

For PGCE trainees

Physical and sensory impairment

# Hearing impairment

Self-study task 13

# Introduction to the self-study tasks

These self-study tasks are designed to help trainee teachers on PGCE courses learn more about teaching pupils with special educational needs (SEN) and/or disabilities. They can be used as stand-alone activities or to supplement and extend taught sessions on SEN and disability provided by the school or local authority.

There are 17 self-study tasks in all. Each task will take about two hours to complete, excluding practical activities.

Every Child Matters	
SST1	Inclusion and Every Child Matters
SST2	SEN and disability legislation
SST3	English as an additional language and SEN
SST4	Children's needs and development
SST5	ICT and SEN
Cognition and learning	
SST6	Moderate learning difficulties
SST7	Dyslexia and specific learning difficulties
SST8	Working memory
Behavioural, emotional and social needs	
SST9	Behavioural, emotional and social difficulties
Communication and interaction	
SST10	Speech, language and communication needs
SST11	Autistic spectrum disorders
Physical and sensory impairment	
SST12	Visual impairment
SST13	Hearing impairment
SST14	Handwriting
SST15	Developmental coordination disorder/dyspraxia
Working in partnership	
SST16	Working with colleagues in school
SST17	Working with parents/carers and other professionals

## How to use the materials

This is an online resource. Some of the tasks are for you to do on your own; others are particularly suitable to do working with a partner.

Where some of the tasks ask you to record information you need to print out the relevant material first. Other tasks may involve using the internet, which gives you access to rich sources of information about SEN and disability and online forums for additional advice.

Each task includes the following elements:

- the professional standards addressed
- learning outcomes
- an opportunity to explore the concepts, definitions and research findings most relevant to the topic
- ideas for implementing the national curriculum inclusion statement in relation to the topic, including target setting, practical strategies, the role of additional adults and pupil grouping
- practical activities – including action research, child study and class observation
- resources – including books and websites
- an opportunity to evaluate your progress against the outcomes and plan your next steps.

A useful resource to support your studies is **Implementing the Disability Discrimination Act in Schools and Early Years Settings (DfES, 2006)**. It is available free to all schools and there should be a copy in your training institution or school. (If you haven't got a copy, you can order one using the link.)

It should be read in conjunction with **Promoting Disability Equality in Schools (DfES, 2006)** – which you can view, download or order by following the link.

## Evidence and sources of information

As you work through these self-study tasks, try to keep a critical and evaluative attitude. Much of the understanding we have of what works, or doesn't work, in relation to meeting the needs of pupils with SEN and/or disabilities has not been fully researched.

Remember:

- many interventions suggested for one group of pupils with SEN and/or disabilities will often benefit other groups of pupils, including those without SEN and/or disabilities
- the quickest way to find out what to do is often to ask the pupil or their parent/carer what they think works.

Literature reviews of 'what works' in relation to literacy and mathematics for pupils with SEN and/or disabilities, which has been investigated in some depth, are available at: [www.dcsf.gov.uk/research/data/uploadfiles/RR554.pdf](http://www.dcsf.gov.uk/research/data/uploadfiles/RR554.pdf)

Other sources of information are listed at the end, under 'Resources and references'. You can use these to follow up and learn in greater depth about the material covered in this self-study task.

# Self-study task 13

## Hearing impairment

### Professional standards addressed

- Q6** Have a commitment to collaboration and cooperative working.
- Q10** Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.
- Q19** Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Q20** Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.
- Q25** Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:
  - (a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion
  - (b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives
  - (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
  - (d) demonstrate the ability to manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.
- Q33** Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

## Learning outcome

You will understand how to address barriers to participation and learning for pupils with a hearing impairment.



