

# Quality Standards



## Resource provisions for deaf children and young people in mainstream schools

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Funded by



Our vision is of a world  
without barriers for  
every deaf child

# Contents

4	Acknowledgements
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## Part 1

5	<b>Introduction</b>
5	Purpose of the quality standards
5	Purpose of resource provisions for deaf children and young people
6	A brief description of resource provisions for deaf children and young people
7	Terminology

## Part 2

9	<b>The quality standards</b>
9	<b>Securing inclusion and effective teaching and learning</b>
9	QSo1 The curriculum
10	QSo2 Teaching and learning
11	QSo3 An inclusive school environment
12	<b>Outcomes for deaf children and young people</b>
12	QSo4 Educational progress, attainment and expectations
12	QSo5 Taking responsibility and making a positive contribution
14	QSo6 Keeping and feeling safe
15	QSo7 Social and emotional well-being
16	QSo8 Enhancing economic prospects
17	<b>Leadership and management</b>
17	QSo9 Vision and planning
18	QSo10 Financial management
19	QSo11 Staffing
21	QSo12 Use of technology
23	QSo13 Roles and responsibilities
24	QSo14 Service level agreement
25	<b>Participation and partnership working</b>
25	QSo15 Partnership with parents of deaf children and young people
26	QSo16 Involving deaf children and young people
27	QSo17 Multi-agency working

## Part 3

28	<b>Self-evaluation</b>
28	Evidence and data collection
29	<b>Useful websites</b>
31	<b>Useful resources</b>
32	<b>About the National Deaf Children's Society</b>
34	<b>About the National Sensory Impairment Partnership</b>

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We continue to welcome feedback which helps us to ensure that these resources are as good as possible. If you have any comments or suggestions about these quality standards as a result of using them, please let us know by emailing **[professionals@ndcs.org.uk](mailto:professionals@ndcs.org.uk)**.

\* Please note that this list does not reflect any changes, where applicable, to roles since 2011.

# Part 1: Introduction

In this document the term deaf is used to refer to all types of hearing loss from mild to profound. The term includes deafness in one ear or temporary deafness such as glue ear. It includes all pupils the school may identify as having a 'hearing impairment' in the school census.

## Purpose of the quality standards

This booklet sets out standards for the operation of resource provisions for deaf children and young people in primary and secondary schools throughout the UK. Its purpose is to improve outcomes for deaf pupils by providing a framework which:

- ❖ helps schools evaluate the effectiveness of the education provision made for deaf children and young people
- ❖ informs the development of school policy and plans
- ❖ supports the development and review of service level agreements between the local authority/education and library board and the school hosting the resource provision
- ❖ promotes good practice and the effective and efficient use of resources.

The standards can be applied throughout the UK and have been written with reference to guidance, evaluation frameworks and inspection standards operating in all four countries. In preparing these quality standards we have taken into account relevant guidance, including those listed at the end of this resource in Useful publications.

## Purpose of resource provisions for deaf children and young people

When assessing the quality of resource provisions it is important to be clear about their purpose. A resource provision should provide specialist support for school staff, deaf children and young people on the school's roll and their parents, with the aim of ensuring that deaf children and young people:

- ❖ make good educational progress and reduce or close any attainment gap that was existing between them and their peers on entry to school
- ❖ are happy at school, feel included and fully participate in the life of the school
- ❖ move successfully on to a new school, further education or work.

In some cases the purpose of the resource provision is extended to provide outreach services to children in other schools. Outreach work is covered by separate quality standards published by the National Deaf Children's Society.<sup>1</sup>

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1. *Quality Standards: Specialist teaching and support services for deaf children and young people – guidelines for professionals* (2009) NDCS, RNID and BATOD. Available online at [www.ndcs.org.uk/professional\\_support/our\\_resources/education\\_resources.html](http://www.ndcs.org.uk/professional_support/our_resources/education_resources.html)

## A brief description of resource provisions for deaf children and young people

Resource provisions for deaf children and young people take a variety of forms throughout the UK and have many different names. For example, they can also be referred to as:

- ❖ additionally resourced mainstream schools for pupils with hearing impairment
- ❖ designated provisions
- ❖ specialist facilities
- ❖ specialist units
- ❖ resource bases
- ❖ resource centres for hearing impaired children.

A resource provision specifically caters for the needs of deaf children as an integral part of a mainstream school. Specialist staff provide support and ensure that the needs of deaf pupils are fully met within the daily life of the school.

Teachers in resource provisions should have a specialist qualification in deaf education and teaching assistants, communication support workers and deaf instructors will have received specific training and developed specialist skills in working with deaf children and young people. Other specialist practitioners, such as audiologists and speech and language therapists, will be closely linked to the resource provision.

The school will be designated by the local authority or education and library board as having specific expertise in relation to the education of deaf children. The majority of deaf children in the UK do not have access to a special school for deaf children and a resource provision is sometimes seen as a local alternative. It is therefore important that resource provisions have the same access to specialist teachers, specialist teaching assistants, communication support workers and technology as special schools for deaf children and young people.

## Terminology

**Achievement** – an overall measure of a pupil's success in their academic learning. This term combines attainment and progress (see definitions below). For example, two pupils might enter secondary school with very different starting points, pupil A being at a much lower level than pupil B. However, by the end of three years, they may be attaining similar levels. Pupil A has made more rapid progress and achieved more.

**Additional need** – defined as an additional difficulty or need which, when combined with deafness, presents a significant challenge to learning and accessing education.

