conjunction with school staff, parents and TOD and based on regular assessments

**LA*** Ongoing monitoring and assessment of effective working of hearing technology/amplification equipment
* Should have systematic application of speech and language and communication assessment tools for deaf children
* Training provided by Teacher of the Deaf could include:
* Deaf Awareness
* Checking of hearing aids
* Use of Assistive Technology
 | * Equal access to learning and social life at school
* Resources and outcomes adapted to meet individual child’s learning needs and as set out in SEND support plan or following advice from Tod.
* Opportunities for explanation, clarification and reinforcement of lesson content and language
* Specific interventions to follow advice from other agencies i.e., SaLT/ DLD team
* Specific interventions for teaching phonics such as, visual phonics

**LA*** May be referred to and have access to specialist speech and language therapy/health services
* Direct Teaching/ Intervention by the Teacher of the Deaf to support vocabulary development and listening and discrimination skills
* Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity and personal understanding of deafness PUD
* Teacher of the Deaf may set curriculum targets to support child’s achievement.
 | * 5 hours 1:1 support in Mainstream or
* A bespoke specialist environment (HIARP / Special School) to support students with complex needs
* Enhanced teacher pupil ratio with additional adult support combining small group and 1:1, to facilitate access to the curriculum and deliver individually planned programmes of work.
* A specialist teacher of SEND and appropriately experienced, specifically trained support staff
* A high level of additional adult support with all aspects of selfcare, self-regulation and during non-structured times
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| **Local Authority led Additional Resource Provision for children and young people who are deaf (ARP):** · Daily advice and input from a Qualified Teacher of the Deaf (QTOD) on a range of issues pertinent to deaf children · Small group (no more than 1:6) teaching by TOD, usually for English and maths (10 hrs per week). · Small group (no more than 1:6) teaching by a TOD for other subjects as required if unable to access mainstream teaching. · Delivery of specialist curricula for Deaf children such as Personal Understanding of Deafness (PUD) / Emotions curriculum. · Access to appropriate equipment to facilitate access to learning through residual hearing. · In class communication and learning support from specialist support staff trained in British Sign Language functioning equivalent to BSL Level 3 / or working towards level 3 (depending upon group / setting) · Access to mainstream classes facilitated by daily advice and input / delivery from QTOD · Access to a Highly Specialist Speech and Language Therapist, skilled in meeting the needs of deaf children and young people.**Additional Secondary needs may require**: · Additional support to facilitate a further bespoke personalised timetable to support learning and progress. · Personalised curriculum with access to specific programmes, support, intervention and resources which are in addition to the core offer for HI, to support learning and self-regulation · Specialist multi-agency teaching and advice (in addition to the QTOD) will be required to support the additional needs such as epilepsy, autism, cognition and learning. · And / or individual specialist support for mobility, medical and personal care needs etc. · Trained / specialist staff to support social communication, social and emotional and sensory needs of the child e.g., to help with emotional regulation skills, as and when required throughout the day · Provision of an appropriate environment to suit the learning and social and emotional needs of the child with additional space to facilitate the specific programmes and interventions require |