### Activities

		Timings
Activity 1	The range of deafness	30 minutes
Activity 2	The impact of deafness	10 minutes
Activity 3	Removing barriers: pupils with mild, conductive, fluctuating, unilateral, moderate and high-frequency hearing loss	20 minutes
Activity 4	Removing barriers: pupils with a severe or profound hearing loss	10 minutes
Activity 5	Working in partnership	30 minutes
Activity 6	Creating a deaf-friendly learning environment	40 minutes
Activity 7	Modifying the curriculum	20 minutes
Activity 8	Supporting social inclusion	10 minutes
Activity 9	Points for action	15 minutes

### Resources and references

Appendix	Suggested answers and solutions
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## Activity 1

# The range of deafness



Approximate timing: 30 minutes

Deafness is a hidden disability in that it is not immediately apparent in the same way as other physical impairments. This makes it especially important to keep a deaf pupil in mind when planning and delivering lessons as the impact their hearing loss has on their learning may not be immediately evident. It is also a low-incidence disability, with fewer than two per 1,000 babies born with a permanent hearing loss in one or both ears. In 2009, there were approximately 35,000 people between 0 and 25 years of age in the UK with a moderate to profound hearing loss.

Deaf pupils were among the first disabled children to attend mainstream schools routinely, and much good practice for inclusive education has been based on this experience. Currently, more than 80 per cent (NDCS, 2009) of deaf children are educated in mainstream schools. This may be:

- an individual placement, with support provided by a visiting Teacher of the Deaf (ToD) (see activity 5) from the local authority's advisory service, or
- a resource base in the school (sometimes called a 'unit') for several deaf pupils, staffed by one or more ToDs and a team of other specialist staff.

Special schools for deaf children have declined in number. Pupils often live a considerable distance from the school and may need to board. Because placements are often 'out of county', parents/carers and local authorities consider the implications carefully. The most common reasons for placement in a special school are that the child has an additional disability/learning difficulty or is failing to make good progress in a mainstream school.

The low incidence of deafness means that you may go through your initial training and several years in a teaching post without having a deaf child with significant needs in your class. But it is important to be 'deaf aware', since at any time there may be one or more hearing pupils in your class suffering from a condition such as 'glue ear', which causes temporary, fluctuating hearing loss. Many children, particularly of primary school age, have recurring bouts of glue ear.

The strategies described for use with permanently deaf pupils will work equally well for pupils with glue ear and, as the condition may not have been diagnosed, embedding good practice in your lesson planning will help reduce its impact.

You do not need to be a specialist teacher of deaf pupils to teach deaf pupils successfully, but you will need to be supported by experienced, specialist staff. However, if you work in a school with a resource base for deaf children, or if you have a deaf pupil in your class, you may find it helpful to find out about training opportunities to increase your knowledge and skills.

## Types of deafness

Deafness varies widely in nature and degree and can:

- affect the ability to hear high-frequency sound only
- affect the ability to hear across the frequency range
- affect both ears (bilateral hearing loss) or only one ear (unilateral hearing loss)
- be permanent, temporary or fluctuating
- be mild, moderate, severe or profound (see table 1 on the next page)
- be congenital or acquired.

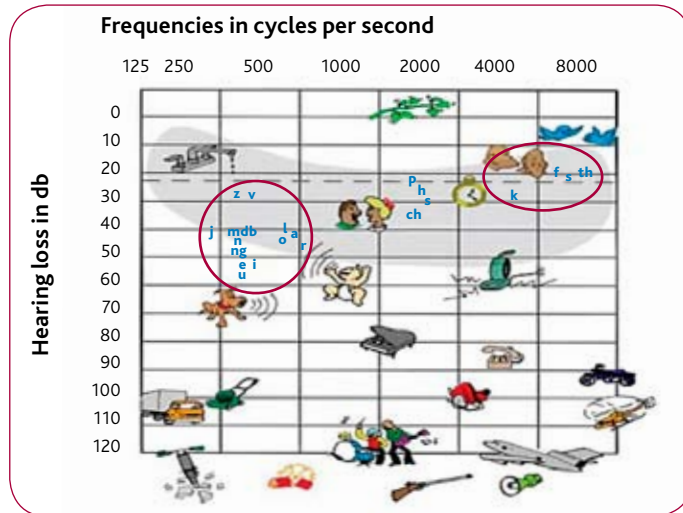
There are two main types of deafness:

- **Conductive deafness:** this is the most common type and occurs when sound cannot pass through either the middle or outer ear. It may be caused by infection, damage or malformation in the outer or middle ear, usually resulting in a mild or moderate hearing loss. Conductive deafness is usually mild or moderate in degree and may be temporary or fluctuating. It may be treated through medication or surgery, and hearing aids are sometimes prescribed. Many hearing children suffer occasional bouts of 'glue ear', a very common cause of conductive hearing loss. Although this is a temporary condition, it can affect pupils' ability to concentrate, take in new information or language, cope in group situations or monitor their own voices.
- **Sensorineural deafness:** where the cause of deafness is located in the cochlea or auditory nerve. It may be present in one or both ears. It is a permanent condition that can range from mild to profound and may deteriorate over time. This type of deafness may be caused by genetic factors, illness or trauma. It cannot be cured, but its impact may be alleviated by fitting hearing aids or cochlear implants. Sensorineural deafness is a low-incidence disability, but it can have major implications for a child's language development and education. Children with a sensorineural loss may also experience bouts of conductive hearing loss which will compound the original hearing loss.

Few children are totally deaf. Most deaf children can hear some sounds at certain pitches and volumes.

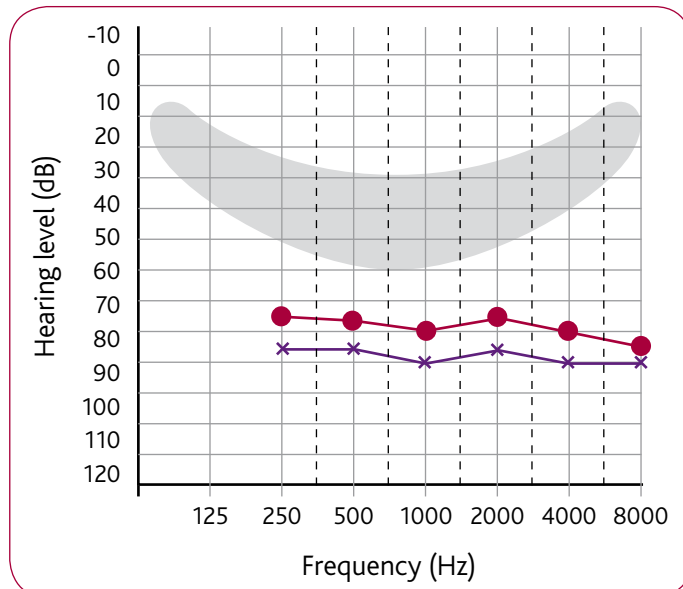
Sound is measured in decibels (dB) and frequencies. During a hearing test, the loudness needed for a person to hear particular frequencies is plotted on a graph called an audiogram. Table 1 shows an audiogram showing the loudness and frequencies of speech and common environmental sounds. The shaded area is called the 'speech banana' and indicates the frequencies and volume of human speech sounds.

**Table 1: Environmental sounds**



When an audiogram is plotted, the sounds above the line are those that cannot be heard without amplification. Table 2 below shows the audiogram of a person with a severe hearing loss. Results for the right ear are conventionally indicated by circles and a red line; results for the left ear are recorded by crosses and a blue line.

**Table 2: Audiogram for a person with a severe hearing loss**



There are several terms used to indicate that a person has a less than optimal level of hearing including deaf, hearing impaired, hard of hearing, having a hearing loss, deafened, partially hearing or partially deaf.

For simplicity, the term 'deaf' is used throughout this task to describe any child with an educationally significant hearing loss. (An audiogram for a person with 'normal' hearing would show an average of 0–20 dB.)





Using tables 1 and 2 together, make a note in table 3 to describe what people with different degrees of hearing loss would and would not be able to hear.

Table 3: Degrees of hearing loss <sup>1</sup>		
Degree of hearing loss	dB	What would be heard?
Mild deafness	20–40	
Moderate deafness	41–70	
Severe deafness	71–95	
Profound deafness	>95	

Now look at the table in **the appendix**, which describes the effects of different degrees of hearing loss.

1 British Society of Audiology, 1988

It is important to remember, however, that deafness does not always fit into a particular category and that deaf children with the same level of difficulty may experience sounds differently and so function differently.

Most children with a significant hearing loss benefit from wearing hearing aids or cochlear implants. You can find out more about these in activities 3 and 4.

Some deaf children use British Sign Language (BSL) as their first or preferred language. Others may use sign communication to support their spoken language. You can find out more about these in activity 4.