**Attainment** – the standard of the pupil's work shown by test and examination results and in lessons. It is usually judged against national standards and in comparison with other pupils of the same age.

**British Sign Language (BSL)** – the sign language used in the UK.

**Children and young people** – 'child' is used to include all early years and children at primary age, and 'young person' includes young people from secondary age until they leave education.

**Communication support worker (CSW)** – a person trained to facilitate communication for deaf students in the classroom or lecture room. They interpret the curriculum using signing such as British Sign Language (BSL) or Irish Sign Language (ISL), cued speech or cued articulation. CSWs are sometimes referred to as specialist teaching assistants.

**Deaf instructor** – a deaf adult trained to be a deaf role model.

**Education and library boards** – these have responsibility for education in Northern Ireland (often referred to as 'boards' throughout this document).

**Irish Sign Language (ISL)** – the sign language used in the Republic of Ireland, as well as in Northern Ireland, by many deaf people.

**Local authorities** – these have responsibility for education in England, Scotland and Wales.

**Parent** – refers to the child's carer with parental responsibility.

**Percentile score** – this represents the percentage of children or young people of a similar age who would be at a similar level on a test or assessment. For example, if the child or young person's score is on the 16th percentile, they have scored higher than 15% of children or young people on that test, but lower than 84%.

**Pupil progress** – the rate at which pupils are learning in lessons and over longer periods of time. It is usually defined by two elements:

- ❖ the amount of progress from when the child started a topic or entered a school or a class, for example
- ❖ the rate of progress and, in particular, whether there are signs of acceleration.

**QS** – used throughout this document as shorthand for ‘quality standards’.

**Teaching assistant** – an adult who helps a teacher in the classroom. They are also sometimes known as a learning support assistant (LSA). In this document a distinction is made between specialist teaching assistants who are trained and employed to work with deaf children and young people, and general teaching assistants who may offer general classroom support.

**Teacher of the Deaf** – Qualified teachers who are additionally qualified as a teacher of deaf children.



# Part 2: The quality standards

## Securing inclusion and effective teaching and learning

### QSo1 The curriculum

The resource provision provides effective support to classroom and/or subject teachers to ensure that the curriculum:

- is accessible to deaf children and young people across the full range of subjects and activities
- is differentiated to meet individual needs of deaf children and young people, and supports the development of particular aptitudes and talents.

#### Requirements

- Teachers of the Deaf and mainstream teachers meet, plan and discuss how the curriculum needs to be differentiated to meet the needs of the deaf pupil, their progress and their learning style.
- The Teacher of the Deaf ensures that a deaf pupil receives support appropriate to the lesson by advising class and/or subject teachers on the different type and level of support the deaf pupil requires to access different aspects of the curriculum.
- Support is provided to ensure that linguistic access for deaf children and young people reflects their preferred language and communication method, which may vary for different parts of the curriculum (e.g. teaching of British or Irish Sign Language or Sign Supported English as part of the curriculum for those who need it, or providing support for developing auditory-oral approaches).
- Deaf children and young people find the curriculum relevant to their needs and appropriately challenging and motivating. They understand the purpose of learning activities and what they have to do to achieve the objectives.
- Deaf children and young people are supported to enable them to participate in all extended school activities and feel socially included. This should include arranging additional transport and communication support where needed.
- The school has strong links with the local specialist support service for deaf children and voluntary groups, enabling deaf children and young people to attend activities in the holidays or after-school clubs with siblings.
- There are shared recording and tracking systems in place between mainstream staff and resource provision staff.

## QSo2 Teaching and learning

The resource provision gives specialist support, advice and training to class and/or subject teachers and teaching assistants to ensure the effective teaching and learning of deaf children and young people so that pupils make good educational progress and any attainment gap with other pupils is narrowed or closed.

### Requirements

- High expectations are set for all deaf children and young people and the teaching and learning across the provision and school reflect this.
- School staff understand how deafness can impact on a child or young person's learning and training is timetabled into the school inset programme.
- Deaf children and young people receive detailed specialist assessments and these are used to set challenging but realistic targets aimed at closing or narrowing the attainment gap and informing teaching and learning.



- Deaf children and young people benefit from key principles of effective teaching and learning, e.g. focused lesson plans with clear objectives, visual prompts and resources, high levels of pupil interaction and engagement, expectation of and encouragement of pupils taking responsibility for their own learning, good use of teacher modelling, explanation and questioning, emphasis on learning through dialogue, regular encouragement and authentic praise.
- Teachers have good subject knowledge, a good understanding of the child or young person's needs and ensure all deaf children and young people are learning.
- Support in mainstream lessons is carefully planned with all appropriate staff to ensure successful inclusion, high attainment and achievement and promotion of independent learning.
- Lessons are carefully planned, differentiated and delivered to ensure that all deaf children and young people are fully included and are effective contributors.
- Additional interventions are effective and demonstrate accelerated or sustained progress.
- Deaf children and young people understand the differences between the role of teachers and teaching assistants and know how to access appropriate support.
- Specialist support staff work with class and/or subject teachers to ensure that teaching addresses deaf children and young people's limited access to incidental learning.
- School staff know how and when to gain access to higher level specialists.
- Specialist staff will access appropriate support from specialist education colleagues where deaf children have additional needs, for example, from a speech and language therapist or educational psychologist.

## QSo3 An inclusive school environment

The culture and ethos of the school promotes the inclusion and achievement of deaf children and young people and this is fully reflected in the school's policies and plans.

