

Template Specification

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**Outline specification for the provision of specialist education support services for children with a hearing impairment**

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## Preface



This document was prepared using funding provided by the Department for Education under grant agreement with NatSIP, the National Sensory Impairment Partnership:



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## A. Background

This document has been developed by the National Deaf Children's Society.

It sets out an outline for a specification for the provision of specialist education support services for children with a hearing impairment.

It can apply in a range of commissioning arrangements, such as provision by the local authority's in-house service, or a third party such as a private company, another local authority, a social enterprise, a mutual, or a school providing specialist outreach services.

## B. Introduction

Many local authorities will have their own format for contracts with third parties which:

- a) name the parties subject to the agreement (i.e. the name and position of the nominated person for the commissioner and the name and position of the nominated person for the service provider)
- b) set out the **contract price and terms of payment** which, if the service is out-sourced to a third party, is likely to cover all overhead costs as well as direct running costs. Within this section, it is important to clarify and list what this funding is expected to cover, e.g. staff salaries, staff expenses (including travel), resources (including radio aids and any maintenance costs), administrative support, telephone, heating and lighting, staff training costs, laptops, etc.
- c) make it clear that the funding is to be used to deliver the specification and set out any auditing requirements
- d) set out the legislative requirements (e.g. requirements for the provider to comply with health and safety regulations, safeguarding and child protection procedures, employment law, the Equality Act, financial and accounting regulations)
- e) set out other non-statutory requirements
- f) specify the copyright and intellectual property rights
- g) outline the duration, monitoring and review and termination arrangements

Usually, such contracts refer to an appendix or schedule which sets out in detail the service to be provided (i.e. the service specification).

This template specification sets out some of the key areas of provision that would accompany the contract and can be used for comparison purposes, or as a checklist. It should be adapted to reflect local circumstances and requirements. Any comment text (in blue) should be removed.

This template contains three appendices which detail:

- a) direct support to parents, particularly for children aged 0-4 years
- b) support for education establishments
- c) support for the local authority in discharging its responsibilities under the Children and Families Act 2014<sup>1</sup> and the SEND Code of Practice (2015)<sup>2</sup>

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<sup>1</sup> See: <http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

<sup>2</sup> See: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The specification forms part of the Local Offer. The Children and Families Act 2014 requires that parents of deaf children, as well as deaf young people themselves, be involved and consulted in any decisions on SEND provision including the Local Offer. This is particularly important where local authorities may be considering outsourcing their service to third parties.

More information on this and other considerations can be found in the National Deaf Children's Society note *Specialist Education Support Services for Deaf Children: Advice to commissioners*.<sup>3</sup>

The National Deaf Children's Society team of Regional and Country Directors can also provide further information and advice.<sup>4</sup>

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<sup>3</sup> See [http://www.ndcs.org.uk/professional\\_support/our\\_resources/education\\_resources.html#contentblock19](http://www.ndcs.org.uk/professional_support/our_resources/education_resources.html#contentblock19)

<sup>4</sup> Their details can be found at: [www.ndcs.org.uk/about\\_us/trustees\\_and\\_senior\\_management](http://www.ndcs.org.uk/about_us/trustees_and_senior_management)

## **C. Specification for the provision of specialist education support services to deaf children**

### **1. Purpose of the specification**

- 1.1 This specification sets out the service to be provided to children and young people with a hearing impairment, their parents/carers and educational establishments from the funding allocated by *(name of the local authority)*. Its purpose is to ensure that the local authority and the service provider are clear about their respective roles, responsibilities and obligations in providing a specialist education support service for deaf children, their families, educational establishments and the local authority

### **2. Purpose and objectives of the service**

- 2.1 To improve inclusive opportunities and educational outcomes for children and young people with a hearing impairment ensuring that:

- a) deaf children, young people and their families within the local authority:
- have their needs identified and assessed as early as possible
  - receive specialist support required from appropriately qualified personnel
  - are involved in the setting of clear targets that focus on progression and outcomes
- b) that the early years settings and educational establishments within the local authority receive the advice and support they require to feel confident and competent in achieving improved outcomes for deaf children and young people
- c) that the contribution from other services such as audiology and speech and language therapy is co-ordinated and delivered effectively

- 2.2 To support *(name of local authority)* to meet its:

- a) general statutory duties under sections 22 and 24 of the Children and Families Act 2014 i.e. that a local authority must identify all children and young people with special educational needs or a disability (SEND) (s22) and a local authority is responsible for a child or young person identified by the local authority as having SEN (or may have SEN) or brought to the local authority's attention by any person as someone who has or may have SEN (s24).
- b) specific duties under the Children and Families Act 2014 detailed in this specification
- c) duties under the Equality Act 2010,<sup>5</sup> particularly the reasonable adjustment duty, the public sector equality duty and the duty to prepare and review accessibility strategies.