In general terms, the more severe or profound the hearing loss is:

- the greater the potential barriers to participation and learning will be for the pupil
- the more they will need carefully planned adjustments to the curriculum and the learning environment and targeted support to include them in school.

Be aware that, at any time, one or more pupils in a class may have an undiagnosed, temporary hearing loss due to glue ear. Indicators may be a lack of concentration, speaking loudly or less clearly than usual, misunderstanding instructions, difficulty following group discussions, or watching other pupils before starting an activity to check what is required. You should raise any concerns with the special educational needs coordinator (SENCO) and/or the pupil's parents/carers who may then have the situation checked by their general practitioner (GP). Make modifications to your classroom practice and differentiate lessons as you would for a pupil with a permanent mild hearing loss.

## Activity 2

# The impact of deafness



Approximate timing: 10 minutes

There is no direct correlation between deafness and intelligence. Deaf pupils have the same range of intelligence and abilities as their hearing peers. It is, therefore, important to have high expectations of deaf pupils. You should also note, however, that around 40 per cent of all deaf pupils have some additional needs which may also affect their learning.

Deafness can affect:

- language development, including the development of spoken language when the child's deafness is of a degree or type to prevent them hearing speech by others or where the child receives incomplete or distorted information about what language is like
- social and emotional development
- academic progress – particularly the development of reading and writing
- environmental awareness, particularly of danger signs
- self-esteem, particularly if pupils experience negative attitudes and stereotyping.

### Language development

Deaf children may not hear all the words that are spoken and they may not hear all the individual sounds in any one word, eg 's' is a soft high sound which many deaf children cannot detect. A deaf pupil's spoken and written English may reflect this.

Deaf children may have a limited vocabulary because they do not hear different words being used in conversations and may not be confident that they have heard a new word correctly. They may also have difficulty when one word has several meanings.

At school, in lessons and around the school, pupils may:

- not hear enough to make sense of what is said
- think they have understood fully and not realise that they have missed out on important information, and
- misunderstand what is said or written.

Teachers have an important role to play in maximising opportunities to promote language development for deaf children. This will be looked at in more detail in activity 6.

## Social and emotional development

A positive learning and social environment is important for all children and deaf children should benefit both socially and emotionally from their education. Deafness itself does not create behaviour problems, but deaf pupils may become frustrated if they are unable to communicate clearly with others or when they do not understand what is happening around them. Deafness might affect a child's opportunities to:

- learn appropriate social behaviour incidentally
- communicate effectively with others, including initiating conversations and using appropriate language when interacting with different people
- be included fully in large groups
- express their feelings and emotions
- develop confidence and a positive self-esteem.

Teachers have an important role to play in creating opportunities for deaf pupils to interact with their peers and develop their social skills. This will be looked at in more detail in activity 8.

## Identifying barriers to participation and learning

For some deaf pupils, barriers to learning and inclusion are easy to identify and you will be able to consider strategies to address them. For example, they may use a personal FM system and present you with the transmitter at the start of lessons, reminding you of the importance of technical support and a good listening environment. Assessments may show consistent literacy difficulties which will need to be addressed before further progress can be made.

Some deaf pupils, however, develop coping strategies that disguise their difficulties and make it appear that they have less need of differentiation. They may be self-conscious about their deafness and reject their hearing aids, or refuse in-class support from a teaching assistant. They may have clear, natural speech that gives the impression that they have understood more than is actually the case, or they may be spending two or three times the expected time on homework in order to keep up. This is common with pupils in their teens, who feel the need to fit in and not draw attention to themselves.

It is therefore important to look at results from objective assessments, classroom observations and ongoing monitoring of progress to identify issues facing individual pupils. Discussing their implications with the ToD or SENCO will help you to put appropriate strategies in place.

## Activity 3

# Removing barriers: pupils with mild, conductive, fluctuating, unilateral, moderate and high-frequency hearing loss



Approximate timing: 20 minutes

20 mins

This activity looks at strategies for pupils who have mild and moderate hearing loss.<sup>2</sup> Most of the strategies recommended for removing barriers to learning and participation for such pupils will also benefit all pupils in the class.

### Mild or fluctuating hearing loss

Many children have conductive hearing loss. This could be a permanent condition or it could be a temporary hearing loss, which may fluctuate. Listening with a conductive hearing loss has been likened to listening to the television with the sound turned too low, trying to hold a conversation in a noisy room or listening underwater.