### Requirements

- The whole school fosters a positive attitude to deafness and deaf issues, and incorporates deaf awareness into the Personal Social and Health Education (PSHE) programme.
- Reasonable adjustments are made to help deaf pupils to be included in the school.
- Every deaf child or young person is treated as an individual and feels valued and part of the school community. They take on roles of responsibility within the school and have opportunities to contribute to decision-making.
- There are opportunities for deaf and hearing children and young people to mix together and establish true and equal friendships.
- There is effective communication between deaf children and young people and staff (whether signed or spoken). Where a deaf child or young person's chosen communication mode is British or Irish Sign Language, this should involve appropriate hearing children and teachers acquiring competence in signed communication.
- The achievements of deaf children and young people are celebrated.
- The resource provision is embedded within the mainstream school. All provision staff attend appropriate in-service training and are fully engaged in whole school life.
- Training is routinely delivered to all school staff to support the creation of an inclusive school for deaf children and young people. Mainstream staff have the opportunity to access sign language and deaf awareness training which enables them to engage in communication with deaf pupils who use British or Irish Sign Language as their preferred method of communication.
- The school has undertaken an acoustics audit and made all appropriate adaptations to ensure optimal acoustic learning environments. The acoustic environment of the provision meets the minimum requirements set out in relevant national standards<sup>2</sup> and this is reviewed regularly. Staff understand the importance of noise management and implement strategies to manage noise within the classroom/whole school environment.



2. For more information, visit [www.ndcs.org.uk/acoustics](http://www.ndcs.org.uk/acoustics).

## Outcomes for deaf children and young people

### QSo4 Educational progress, attainment and expectations

Expectations in terms of achievement of deaf children and young people are high and there is a strong focus on raising attainment. Deaf children and young people's progress should be at least similar to other pupils of similar ability and there should be evidence of any attainment gap narrowing or closing.

#### Requirements

- Pupils make good progress across many subjects including English and Maths. Pupils can apply a range of skills to great effect in reading, writing, communications and mathematics. The learning of pupils is consistently good.
- Pupils make good progress relative to their starting point and any attainment gaps are narrowed.
- The school regularly and rigorously monitors progress and has data showing that the progress of deaf children and young people is age-appropriate and at least in line with hearing pupils of similar ability.
- Detailed specialist assessments and analysis of attainment and progress are used to:
  - set challenging but realistic targets for deaf children and young people, with particular focus on developing language and literacy, and promoting independent access to and independence in learning
  - highlight and address any gaps in a deaf child or young person's learning and anticipate new concepts required
  - describe the child's development and compare it with previous assessments so that progress can be monitored
  - inform and evaluate the success of individual learning programmes.
- Relevant guidance on pupil progress is followed. Progress is evaluated using recognised benchmarks such as the pupil progress guidance or percentile scores.
- Deaf children and young people who are gifted and talented are identified and appropriately challenging targets are set for them. They are supported in line with school policy and national guidance. There are regular reviews of their progress.
- Small step assessments and/or P levels are used to monitor progress, particularly where resource provisions admit pupils with additional needs. Expectations of such pupils are high and are informed by an understanding of how their other needs can impact on learning and progress.
- Data shows that the number of school days lost by deaf children and young people through exclusion and other absences is in line with or better than that for all children and young people (in some cases allowances may need to be made if the child or young person has additional healthcare needs).

The National Deaf Children's Society and NatSIP have produced resources to support professionals in carrying out assessments of deaf children. These are available online at [www.ndcs.org.uk/assessments](http://www.ndcs.org.uk/assessments).



## QS05 Taking responsibility and making a positive contribution

Deaf children and young people take on responsibilities and make a positive contribution to the school and/or the wider community.

### Requirements

- Deaf children and young people have opportunities to take on roles of responsibility within the school and to contribute to decision-making.
- Deaf children and young people feel confident about expressing their opinions and making decisions that will affect their lives within the school.
- Deaf children and young people participate in school clubs and activities. Communication needs are supported in all activities. There is data to show their participation rates are similar to those of hearing children and young people.
- There is adequate provision of transport for after school activities or, where this is a difficulty, consideration is given to providing clubs and activities during lunch times.



## QSo6 Keeping and feeling safe

Deaf children and young people develop good personal safety skills and independent living skills. The safeguarding policies and practice of the school meet the needs of deaf children and young people.

### Requirements

- Deaf children and young people develop the knowledge, skills and self-esteem to be able to identify and manage risks and situations in which they are, or may become, vulnerable (including using the internet or the ability to resist peer pressure).
- The personal, social and health education (PSHE) curriculum and the teaching of personal safety skills is adapted to meet the needs of deaf children and young people, and is fully accessible to them.
- Deaf children and young people feel there is a trusted adult they can talk to if they are experiencing difficulties and are given a choice of adults with whom they can talk to in their preferred communication method or language. The trusted adult understands and has knowledge of child protection policies and procedures.
- The school's anti-bullying and discrimination policies and procedures ensure that deaf children and young people are not bullied or teased about their deafness. Incidents are dealt with and recorded appropriately.
- Risk assessments are in place that carefully evaluate health and safety risks in relation to activities and environments both inside and outside the school.
- The school's designated teacher for child protection and the teacher in charge of the resource provision are aware that deaf children and young people are at greater risk of child abuse. They should be aware of the appropriate communication skills required to communicate with deaf children. They should be aware of appropriate thresholds for making referrals, including parental neglect of their child's communication needs.
- Resource provision staff work closely with mainstream staff, training them to support the needs of deaf children and to ensure that school safeguarding policies and protocols are followed.

