

Quality standards

Resource provisions for deaf children and young people in mainstream schools

For professionals



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We continue to welcome ongoing feedback which helps us ensure that these resources are as useful and accurate as possible. If you have any comments or suggestions regarding these quality standards, please email us on professionals@ndcs.org.uk.

Glossary

Achievement – an overall measure of a pupil’s success in their academic learning. This term combines attainment and progress (see definitions below).

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 ages.

Bilingual/Bilingualism – fluency in or use of two languages.

British Sign Language (BSL) - the sign language used in the UK and is the first preferred language of many deaf people.

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 to young adults.

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 an adult linguistic and cultural deaf role model.

Family-centred – an approach which focuses on the needs of the family and which promotes partnership and joint decision-making between the family and the service.

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 – also 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 standardised 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. 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,
- the rate of progress and, in particular, whether there are signs of acceleration.

QS – used throughout to define quality standards.

Qualified Teacher of Deaf (QToD) - Qualified teachers who have achieved the mandatory qualification in teaching deaf children.

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

Teaching assistant (TA) – 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 specifically with deaf children and young people, and teaching assistants who may offer general classroom support.

1. Introduction

We use the term 'deaf' to refer to all types of hearing loss, from mild to profound. This includes deafness in one ear or temporary hearing loss such as glue ear.

1.1 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 (including academies and free schools in England) and local authorities 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 (or the Education Authority in Northern Ireland), 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.

1.2 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 resourced provision should provide **specialist** support for school staff and deaf children and young people on the school's roll and their parents so 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 can fully participate in school life
- have deaf peers and develop a sense of deaf identity
- 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/peripatetic services to children in other schools. Outreach work is covered by separate quality standards published by the National Sensory Impairment Partnership.¹

1.3 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 are also referred to as:

- designated provisions
- resource bases
- resource centres
- deaf centres
- bases for deaf and hearing impaired children
- deaf support bases

¹ See: www.natsip.org.uk/doc-library-login/quality-improvement-for-services

A resource provision specifically caters to the needs of deaf children as an integral and specialist part of a mainstream school. It provides support from a range of specialist staff that ensure the needs of the deaf pupils are fully met within the daily life of the school.

Teachers in a resource provision should be, or in training to be, Qualified Teachers of the Deaf. Teaching assistants, communication support workers and deaf instructors should 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.

A self-evaluation tool accompanies these quality standards and can be downloaded from the NatSIP website.² A version of this resource is also available in Welsh³ from the NDCS.

² See: www.natsip.org.uk/gsrp

³ See: www.ndcs.org.uk/QSRPs

2. The quality standards

2.1 Securing inclusion and effective teaching and learning

2.1.1 QS01: The curriculum

The resource provision provides effective support to mainstream teachers to ensure that the curriculum is:

- accessible to deaf children and young people across the full range of subjects and activities
- differentiated to meet individual needs of deaf children and young people.

Requirements:

- Qualified Teachers of the Deaf and mainstream teachers meet, plan and discuss the needs of the deaf pupil, their progress, their learning style and how the curriculum needs to be amended to meet the deaf pupil's needs.
- The Qualified Teacher of the Deaf advises mainstream teachers on the different type and level of support the deaf pupil requires to access different aspects of the curriculum so that the support is appropriate to the lesson being taught.
- 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. For example, teaching 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.
- There are shared recording and tracking systems in place between mainstream staff and resource provision staff.

2.1.2 QS02: Teaching and learning

The resource provision provides specialist support, advice and training to mainstream 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 either 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 specialised training on this 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.
- Support in mainstream lessons is carefully planned with all appropriate staff to ensure successful inclusion, high attainment and achievement, and promotion of independent learning.
- Additional interventions are effective and demonstrate accelerated or sustained progress.
- 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.
- Staff will access appropriate support from specialist education colleagues where deaf children have significant additional needs, for example, from a speech and language therapist.