One common cause of conductive hearing loss is 'glue ear', which is often caused by fluid collecting in the middle ear. The level of hearing loss can change from day to day, which can be very confusing. Although it can be treated, some children get recurrent glue ear and can develop a habit of not listening very well.

Pupils with a mild or fluctuating hearing loss may have difficulty hearing in noisy learning environments and perhaps with peers in the playground. They may:

- misunderstand some instructions
- appear not to pay attention or listen well
- have unclear speech
- be withdrawn and wait for cues from others in the class
- appear inattentive, dreamy, disruptive and/or demanding
- experience difficulty participating in group discussions
- experience some delay or disruption to articulation, phonics, reading, spelling and vocabulary.

2 Although there are broad categories such as this, it is important to remember that each deaf pupil has individual needs, some of which may not be associated with their hearing loss. Some profoundly deaf children have fewer support needs than some children with mild loss, because of other factors.

### Removing barriers

You can help remove barriers to learning and participation for pupils with a mild or fluctuating hearing loss if you:

- speak clearly and at a natural rate, using sentences rather than single words
- try to make sure that only one person speaks at a time
- seat the pupil near the front of the classroom, away from windows and doors, and where they can see the teacher and the rest of the class
- look at the pupil when speaking to them and make sure your face is well lit
- pay attention to classroom acoustics and minimise background noise, eg humming computers, overhead projectors and heating systems
- get the pupil's attention before starting or changing subject
- arrange pre-tutoring – it is easier to lip-read if the pupil knows the subject
- provide a lesson plan and key words
- use good visual materials to support teaching
- rephrase rather than repeat what the pupil has misheard (including comments from peers) using vocabulary or concepts that may be more familiar to them
- deliberately include the pupil in group conversations and check their understanding
- react with patience and sensitivity to misunderstandings
- use 'whole-word' approaches for pupils who find a phonetic approach difficult
- allow time for pupils to think, especially in lessons, such as mental maths, that normally require rapid recall.

### Pupils with a unilateral (one-sided) hearing loss

Pupils with a unilateral hearing loss may experience a number of difficulties:

- difficulty in hearing which direction sound is coming from
- difficulty in picking out particular sounds from background noise, eg following what is being said in group discussion or around the lunch table
- difficulty in acoustically poor surroundings.

These effects may cause these pupils to tire more easily than their hearing peers.

### Removing barriers

Pupils with unilateral hearing loss can usually be included in mainstream lessons without specialist support. You can help remove barriers to learning and participation for pupils with a mild or fluctuating hearing loss if you:

- Position the pupil in the most favourable listening position. Where desks are in rows, pupils should sit near the front with their good ear towards the teacher. If desks are in groups, pupils should sit with their good ear pointing towards the rest of the group as well as the teacher. A pupil who is allowed to sit at the back of the class with their poor ear towards the teacher while their good ear is masked by classroom noise, will both mishear and misunderstand much of what the teacher is saying.
- Make sure pupils know their 'good ear' and teach them the correct position when talking to someone. Make sure peers are aware and speak on the correct side.

- Reflect back what is being said as a pupil with a unilateral loss may miss contributions from other members of the class, eg (Fraser, 1996):

**Teacher:** Can anyone remember what happens when I put this piece of litmus paper in this liquid?

**Pupil:** Yes, it will turn pink.

**Teacher:** That's right! It will turn pink. What does that tell us?

**Pupil:** That the liquid is an acid.

**Teacher:** Good! That's right. Litmus paper turns pink when it is put into an acid.

- Are aware of the safety aspects, eg the pupil may be able to hear a car but cannot, by sound alone, tell from which direction the car is coming.

## Pupils with a moderate hearing loss

Pupils with a moderate hearing loss will have difficulty hearing sounds within the speech range. They will need sounds to be amplified. Pupils usually wear digital hearing aids and may use a radio aid in lessons. Hearing aids do not restore normal hearing and they need to be used and maintained conscientiously. Their effectiveness is largely reliant on the quality of the listening environment and teaching style. Background noise and poor acoustics can compromise a deaf pupil's listening experience. The ToD will explain about the specific models and any additional technical support used by a pupil.