### **3. Children, families and education establishments supported by the commissioned service**

- 3.1 The specialist support service's remit will cover the full spectrum of hearing impairment including a mild to profound permanent hearing loss and temporary loss such as glue ear. The level of support to children and education establishments will be determined with reference to a number of factors:

*(list factors in the local authority's eligibility criteria such as level of hearing loss, competence/attainment in language, education progress, age of diagnosis and intervention, the presence of an additional need).*

More details of the local authority's eligibility criteria are set out in Appendix 1 and are also detailed in the Local Offer.

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<sup>5</sup> See: <https://www.legislation.gov.uk/ukpga/2010/15/contents>

- 3.2 The number of children supported will vary from year to year. Current numbers as of date for the number of children and young people within the local authority are recorded in the tables below:

Age group	Children with an Education, Health and Care (EHC) plan	Children without an EHC plan receiving ongoing support with regular visits from the service	Children without an EHC plan being monitored or given occasional support
Early years 0 to 2			
Early years 3 to 4			
Key Stage 1			
Key Stage 2			
Key Stage 3			
Key Stage 4			
Post-16			

- 3.3 The establishments supported by this agreement include:

- early years settings
- state funded primary and secondary schools
- maintained special schools, academy special schools and free special schools (if any are in the area)
- post-16 providers. *(In some areas post-16 support is provided on a traded or partly traded basis so post-16 establishments may be excluded from the specification for local authority funded services)*

*If there are other schools in the local authority with enhanced resources for deaf children, it is important to decide whether or not they can access this service or if they should depend on receiving support from the staff of their own enhanced resource provision.*

*If the resourced provision provides outreach it will be necessary to describe the relationships and roles.*

*Also describe joint arrangements that may exist for providing joint training or providing cover.*

#### **4. Services to be provided by the specialist service**

- 4.1 The services to be provided are detailed in the following appendices:

Appendix 2 - Direct support to children and families

Appendix 3 - Support to education establishments

Appendix 4 - Support to the local authority

#### **Non-standard/chargeable services or exemptions**

*Please note that there is no suggestion here that charges should be made for any service provided. Please also note that it is sometimes helpful to identify services that are NOT provided, e.g. routine hearing screening tests.*

- 4.2 Charges may be made to private schools for any support provided to deaf students enrolled there.

- 4.3 The provider will be able to sell services to other local authorities or educational establishments outside the local authority area. However, the charges must cover the full cost of providing the service to ensure there is no cross subsidisation of services to organisations outside of the local authority. The local authority's representative should be notified of the details of such arrangements.

#### **Access to the service**

- 4.4 The procedures for families accessing the service are as follows:

*(Insert here process for ensuring parents of young children can access the service)*

- 4.5 The procedures for educational settings (including the school acting as service provider), accessing the service are as follows:

*These two subsections should include the following information*

*a) Who can refer directly? Families? Schools only? Health colleagues (with agreement of parents)? Local Authority?*

*b) How is a referral made? Pro-forma? Written only? Telephone call?*

#### **Response times**

- 4.6 On receipt of a referral, the service will make contact with the family within two working days if diagnosed through new born hearing screening or five days if diagnosed at a later age, outside the screening programme. Cover arrangements will be in place during non-term time.
- 4.7 All routine telephone calls requiring a return call will receive such a response within *(agreed number of days)* working days.
- 4.8 Any urgent call should be identified as such and receive a response as soon as possible and within a maximum of one working day, depending on the content of the call.
- 4.9 When an assessment has been carried out, a report will be sent to the referrer within *(agreed number of days)* working days

### **5. Management of the service**

*The following is not prescriptive. It is an example of one way of providing management. It is important to have this discussion with the provider when agreeing the specification so that there is no duplication, confusion or overlap in accountabilities.*