2.1.3 QS03: 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 any social, emotional, health and relationships 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 within the school.
- 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, hearing children and mainstream teachers should be given opportunities to become competent in signed communication, if possible.
- 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 all of 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 appropriate adaptations to ensure optimal acoustic learning environments. The acoustic environment of the provision meets the minimum requirements set out in relevant national standards and this is reviewed regularly. Staff understand the importance of noise management and implement strategies to manage noise within the classroom and whole school environment.

2.2 Outcomes for deaf children and young people

2.2.1 QS04: 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 being narrowed or closing.

Requirements:

- Pupils make good progress across many subjects including English/Welsh, Maths, and Science. Pupils can apply a range of skills to great effect in reading, writing, communications and mathematics.
- 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.
- Deaf children and young people who are most able are identified and appropriately challenging targets are set for them. They are supported in line with school policy and national guidance. Responsibility for organising statutory annual reviews is clear.
- Small step assessments are used to monitor progress, particularly where resource provisions admit pupils with significant additional needs. Expectations of such pupils are high and are informed by an understanding of how their other needs can impact 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 NDCS resource *Assessments for Deaf Children and Young People*, provides Teachers of the Deaf with information and advice on the use of specialist assessments.⁴

⁴ See: www.ndcs.org.uk/assessments

2.2.2 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 within the school.
- 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 difficult, consideration is given to providing clubs and activities during lunchtimes.

2.2.3 QS06: 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).
- Deaf children and young people feel there is a trusted adult they can talk to if they're experiencing difficulties and are given a choice of adults who 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. Steps are taken to mitigate such risks to ensure there is full participation for deaf children and young people.
- The school's designated teacher for safeguarding 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 and they should be aware of appropriate thresholds and pathways for making referrals in their area.
- 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.
- The behavior policy at the school strikes a balance between ensuring that deaf children are held to the same standards as other pupils, whilst also taking reasonable steps to ensure that reasonable allowances are made for deaf children where appropriate. This might include instances where deaf children have not understood instructions or behaviour expectations or are experiencing specific frustration for reasons related to their deafness.

2.2.4 QS07: 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 the opportunities to meet deaf peers on a regular basis, particularly where the numbers attending the resource provision are low, e.g. if there's only one deaf child in a year group.
- Deaf children and young people have opportunities to learn about Deaf culture and community, and have access to a range of deaf role models.
- Hearing and deaf peers are taught how to communicate with each other so that there's good communication and social interaction between deaf and hearing children and young people.
- 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. They develop emotional literacy skills and the ability and confidence to identify and communicate their emotions and needs.
- School staff are aware when it's necessary to refer a deaf child or young person on for a specialist counseling assessment. School staff take steps to ensure that any such counselling is accessible to deaf children and young people.

2.2.5 QS08: Post-school destinations

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 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 have the broadest possible aspirations on future potential careers and to apply to courses that are most suited to developing their potential.
- Deaf young people have access to a range of deaf role models and the opportunity to learn about the wide range of different careers that deaf people can undertake.
- Deaf young people and their parents are fully informed at the appropriate time (including when considering subject choices) of post-school options. This includes the support, services and schemes available to enable deaf people to attend further education colleges and universities or join an apprenticeship scheme or access work. For example, Access To Work or Disabled Students Allowance as well as their rights in the workplace under the Equality Act 2010 or the Disability Discrimination Act 1995 in Northern Ireland.
- 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 liaising with the future education establishment or employer.
- Deaf young people have relevant work experience and enterprise opportunities that allow them to apply their core skills in real world contexts.
- 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.

2.3 Leadership and management

2.3.1 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 development plans for the resource provision and their 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 the 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:
 - 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. Where appropriate, observation is undertaken by senior staff with the appropriate skills in deaf education and sign language.
 - observation of resource provision teaching and its focus on meeting the learning targets of deaf children and young people
 - when benchmarking attainment and progress of deaf children and young people against all children and young people and with national data for deaf children and young people, there's scrutiny of targets, outcomes and progress of deaf children and young people in the resource provision
 - 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).
- 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.
- The school's governing body takes an active interest in the work of the resource provision and receives reports on its impact on teaching, learning and improving outcomes for deaf pupils.