Radio aids come in two parts:

- a transmitter worn by the teacher or other main speaker
- a receiver worn by the pupil and connected to their hearing aid – this picks up the radio signal from the transmitter and converts it back to sound, which is amplified by the child's hearing aid.

Radio aids mean the pupil can always hear the teacher (main speaker) wherever they are in relation to the pupil and can cut out background noise and sounds echoing around the room. However, some pupils may find it difficult not to be able to hear the rest of the pupils in the class.

If you teach young pupils, you should learn how to carry out basic checks and troubleshooting procedures with hearing aids, although day-to-day responsibility may be delegated to a teaching assistant. As pupils become older, they can be expected to take more responsibility for daily routines and to report difficulties.

The spoken language of a pupil with a moderate hearing loss is likely to be good, although there may be gaps in vocabulary, spellings and general knowledge. It can be easy to assume there are few or no problems, but pupils with moderate hearing loss can:

- confuse similar words
- miss word endings, particularly plurals
- miss or misinterpret unstressed words in speech, eg prepositions such as 'in', 'on' or 'up'
- use incorrect verb tenses
- misunderstand peers and adults
- become tired throughout the day from having to maintain a high level of concentration at all times.

### Removing barriers

You can help remove barriers to learning and participation for pupils with moderate hearing loss if you:

- sit pupils near the teacher, where they can see the teacher's face clearly and the majority of the class – this will allow them to listen well and watch for speech
- speak in a normal voice and at normal pace
- check pupils have understood so errors are corrected as soon as possible
- remind pupils about tenses, possessives and plurals in writing because the high-frequency consonant 's' is an important word ending in English and other tense-markers (eg 'ed' and 'ing') are unstressed at the ends of words.

The service for deaf pupils may recommend the use of a radio aid with some pupils.

### Pupils with a high-frequency hearing loss

In high-frequency hearing loss, the pupil may seem to hear quite well but may be very poor at understanding what is said. Sometimes this may be wrongly interpreted as a learning difficulty.

To understand speech, the complete range of hearing is essential. Without hearing aids, a pupil with a high-frequency loss may hear low-pitched sounds easily, middle-pitched sounds with difficulty, and high-pitched sounds not at all. Most consonant sounds are middle- or high-pitched so can only be heard faintly or not at all by a pupil with this kind of hearing loss.

Pupils with a high-frequency hearing loss may:

- Hear speech as mumbled unclear sounds, which makes it difficult for them to pick up the meaning of what is said.
- Not hear their own voice clearly, making it difficult for them to imitate what others say and learn to speak. Consonants may be missing or sound indistinct or odd. The rhythm of speech may sound strange and the pupil will copy inaccurate patterns. Many pupils will need professional help with their speech.
- Become frustrated, leading to behaviour problems.

### Removing barriers

You can help remove barriers to learning and participation for pupils with a high-frequency hearing loss if you use a whole-word approach to reading and writing, since pupils with a high-frequency hearing loss may find a phonetic approach very difficult.

Guidance is currently being prepared to support the teaching of phonics to deaf children. You can find out more about this by talking to the ToD.



Identify a pupil who has a hearing impairment – your focus pupil. If your focus pupil has one of the types of hearing loss described above, consider how you might change your practice to remove barriers to participation and learning for the pupil and note them in your case study. Make a particular note where the actions you have identified will also benefit other pupils in the class.



## Activity 4

# Removing barriers: pupils with a severe or profound hearing loss



Approximate timing: 10 minutes

10 mins

Pupils with severe sensorineural deafness will not be able to hear conversation at normal levels. Hearing aids are essential if the pupil is to access speech and language.

Pupils with profound sensorineural deafness will only hear very few sounds when they are not using their hearing aid or a cochlear implant (a surgically implanted hearing aid).

Permanent or profound deafness is relatively rare and many mainstream teachers will have little or no experience of working with such pupils. Fortunately, professional support is available to support teachers with severely or profoundly deaf pupils in their classes (see activity 5).

Deaf children need to develop fluent language skills in order to understand and influence the world around them. The majority of deaf children communicate using their aided hearing and speech. Some use a form of signed communication, either as their first language or to support their oral communication.

