

Quality Standards



Resource provisions for deaf children and young people in mainstream schools

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

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If you have any comments or suggestions regarding these quality standards as a result of using them, please let us know by emailing professionals@ndcs.org.uk.

Introduction

Purpose of the quality standards

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

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

The standards can be applied throughout the UK and have been written with reference to guidance, evaluation frameworks and inspection standards operating in all four countries. In preparing these quality standards we have taken into account relevant guidance, such as:

- *The Importance of Teaching: Schools White Paper* (DfE, 2010) in England.
- *Curriculum for Excellence in Scotland* (2010).
- *Count Us In: Achieving success for deaf pupils* (HMIE and NDCS, 2007).
- *A Survey of Provision for Pupils in Hearing Impaired Units: Inspected May – October 2005* (The Education and Training Inspectorate, 2006) in Northern Ireland.
- *Quality Standards in Education Services for Children and Young People with Sensory Impairment* (National Assembly for Wales 2005) in Wales.
- *Ofsted Evaluation Schedule for Schools* (2010), and school inspection criteria used in the four countries of the UK.

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 fully participate in the life of the school
- move successfully on to a new school, further education or work.

(In some cases the purpose of the resource provision is extended to provide outreach services to children in other schools. Outreach work is not covered by these standards. The 2009 BATOD, NDCS and RNID publication *Quality Standards: Specialist teaching and support services for deaf children and young people* outlines standards for outreach services.)

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

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

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

A resource provision specifically caters for the needs of deaf children as an integral part of a mainstream school. 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 resource provision should have a specialist qualification in deaf education and teaching assistants and communication support workers will have received specific training and developed specialist skills in working with deaf children and young people. Other specialist practitioners, such as audiologists and speech and language therapists, will be closely linked to the resource provision.

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

Resource provisions may be managed in a number of ways, for example:

- funding for the provision is delegated to the school hosting the resource provision. A service level agreement is then agreed between the educational board and the school, setting out the service to be provided. It is managed by the head teacher and the staff are employed by the school. Responsibility for provision rests with the school's governing body. The LA or board would monitor compliance with the service level agreement.
- funding is held centrally by the LA or board and responsibility for provision rests with the LA or board, working in partnership with the management and governing body of the school.

Other arrangements may also exist and will vary across the four countries. These quality standards are applicable to all resource provisions, irrespective of differences in settings and management.

In a number of cases, resource provisions admit deaf children and young people with significant additional needs. When evaluating the progress and attainment of deaf children and young people on roll of the provision, the complexity of their needs should be considered.

Terminology

- **Achievement** – an overall measure of a pupil’s success in their academic learning. This term combines attainment and progress (see definitions below). E.g. two pupils might enter secondary school with very different starting points, Pupil A being at a much lower level than Pupil B. However, by the end of three years, they may be attaining similar levels. Pupil A has made more rapid progress and achieved more.
- **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.
- **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** – NDCS uses the word ‘deaf’ to refer to all levels of hearing loss.
- **Education and library boards** – these have responsibility for education in Northern Ireland (often referred to as ‘boards’ throughout this document).
- **Local authorities** – these have responsibility for education in England, Scotland and Wales (often referred to as LAs throughout this document).
- **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 test or assessment, e.g. if the child or young person’s score is on the 16th percentile, they have scored higher than 15% of children or young people on that test, but lower than 84%.
- **Pupil progress** – the rate at which pupils are learning in lessons and over longer periods of time. It is usually defined by two elements:
 - the amount of progress from when the child started a topic or entered a school or a class, for example
 - the rate of progress and, in particular, whether there are signs of acceleration.
- **QS** – used throughout to define quality standards.
- **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 with deaf children and young people, and general teaching assistants who may offer general classroom support.