## QSo7 Social and emotional well-being

Deaf children and young people develop social skills, have good levels of self-esteem and confidence, and develop a positive self-identity.

### Requirements

- School staff are aware of the potential impact of deafness and communication difficulties on a child or young person's confidence, self-esteem and mental health, and implement teaching and pastoral support strategies to address this.
- Deaf children and young people are given opportunities to meet deaf peers on a regular basis, particularly where the numbers attending the resource provision are low, e.g. if there is only one deaf child in a year group.
- Deaf children and young people have opportunities to learn about Deaf culture and community.
- Deaf children and young people have access to a range of deaf role models.
- Hearing and deaf peers are taught how to communicate with each other so that there is good communication and social interaction between deaf and hearing children and young people.
- Personal Social and Health Education (PSHE) lessons are adapted and planned to ensure they are accessible to deaf children and young people so that they are able to develop a good knowledge of healthy lifestyles and choices.
- Deaf children and young people have the opportunity to take responsibility for their own deafness by developing a clear understanding of their deafness and the implications it has for them.
- Deaf children and young people develop emotional literacy skills and the ability and confidence to identify and communicate their emotions and needs.
- School staff are aware when it is necessary to refer a deaf child or young person on for a specialist counselling assessment.

## QSo8 Enhancing economic prospects

The profile of post-school destinations of deaf young people is similar to that of all students.

### Requirements

- School staff expect that all deaf young people will either find employment or access further education or higher education at school leaving age.
- Deaf children and young people are positive and ambitious about what they can achieve after leaving school. Staff encourage them to think about careers and apply to courses that are most suited to developing their potential and independence.
- Deaf young people and their parents are fully informed at the appropriate time of post-school options, and the support, services and schemes available to enable deaf people to attend further education colleges and universities, join an apprenticeship scheme or access work (e.g. Access to Work or Disabled Students Allowance).
- There are effective transition arrangements in place for deaf young people aged 14+ years (with access to both mainstream and specialist careers advice and support), including assessing the young person's need for support to help overcome potential barriers, providing information on options, full student engagement, transition visits and liaison with the future education establishment or employer.
- Deaf young people have relevant work experience and opportunities that allow them to apply their core skills in real world contexts.
- Deaf young people leave school with the required educational attainment, as well as independent living and learning skills to succeed in their post-school destination.



- Data on post-16 destinations of school leavers shows that the proportion of deaf young people in full-time education or in employment and training is similar to that of hearing students.



# Leadership and management

## QS09 Vision and planning

The school has a clear and ambitious vision for the resource provision that creates an inclusive ethos, high expectations and a commitment to improve outcomes for deaf children and young people.

### Requirements

- ➔ The vision is supported by the whole school community and is reflected in policies, plans and practice. In particular, the vision is reflected in the quality of improvement plans for the resource provision and its implementation, including:
  - identifying key priorities for the resource provision with appropriate targets, actions, milestones and clear lines of accountability
  - a clear focus on improving outcomes for deaf children and young people
  - regularly checking how well plans and policies relating to the quality of teaching and learning and other aspects of the resource provision's work are implemented
  - reviewing and adjusting plans, actions and priorities in light of changing circumstances.
- ➔ There are effective arrangements for monitoring the progress of deaf children and young people and the impact of the resource provision on teaching and learning, including:
  - scrutiny of lesson planning and schemes of work to check how the needs of deaf children and young people are actively planned for in all lessons
  - lesson observation by senior management and other specialist staff to monitor the quality of teaching and learning for deaf children and young people in mainstream lessons. Observation is undertaken by senior staff with the appropriate skills in deaf education and sign language, where appropriate.
  - observation of resource provision teaching and its focus on meeting the learning targets of deaf children and young people
  - There is scrutiny of targets, outcomes and progress of deaf children and young people in the resource provision when benchmarking their attainment and progress against all children and young people, and against national data for deaf children and young people.
  - analysis of the effectiveness of different forms of support, including communication support workers, learning support or teaching assistants and the different forms of support they provide
  - feedback from users of the resource provision (for example, pupils, parents, mainstream staff).

- Morale in the resource provision is high, the quality of teaching is good and there are good and/or improving outcomes for deaf children and young people. The head of the provision motivates, supports and recognises the culture of continuous improvement amongst staff.
- Resource provision staff can contribute to school development so that any issues, challenges and outcomes relating to deaf children and young people are discussed at senior management level.

## QS10 Financial management

The resources allocated to the school for the resource provision are well managed and effectively targeted in supporting the progress of deaf children and young people. The provision can demonstrate value for money.

### Requirements

- The school can demonstrate how it uses, monitors and reviews the use of funding or resources allocated to the resource provision to improve outcomes for deaf children and young people.
- The Teacher of the Deaf in charge of the resource provision has an understanding of funding criteria, delegated budgets and the service level agreement. The Teacher of the Deaf is included in decision-making regarding allocations of funding, staffing and resources.
- There is effective use of staffing (see QS11).
- There is effective use of technology (see QS12).
- Outcomes for deaf pupils are good (see QSo4).



## QS11 Staffing

The level, qualifications, specialist skills and knowledge, training and deployment of staff in the resource provision ensures that:

- mainstream staff receive the specialist support they need to ensure deaf children and young people make progress
- deaf children and young people receive the support they need to fully participate in the life of the school and make good progress.

