

Sefton Special Educational Needs and Disability (SEND)

Our Approach
Assess, Plan, Do Review



Sefton – Graduated Approach

A Provision Grid for [Hearing Needs Team](#)

Referral process- Referrals are received from Alder Hey Childrens Hospital Audiology team. However, if a parent or carer contacts us we will advise and contact audiology. We will only work with children with consent from the parents/carers.

The Hearing Needs Team.

This does **not include** those who have been identified with a [conductive loss \(Glue Ear\)](#)

Whole School Systems	
<p>Quality First Teaching meets the need of all CYP.</p> <ul style="list-style-type: none">• SENCO as strategic lead with time to implement the Code of Practice. Timely identification of need.• Inclusive ethos that supports learning and wellbeing of all CYP.• Team around the child' approach e.g., consistent language, approaches/strategies.• Positive relationships with staff and students within school.• High Quality deaf friendly teaching.• Deaf friendly classrooms.	<p>BSL Act 2022- The British Sign Language Act 2022 received Royal Assent on 28 April 2022. It will help ensure all public services and information are accessible to Deaf people who use BSL as their first language.</p> <p>NDCS Resource for professionals – This resource offers a wide range of resources for professionals who work with deaf children and young people, whether in education, health, social care, or to support transition into adulthood.</p> <p>BDA- British Deaf Association (BDA) is a national Deaf-led organisation that works directly with Deaf people that use British Sign Language (BSL). Our work concentrates on campaigning for equal rights on a national level and working at a local level empowering Deaf people to achieve access to their local public services.</p> <p>DLA- Disability Living Allowance (DLA) is a disability benefit for children under 16 who are deaf or disabled. DLA helps towards some of the extra costs of raising a child who needs more looking after than another child of the same age without disabilities. It's not means-tested or taxable, which means that you can apply regardless of how much you earn, how much money you have in savings or any other benefits you may already receive.</p> <p>Building guidelines/acoustics - Building Bulletin 93 (BB93) explains minimum performance standards for the acoustics of school buildings.</p> <p>Hearing Needs Padlet- The Hearing Needs PADLET is designed to provide parents, carers, CYP and schools with links to useful websites, targeted support documents for early language development, deaf identity, and advice on equipment plus many more informational booklets. All of which are designed to enable them to understand the nature of their child's hearing need and understand how to support all aspects of their child's development and learning, at home and in the community. For Schools the information for staff in settings is to enable them</p>

