

# Assessments of Need / Maths & English Support

Jill Bussien  
ToD, West Kent College  
Chair of [adept](#)

Nicki Harris  
RQI  
Professional Lead Post 16, Surrey CC

## Case Studies

Notes	Andrew	Personal	Chloe	Notes
	Multi-skills Construction Level 1	Vocational course	Hairdressing Level 3	
	Functional Skills: Numeracy Level 1 Literacy Entry 3	English & Maths	Not Required	
	Profound	Level of hearing loss	Severe and deteriorating (high frequency to impact on residual hearing and speech)	
	Sensorineural	Type of hearing loss	Sensorineural	
	At birth (genetic)	Onset of hearing loss	Meningitis at 10 years old	
	British Sign Language	First Language (L1)	English	
	No	Hearing aid(s)	Bilateral	
	No	Cochlear Implant(s)	No (perhaps in future)	
	British Sign Language	First or Preferred Expressive Communication method	Spoken English or Sign(ed) with grammatical markers or initialisation. Supported English (SSE) with deaf people/ support staff	
	British Sign Language	First or Preferred Receptive Communication method	Speech-reading (English) with signs (initialisation) for clarification	

		<b>Previous Education</b>		
	Residential school for Deaf	<b>Secondary School</b>	Unit attached to local mainstream	
	Functional Skills: English Entry 2 Numeracy Entry 3 GCSE Art - C GCSE CDT - C	<b>Qualifications</b>	GCSE x 7 at C or above, including English and Maths	
	Yes	<b>Education Health, Care Plan (ECHP)</b> (Previously Statement of SEN)	Yes	
	Classroom(Theory) Classroom(Open/ On-Site) IT Classroom Learning Resource Centre (Library) Refectory	<b>Environments Education</b>	Classroom(Theory) Classroom(Salon) IT Classroom Learning Resource Centre (Library) Refectory	
	Qualified Communication Support (CSW/Interpreter/Specialist Notetaker) Specialist Sensory Impaired Professional (ToD)	<b>Support Personnel</b>	Qualified Communication Support (Specialist Notetaker, STTR &/or Lipspeaker) Specialist Sensory Impaired Professional (ToD)	
	Deaf Awareness (peers and Staff) Glossary of technical terms Modified instructions If possible Pre teaching of aspects of lessons DVD transcriptions in modified form for reference Post revision ToD tutorials for	<b>Support Strategies – Education</b>	Deaf Awareness (peers and Staff) Glossary of technical terms DVD transcriptions for reference Post revision ToD tutorials for Checking of understanding of tasks and/ or concepts Management of group discussions (one speaker only)	

	<p>Checking of understanding of tasks and/or concepts Management of group discussions (one speaker only)</p> <p>Relationships/ making friends Support returning to living at home and local education Independent travel training Opportunities to discuss issues of concern</p>	<b>Support Strategies – Social and Emotional</b>	<p>Relationships/ making friends Opportunity to discuss issues of concern</p>	
	<p>Modified Paper Up to 50% additional time Separate room Oral Language Modifier Or Interpreter Early opening College Invigilator</p>	<b>Examination Arrangements (Form 8)</b>	<p>Modified Paper 25% additional time Separate room College Invigilator</p>	
	<p>Reduction of background distractions Appropriate seat position Reduction of hard reflective surfaces Increase in absorbent surfaces Even lighting</p>	<b>Environment Modifications</b>	<p>Reduction of background noise Appropriate seat position Reduction of hard reflective surfaces Increase in absorbent surfaces Even lighting</p>	

Notes		Technology		Notes
	No	Radio aid/FM/ systems	Yes	
	No	Loop	Yes	
	No	Desk Telephone	No	
	Text or Facetime/ Skype only	Mobile phone	Text or Facetime/ Skype only	
	Yes (BSL)	Videophone	Yes (speech and sign)	
	Yes	Email	Yes	
	Perhaps	DVD/ Video: subtitles	Yes	
	Yes	DVD/ Video: onscreen signing	Perhaps	
	Yes	DVD/ Video: transcript	Yes	
		Apprenticeship		
	Workshop Building Site Staffroom	Environments	Salon Staffroom	

#### Glossary

- Communication Support Worker (CSW)
- Registered Qualified Interpreter (RQI)
- Teacher of the Deaf (ToD)
- Speech to Text Reporter (STTR)

#### Further Information (websites):

- adept
- BATOD
- JCQ (Exams/ Form 8)
- NatSIP
- NDCS