### Requirements

#### Levels of staffing

- The number of specialist teachers at the resource provision is at least consistent with the minimum number recommended by the British Association of Teachers of the Deaf (BATOD) (i.e. one qualified Teacher of the Deaf to six deaf pupils).
- There are sufficient numbers of appropriately additionally trained teaching assistants and communication support workers to ensure deaf children and young people receive the support they need to access lessons in mainstream classes.
- The school has contingency plans to provide suitable cover if a key member of staff should be absent from work over a prolonged period of time.

#### Qualifications and competences of staff

- All teaching staff within the provision hold the mandatory Teacher of the Deaf qualification or are in training for it and have relevant experience.
- Teachers of the Deaf have the required range of communication skills needed to teach in their pupils' preferred communication method, including knowing how to work with communication support workers and other communication professionals.
- Specialist teaching assistants, communication support workers and other support staff at the resource provision have an understanding of Deaf culture, the issues facing deaf children and young people, the barriers they face in learning and their role in assessment and supporting intervention programmes for them.
- Specialist teaching assistants and communication support workers should have received training relevant to the age group with which they are working, e.g. those working in secondary schools and above should also have higher levels of competence appropriate to the academic demands of the subject area.
- General teaching assistants in the mainstream school have received training on working with deaf children and young people.

- Where deaf pupils use sign language to access the curriculum, communication support workers and teaching assistants are qualified in their role and additionally have advanced skills in sign language. For example, where British Sign Language is being used, this means relevant staff should hold a qualification of **at least** BSL Level 3, or they should have BSL Level 2 and be actively working towards Level 3. Level 3 is equivalent to an A-Level in English whilst Level 2 is equivalent to a GCSE in English. It is therefore unlikely that a Level 2 qualification will equip a communication support worker to accurately communicate what a teacher is saying in class to a pupil who requires sign language to access teaching and learning, particularly given the demands of the curriculum.
- Communication support workers, specialist teaching assistants and Teachers of the Deaf should have the required range of skills and expertise as evidenced by formal qualifications in the required range of communication support skills, e.g. lipspeaking, palantype, Sign Supported English, Cued Speech.
- The head of the provision is represented on the school management team or the provision is represented by a nominated member of the senior management team.

### **Effective deployment of staff**

- Effective use is made of staff by ensuring their deployment is matched to the assessment of the needs of each deaf pupil and the interventions and support they need to access the curriculum and achieve their learning targets.
- Mainstream staff are aware of the role, knowledge and skills of staff in the resource provision, and positive feedback is received from mainstream school staff on the support they receive from colleagues from the provision.
- Staff allocated to deaf pupils are not diverted to other tasks unrelated to supporting the deaf pupil's learning.

### **Performance management and staff development**

- Appraisal and feedback takes place on a planned regular basis and is documented.
- Appraisal for specialist staff should include input from someone specialised in the education of deaf children and young people.
- There is a link between appraisal and educational outcome and the development plan for the resource provision.
- There is a staff development programme that enables all staff at the resource provision to maintain high levels of specialist knowledge/appropriate advanced qualifications, keep up to date with current research and methodologies and key curriculum developments.

## QS12 Use of technology

Deaf children and young people have access to up to date technology that is appropriately managed to improve their ability to access spoken language, the curriculum, the auditory environment and support development of their language skills.

### Requirements

- There is a policy promoting a rolling programme of maintenance and investment in the updating of technological equipment which is part of the school's plan for ensuring accessibility for disabled pupils.
- Any new technologies are evaluated and made available to pupils and the resource provision has regular access to support from an educational audiologist.
- Teachers of the Deaf are up to date in new technologies and have opportunities to trial their potential value as a tool for learning.
- Deaf children and young people are supported in maximising the use of equipment to increase their independence.
- The school has an effective audiology policy which sets out:
  - who is the lead for audiology in the school
  - how equipment is maintained and managed on a daily basis
  - responsibility for provision of spare or replacement equipment
  - how a pupil's right to have appropriately working hearing aids and radio aid systems is secured at all times
  - requirements for staff training
  - how school/room acoustics and environmental adaptations are managed.
- The audiology policy is regularly reviewed and updated in light of developing technologies.
- All relevant staff are trained to use radio aid systems and actively use them. Practice complies with *Quality Standards for the Use of Personal FM Systems* (developed by the multi-agency FM UK group and published by the National Deaf Children's Society).
- All provision staff are skilled in troubleshooting all hearing technologies that deaf children and young people use. All equipment is checked daily, either by a member of staff with the required skills or the young deaf person, who should become competent in checking their own equipment. Children and young people are encouraged to report any irregularities or faults to staff.
- Deaf children and young people should develop an understanding of their deafness and develop strategies to access spoken language in a range of different environments and become familiar with all the technology available.
- Subtitled DVDs or online video clips are routinely available when used in the resource provision and mainstream lessons.



- ➔ Appropriate ways are provided for deaf children and young people and their families (including deaf parents) to contact the school, e.g. a dedicated text message number, email, telephone, fax, etc. Advice is sought from families on their preferred way to communicate.

The National Deaf Children's Society has produced resources for parents and professionals on technology:

- *How Technology Can Help*
- *How Radio Aids Can Help*

These are available to download from **[www.ndcs.org.uk/technology](http://www.ndcs.org.uk/technology)**.



## QS13 Roles and responsibilities

The respective roles and responsibilities of the governing body, headteacher/senior school manager, special educational needs co-ordinator or additional support for learning co-ordinator and head of the resource provision are clear and known to all staff in the school, parents and deaf children and young people.