<ul style="list-style-type: none"> •Staff access deaf awareness training opportunities. •Resources reflecting deaf role models. Glossary of terminology	<p>to understand the nature and impact of a child’s hearing need and consider how to modify and adapt their environment, their access to the learning and social opportunities and how best to support them.</p> <ul style="list-style-type: none"> •Pupil and parent/carers voice are valued and used to inform provision that is regularly reviewed. See end of page. <p>•Additional sign posting to external deaf specific agencies.</p> <p>https://www.ndcs.org.uk/</p> <p>https://www.alderhey.nhs.uk/services/audiology/</p> <p>https://www.alderhey.nhs.uk/services/speech-and-language-therapy/specialist-speech-and-language-therapy-network-for-deaf-people/</p> <p>https://deafactive.org/</p>
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	Assess	Plan & Do	Plan & Do	Review
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	(Pupil Needs)	(Strategies & Interventions)	(Resources)	(progress indicator)
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Universal Classroom Offer</p>	<ul style="list-style-type: none"> • Appropriate Acoustic environments • Daily Listening test as needed. • LING SOUNDS • Assessment of level of support from QTOD. • Summary of Hearing Needs with consent to service involvement. <p>Triage and signposting.</p>	<p>Implement strategies as advised from summary of Hearing Needs.</p> <p><u>Following Advice</u></p> <ul style="list-style-type: none"> • Anticipate the needs of the deaf child and make reasonable adjustments in a timely manner. • Monitor equipment used by pupils, ensuring all equipment is ready for use, e.g. charged. • Ensure access to all additional equipment. • Plan safe storage and disposal of batteries when needed. • Support and encourage daily use of amplification devices. • Consider room allocation to reduce auditory clutter. <p><u>Awareness of Deafness</u></p> <ul style="list-style-type: none"> • Clear use of range of strategies to remove barriers to language. • Equipment maintenance checks. • Monitor changes in pupil responses to auditory stimuli. • Troubleshoot minor issues or flag with Hearing Needs Team <p><u>Exam Access</u></p> <ul style="list-style-type: none"> • Exam access arrangements need to be standard practice. <p><u>SEMH</u></p> <ul style="list-style-type: none"> • There is a supportive social and emotional environment for children/young people with Hearing needs. 	<p><u>Resources</u></p> <p>Please see Hearing Needs Team Padlet</p> <ul style="list-style-type: none"> • LIFE assessment • Deaf friendly resources • I.E. dolls with hearing aids, listening books. • Listening Programme NDCS • Books and films with deaf characters in library / classrooms. SENCO can find resources on Padlet (Link above) • Access to dolls like me (I.E. doll with hearing aid) in appropriate setting. <p>Ensure High Quality Teaching meets the need of all CYP.</p> <p>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)</p>	<p>Refer to School SEN plan/ EHCP or external professionals targets and guidance for reviewing pupil progress.</p> <p>Quantitative and qualitative data to evidence progress against agreed prior targets/outcomes.</p> <ul style="list-style-type: none"> • Increased/equal access to the curriculum. • Individual Pupil needs/learning plan is in place and reviewed regularly. • Increased confidence and self-esteem. • Ability to use amplification devices consistently. • Gaps between deaf child and peers is closing e.g. language, SEMH, listening etc. • Consistently contributes to class discussion, responds to questions. • Positive response from pupil and parent voice. <p>Review and evaluate functional listening skills for all pupils.</p>
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		<p>Sign posting to external deaf specific agencies and resources i.e., Deaf active – Sign Language courses-</p> <p><u>Environment</u></p> <ul style="list-style-type: none"> • Learning environment must meet industry standards BB98 i.e. rooms must be fit for purpose. 		
	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)