There is a variety of communication options used by deaf children:

### **Auditory-oral approaches**

These approaches do not use any sign language. They promote the acquisition of spoken language and listening skills using residual hearing and appropriate amplification.

### **Total communication approaches (TC)**

This involves children using different methods of communication at any one time. It asserts that sign language will support, not replace, the use of oral methods of communication and residual hearing, to help the development of speech and language.

### **Sign bilingualism**

Encourages the learning of two languages at the same time – a sign language and a spoken/written language. In England these are English (or another spoken language) and British Sign Language (BSL). BSL is visual. It does not use voice. It has its own syntax and grammar and does not have a written form. It may be the first language of children from deaf families. Because BSL does not use voice and has a different structure, it cannot be used simultaneously with spoken English. Pupils who use BSL may get confused and use BSL word order and structures in spoken or written English.

### **Other sign systems**

These include:

- Sign-supported English – uses BSL signs and English word order to explain key words or concepts to support English oral or written communication. It does not attempt to sign every word spoken.
- Signed English – uses BSL signs and English word order, with visual indicators, to represent English grammar, allow word-by-word translation and support the development of literacy. It is a tool for teaching English to deaf pupils and is used alongside spoken English.
- Makaton – is a system of communication (not a language) comprising signs taken from BSL, symbols and English word order. It is used mainly with hearing children and adults with communication and learning difficulties, in conjunction with speech.

If there is a deaf child in your class whose first language is BSL, or who uses sign-supported English, they may be supported by a sign interpreter or communication support worker (CSW). The sign interpreter is there to interpret what the teacher is saying, not to explain the lesson content. The interpreter is there to provide access to the information for the pupil and to aid communication between the teacher, the pupil and the rest of the class. Support may take the form of translating information into signed communication, voicing signed contributions from the pupil, lip-speaking, note-taking or modifying written language.

Here are some tips for working effectively with a sign interpreter:

- The best position for the interpreter is normally at the front of the class next to the teacher so the pupil can switch between teacher and interpreter naturally – make sure the lighting is good.
- Speak directly to the deaf pupil, not the interpreter.
- Allow for a delay for deaf pupils to receive a message – as it is transmitted through an interpreter – and to respond to questions.
- A deaf pupil will be watching the interpreter to access lesson content, so avoid tasks that require divided attention, eg if you demonstrate something, build in time so that the pupil can look at you and then turn their attention back to the interpreter, otherwise they will miss out on the explanation.
- Plan activities that give the interpreter a break from signing and the deaf pupil a break from watching, as both are intensive work.

It is useful if the interpreter can have copies of your lesson plan and the resources you intend to use, so they have time to prepare and familiarise themselves with any subject-specific or technical language. Pre-tutoring of the pupil is also helpful, whenever possible. It is helpful if teachers can also communicate with deaf pupils directly through learning some relevant signs, although it is important to remember that children need access to good-quality sign language.

## Activity 5

# Working in partnership



Approximate timing: 30 minutes



Do some research into the roles of the range of agencies and professionals that support deaf pupils. What support might they offer you, as a teacher with a deaf pupil in your class? Record the information you find out in table 4 on the next page.

**Table 4: Working in partnership – other professionals**

<b>Agency</b>	<b>Role in relation to deaf pupils and their families</b>	<b>What support could they offer me?</b>
Teacher of deaf children		
Speech and language therapist		
Social worker for deaf people		
Deaf instructor		
Audiologist		
Paediatrician		
General practitioner (GP)		
Ear nose and throat (ENT) consultant		
Cochlear implant team		
Educational psychologist		
Local authority officer		
Other teachers		
SENCO		
Teaching assistant and/or communication support worker/sign interpreter		

Activity 4 looked at working with sign interpreters/CSWs. The rest of this activity looks at other key relationships that can help you include a pupil with a hearing impairment:

- parents/carers
- teachers of deaf children
- teaching assistants
- deaf pupils themselves
- other teachers.

The class or subject teacher is responsible for preparing lessons, planning and delivering the curriculum, marking, discipline and inclusion. It is essential that you develop a good working relationship with staff supporting a deaf pupil so that there is a clear definition of roles and expectations.

### Parents/carers

Parents can make an invaluable contribution to their child's education by:

- sharing the knowledge they have about the child
- providing a supportive learning environment at home.