### Requirements

- The roles and responsibilities of teachers, teaching assistants, technicians, deaf instructors and communication support workers are clear from their job descriptions and are communicated to all staff, pupils and parents.
- The annual goals of staff reflect the needs of the children and young people currently catered for within the resource provision.
- Parents know who they need to contact to raise issues concerning their children.
- Responsibility for organising statutory annual reviews is clear.
- There are good links to outside agencies/professionals.
- There is regular liaison between the Teacher of the Deaf and mainstream staff regarding support for deaf pupils.
- The school's governing body takes an active interest in the work of the resource provision and receives reports on its impact on teaching and learning and improving outcomes for deaf pupils.



## QS14 Service level agreement

There is a clear service level agreement between the commissioner of the resource provision (usually the local authority or education and library board) and the school. This sets out:

- the responsibilities of each party
- funding arrangements
- number of places funded and admissions criteria
- quality standards
- monitoring and quality assurance arrangements.

### Requirements

- Monitoring and performance data is provided to the commissioner.
- There is at least one annual meeting between the school and the local authority or board representatives to discuss service delivery, the progress of deaf children and young people, any emerging issues and to review the service level agreement.
- Commissioning arrangements ensure there is a balance between flexibility and stability of funding at least in the medium term.

A model service level agreement illustrating the key components of an agreement, including what could be included in a monitoring report is available from **[www.ndcs.org.uk/professional\\_support/our\\_resources](http://www.ndcs.org.uk/professional_support/our_resources)**





## Participation and partnership working

### QS15 Partnership with parents of deaf children and young people

Parents are involved in the planning and reviewing of provision of education at school. Parents are helped to develop their role as educators of their children.

#### Requirements

- Parents feel valued and there is evidence to show that their views have been considered and an appropriate response has been given by school staff and/or staff at the resource provision.
- Feedback from all parents has been sought and used to inform the development of policies and plans of the resource provision.
- Parents receive regular up to date and accessible information on their child's:
  - progress, the targets set and any measures being taken to address any difficulties the child or young person may be experiencing in making progress
  - participation in the life of the school and their child's development of social skills and friendships.
- There is evidence to show that all parents are involved in planning, informing and supporting their child's individual learning programme or plan. Where parents are not involved, there is evidence to demonstrate that the provision has made every effort to facilitate the parents' involvement.
- Well established, up to date and publicised procedures are in place for parents to contact the provision to discuss their child's education.
- There are strong links with home to enable parents to contribute to their child's learning:
  - Parents are given information on the latest hearing technology and assistive devices, and how to support their child in gaining the maximum benefit from the technology.
  - Parents are given advice and support on developing their child's language and communication skills. This may be in more than one language or method.
  - Parents are advised on how they can help develop their child's literacy and numeracy skills.
  - Parents are provided with information on the curriculum, new concepts and vocabulary to be used, and how they can support their child's learning.
  - Interpreters/access arrangements are routinely provided for deaf parents if and when required.

## QS16 Involving deaf children and young people

Deaf children and young people are involved in the planning and review of their education.

### Requirements

- The views of deaf children and young people have informed the policies and plans of the resource provision.
- Deaf children and young people are fully involved in identifying and planning the support and access arrangements that they need on a long term and day to day basis.
- Deaf children and young people have a full understanding of their targets and are fully involved with target setting and in the reviews of their statement, Education, Health and Care Plan, co-ordinated support plan or individual education plan.
- Deaf children and young people are involved in all aspects of learning in the class.
- Deaf children and young people have the confidence and opportunity to let staff know if they have not understood what has been said or taught.

## QS17 Multi-agency working

The school's special educational needs or additional support for learning co-ordinator and the head of resource provision should maintain positive relationships with other services such as audiology, speech and language therapy, educational psychologists, cochlear implant centres, other health services, social care and other specialist education services to ensure that deaf children and young people receive the holistic support required to meet their needs and help them progress.

### Requirements

- There is a swift multi-disciplinary assessment of the needs of deaf children and young people and a co-ordinated plan to meet their needs which is monitored and reviewed regularly.
- There is clear information on, and a good understanding of, the thresholds and referral routes to other services.
- There is a shared understanding of desired outcomes for deaf children and young people across agencies.
- The school uses its best endeavours to ensure that any necessary speech and language therapy is delivered.
- There are regular discussions between the audiologist, the family and school staff to share information and ensure that appropriate support for the deaf child or young person is in place.
- Arrangements are put in place with health services to try to minimise the disruptions to the child or young person's learning caused by appointments (for example, appointments to see an audiologist).
- At secondary level, the school makes an effective contribution to multi-agency procedures aimed at ensuring a smooth transition to adult services (e.g. audiology or social care services).
- The respective roles of the head of the resource provision and the special educational needs or additional support for learning co-ordinator are known by appropriate professionals in other services.
- The school provides appropriate facilities for professionals who come into school to support deaf children and young people, e.g. availability of meeting rooms free from interruption and with good acoustics.

# Part 3: Self-evaluation

## Evidence and data collection

The primary aim of the quality standards is to improve outcomes for deaf children and young people by providing a framework which helps schools with resource provisions to:

- ➔ evaluate the effectiveness of their educational provision for deaf children and young people
- ➔ benchmark their performance against similar provisions at a regional and/or national level.