Targeted	<p>Summary of needs assessment. Pupil will be assessed to create a personalised plan written by Teacher of Deaf children and Young People (QTOD). This will be disseminated to all staff and regularly updated, depending on pupils need. This includes: a profile of their levels of deafness, any amplification devices they use, personal, social and emotional needs, family background, Language used in the home etc.. and for some targeted learning strategies to be</p>	<p><u>*Some of the targeted/ specialist support specified is dependent on the nature of the consent given, for example the extend of consent for information sharing.</u></p> <p><u>Following Advice</u> Teacher(s) and SENCO agree, in consultation with the learner and their family, the outcomes they are seeking, the targeted SEN provision to be put in place to address gaps in and barriers to learning to accelerate progress and development. Support and intervention are based on reliable evidence of effectiveness and provided by practitioners with relevant skills and knowledge. All teachers and support staff who work with the learner are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.</p> <ul style="list-style-type: none"> Supply staff are provided with clear information about the key needs and adjustments required for the learners with SEND they will be teaching. Follow QTOD advice on room acoustics and deaf friendly specific teaching. <p><u>Learning Approaches</u></p> <ul style="list-style-type: none"> Designated time for SENCO, Class teacher, TA/CSW to liaise with the Teacher of the Deaf. Access to support staff as appropriate e.g., for pre and post teaching. Accessing appropriate training offered by external agencies. 	<p><u>Resources</u></p> <ul style="list-style-type: none"> Personalised resources to enable access to the curriculum. Resources to support and manage the use of assistive technologies e.g. Assistive Listening Devices. Register with organisations such as NDCS and access free materials and advice. NDCS working memory NDCS secrets of words Shape coding. Black sheep or similar SaLT resources Staff time to support appropriate use of equipment and access to the curriculum. <p><u>Technology Resources</u> Advise on Specialist equipment.</p> <ul style="list-style-type: none"> Remote microphone (Edu mic/Roger touch/Mini Mic/pass around) Sound clouds. Babble guard. Soundfield systems Hush ups chair leg noise reducers. Quiet room for 1-1 specific teaching Checking specialist equipment. <p>Online resources Hearing Aids Phonak</p>	<p>Refer to universal review progress indicators, in addition to:</p> <p>Monitoring visits to review listening skills, gain pupil voice, review audiological needs.</p> <p>Summary of Needs to be updated and reviewed yearly.</p> <ul style="list-style-type: none"> NDCS Success from the Start <p>Personal Understanding of Deafness PUD, curriculum developed by the Hearing Needs team adapted from resource below. This resource is used to support learner's strengths and interests to develop their relationships with peers. Engagement from school staff with the Personal Understanding of Deafness programme delivered by the Teacher of the Deaf which is followed up and embedded with the learner. Support the learner in developing a sense of deaf identity e.g. by</p>
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	<p>used to support them in school.</p> <ul style="list-style-type: none"> • NDCS Success from the start • PUD curriculum • Audiology curriculum • BSL Tracker • NAMES • Environmental assessment e.g. seating position, room choice (size and acoustics). • Language assessments. (Specific from QTOD) <p>Exam access arrangements</p> <ul style="list-style-type: none"> • assessment. <p>Access Arrangements are planned for at the earliest opportunity to enable learners to be fully able to</p>	<ul style="list-style-type: none"> • Equality of access to a range of intervention groups to support learning delivered to meet the needs of the CYP. <p>Support programmes.</p> <ul style="list-style-type: none"> • Deliver targeted support programmes as recommended by QTOD. • Modify teaching resources as identified in the Summary of Hearing Needs, i.e. subtitles on multimedia presentations., use of Ling sound checks, use of vocab builder programmes. • Provide listening breaks identified on Summary of Needs to reduce fatigue associated to deaf pupil. • Access to school support staff as appropriate e.g., for pre and post teaching, to allow for consistent strategies to be implemented. Individual learning targets are set and reviewed at least termly by trained and experienced teachers in collaboration with a teacher of the deaf. • All classroom staff are working towards specific language targets which are incorporated into curriculum planning. • Personalised reasonable adjustments applied to CYP with Hearing need. <p><u>SEMH</u></p> <ul style="list-style-type: none"> • Small group interventions to support SEMH and communication e.g. Deaf Friends/ Peer awareness. 		<p>making time and supporting them in meeting other learners with a hearing Need.</p> <p>This is a bespoke curriculum across all key stages.</p> <p>Bespoke healthy Minds curriculum targeted to young Deaf children. This is an adapted resource from the link below.</p> <p>New collaboration with the National Deaf Children's Society - SignHealth</p> <p>HN BSL Tracker document to track three areas of Language progression.</p> <ul style="list-style-type: none"> • Conversational • Linguistic • Storytelling and Comprehension <p>NAMES (Nottingham Auditory Milestone) programme</p> <p>NAMES measures active listening and auditory memory from the earliest days of cochlear implantation through to a sufficient understanding of</p>
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	<p>utilise these approaches, as part of their 'normal way of working'.</p> <ul style="list-style-type: none"> • NATSiP assessment. (See long link below.) 	<ul style="list-style-type: none"> • Access to a peer group with similar needs e.g., deaf adults/role models / adults whose first language is British Sign Language (BSL), Deaf Friends. Provided by Termly key stage meet ups or signposted to external agencies. <p><u>Exam Access</u></p> <ul style="list-style-type: none"> • Appropriate exam arrangements including the accessing of modified test papers – embedded into standard assessment practise. <p><u>Transition</u></p> <ul style="list-style-type: none"> • Organise individual transition meetings for individuals and young people. • Arrange additional visits for enhanced transition. 		<p>spoken language to enable children to learn by listening within a group situation as would typically be the case in an educational setting.</p> <p>Training and resources for professionals NUH</p>
	Assess (Pupil Needs)	Plan & Do (Strategies & Interventions)	Plan & Do (Resources)	Review (progress indicator)