The quality standards

Outcomes for deaf children and young people

QSo1

Educational progress, attainment and expectations

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

Requirements

- ❖ The school rigorously monitors progress and has data showing that:
 - the progress of deaf children and young people is at least in line with hearing pupils of similar ability (e.g. in England there is an expectation that most children and young people would achieve two national curriculum levels of progress between Key Stage 1 and Key Stage 2)
 - any attainment gap existing between deaf pupils and other pupils on entry to the school has been narrowed or closed
 - deaf children and young people can achieve age-related expectations.
- ❖ Detailed special 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
 - inform and evaluate the success of individual learning programmes.
- ❖ Regular reviews of the pupil's individual education plans and subject targets indicate that expected progress is being achieved.
- ❖ Progress is evaluated using recognised benchmarks such as the pupil progress guidance or percentile scores.
- ❖ Deaf children and young people who are gifted and talented are identified and appropriately challenging targets are set for them. They are supported in line with school policy and national guidance. There are regular reviews of their progress.
- ❖ Target setting for deaf children and young people whose attainment is below expected levels includes challenges to narrow this gap.

- ❖ Small step assessments and/or P levels 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 on learning and progress.
- ❖ Data shows that the number of school days lost by deaf children and young people through exclusion and other absences is in line with or better than that for all children and young people (in some cases allowances may need to be made if the child or young person has high levels of healthcare needs).

Note: Some resource provisions will admit children with significant additional needs and so when evaluating the progress and attainment of deaf children and young people in these provisions, the complexity of their needs should be taken into consideration. However, it should also be remembered that some of these children can and should achieve the same attainment and progress as other pupils of their age.

QSo2

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 participate in school clubs and activities. There is data to show their participation rates are similar to those of hearing children and young people.
- ❖ Deaf children and young people feel confident about expressing their opinions and making decisions that will affect their lives within the school.



Keeping and feeling safe

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

Requirements

- ❖ Deaf children and young people develop the knowledge, skills and self esteem to be able to identify and manage risks and situations in which they are, or may become, vulnerable (including using the internet or the ability to resist peer pressure).
- ❖ The personal, social and health education (PSHE) curriculum and the teaching of personal safety skills is adapted to meet the needs of deaf children and young people, and is fully accessible to them.
- ❖ Deaf children and young people feel there is a trusted adult they can talk to if they are experiencing difficulties and are given a choice of adults with whom they can talk to in their preferred communication method or language. The trusted adult understands and has knowledge of child protection policies and procedures.
- ❖ The school's anti-bullying and discrimination policies and procedures ensure that deaf children and young people are not bullied or teased about their deafness. Incidents are dealt with and recorded appropriately.



- ❖ Risk assessments are in place that carefully evaluate health and safety risks in relation to activities and environments both inside and outside the school.
- ❖ The school's designated teacher for child protection and the teacher in charge of the resource provision are aware that deaf children and young people are at greater risk of child abuse. They should be aware of appropriate thresholds for making referrals, including parental neglect of their child's communication needs.
- ❖ Resource provision staff work closely with mainstream staff to ensure that school safeguarding policies and protocols are followed.

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 is only one deaf child in a year group.
- Deaf children and young people have opportunities to learn about deaf culture and community.
- Deaf children and young people have access to a range of deaf role models.
- Hearing and deaf peers are taught how to communicate with each other so that there is good communication and social interaction between deaf and hearing children and young people.
- PSHE lessons are adapted and planned to ensure they are accessible to deaf children and young people so that they are able to develop a good knowledge of healthy lifestyles and choices.
- Deaf children and young people have the opportunity to take responsibility for their own deafness by developing a clear understanding of their deafness and the implications it has for them.
- Deaf children and young people develop emotional literacy skills and the ability and confidence to identify and communicate their emotions and needs.
- School staff are aware when it is necessary to refer a deaf child or young person on for a specialist counselling assessment.

Enhancing economic prospects

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

Requirements

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



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

Note: An allowance may need to be made for this standard if the resource provision caters for deaf children and young people who have significant additional needs.

QSo6

Vision and planning

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

Requirements

- ❖ The vision is supported by the whole school community and is reflected in policies, plans and practice. In particular, the vision is reflected in the quality of improvement plans for the resource provision and 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:
 - scrutiny of lesson planning and schemes of work to check on how the needs of deaf children and young people are actively planned for in all lessons
 - lesson observation by senior management and other specialist staff to monitor the quality of teaching and learning for deaf children and young people in mainstream lessons
 - observation 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 with all children and young people and with national data for deaf children and young people, there is 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 (pupils, parents, mainstream staff).
- ❖ Morale in the resource provision is high, the quality of teaching is good and there are good and/or improving outcomes for deaf children and young

people. The head of the provision motivates, supports and recognises the culture of continuous improvement amongst staff.

