

Sefton Special Educational Needs and Disability (SEND)

Our Approach
Assess, Plan, Do Review



Sefton Hearing Needs Team Parent Graduated Approach

The Graduated Approach Toolkit is a working document, it provides guidance, resources, and documentation to support the implementation and evidencing of a robust graduated approach to improve the progress and outcomes for [CYP with SEND](#).

It is based on best practice; what we know works well and what the law says (CoP, Equality Act etc), Ofsted and research from organisations such as the EEF. It has been developed in collaboration with SENCOs who have generously shared their ideas, school systems, and offered constructive feedback.

We all have high ambitions and want to improve the school experience and outcomes for our learners with a Hearing Need. We also know Parents should be involved throughout; parents have a wealth of knowledge about their children not only in their home environment but in a variety of other situations and discussions with parents can give practitioners insights into a child's personality, feelings or interests outside the setting.

Your child's nursery, school or college should:

Know your child and their hearing Need

- Find out about your child's strengths and interests.
- Listen to you and your child and involve them in decisions made.
- Attend training provided by Sefton's Hearing Needs Team.

Get the environment right

- Assess the school environment (with the Hearing Needs Team, Acoustic Audit)
- Adjust the environment, so your child is safe, feels welcome and can thrive.
- Encourage your child to wear any amplification devices.

Support early development

- Use play skilfully to encourage your child to develop their listening and language skills from an early age.
- Provide resources recommended by the Hearing Needs Team to support your child in understanding their own deafness and having an acoustically friendly environment.

Provide the correct learning resources

- Provide your child with high quality Teaching strategies.
- Provide technology and other HN specific resources, if the QTOD thinks these are needed, so your child can listen and join in with everyone else.
- Ensure equipment is ready to use (for example, by making sure equipment is charged).

Adapt teaching and support special programs of work

- Adapt teaching and ensure any support from adults promotes your child's independence.
- Use targeted support for specific Language targets and work in collaboration with other professionals if they are involved with your children. For example, Speech and Language therapists.
- Adapt the curriculum, teaching pace to allow your child time to develop good listening skills, if recommended by the Hearing Needs Team.

Make sure exams are accessible and keep you up to date with your child's progress.

- Follow Hearing Needs Team advice to help your child access exams and assessments.
- Request Modifications as recommended by QTOD. For example, a live speaker for foreign language exams
- Check how well your child is learning and keep you informed.

Promote well-being and independence

- Make sure your child feels valued and respected.
- Provide access to a consistent adult for pastoral care (this might be a teacher or TA).
- Help your child become independent, confident and happy.

Make sure transition to the next school is done well

- Attend Sefton's transition event.
- Pass on Hearing Need information when your child moves between schools.

Work together to support children with the most complex needs

- If your child needs highly-specialist Hearing Need support, for example, with, British Sign Language skills Sefton's Hearing Needs Team and the school will work together to make sure your child has the access to support or correct provision they need to succeed and enjoy school.

External links

•Pupil and parent/carer voice are valued and used to inform provision that is regularly reviewed. See end of page

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.

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.

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.

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.

•**Additional sign posting to external deaf specific agencies.**

<https://www.ndcs.org.uk/>

<https://www.alderhey.nhs.uk/services/audiology/>

<https://www.alderhey.nhs.uk/services/speech-and-language-therapy/specialist-speech-and-language-therapy-network-for-deaf-people/>

<https://deafactive.org/>

