




👂 Specific Core Standards for Children and Young People with Hearing Impairment 👂

Please use these standards to augment the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) where there are hearing needs.

Support for children and young people with SEN and/or disability	👂 <u>UNIVERSAL</u> ALL children & young people High quality teaching	👂 <u>SEN SUPPORT</u> SOME children & young people Additional targeted support	👂 <u>HIGH NEEDS</u> A FEW children & young people Support for complex and long-term special educational needs
<p>Why we do it</p> <ul style="list-style-type: none"> Promoting engagement & participation Achieving the best possible outcomes Preparing for Adulthood 	<ul style="list-style-type: none"> All children and young people have the opportunity to be happy, safe, and lead fulfilling lives as per the Somerset SEND Strategy 2016-2019. The setting provides a warm, safe, empathetic, non-judgmental and positive ethos, supporting individual wellbeing. <p>Every teacher/lecturer/practitioner is a teacher of every child and young person.</p>	<p>Column 1 plus the following:</p> <ul style="list-style-type: none"> Young people and parents with hearing impairments can actively engage with learning, review and decision-making meetings, including the use of staff training and interpreters as necessary. Settings can implement reasonable adjustments and a plan for accessing learning which addresses specific hearing needs. To give a greater emphasis on language development, auditory training and communication skills/support. 	<p>Provision for High Needs children and young people will be highly specialist and personalised.</p> <p>Provision will include all aspects of columns 1 & 2 plus the actions and strategies detailed in the generic core standards frameworks.</p>
<p>What we will do</p> <ul style="list-style-type: none"> Assess Plan Do Review Transitions 	<ul style="list-style-type: none"> Clear processes are in place to identify children and young people's strengths and needs. Reasonable adjustments are made to enable the curriculum to engage ALL children and young people. <p>Every teacher/lecturer/practitioner is a teacher of every child and young person</p>	<ul style="list-style-type: none"> Training is available for a range of involved professionals. Link to Somerset training directory. Information and resources are explored from voluntary agencies as appropriate, eg www.ndcs.org.uk. Continuous assessment and curriculum assessments may be supplemented by diagnostic tests relating to, eg language and listening skill development. Hearing Support Team (HST). Specialist advice and support for assistive equipment, eg hearing aids, radio aid, or communication needs from such as a qualified teacher of the deaf and/or Educational Audiologist. Plan carefully for transitions, eg specialist equipment transfers to new settings and new training or resource requirements will be considered. 	<p>Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.</p>
<p>How we do it</p> <ul style="list-style-type: none"> Environment, Resources, Equipment, Curriculum, Teaching and Planning Healthcare within Educational Settings 	<ul style="list-style-type: none"> Consideration is given to good listening conditions for all children and reasonable adjustments are made, eg: <ul style="list-style-type: none"> lowering ceiling height, sound absorbent flooring silent heating and light systems use of sound field systems reduction of background noise careful consideration of seating positions. The curriculum is differentiated appropriately to meet the needs of all children and young people with a hearing impairment, eg clear and precise instructions supported by visual clues as appropriate (eg key repetition of answers in class/group discussion). Additional time for hearing impaired child to process questions/ information. A range of training is available for staff working with young people with sensory impairments. 	<ul style="list-style-type: none"> Close home-school links, especially for children, so school/setting are aware of changes in circumstances that may impact on hearing needs, eg "glue ear" overlaying a permanent hearing loss. Focused intervention plans (or equivalent) with clarity of interventions and expected outcomes may be required. These are regularly reviewed and evaluated. Training for key worker(s) in the management of additional equipment and for all staff re Deaf Awareness/classroom strategies. Teaching staff ensure strategies are in place to enable and accommodate CYP's preferred method of communication www.ndcs.org.uk (communicating with your deaf child) www.signature.org.uk. Special arrangements are applied to external/internal learning assessments http://www.ndcs.org.uk (exam access arrangements). Pre and post tutoring planned to support understanding and ability to work as independently as possible, participate in all learning activities and consolidate learning. Access to additional targeted teaching in small groups, or individually on a daily basis if appropriate in order to support: 	<p>Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.</p>

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	<ul style="list-style-type: none"> • Staff have access to a range of useful websites to access resources on how to support hearing impairment, eg www.ndcs.org.uk, www.actiononhearingloss.org.uk. • Staff will monitor the wellbeing and self-esteem of young people with hearing impairment, intervening with e.g. the NDCS 'healthy minds programme' if necessary. • A personal emergency evacuation plan is in place if necessary. Link to PEEP policy. • Risk assessments are in place as required. Example risk assessment. <p>Please refer to the generic Core Standards for all children and young people (0-5; 4-16; 16-25) for further detail.</p>	<ul style="list-style-type: none"> – careful monitoring of language and literacy skills – language programme implemented with advice from teacher of deaf and SALT – opportunities to improve social skills, interaction, communication skills and self -esteem as appropriate – support for audiological equipment ensuring that it is checked on a regular basis to ensure it is working at its optimum – help in acquiring, comprehending and using speech and language in structured and unstructured situations. • Appropriate modifications to the classroom and whole school environment which may include adjustments to ensure that the listening environment takes account of individual needs. • Frequent and sensitive checking of child's understanding and use of specialist equipment and provision of appropriate space for testing of CYP's individual amplification and assistive devices. • Appropriate differentiation of oral and written language, activities and materials. • Additional visits planned to new setting to help CYP with HI familiarise themselves with listening environment and new staff visit CYP to meet in current setting anticipatory training and plans for transfer of assistive equipment. • Regular and informed communication between both schools/settings is established early. (www.ndcs.org.uk: search 'supporting deaf young people through transition'). • An Access Audit for transitions is undertaken using the Schools Access Initiative, with building adaptation advice if required. 	
Who will do it Responsibilities	<ul style="list-style-type: none"> • The whole setting welcomes all children, young people and parent/carers with additional needs. • Governor/senior leadership team have an accessibility strategy and are committed to developing access for all learners. • Governors and all staff are fully aware of their roles and responsibilities in relation to supporting children and young people as per the SEN Code of Practice and supplementary NCDS guidance – 'Supporting the achievement of hearing impaired children'. • Governors and senior leadership team have an awareness of how students with hearing impairment perform in relation to national data, for example using NATSIP Outcomes Benchmarking (school age) or The Deaf Babies Developmental Journal (early years). • Positive images of children and young people with sensory needs are portrayed throughout the setting and curriculum. Examples from the NDCS. 	<ul style="list-style-type: none"> • Members of staff, parents and carers, and involved external professionals will work in partnership during planning and review processes. • Children and young people give individual and collective views to help inform planned programmes and support and adjustments • Existing and new staff liaise closely with each other and young person/parents and specialist advisory staff at points of transition. • Senior leadership team/SENCO ensure that: <ul style="list-style-type: none"> - staff have the time and resources to deliver the actions and range of support listed above and in column 1. - Accessible learning environments www.ndcs.org.uk (search 'Deaf friendly schools') - whole setting approach to different learning styles support the needs of the learner with hearing needs well - children and young people with hearing impairment are included and can participate in all social/extracurricular activities, eg lunchtime activities, school plays, full range of work experience and off-site visits. 	<p>Please refer to the Somerset Core Standards for all children and young people (0-5; 4-16; 16-25) for further information.</p>