

Parent workshop
supporting your child in the mainstream classroom

June 4 2019

Meet the team:

- ▶ *Enid Hilton – Early years Advisory Teacher of the Deaf*
- ▶ *Ann Gymer – Outreach Advisory Teacher of the Deaf*
- ▶ *Sue Muir – Outreach Advisory Teacher of the Deaf*
- ▶ *Hayley Adams – Audiological Technician and Deaf Role Model*

Introduction

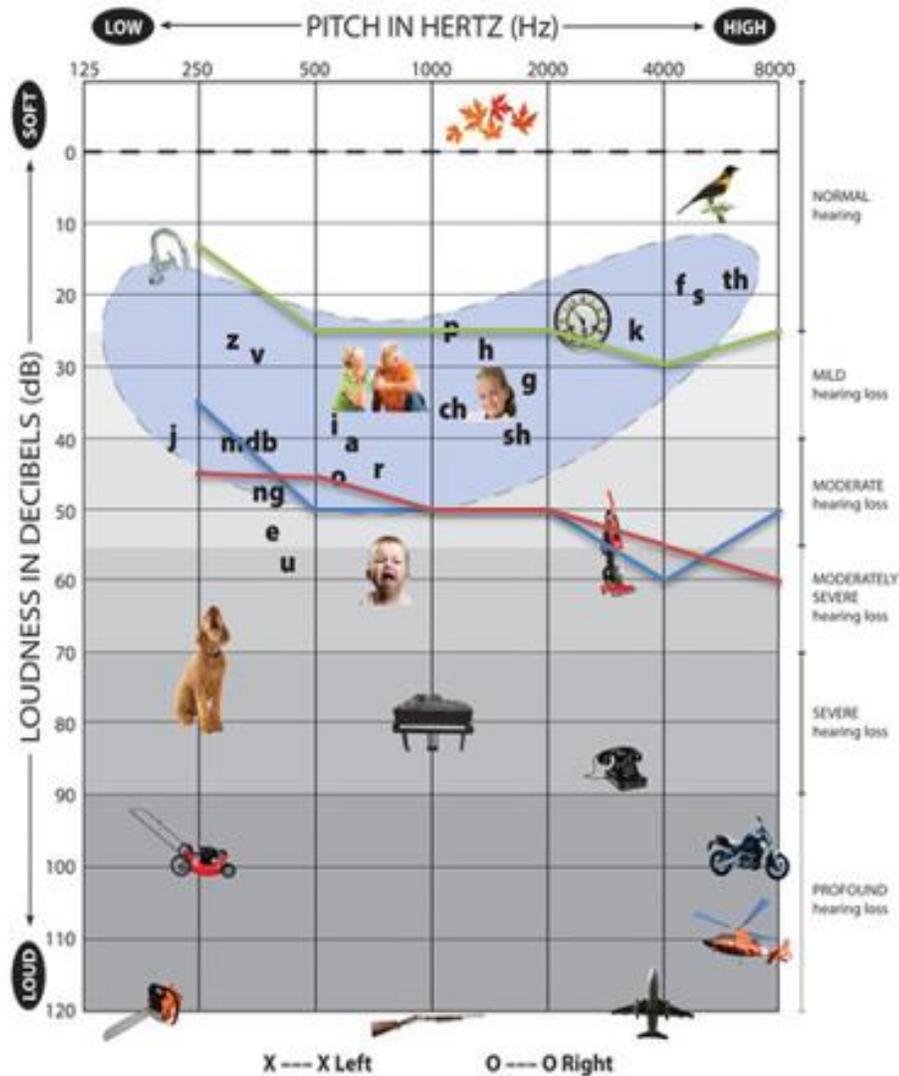
The reason for this parent workshop today is to share information that will be useful for you to support your child. The role of the Teacher of the Deaf (ToD) has changed nationally therefore we are constantly reviewing our service delivery and ways that we can best support our students in mainstream schools.

As our role has become more advisory, it is vital that parents feel able to approach school with confidence and knowledge. With your support, and the input from our service working with your child's school, we aim to get the best outcomes for your child.