- 5.1 The provider will appoint an appropriately qualified service manager with a good knowledge of deaf education who will have responsibility for the running of the service. This includes:
- a) allocation of staff to meet needs of the deaf children, their educational settings and their families
  - b) allocation of resources to meet the needs of deaf children, their educational settings and their families
  - c) monitoring of the work programme and caseloads of team members
  - d) ensuring adequate supervision and support for team members
  - e) liaison with other professionals and voluntary organisations to co-ordinate input
  - f) an annual service self-evaluation against quality standards involving the collection of information and data to assess current work and identify future development needs
  - g) production of an annual service development plan, based on the above service self-evaluation
  - h) identification of any potential difficulties/problems that might affect service delivery and conveying these to the line manager if they cannot be resolved within the team
  - i) production of an annual review report (see Section 5 of this document)

## 6. Staffing levels, competences and expertise within the service

6.1 The service shall maintain a range and depth of the specialisms required to meet the wide range of needs of the deaf children and young people. These should include staff:

- a) qualified to work with and having in depth knowledge of early years support
- b) with knowledge of the curriculum and teaching and learning pertaining to a particular phase such as early years, primary, secondary, and further education
- c) with experience and/or knowledge of special schools and interventions to support the progress of children with complex needs in addition to their hearing impairment
- d) with additional experience of and/or qualification in education audiology
- e) with extensive knowledge and experience in all aspects of deaf technology
- f) with experience and/or additional qualification in supporting deaf children with additional complex needs, deaf child who speaks English as an additional language, etc
- g) qualified in meeting the needs of pupils who use signed approaches and/or those that use oral-aural approaches
- h) competent and confident in delivering training to families and other professionals

To be able to meet the requirements of the specification the service will employ:

*(it is important to record here the staffing levels the local authority expects)*

- the number of fte qualified Teachers of the Deaf required to deliver the service
- number of fte assistants (and their training)
- number of fte deaf workers (and their training)
- number of technicians
- education audiologist
- additional skills available in the team, with number of staff with that skill, e.g. signing (including level); acoustic monitoring; audiometry; early years specialists, etc.

*Also describe how the provider is expected to manage any long term staff absences and how they are going to be resolved, with a time-scale*

The knowledge and expertise of the staff team must be kept updated and so each member of staff:

- a) will have a personal CPD programme to keep their particular specialism within deaf education updated
- b) will attend service training sessions to ensure they have updated knowledge of the latest developments in technological aids; and the latest research covering assessment, and effective teaching and learning strategies for deaf children and young people
- c) will keep updated and attend any relevant curriculum development training for mainstream teachers within the host school

*Note: In cases where the service may be provided as an outreach service from a school it would be important to make clear that staff time that is funded for peripatetic outreach work should not be used to provide supply cover in the host school which would reduce the outreach work delivered to other schools or families.*

7. Response to vacant posts
- 7.1 To ensure service continuity:
  - a) vacant posts are required to be advertised immediately on the resignation of existing post holders
  - b) vacant posts should be advertised in the appropriate national media, including on the British Association of Teachers of the Deaf website
  - c) subject to applicants meeting the person specification, interviews should be held and appointments made to minimise the length of time the posts are held vacant
- 7.2 Any difficulties in recruitment must be notified to the responsible local authority officer.
- 7.3 The local authority should be given the opportunity to be part of the interview process for the service/team manager post should it become vacant.
- 7.4 If the service provider feels that there is a case for appointing a person without the minimum required qualifications, they should discuss this with the local authority representative prior to making the appointment and provide a plan to ensure that the potential member of staff will achieve the level of qualification required for the post.

*Local authorities may wish to make reference to any job descriptions, person specification that may be added as an appendix.*

## **8. Standards of service provision and quality assurance**

- 8.1 The service will be delivered in accordance with the following standards:
  - a) National Sensory Impairment Partnership Quality Support Standards for Sensory Support Services in England.<sup>6</sup>
  - b) National Deaf Children's Society Quality Standards: Early years support for children with a hearing loss, aged 0 to 5 (England).<sup>7</sup>
  - c) The FMUK Group's Children's Society Quality Standards for the use of Personal Radio Aids published by the National Deaf Children's Society.<sup>8</sup>
- 8.2 The nominated person from the provider is responsible for ensuring that the schools in the local authority receive a quality and effective input from the specialist education service.
- 8.3 The nominated person will require the service manager to carry out an annual service self-evaluation, using the relevant quality standards
- 8.4 The local authority/provider retains the right to commission an external evaluation of the service.