- Resource provision staff can contribute to school development so that any issues, challenges and outcomes relating to deaf children and young people are discussed at senior management level.

QSo7

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.
- There is effective use of staffing (see QSo8).
- There is effective use of technology (see QSo9).
- Outcomes for deaf pupils are good (see QS1).

QSo8

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 the life of the school and make good progress.

Requirements

Levels of staffing

- The number of specialist teachers at the resource provision is at least consistent with the minimum number recommended by the British Association of Teachers of the Deaf (BATOD) (i.e. one qualified teacher of the deaf to six deaf pupils).
- There are sufficient numbers of appropriately 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 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 or have the recognised qualification and relevant experience.
- Teachers have the required range of communication skills needed to teach their pupils in the pupils' preferred communication method, including knowing how to work with communication support workers and other communication professionals.
- Specialist teaching assistants, communication support workers and other support staff at the resource provision have an understanding of deaf culture, the issues facing deaf children and young people, the barriers they face in learning and their role in assessment and supporting intervention programmes for them.
- Specialist teaching assistants and communication support workers should have received training relevant to the age group with which they are working, e.g. those working in secondary schools and above should also have higher levels of competence appropriate to the academic demands of the subject area.
- General teaching assistants in the mainstream school have received training on working with deaf children and young people.
- Where deaf pupils use sign language to access the curriculum, communication support workers and teaching assistants are qualified to BSL Level 3 or have BSL Level 2 and are actively working towards Level 3.
- Communication support workers, specialist teaching assistants and teachers of the deaf should have the required range of skills and expertise as evidenced by formal qualifications in the required range of communication support skills, e.g. lip speaking, palantype, Sign Supported English, Cued Speech, etc.
- The head of the provision is represented on the school management team or the provision is represented by a nominated member of the senior management team.

Effective deployment of staff

- Effective use is made of staff by ensuring their deployment is matched to the assessment of the needs of each deaf pupil and the interventions and support 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

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

QS09

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 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.
- Deaf children and young people are supported in maximising the use of equipment to increase their independence.
- The school has an effective audiology policy which sets out:
 - who is the lead for audiology in the school
 - how equipment is maintained and managed on a daily basis
 - responsibility for provision of spare or replacement equipment
 - how a pupil's right to have appropriately working hearing aids and FM systems is secured at all times
 - requirements for staff training
 - how school/room acoustics and environmental adaptations are managed.
- The audiology policy is regularly reviewed and updated in light of developing technologies.
- All relevant staff are trained in the use of FM systems and use them. Practice complies with *Quality Standards for the Use of Personal FM Systems* (developed by the multi-agency FM UK group and published by NDCS, 2008).

- ❖ All provision staff are skilled in trouble shooting all hearing technologies that deaf children and young people use. All equipment is checked daily, either by a member of staff with the required skills or the young deaf person, who should become competent in checking their own equipment. Children and young people are encouraged to report any irregularities or faults to staff.
- ❖ Deaf children and young people should develop an understanding of their deafness and develop strategies to help themselves access spoken language in a range of different environments and become familiar with all the technology available to them.
- ❖ Subtitled DVDs or film clips are routinely available when used in the resource provision and mainstream lessons.
- ❖ Appropriate ways are provided for deaf children and young people and their families (including deaf parents) to contact the school, e.g. a dedicated text message number, email, telephone, fax, minicom, etc. Families can advise you on their preferred way to communicate.

QS10

Roles and responsibilities

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

Requirements

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



Service level agreement

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

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

Requirements

- Monitoring and performance data is provided to the commissioner.
- There is at least one annual meeting between the school and the LA 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 at www.ndcs.org.uk/professionals.



Securing inclusion and effective teaching and learning

QS12

The curriculum

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

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

Requirements

- Teachers of the deaf and mainstream teachers meet and discuss the needs of the deaf pupil, their progress, their learning style and how the curriculum needs to be differentiated.
- The teacher of the deaf advises class and/or subject 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 (e.g. teaching of British 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.
- The school has strong links with the local specialist support service for deaf children and voluntary groups, enabling deaf children and young people to attend activities in the holidays or after school clubs with siblings.
- There are shared recording and tracking systems in place between mainstream staff and resource provision staff.