2.3.2 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 it for the resource provision to improve outcomes for deaf children and young people.
- The Qualified Teacher of the Deaf in charge of the resource provision has an understanding of funding criteria, delegated budgets and the service level agreement. The Qualified Teacher of the Deaf is included in decision making regarding the allocation of funding, staffing and resources.

2.3.3 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 require to fully participate in school life 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.
- Qualified 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.
- 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.
- 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 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.
- Non specialist teaching assistants in mainstream schools have been trained to work 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 have advanced skills in sign language. For example, where British Sign Language (BSL) is being used, they will need to be qualified to at least BSL Level 3 or have BSL Level 2 and are actively working towards Level 3. Level 3 is equivalent to an A level in a modern foreign language whilst Level 2 is equivalent to a GCSE. 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 Qualified Teachers of the Deaf should have the required range of skills and expertise demonstrated by having formal qualifications in the required range of communication support skills, e.g. lip speaking, Sign Supported English/Welsh, Cued Speech, etc.
- The head of the provision is represented on the school leadership team or the provision is represented by a nominated member of the senior leadership 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 required to enable them 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:

- Appraisals for specialist staff should include input from a specialist in the education of deaf children and young people.
- There is a link between appraisals, educational outcomes 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.

2.3.4 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 or trained audiological technician.
- Qualified Teachers of the Deaf are up-to-date in new technologies and have opportunities to trial their potential value as tools for learning.
- Deaf children and young people are supported in maximising the use of technology to increase their independence (for example, relay services, speech to text support, apps, etc.).
- 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 acoustics and environmental adaptations in the school and specific rooms are managed.
- The audiology policy is regularly reviewed and updated in light of developing technologies.
- All relevant staff are trained in the use of radio aid systems and use them. Practice complies with the National Deaf Children's Society *Quality Standards for the Use of Personal Radio Aids: Promoting easier listening for deaf children*.⁵
- Provision staff are skilled in trouble-shooting all hearing technologies that deaf children and young people in the provision use. All equipment is checked daily by a member of staff with the required skills.
- Deaf children and young people should develop an understanding of their deafness and become familiar with all the technology available to them. They are encouraged and supported to become independent in checking their own equipment and reporting any issues or faults to staff.
- Subtitled DVDs or online videos are routinely available when used in the resource provision and mainstream lessons.
- Appropriate ways are provided for deaf children, young people and their families (including deaf parents) to contact the school. For example, a dedicated mobile number to accept texts and voice messages, email, etc. Advice is sought from families on their preferred way to communicate.

⁵ See: www.ndcs.org.uk/quality-standards-radio-aids

2.3.5 QS13: Service level agreement

There is a clear service level agreement between the commissioner of the resource provision (usually the local authority or the Education Authority in Northern Ireland) 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.

Note: A model Service Level Agreement illustrating the key components of an agreement including what could be included in a monitoring report is available from the NDCS.⁶

⁶ See: www.ndcs.org.uk/educationmanagers

2.4 Participation and partnership working

2.4.1 QS14: 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 school life and their child's development of social skills and friendships.
- Parents know who they need to contact to raise any issues concerning their children.
- 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's 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 the child's home to enable parents to contribute to their child's learning:
 - parents are given information on the latest hearing technology and assistive devices, and shown how to support their child in getting the maximum benefit from 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 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.

2.4.2 QS15: 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.
- As much as possible, 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 support and/or any statutory plans. For example, a statement of special educational needs, an Education, Health and Care Plan, a co-ordinated support plan or an Individual Development Plan.

2.4.3 QS16: Multi-agency working

The person at school responsible for additional or special needs and the head of resource provision 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.
- The school works effectively with other professionals (such as a qualified peripatetic Teacher of the Deaf or early years professionals) and parents to ensure a smooth transition into the school.
- 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 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.

3. Self-evaluation

3.1 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 are:

- Those recorded in the 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. Internal feedback such as notes from ongoing internal monitoring by the school’s senior management.

It’s 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 data that may be available regionally or nationally.

A self-evaluation tool accompanies these quality standards and can be downloaded from the NatSIP Website.

www.ndcs.org.uk/QSRPs.

**We are the National Deaf Children's Society,
the leading charity for deaf children.**

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