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<sup>6</sup> See: <https://www.natsip.org.uk/doc-library-login/quality-improvement-for-services/quality-standards-for-sensory-support-services/1044-quality-standards-for-sensory-support-services>

<sup>7</sup> See: [http://www.ndcs.org.uk/professional\\_support/our\\_resources/qsev.html](http://www.ndcs.org.uk/professional_support/our_resources/qsev.html)

<sup>8</sup> See: [http://www.ndcs.org.uk/professional\\_support/our\\_resources/education\\_resources.html#contentblock25](http://www.ndcs.org.uk/professional_support/our_resources/education_resources.html#contentblock25)

## **9. Accommodation and facilities for the service**

*This section is recommended when the service is being provided as an outreach service from a school but could be used for other types of commissioning arrangements.*

9.1 The following accommodation will be provided to the specialist education service:

*identify number of rooms and location (main building/mobile)*

*location of any administrative support*

*Any initial alterations and refurbishments required should be noted with a time-scale and funding identified.*

9.2 The ongoing upkeep of the accommodation to appropriate standards will be the responsibility of the provider.

9.3 The following facilities will be provided to the specialist education service:

- a) access to computers/tablets/admin support
- b) photocopying
- c) dedicated phone line(s) and admin support

## **10. Contractual arrangements**

*Identify those responsible for appointing service staff – state who is responsible:*

- *for placing and paying for the advertisements*
- *who constitutes the appointment/interview panel*
- *who provides the specialist knowledge on deaf education at shortlisting and interview stages.*

*Identify to whom staff are contracted – the local authority or the provider?*

*Are members of the service staff regarded as members of the provider's staff?*

*Identify those responsible for carrying out annual performance management of staff in the service.*

*In the case of sickness (short, medium and long term) identify who is responsible for finding and paying for cover?*

## **11. Safeguarding**

*Compliance with key policy and procedures may be included in the contract itself. It is important that service staff know how to respond in such situations and so signatories to this agreement should ensure that this section fits with locally agreed policy and procedures.*

11.1 The service is required to comply with local safeguarding procedures.

## 12. Monitoring, performance indicators and reporting

### Monthly monitoring

- 12.1 The lead representative for the provider will have monthly meetings with a representative from the local authority to ensure that:
- a) the services cited under this agreement are being delivered in an effective and timely manner
  - b) agreed data is being collected
  - c) there is early warning of any potential difficulties

### Annual review report and annual review meeting

- 12.2 The service manager of the specialist education service will complete an annual review report in draft format by the end of *(insert appropriate month)* for the nominated person of the provider.
- 12.3 The nominated person of the provider will be responsible for finalising and signing off the report. It will then be used as the focus for the Annual Review meeting with the local authority officers, who will receive a copy of the finalised report at least *(agree most appropriate time scale)* before the scheduled date of the annual review meeting. *(Some local authorities may want to have at least one additional interim meeting during the year or termly meetings – this is a local decision to be made when drawing up the SLA)*

### Content of annual review report

A local format may already be in use or it may be helpful to create a local format; however, it will be important to ensure that the areas listed below are included:

- a) brief summary of service input/activity based on the services covered in this specification
- b) current staffing, including levels of specialist knowledge/training; changes in staffing; shortages in staffing and/or skills
- c) outcome/performance measures, reflecting the progress made by deaf children and young people receiving support from the service, e.g. attainment and achievement data (with national comparators where possible); those relating to social, emotional, attitudinal and behavioural issues; amount of inclusion in mainstream classes; attendance at after school activities; contributions to school (e.g. school council etc.)
- d) perception measures – views of deaf children and young people; their parents; their school staff; service staff and professionals in partner agencies. Important to decide locally the frequency of opinion sampling from those groups (annually/alternate years etc.) and how this will be collected (questionnaires, focus groups etc.)
- e) summary of main points, including recommendations, from any external reports/inspections during the previous 12 months
- f) areas of strength and areas requiring development as identified from the service self-evaluation and a review of the annual service development plan
- g) suggested plans and actions for the next year
- h) recommendations, if any, for changes to the existing specification

### **13. Complaints procedure**

*It is important that signatories to the agreement read and endorse the following paragraph (7.1) and bear it in mind when responding to complaints.*

#### **Overarching principle**

- 13.1 It is acknowledged that the specialist education service has a crucial role to play in school improvement mainly through partnership working. However, on occasions, it may need to challenge schools, early years settings and other provision about practice and it should be free to do so without prejudicing any contractual arrangements. All complaints will be responded to bearing this important function in mind. It is also acknowledged that all such challenges should be carried out in a suitably professional manner.