Specialist	<p>Specialist Assessments with written assessment reports to assist in targeted language work. Sefton's Hearing Needs Team to provide information for inclusive environment e.g. acoustic audit, pace of lessons, language, and curriculum adaptation.</p> <p>Summary of Needs as above.</p> <p>Termly Target and summary profile Collaboration with Specialist Deaf SaLT</p>	<p><u>Learning Approaches</u></p> <ul style="list-style-type: none"> • Designated time for SENCO, Class teacher, TA/CSW to liaise with the Teacher of the Deaf. • Access to support staff as appropriate e.g., for pre and post teaching. • Accessing appropriate training offered by external agencies. • Equality of access to a range of intervention groups to support learning delivered to meet the needs of the CYP. • Specific time and space for BSL instruction as required. • Highly specialist QTOD to assess progress in BSL (British Sign Language) and record progress and attainment using specialist BSL Tracker document linked with early language skills matched to Pivots scales. QTOD to use BSL tracker to inform target setting and outcomes across key stages. BSL sessions where appropriate, targeted sessions for child whose first language is BSL. • Visual phonics. <p><u>Resources</u></p> <ul style="list-style-type: none"> • Personalised resources to enable access to the curriculum e.g.; Visual phonics sessions, Shape coding literacy tool to develop language skills. <p><u>Environment</u></p>	<p><u>Assessments</u></p> <ul style="list-style-type: none"> • Specialist language assessments. You can find a range of assessments focusing on expressive and receptive language skills here. 	<p>Refer to universal and targeted review progress indicators, in addition to personalised outcomes.</p> <p>Summary of needs to be reviewed each term to ensure targets are SMART.</p> <p>Collaboration with Specialist Speech and Language teams. Joint working and target setting</p>
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	<p>Input to EHCP</p> <p>Specialist Curriculum</p> <p>Monitoring for Termly pupils, Classroom observations for children on our teaching caseloads</p>	<ul style="list-style-type: none"> • HN Classroom audit for inclusive environment e.g. acoustic audit Acoustic testing Speech to noise testing, Sound level meter for specific environments. pace of lessons, language, and curriculum adaptation. <p><u>Exam Access</u></p> <ul style="list-style-type: none"> • Support in assessing appropriate exam access arrangements– Recommendations of modified exams, additional time, Supervised rest breaks, adult prompts, alternative accommodation, Live speakers for languages (Spanish, French). • Specialist equipment if required e.g. Assistive Listening Devices, soundfield. <p><u>Training</u></p> <ul style="list-style-type: none"> • Classroom staff have undertaken bespoke training / coaching around an individual child's needs and access external training where required. Upskilling of designated staff member by HN team to support in all aspects of CYP with HN need. • Specialist training for equipment e.g. Care and maintenance of audiological equipment. Specialist support in assisting school with individual pupils assistive listening devices. • Specialist training for staff working with children with cochlear implants, Specialist Risk assessments to support safety. Listening Devices, remote microphone, pass around round mic etc.. 		
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How do we capture the voice of the child

We capture the voice of the child after every taught/ monitoring session through observation and conversation. Strategies used will reflect the child's age and developmental stage as well as their personal understanding of Deafness. We also use specialist listening and evaluation forms created in line with NDCS guidance. This evaluation forms break down all areas of a child's education and discuss the child's or YP listening abilities and hearing needs. This is then disseminated to all school staff and parents.

How do we work in partnership with the parents

When a child is identified via the Newborn Hearing Screening programme at the hospital they are then provided with a visit to audiology for further testing. At this visit Audiology will provide the parents with a request for involvement form and send the referral across to the HN Team. On receipt of the referral, we will contact the family. This usually an initial phone call. We will then arrange a convenient time to carry out a home visit. We will continue these home visits for pre-school children. Frequency of visits depend on the level of Hearing loss and the families' commitments. As part of this family partnership, we will support families in completing the "Success from the Start" document. After each part is completed, we will send this document to parents. We will also support families when they are having the health visitor come and do targets checks. This supports both the family and the health professional. Additionally, we run a specialist Hearing Needs Early Years Family Group meeting monthly during term time. We also offer this group meet up for school age pupils. This allows the parents the opportunity to meet other families with a D/deaf child. After each monitoring visit we will do one of the following telephone / text /emails to provide the families with an update and gain the voice of the family.