The evidence and data required to support the quality standards and to carry out a self-evaluation include the following:

- ➔ School self-evaluation framework and performance measures – generally provided as numerical data which may reflect progress made by deaf children and young people in the form of targets achieved, including those relating to:
  - attainment and achievement data
  - literacy levels on entry and on leaving
  - language progress over time
  - results of criterion and norm-referenced testing
  - destination statistics
  - contextual value added
  - social, emotional, attitudinal or behavioural issues
  - number of cases of bullying
  - attendance and exclusion.
- ➔ Perception measures – this could include surveys of the views of deaf children and young people, their parents and mainstream staff supported by the resource provision.
- ➔ Feedback – external feedback from school improvement services, inspections, professionals in other agencies, specialist support services such as educational psychologists, health services and social care as well as the annual review of the service level agreement with the local authority or board. It could also include internal feedback such as notes from ongoing internal monitoring by the school's senior management.

It is important to note that evidence and data for self-evaluation should be collected regularly and, given the small number of deaf pupils in each year group, it may be necessary to look at information on pupil progress and attainment over a three to five year period for purposes of benchmarking with available regional or national data.

# Useful websites

Please note that these websites are given for information purposes only. The content of these websites are not subject to our control, their owners are independent from us and we do not endorse or accept any responsibility for their content.

## UK-wide

Action on Hearing Loss

**[www.actiononhearingloss.org.uk](http://www.actiononhearingloss.org.uk)**

Association of Communication Support Workers

**[www.acsw.org.uk](http://www.acsw.org.uk)**

Association of Lipspeakers

**[www.lipspeaking.co.uk](http://www.lipspeaking.co.uk)**

Association of Notetaking Professionals

**[www.anpnotetakers.co.uk](http://www.anpnotetakers.co.uk)**

Association of Sign Language Interpreters

**[www.asli.org.uk](http://www.asli.org.uk)**

Beattie Resources for Inclusiveness in Technology and Education

**[www.brite.ac.uk](http://www.brite.ac.uk)**

British Association of Teachers of the Deaf

**[www.batod.org.uk](http://www.batod.org.uk)**

British Society for Mental Health and Deafness

**[www.bsmhd.org.uk](http://www.bsmhd.org.uk)**

Cued Speech Association UK

**[www.cuedspeech.co.uk](http://www.cuedspeech.co.uk)**

Deaf Education through Listening and Talking (DELTA)

**[www.deafeducation.org.uk](http://www.deafeducation.org.uk)**

Ear Foundation

**[www.earfoundation.org.uk](http://www.earfoundation.org.uk)**

Ewing Foundation

**[www.ewing-foundation.org.uk](http://www.ewing-foundation.org.uk)**

Forest Books: sign language and deaf issues specialist

**[www.forestbooks.com](http://www.forestbooks.com)**

National Sensory Impairment Partnership

**[www.natsip.org.uk](http://www.natsip.org.uk)**

Signature

**[www.signature.org.uk](http://www.signature.org.uk)**

## England

Department for Education  
[www.education.gov.uk](http://www.education.gov.uk)

Ofsted  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Northern Ireland

Department of Education  
[www.deni.gov.uk](http://www.deni.gov.uk)

Education and Training Inspectorate  
[www.etini.gov.uk](http://www.etini.gov.uk)

Every School a Good School. Educational Television.  
[www.esags.tv](http://www.esags.tv)

## Scotland

Achievement of Deaf Pupils in Scotland  
[www.education.ed.ac.uk/adps/](http://www.education.ed.ac.uk/adps/)

Curriculum for Excellence  
[www.Scotland.gov.uk/topics/education/schools/curriculum/ACE](http://www.Scotland.gov.uk/topics/education/schools/curriculum/ACE)

Getting it Right for Every Child  
[www.scotland.gov.uk/Topics/People/Young-People/childrensservices/girfec](http://www.scotland.gov.uk/Topics/People/Young-People/childrensservices/girfec)

Her Majesty's Inspectorate of Education  
[www.hmie.gov.uk](http://www.hmie.gov.uk)

Scottish Association of Sign Language Interpreters  
[www.sasli.org.uk](http://www.sasli.org.uk)

Scottish Government: Education  
[www.scotland.gov.uk/Topics/Education](http://www.scotland.gov.uk/Topics/Education)

Scottish Sensory Centre  
[www.ssc.education.ed.ac.uk](http://www.ssc.education.ed.ac.uk)

The Journey to Excellence  
[www.journeytoexcellence.org.uk](http://www.journeytoexcellence.org.uk)

## Wales

Estyn  
[www.estyn.gov.uk](http://www.estyn.gov.uk)

Welsh Assembly Government: Education and Skills  
[www.wales.gov.uk/topics/educationandskills](http://www.wales.gov.uk/topics/educationandskills)

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# Useful resources

## UK-wide

### **BATOD**

*The Role of the Teacher of the Deaf* (2009)

### **National Sensory Impairment Partnership (NatSIP)**

Outcomes benchmarking project

### **National Deaf Children's Society and NatSIP**

*Assessing and Monitoring the Progress of Deaf Children and Young People* (2014)

[www.ndcs.org.uk/assessments](http://www.ndcs.org.uk/assessments)

### **National Deaf Children's Society, RNID, BATOD**

*Quality Standards: Specialist teaching and support services for deaf children and young people – guidelines for professionals* (2009)

### **National Deaf Children's Society and UK Children's FM Working Group**

*Quality Standards for the Use of Personal FM Systems: Promoting easier listening for deaf children* (2008)

### **National Sensory Impairment Partnership (NatSIP)**

*Quality Improvement Support Pack* (2014)

## England

### **Department for Children, Schools and Families**

*Quality Standards for Special Educational Needs (SEN) Support and Outreach Services* (2008)

### **Department for Education**

*The Importance of Teaching: Schools White Paper* (2010)

*Progression Guidance 2010-11 – Advice on improving data to raise attainment and maximise the progress of learners with special educational needs* (2011)