Aims – Part 1

- ▶ *The degrees of hearing loss*
- ▶ *The importance of audiological equipment*
- ▶ *To discuss hearing loss in the mainstream classroom*

Degrees of hearing loss



- ▶ Normal (hearing aids not required)
- ▶ Mild (May not be aided)
- ▶ Moderate (should be aided)
- ▶ Severe, including high frequency (aided)
- ▶ Profound (cochlear implant/signer)

The importance of audiological equipment

- An audiologist will make a decision to fit hearing aids/devices depending on type and level of hearing loss
- Without hearing aids many deaf children would not have access to speech.
- Hearing aids are vital in helping children to hear and understand speech so they can develop their own
- The use of a radio aid is highly recommended for allowing a direct input and reducing background noise
- We can only produce words and sounds if we can hear them
- Technology is constantly updating however hearing devices do not restore normal hearing.

How your child may hear speech without their hearing device



The main issues for hearing impaired students in mainstream classrooms

- Other people's lack of understanding about deafness*
- May find it difficult to hear/understand speech*
- Background noise makes it hard to hear speech*
- Being able to independently manage their hearing devices – BTE, CI, BL or FM*
- When their audiological equipment is not working properly*
- Fitting in with their hearing classmates – being different/making friends*

The impact of a hearing loss in the mainstream classroom

- ▶ *Development of language – understanding and using language*
- ▶ *Confusion – missing information*
- ▶ *Closing the language gap*
- ▶ *Keeping up with the curriculum*
- ▶ *Developing coping strategies*
- ▶ *Friendships*
- ▶ *Self Advocacy*
- ▶ *Confidence and self esteem (mental health)*
- ▶ *Loss of focus – attention and listening*
- ▶ *Fatigue*

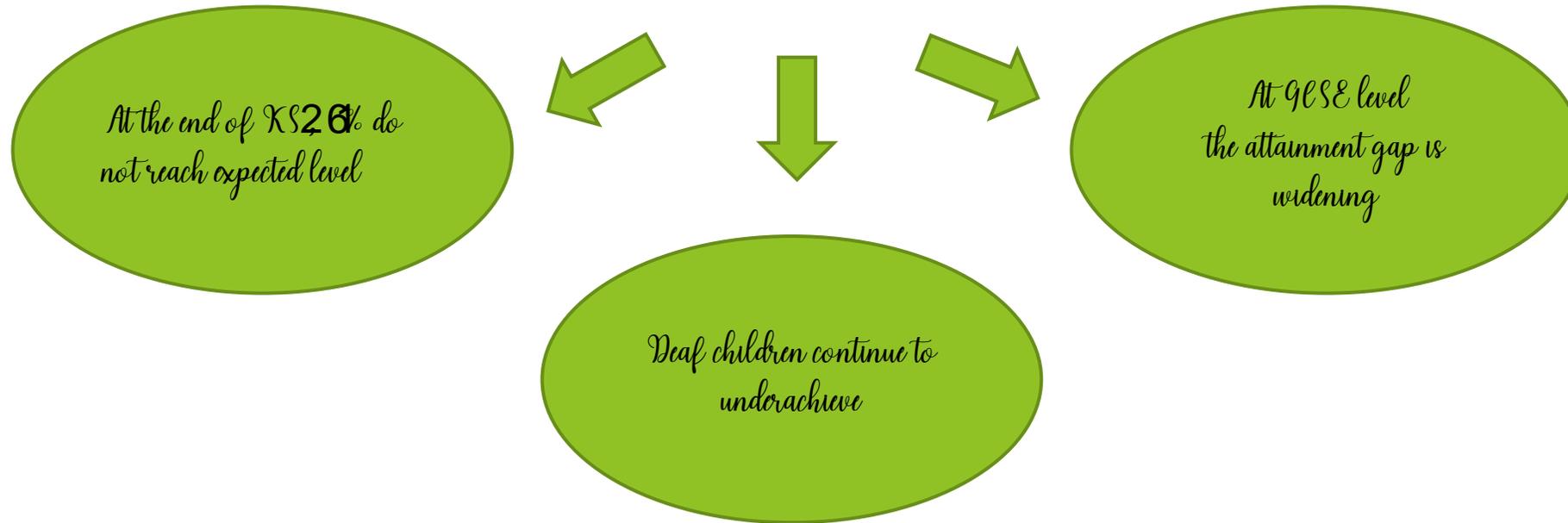
Aims - Part 2:

- ▶ *To look at national data regarding academic achievement*
- ▶ *To know there is legislation and guidance to support children with hearing loss*

Academic Achievement

Recently reported that 'educational support for deaf children is in complete disarray' (BBC, 2018)

NDES, 2017



- 51% of deaf students achieved a grade D or below compared with only 3% with no SEN in Maths & English
- 5% of deaf students did not achieve the expected GCSEs grade A* - C compared with only 3% with no SEN (inc. Maths & English)

Legislation

- SEND CoP **2014**
- Children and Families Act **2014**
- Equality Act **2010** (replaced the Disability Discrimination Act)
- Quality Standards for the use of personal radio aids **2017**

Send Code of Practice

- Schools must use their best endeavours to make sure that a child with SEND gets the support they need (6.2)
- Schools must make reasonable adjustments, including the provision of auxiliary aids to prevent them being put at a substantial disadvantage compared with their peers. These adjustments must be anticipatory and planned for (6.9).
- Due to hearing impairment being a complex and specific disability, schools should seek advice from a qualified Teacher of the Deaf to support them to meet the needs of the HI student. Schools should also consider whether and how specialist staff can train the wider workforce so they can better identify need and offer support earlier (3.41).

Children and Families Act 2014

- The law (Children and Families Act 2014) requires that schools in England take steps to support children with medical conditions.
- Glue ear can be regarded as a 'medical condition'.
- Schools must also follow government guidance: *Supporting pupils with medical conditions at school*.
- Make sure that the school is clear that your child has a medical condition. Ask them how they'll make sure they are meeting the requirements of the government guidance.

Equality Act 2010 (replaced the Disability Discrimination Act)

- Sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people

They MUST NOT:

- Directly or indirectly discriminate against, harass or victimise disabled children and young people
- Discriminate for a reason arising in consequence of a child or young person's disability

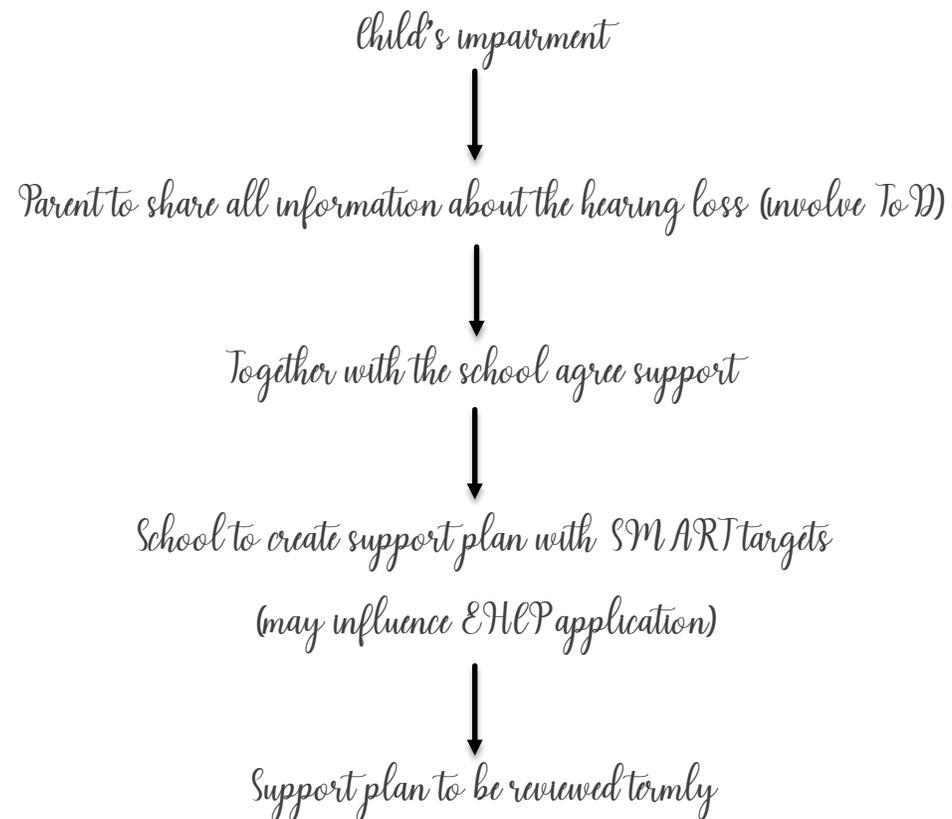
Quality Standards for the use of the personal radio aid