Teaching and learning

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

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.
- ... Deaf children and young people receive detailed specialist assessments and these are used to set challenging but realistic targets aimed at closing or narrowing the attainment gap and informing teaching and learning.
- ... Deaf children and young people benefit from key principles of effective teaching and learning, e.g. focused lesson plans with clear objectives, high levels of pupil interaction and engagement, expectation of and encouragement of pupils taking responsibility for their own learning, good use of teacher modelling, explanation and questioning, emphasis on learning through dialogue, regular encouragement and authentic praise.
- ... Teachers have good subject knowledge, a good understanding of the child or young person's needs and ensure all deaf children and young people are learning.
- ... Lessons are carefully differentiated to ensure all deaf children and young people are fully included and are effective contributors.
- ... Support in mainstream lessons is carefully planned with all appropriate staff to ensure successful inclusion, high attainment and achievement, and promotion of independent learning.
- ... Deaf children and young people understand the differences between the role of teachers and teaching assistants and know how to access appropriate support.
- ... Specialist support staff work with class and/or subject teachers to ensure that teaching addresses deaf children and young people's limited access to incidental learning.
- ... School staff know how and when to gain access to higher level specialists.
- ... Specialist staff will access appropriate support from specialist education colleagues where deaf children have significant additional needs.

An inclusive school environment

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

Requirements

- ❖ The whole school fosters a positive attitude to deafness and deaf issues, and incorporates deaf awareness into the PSHE programme.
- ❖ 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 are opportunities for deaf and hearing children and young people to mix together and establish true and equal friendships.
- ❖ There is effective communication between deaf children and young people and staff (whether signed or spoken). Where a deaf child or young person's chosen communication mode is British Sign Language, this should involve appropriate hearing children and teachers acquiring competence in signed communication.
- ❖ The achievements of deaf children and young people are celebrated.
- ❖ The resource provision is embedded within the mainstream school. All provision staff attend appropriate in-service training and are fully engaged in whole school life.
- ❖ Training is routinely delivered to all school staff to support the creation of an inclusive school for deaf children and young people. Mainstream staff have the opportunity to access sign language and deaf awareness training which enables them to engage in communication with deaf pupils who use British Sign Language (BSL) or Irish Sign Language (ISL) as their preferred method of communication.
- ❖ The school has undertaken an acoustics audit and made all appropriate adaptations to ensure optimal acoustic learning environments. The acoustic environment of the provision meets the minimum requirements set out in national standards, such as *Building Bulletin 93* in England and this is reviewed regularly. Staff understand the importance of noise management and implement strategies to manage noise within the classroom/whole school environment.



Participation and partnership working

QS15

Partnership with parents of deaf children and young people

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

Requirements

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

Involving deaf children and young people

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

Requirements

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



Multi-agency working

The school's special educational needs or additional support for learning co-ordinator 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.
- ...❖ There are regular discussions between the audiologist, the family and school staff to share information and ensure that appropriate support for the deaf child or young person is in place.
- ...❖ Arrangements are put in place with health services to try to minimise the disruptions to the child or young person's learning caused by appointments (for example, appointments to see the audiologist).
- ...❖ At secondary level, the school makes an effective contribution to multi agency procedures aimed at ensuring a smooth transition to adult services (e.g. audiology or social care services).
- ...❖ The respective roles of the head of the resource provision and the special educational needs or additional support for learning co-ordinator are known by appropriate professionals in other services.
- ...❖ The school provides appropriate facilities for professionals who come into school to support deaf children and young people, e.g. availability of meeting rooms free from interruption and with good acoustics.

Self evaluation

Evidence and data collection

The primary aim of the quality standards is to improve the 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:

- **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:
 - social, emotional, attitudinal or behavioural issues
 - number of cases of bullying
 - attendance and exclusion
 - attainment and achievement data including measures such as national curriculum levels in England and Wales
 - literacy levels on entry and on leaving
 - language progress over time
 - results of criterion and norm-referenced testing
 - destination statistics
 - contextual value added.
- **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, as well as the annual review of the service level agreement with the LA or board. Internal feedback such as notes from ongoing internal monitoring by the school's senior management.