#### **Complaint about a member of the team**

- 13.2 If this cannot be resolved directly with the member of the team concerned and the aggrieved party, the latter should contact the service manager. The manager of the service will investigate the complaint and resolve where possible. It is expected that the majority of complaints will be resolved in this way.
- 13.3 If the complaint remains unresolved, the service manager should inform the nominated person of the provider who will investigate the complaint and review the actions taken to date in a bid to resolve it. Thereafter the complaint will follow the complaints procedure as determined by the local authority.

#### **Complaint about a professional in a partner agency**

- 13.4 The complainant will be redirected to the manager of the particular agency involved.

#### **Complaint about the lack of a particular aspect within the service**

- 13.5 If the complaint is of an educational nature, it should be responded to by the service manager and the nominated person of the provider (if required). If not resolved, the designated officer within the local authority should become involved.
- 13.6 If the complaint concerns an aspect of a service provided by a partner agency, the manager of that agency should be informed and asked to respond. If the complaint is not resolved the designated officer within the local authority should be informed and expected to intervene.

**14. Changes to the specification**

- 14.1 Changes should be kept to a minimum and, wherever possible, made and agreed at the annual review meeting.
- 14.2 If either party wishes to make a change to the terms of the agreement outside of the annual review meeting, a request should be put in writing to the other party. The party receiving the request should respond within *(agree number of working days or weeks)* either agreeing to the proposed change or suggesting a date for a meeting to discuss the proposal.
- 14.3 Any agreed changes should be noted, signed and dated as an addendum to this service level agreement.

**15. Signatories**

On behalf of *(insert name of provider)*

Name:		Role:	
Signature:		Date:	

On behalf of *(insert name of service)*

Name:		Role:	
Signature:		Date:	

## Appendix 1: Eligibility Criteria

*Set out eligibility criteria. Many services use the Eligibility Framework developed by the National Sensory Impairment Partnership and can extract information from this document.<sup>9</sup>*

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<sup>9</sup> See: <https://www.natsip.org.uk/doc-library-login/eligibility-framework>

## **Appendix 2: Services provided directly to deaf children and their parents/carers**

*(Note: Most direct services to children and parents/carers are most likely to be focussed on those aged 0–3 years and older children diagnosed with an acquired hearing loss. The list specified below is not exhaustive. LAs may wish to amend to reflect local circumstances).*

### **Services to parents/cares of children in their early years include:**

- a) offering families a visit within 2 days of confirmation of a hearing loss, to comply with the government standards for the new born hearing screen programme. This initial contact will inform parents about the support offered by the service and how they can help their child or young person and answer any questions the family may have. The timing of the first visit is to be agreed with the parent and would normally be undertaken within ten working days of the referral.
- b) early support, including regular visits (expected frequency could be stated as a minimum), for those children and their families following diagnosis of a hearing loss with a particular focus on developing the child's language and communication
- c) provision of impartial information covering the range of different communication methods and technological solutions that are available so that families can make informed decisions
- d) advising on the use and maintenance of technological aids
- e) provision of radio aids
- f) provision of opportunities and/or information about opportunities for families of deaf children to meet together
- g) signposting or providing information factsheets on particular aspects of deafness or interventions such as language development, cochlear implants, etc
- h) supporting the start of an early years setting
- i) *add any further core services that are provided by your service*

After the initial assessment in the early years, the team member from the service and the families will draw up an action plan indicating the type of work to be undertaken; the frequency of visits; intended outcomes with time-scales; parental involvement and review dates *(at least 6 monthly but should be agreed locally)*.

### **Services to parents of older children diagnosed with an acquired hearing loss:**

The service will contact families and (where relevant) education settings within five working days of a notification of a diagnosis of a hearing loss. The timing of the first visit is to be agreed with the parent/setting and would normally be undertaken within ten working days of the notification. The visit will:

- a) explain what support is available to access education
- b) explain the sensory loss and its implications
- c) (where relevant) explain to the education setting what it can do to ensure the child or young person is included and makes progress
- d) answer any questions parents and staff in the education setting have

Thereafter services will be provided in accordance with the Eligibility Criteria set out in Appendix 1.

