

Date: December 2015

**SEND CODE OF PRACTICE: SEN SUPPORT IN SCHOOLS
APPLYING THE ASSESS-PLAN-DO REVIEW CYCLE TO PUPILS WITH A HEARING IMPAIRMENT**

1. Introduction

The SEND Code of Practice requires schools to apply a graduated response to meeting the needs of pupils based on the assess-plan-do review cycle.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Para 6.44 of SEND Code of Practice - DfE

This briefing note is intended to help schools follow this approach.

2. Assessing what support is needed

An accurate and thorough understanding of a pupil's needs and strengths underpins good planning and progress. A good assessment will require:

- the pupil's aspirations and his or her evaluation of any support requirements
- information on the pupil's progress and attainment (on transition to secondary this would include the information from their primary school)
- the aspirations of the parents/carers for their child and their views on appropriate provision
- the involvement of specialists such as Teacher of the Deaf, audiologist and speech and language therapist
- the use of specialist assessments
- identification of the need for access technology and communication support and required adjustments to listening conditions in the school
- identification of support needed to meet any specific subject requirements.

Deafness will impact on a range of areas that students will require for successful learning, including:

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|-------------------------------|-----------------------|
| • listening skills | • literacy skills |
| • language development | • auditory memory |
| • working memory | • incidental learning |
| • processing time | • social skills |
| • self-esteem | • Independence skills |
| • attention and concentration | |

It may also impact on learning style.

It is therefore likely that assessments will focus on these areas.

NatSIP's document *Better Assessment, Better Plans, Better Outcomes*¹ sets out information that can be used to inform the assessment. Further advice on specialist assessments can be found on the NDCS website².

3. Planning the right support

Plans should be developed with the pupil, parents and the Teacher of Deaf and should include:

- the outcomes the pupil is expecting to achieve at school (see Appendix for definition and example)
- the steps and shorter term targets required to achieve the outcomes
- the provision and adjustments required to achieve the outcomes and targets or steps to meet needs and overcome any barriers to accessing teaching and learning. This would include support strategies and intervention, access arrangements and support from external agencies
- arrangements for monitoring and reviewing.

The challenges presented by a hearing loss suggest that for many pupils with a hearing impairment their plan is likely to include:

- targets related to the development of language, communication, literacy, confidence and social skills and the support and interventions required to achieve the targets
- the provision and maintenance of hearing equipment
- the provision of communication support
- measures to ensure teaching and learning takes place in rooms which provide a good listening environment and have good acoustics
- access arrangements for assessments/examinations
- access to support from specialist staff such as Teachers of the Deaf and Communication Support Workers
- the provision of pre- and post-lesson teaching
- specific teaching strategies and resources to ensure access to teaching and learning
- any support required to improve self-esteem and social skills
- measures to develop independence skills including independence as a learner, the ability to use and maintain equipment and self-advocacy/self-determination skills
- access to specialist careers advice and planning for adulthood from year 9 onward
- ensuring staff and other students are aware of the needs of the deaf pupil and what can be done to overcome barriers to learning and participation
- details of who is responsible for the overall co-ordination of the plan and who is responsible for delivering key aspects of the provision.

4. Do: Implementing the plan

The plan should set out who is responsible for the overall co-ordination and implementation of any plan. This would be the SENCO with support from the Teacher of the Deaf. They will have responsibility for the following:

- Ensuring all staff involved in teaching and supporting the deaf pupils receive the necessary information, advice, guidance and training to ensure the student is supported and can access teaching and learning.

¹ https://www.natsip.org.uk/index.php/doc-library-login/cat_view/54-natsip-documents/134-better-assessments

² http://www.ndcs.org.uk/professional_support/our_resources/assessments.html

- Ensuring the pupil's progress is monitored.
- Liaising with and obtaining feedback from the pupil and parents on what is going well and not so well.
- Ensuring that support and provision is in place (for example, employment of qualified communication support staff, equipment, adjustments to teaching spaces to improve acoustics).
- Ensuring subject teachers and teaching assistants implement interventions and strategies agreed as part of the support.

Further information can be found in the NDCS documents *Supporting the Achievement of Pupils with a Hearing Impairment*³ which provide advice on the reasonable adjustments schools can make to ensure teaching strategies meet the needs of deaf children including:

	Supporting the Achievement of Pupils with a HI in Primary Schools	Supporting the Achievement of Pupils with a HI in Secondary Schools
Information sharing sheet	Page 27	Page 31
Teaching strategies	Pages 17-19, 33-44	Pages 36-38, 43-52
Social and emotional development	Pages 63-68	Pages 97-102
Transitions Planning	Pages 21-28, 89-95	Pages 23-30, 111-118
Specific subject support	-	Pages 93-96
Adjustments to ensure equal access to examinations	Pages 71-72	Pages 54-56 See also ⁴

5. Keeping the support under review

The effectiveness of the support and its impact on the pupil's progress should be regularly reviewed and evaluated, taking into account the pupil's and parents' views. It should attempt to identify possible barriers to progress and what can be done to address them. The school will have developed systems and processes for doing this. Key areas that are related to the pupil's deafness that may require consideration include the following:

- Attainment and progress in areas of language and communication.
- Attainment and progress and whether any gaps with other students are widening or narrowing.
- The accessibility of the subject content - for example, checking if the pupil is able to understand the language and concepts used in lessons or establishing where and when the student may experience most difficulty in hearing what is said.
- The effectiveness of communication support. For example, is the Communication Support Worker (CSW) able to interpret accurately and fluently what the teacher is saying?
- The effectiveness of technology.
- Any changes to the pupil's level of hearing.
- The success in communicating with others, socialising and forming friendships.
- The ability to learn independently, manage equipment and articulate their needs and preferences

Where the pupil is not making expected amount of progress, all aspects of the plan must be considered in detail, especially the specialist assessments in language and communication. It is crucial to identify the source of difficulties and revise the plan and support strategies. A Teacher of the Deaf can again provide advice on this. This is now the beginning of the new assess, plan, do review cycle.

³ http://www.ndcs.org.uk/professional_support/our_resources/supporting.html

⁴ <http://www.ndcs.org.uk/document.rm?id=4610> (login to NDCS website required)

Appendix

The Plan: A note on outcomes, steps and target

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective; it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART).

When an outcome is focused on education or training, it will describe what the expected benefit will be to the individual as a result of the educational or training intervention provided.

Para 9.66 of the SEND Code of Practice 2015.

Outcomes are not a description of the service being provided – for example, the provision of weekly support from a Teacher of the Deaf is not an outcome. In this case, the outcome is what it is intended that the ToD will help the individual to do that he or she cannot do now and by when this will be achieved.

To develop outcomes consider and list:

- the aspirations of the pupil and those of his or her parents
- the special educational needs/challenges for the pupil identified from the thorough assessment

Together they will provide the areas of focus which can then be turned into SMART outcomes.

An example:

Jack is in Year 7 with a severe hearing impairment:

- **Aspiration:** Jack wants to get a good job and parents want him to achieve his potential
- **Assessments** indicate Jack is 2 years behind the average for his peers in English and maths, but has above average non-verbal ability

Outcome

By the end of year 11, Jack will gain the necessary qualifications to go on to his chosen post-16 destination.

An example of a step towards achieving this outcome could be:

He will make measurable year on year accelerated progress in English and Maths so that he will be working at the level appropriate for his ability by the end of year 9.

The detailed *short term teaching targets* (e.g. work on parts of speech in English or percentages in Maths) would be set by the relevant teachers based on the assessment.

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