### **Department of Health and National Institute of Mental Health**

*Mental Health and Deafness – Towards equality and access* (2005)

### **National Sensory Impairment Partnership (NatSIP)**

*Better Assessments, Better Plans, Better Outcomes: A multi-disciplinary framework for the assessment of children and young people with sensory impairment* (2014)

### **Ofsted**

*Communication is the Key* (2012)

*School Inspection Handbook* (2014)

*The Framework for School Inspection* (2014)

## Northern Ireland

### **Department of Education**

*Every School a Good School* (2009)

## Scotland

### **HMIE and National Deaf Children's Society**

*Arrangements for Inspection of Schools in Scotland* (2011)

*Count us In: Achieving success for deaf pupils: Practical examples from primary, secondary and special schools* (2007)

*Curriculum for Excellence in Scotland* (2010)

*Inspection Advice Note* (2014)

## Wales

### **Estyn**

*Common Inspection Framework* (2012)

*Self Evaluation Manual for Primary Schools*

### **National Assembly for Wales**

*Quality Standards in Education Services for Children and Young People with Sensory Impairment* (2005)

## About the National Deaf Children's Society

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people across the UK.

The National Deaf Children's Society supports parents of deaf children to ensure their children receive the support they need to make good educational progress. To ensure that this happens, our team of regional directors works to influence and support local decision-makers on the needs of deaf children, including sharing examples of best practice. Contact your nearest regional director by visiting **[www.ndcs.org.uk/RDs](http://www.ndcs.org.uk/RDs)** or via our Freephone Helpline.

We also produce a range of free resources for professionals to support them in raising outcomes for deaf children. These include:

- *Supporting Achievement for Deaf Children in Early Years Settings*
- *Supporting the Achievement of Deaf Children in Primary Schools*
- *Supporting the Achievement of Deaf Children in Secondary Schools*
- *Supporting the Achievement of Deaf Children in Further Education*
- *Supporting the Achievement of Hearing Impaired Children in Special Schools*
- *Assessing and Monitoring the Progress of Deaf Children and Young People*
- *The Secret of Words: A programme to develop deaf children's literacy*
- *Memory and Learning: A programme to support deaf children with their working memory*



- *Here to Learn DVD*. Also available online at **[www.ndcs.org.uk/heretolearn](http://www.ndcs.org.uk/heretolearn)**
- *Early Years Matters DVD* – for practitioners working with deaf children in playgroups, children’s centres and nurseries
- *Phonics Guidance*
- *Quality Standards: Specialist teaching and support services for deaf children and young people*
- *Creating Good Listening Conditions for Learning in Education*

We also provide a range of information and support to deaf children and their families including:

- events for deaf children and young people
- family weekends
- a team of family officers who provide information and local support for families with deaf children across the UK
- a Freephone Helpline offering clear, balanced information
- Technology Test Drive – an equipment loan service that enables deaf children to try out equipment at home or school
- a wide range of free resources for families in a range of formats and providing information on education, financial support and childhood deafness
- a number of our publications provide information to families on how they can support deaf child’s learning and development.

To order any of our free resources or for more information, visit **[www.ndcs.org.uk/publications](http://www.ndcs.org.uk/publications)** or contact our Freephone Helpline on 0808 800 8880, email us at **[helpline@ndcs.org.uk](mailto:helpline@ndcs.org.uk)** or use our live chat service at **[www.ndcs.org.uk/livechat](http://www.ndcs.org.uk/livechat)**.

Join the National Deaf Children’s Society today as a professional member for a range of benefits, including regular update emails. Membership is free. For more information about the work of the National Deaf Children’s Society, visit our website **[www.ndcs.org.uk](http://www.ndcs.org.uk)**.

# About the National Sensory Impairment Partnership

The National Sensory Impairment Partnership (NatSIP) is a partnership of organisations working together to improve outcomes for children and young people with sensory impairment (SI). The agreed purpose of NatSIP is:

- to improve educational outcomes for children and young people with sensory impairment, closing the gap with their peers, through joint working with all who have an interest in the success of these young people.
- to help children achieve more and fulfil the potential of children and young people who have SI.
- to promote a national model for the benchmarking of clear progress and impact criteria for children and young people who have SI.
- to support a well-trained SI workforce responsive to the Government agenda for education.
- to inform and advise the Department for Education in England and other national agencies on the education of children and young people with SI.
- to promote collaboration between services, schools, professional bodies and voluntary bodies working with children and young people who have SI.
- to promote collaborative working between education, health and social care professionals in the interest of children and young people who have SI.

NatSIP has produced a range of resources for professionals including:

- *Better Assessments, Better Plans, Better Outcomes: A multi-disciplinary framework for the assessment of children and young people with sensory impairment*
- *Eligibility Criteria for Scoring Support Levels*
- *Effective Working With Teaching Assistants (HI, MSI and VI) in schools*
- *Equality Act (2010) Duties: NatSIP guidance with reference to SI*
- *Quality Standards for Support Services*
- *Think Right Feel Good (a programme to develop emotional resilience with young people with SI)*
- *Quality Improvement Support Pack*

For more information about NatSIP and to access to resources, visit **[www.natsip.org.uk](http://www.natsip.org.uk)** – a major gateway for SI professional practice.



**NDCS is the leading charity dedicated to creating a world without barriers for deaf children and young people.**

**NDCS Freephone Helpline:  
0808 800 8880 (voice and text)**

**helpline@ndcs.org.uk**

**www.ndcs.org.uk**

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