- *Appropriate support and training are needed to ensure those in the child's environment can support the best use of radio aid technology (QS1)*
- *A qualified professional should teach those with day-to-day responsibility how to use the radio aid and carry out basic troubleshooting (QS5)*
- *Ongoing training for developing best use and management of radio aids (QS6)*
- *Carry out subjective checks of the radio aid daily (listening checks, Ling sound) (QS7)*
- *Evaluate the benefits of the radio aid (QS10)*

Aims - Part 3:

- ▶ *Working closely with your school*
- ▶ *School's responsibility and reasonable adjustments*
- ▶ *Questions you may want to ask your school*

Working closely with your school



School's responsibility

- ▶ *Regular meetings to discuss support plan and any issues*
- ▶ *Sharing audiological information with the school (age of diagnosis, hearing aid use, changes to hearing etc)*
- ▶ *Kept informed – what is school doing to support your child?*
- ▶ *Support plan – due to it being a sensory impairment they automatically issued a support plan*
- ▶ *Smart targets*
- ▶ *The role of the Teacher of the Deaf has changed making it vital that parents are pro active.*
- ▶ *You are within your rights to challenge the school in a non confrontational way*

School's responsibility

- ▶ *Clear transition plan*
- ▶ *To complete a support plan*
- ▶ *Information sharing with staff*
- ▶ *Meet with parents regularly*
- ▶ *To make any reasonable adjustments*
- ▶ *Closely track progress*
- ▶ *Access training from specialist teachers (minimum requirement?)*
- ▶ *Nominate listening champion or key worker*
- ▶ *Implement teaching strategies for deaf learners*
- ▶ *To consider their SALT needs and differentiate curriculum*
- ▶ *Regular reminder of good practice*
- ▶ *To understand and use effectively all audiological equipment (hearing devices and radio aids)*

Examples of reasonable adjustments

- ▶ *Improving the listening environment – reduce reverberation and background noise*
- ▶ *Use of audiological equipment – radio aids, soundfield*
- ▶ *Listening breaks*
- ▶ *Access to quiet spaces*
- ▶ *Closed door policy*
- ▶ *Classroom positioning – not near the dining/PE hall or where there is additional background noise*
- ▶ *Have as many staff trained as possible*
- ▶ *Nominate a Listening Champion*

Questions you may want to ask your school

- ▶ *Where is my child on your provision map?*
- ▶ *What information is on the accessibility plan?*
- ▶ *What reasonable adjustments have you made?*
- ▶ *Who is managing and overseeing the audiological equipment?*
- ▶ *Which staff have attended training?*
- ▶ *Do you have a Listening Champion?*

Useful links

- ▶ NDCS - www.ndcs.org.uk
- ▶ SENDsuccess - www.sendsuccess.org.uk
- ▶ Equality Act - www.gov.uk/guidance/equality-act-2010-guidance
- ▶ SEND code of practice: 0 to 25 years: www.gov.uk/government/publications/send-code-of-practice-0-to-25
- ▶ Children and family act - www.legislation.gov.uk/ukpga/2014/6/pdfs/ukpga_20140006_en.pdf
- ▶ Quality Standards for radio aids. www.ndcs.org.uk/document.rm?id=9697

Any Questions

▶ Thank you