### Appendix 3: Services to education establishments

*(Note: It is suggested that the services provided to education establishments are aligned to the **Assess-Plan-Do-Review** cycle required by the SEN Code of Practice. Local authorities may wish to use a different format but the list below attempts to cover most aspects of service provision. Local authorities may wish to expand or amend to reflect local circumstances and budgets)*

The service will provide support to education establishments set out in the specification. The level of support will largely be determined by applying the local authority's Eligibility Criteria (See Appendix 1).

The service will support education establishments in implementing the **Assess, Plan, Do, Review** cycle required by the SEND Code of Practice.

The service will also include whole school support. Service to individual establishments will depend on the level of support and needs of the child/young person. The service offered includes:

#### **Assess**

- a) undertaking specialist assessments to identify a better understanding of needs and factors that may be impeding progress
- b) identifying the need for access technology, communication support and required adjustments to listening conditions
- c) identifying support needed to meet any specific subject requirements
- d) advising on the impact of a hearing impairment on key aspects of the child's/pupil's/student's development in areas such as: listening skills; language development; working memory; auditory memory; processing time; attention and concentration; literacy skills; self-esteem; social skills; incidental learning and independence skills
- e) undertaking acoustic assessment of the learning environment with follow up suggestions and advice
- f) advising on assessment information and its implications provided by other services such as audiology services, implant centres, speech and language therapy
- g) advising and supporting with the involvement of the parents and children in the assessment

#### **Plan**

- a) helping to define the outcomes the child/pupil/student is expected to achieve
- b) advising on the steps and shorter term targets required to achieve the outcomes
- c) advising on 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 interventions, access arrangements, support from external agencies and advice on ways of improving the listening environment
- d) advising on planning transitions to another education establishment or work
- e) advising on support needed for residential school trips and other out of school activities
- f) advising on the arrangements for monitoring and review

In particular the service is expected to advise on:

- a) targets related to the development of language, communication, literacy, confidence and social skills and the support and interventions required to achieve the targets
- b) the provision and maintenance of hearing equipment
- c) the provision of communication support
- d) measures to ensure teaching and learning takes place in rooms which provide a good listening environment and have good acoustics
- e) access arrangements for assessments/examinations

- f) the provision of pre- and post-lesson teaching
- g) specific teaching strategies and resources to ensure access to teaching and learning
- h) lesson planning/differentiation and delivery to ensure access to the curriculum
- i) any support required to improve self-esteem and social skills
- j) measures to develop independence skills including independence as a learner, the ability to use and maintain equipment. Understanding of own hearing loss and strategies to support this, self-advocacy/self-determination skills
- k) access to specialist careers advice and planning for adulthood from year 9 onwards
- l) 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
- m) advising on transitions plan for a transfer to a new education establishment or work and what needs to be put in place to enable a successful start in a new establishment or work
- n) advising on plans to ensure inclusion in school trips and residential activities

#### **Do**

- a) supporting and advising the class teacher and teaching assistants on teaching and learning strategies and programmes to achieve the targets set out in the plan. This includes ways of ensuring effective communication with the child/young person
- b) supporting and advising school staff on how they can check that hearing technology is working and how to use it
- c) provision of radio aids
- d) undertaking specialist checks on hearing aids using a hearing aid test box to measure the frequency response, distortion and output level of a hearing aid
- e) provision and setting up a radio aid for a child/young person in accordance with required quality standards and train staff on its use, including how to perform daily listening checks
- f) undertake electroacoustic checks regularly and whenever a part of the system is changed. Advising on other technologies such as soundfield
- g) undertaking checks on the listening environment (including acoustic checks) and advise on measures to improve it
- h) providing whole school training and/or training to identified staff on meeting the needs of pupils
- i) provide peer awareness training/assembly to tutor/year group support on liaison with outside agencies, e.g. audiology services and/or implant centres, social care
- j) support in making applications to examination boards for examination access and concessions
- k) any 1:1/direct teaching/small group support deemed necessary after assessment to ensure progress
- l) helping to ensure that parents of the deaf children and young people are involved in the individual learning programmes of their children and kept informed about their outcomes

## **Review**

- a) using specialist assessments in key areas to assess progress and/or identify particular barriers and strengths
- b) advising on outcomes data and new targets
- c) advising on any changes to the child's/pupil's/student's level of hearing loss
- d) advising on changes to interventions and support required to ensure good progress is made
- e) attending annual review meetings as appropriate
- f) helping with engaging parents/carers and children/young people in the review.