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

Useful websites

Association of Communication Support Workers
www.acsw.org.uk

Association of Lipspeakers
www.lipspeaking.co.uk

Association of Notetaking Professionals
www.anpnotetakers.co.uk

Association of Sign Language Interpreters
www.asli.org.uk

Beattie Resources for Inclusiveness in Technology and Education
www.brite.ac.uk

British Association of Teachers of the Deaf
www.batod.org.uk

British Society for Mental Health and Deafness
www.bsmhd.org.uk

Cued Speech Association UK
www.cuedspeech.co.uk

Deaf Education through Listening and Talking (DELTA)
www.deafeducation.org.uk

Ear Foundation
www.earfoundation.org.uk

Ewing Foundation
www.ewing-foundation.org.uk

Forest Books: sign language and deaf issues specialist
www.forestbooks.com

National Sensory Impairment Partnership
www.natsip.org.uk

RNID Action on Hearing Loss
www.rnid.org.uk

Signature
www.signature.org.uk

England

Department for Education
www.education.gov.uk

Ofsted
www.ofsted.gov.uk

Teachernet
www.teachernet.gov.uk

Northern Ireland

Department of Education, Northern Ireland
www.deni.gov.uk

Education and Training Inspectorate
www.etini.gov.uk

Scotland

Achievement of Deaf Pupils in Scotland
www.education.ed.ac.uk/adps/

Curriculum for Excellence
www.ltscotland.org.uk/curriculumforexcellence

Getting it Right for Every Child
www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec

Her Majesty's Inspectorate of Education
www.hmie.gov.uk

Scottish Association of Sign Language Interpreters
www.sasli.org.uk

Scottish Sensory Centre
www.ssc.education.ed.ac.uk

The Journey to Excellence
www.journeytoexcellence.org.uk

The Scottish Government: Education
www.scotland.gov.uk/Topics/Education

Wales

Estyn
www.estyn.gov.uk

Welsh Assembly Government: Education and Skills
www.wales.gov.uk/topics/educationandskills

Useful publications

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

Department for Children, Schools and Families (2008) *Quality Standards for Special Educational Needs (SEN) Support and Outreach Services*.

Department for Education (2010) *The Importance of Teaching: Schools White Paper*.

Department for Education (2009) *Progression Guidance 2009–10: Improving data to raise attainment and maximise the progress of learners with special educational needs, learning difficulties and disabilities*.

Department of Health and National Institute of Mental Health (2005) *Towards Equity and Access*.

Education Training Inspectorate (2006) *A Survey of Provision for Pupils in Hearing Impaired Units in Northern Ireland (Inspected May–October 2005)*.

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

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

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

NDCS and UK Children's FM Working Group (2008) *Quality Standards for the Use of Personal FM Systems: Promoting easier listening for deaf children*.

Ofsted (2010a) *The evaluation schedule for schools*.

Ofsted (2010b) *The framework for school inspection*.

Notes

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NDCS provides the following services through our membership scheme. Registration is simple, fast and free to parents and carers of deaf children and professionals working with them. Contact the Freephone Helpline (see below) or register through www.ndcs.org.uk

- A Freephone Helpline 0808 800 8880 (voice and text) offering clear, balanced information on many issues relating to childhood deafness, including schooling and communication options.
- A range of publications for parents and professionals on areas such as audiology, parenting and financial support.
- A website at www.ndcs.org.uk with regularly updated information on all aspects of childhood deafness and access to all NDCS publications.
- A team of family officers who provide information and local support for families of deaf children across the UK.
- Specialist information, advice and support (including representation at hearings if needed) from one of our appeals advisers in relation to the following types of tribunal appeals: education (including disability discrimination, special educational needs (SEN) and, in Scotland, Additional Support for Learning (ASL)); and benefits.
- An audiologist and technology team to provide information about deafness and equipment that may help deaf children.
- Technology Test Drive – an equipment loan service that enables deaf children to try out equipment at home or school
- Family weekends and special events for families of deaf children.
- Sports, arts and outdoor activities for deaf children and young people.
- A quarterly magazine and regular email updates.
- An online forum for parents and carers to share their experiences, at www.ndcs.org.uk/parentplace.
- A website for deaf children and young people to get information, share their experiences and have fun www.buzz.org.uk

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

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

Email: **helpline@ndcs.org.uk**

www.ndcs.org.uk

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every deaf child