## **Whole school support**

In addition to supporting *Assess, Plan, Do, Review* for individual children and young people, the service will:

- a) disseminate advice to establishments on indicators of hearing loss to support early identification of acquired loss and identification of early support
- b) provide and disseminate general advice on supporting children with temporary loss particularly to early years settings and primary schools
- c) provide and disseminate advice on identifying and supporting children and young people with a mild hearing loss
- d) provide training to all or identified members of staff including deaf awareness training
- e) provide advice to support reviews of school accessibility plan.

This specification *does not* require the service to provide for schools and colleges interpreters to support schools in their communication with deaf parents whose preferred language is British Sign Language. Schools are expected to meet their statutory duties towards deaf parents under the Equality Act.

## **Agreeing the support to individual establishments**

The link team member for the service and each establishment served by the service will agree a termly action plan (*could be half yearly or annual if so wanted – agree locally*) for the school which will cover:

- a) the type and amount of support provided
- b) support (type and amount) for individual named children
- c) identified outcomes for each activity
- d) review and evaluation details

A template framework for service level agreements with individual schools is available from the National Deaf Children Society's website.

## Appendix 4: Services to the local authority

*Hearing Support Services will have a role in supporting key local authority duties. This section sets out what a local authority may require from the service to discharge its functions. It will need to be amended to reflect local circumstances.*

The service is required to support the local authority discharge its duties and functions with regard to children with special educational needs and disabilities. This includes:

- a) identifying and recording all children and young people with a hearing impairment to ensure compliance with section 22 of the Children and Families Act 2014
- b) undertaking a key worker approach with children and parents identified by *(insert who identifies the children requiring a key worker)* in accordance with paragraph 2.21 in the SEND Code of Practice
- c) supporting the production and review of the Local Offer by providing and updating information on services for children and young people with a hearing impairment to ensure compliance with section 30 of the Children and Families Act 2014 and SEND Code of Practice Chapter 4
- d) supporting compliance with Section 25 of the Children and Families Act 2014 to ensure integration of health and social care. In particular the establishment of good working links with audiology, speech and language and social services to ensure coherent provision for children with a hearing impairment with a particular focus on early identification and support, preventative working to reduce the need for support later and the development of good language (see Para 3.37 of the SEND Code of Practice). Supporting the effective functions of the multi-agency Children's Hearing Services Group as a means of securing integrated working aimed at improved outcome (see the government's standards for the Newborn Hearing Screen Programme.<sup>10</sup> Standard 27).
- e) providing information, advice and training for early years providers meeting the needs of children with hearing impairment to ensure compliance with Early education and childcare statutory guidance to LAs (March 2017)<sup>11</sup> Part D. Section D.1. and para 4.37 of the SEND Code of Practice 2015
- f) providing support for children under two as set out in appendix 3 of this specification to ensure compliance with Paragraphs 5.16 and 5.36 of the SEND Code of Practice
- g) supporting Education, Health and Care assessments and the development, implementation and review of Education, Health and Care plans to ensure:
  - i) education advice and information is provided by a person with the mandatory qualification in deaf education (see Para 9.49 of the SEND Code of Practice)
  - ii) the assessment takes full account of the child's/young person's hearing loss and implications for teaching and learning
  - iii) targets, plans and provision are relevant to the child's/young person's needs
  - iv) the support from Teachers of the Deaf and other education specialists set out in the Plan is provided
- h) Support the review of the local authority's accessibility strategy to ensure it meets its purpose with regard to the inclusion and participation of children with a hearing impairment (see Equality Act 2010. Schedule 10 para 1).<sup>12</sup>

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<sup>10</sup> See: <http://webarchive.nationalarchives.gov.uk/20150408181217/http://hearing.screening.nhs.uk/standardsandprotocols>

<sup>11</sup> See:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/682005/Early\\_education\\_and\\_childcare\\_Statutory\\_guidance\\_for\\_LAs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682005/Early_education_and_childcare_Statutory_guidance_for_LAs.pdf)

<sup>12</sup> See: <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

**Appendix 5: Model job descriptions for the various different posts within the Hearing Support Outreach Service**

*This appendix is also optional but could be very helpful in outlining the skills and expertise required/expected for each post.*

-- End of document --