### Teachers of deaf children

Local authorities employ qualified teachers who are additionally qualified as Teachers of the Deaf. They have specialist knowledge about deafness and its implications for pupils' educational, social and emotional development. Part of their job is to support the inclusion of deaf pupils in mainstream schools by working with pupils and supporting teachers.

A ToD will be able to advise you on:

- planning lessons, developing resources and modifying texts
- adapting your classroom
- strategies to encourage communication and language development
- working with teaching assistants, sign interpreters/CSWs
- hearing aids and other equipment
- special access arrangements for tests and exams
- setting targets and reviewing progress
- the role of other agencies and professionals.

### Further information



Many local authority advisory services for deaf pupils provide written information sheets for mainstream schools. Find out what your local authority offers and obtain copies of sheets that interest you. Note any new ideas and consider how you might use them to improve your practice.

## Teaching assistants

Teaching assistants can play a key role in making inclusion work for deaf pupils in mainstream schools. The most important factor here is the way that teachers and teaching assistants work together. Do not rely solely on the teaching assistant to teach the deaf pupil. It is important that you build a relationship with deaf pupils, as with other members of the class, and teach them directly, using the teaching assistant to support the pupil when necessary, while enabling the pupil to work independently alongside their peers whenever possible.

Make sure you set aside time to meet the teaching assistants to plan and discuss lessons. They will need copies of schemes of work and lesson plans in advance and any textbooks and/or resources that you will be using. Some schools timetable time for teaching assistants and teachers to plan together.

Explain the role that you want the teaching assistant to play in different parts of the lesson and involve the teaching assistant in evaluating the lesson and monitoring the deaf pupil's progress.

Teaching assistants can carry out a range of activities in preparation for, or during, lessons, including:

- pre- and post-lesson tutoring of pupils under the direction of the class teacher or ToD
- one-to-one support in lessons, eg checking understanding or explaining new concepts or vocabulary
- facilitating small group work
- acting as a note-taker for older pupils
- observing pupils and assessing progress
- preparing pupils for exams and tests.

As well as planning and evaluating lessons alongside the teacher, teaching assistants can also:

- adapt resources
- check equipment, such as hearing aids
- work with a pupil on speech and language therapy exercises, outside lesson time
- contribute to target setting and reports
- attend meetings such as annual reviews.

Read the case study on the next page of how a secondary school teacher worked with a teaching assistant to support a deaf pupil in her class.

## Reading 1: Sophie (year 8)

Sophie is at her local comprehensive school. She has a severe hearing loss, wears two hearing aids, uses a personal FM system when appropriate and is supported in class for most lessons by a teaching assistant, Thelma. A ToD from the sensory support service visits fortnightly to undertake assessments with Sophie, liaise with her tutor and subject teachers, deliver deaf awareness training or discuss strategies with the teaching assistant.

Sophie's class is going to be shown a film about climate change and flooding, after which there will be a discussion and a written exercise.

Two weeks before the lesson, the teacher gives Thelma a copy of the DVD and the worksheet that will be used. The DVD has subtitles, but some of the vocabulary and concepts will need further explanation, so Thelma makes a list of key terms and researches definitions. She checks the language of the worksheet and rephrases some of the questions, while ensuring that the subject-specific language remains intact.

Four days before the lesson, Sophie and Thelma meet for their regular tutorial. Thelma explains the topic to be covered and shows Sophie the vocabulary list. They discuss the terms, clarifying their context-specific meanings and discussing how they will be used.

During the lesson, Sophie watches the subtitled film with her classmates; the transmitter for her personal FM system is connected to the whiteboard's sound system. She participates in the ensuing discussion: the transmitter is passed to the person speaking and Sophie looks to Thelma if she needs clarification. She receives the modified worksheet and works on it independently, scoring 15/20 which happens to be the average gained by the whole class.

### Note

Depending on family circumstances, it may have been helpful to give the vocabulary list and DVD to Sophie to take home, either in advance or soon after the lesson, to reinforce the vocabulary and concepts. Such measures do not give Sophie an unfair advantage, but remove barriers to her learning and participation in the lesson.

## Deaf pupils

Including deaf pupils in planning their support will enable them to identify their own strengths and weaknesses and identify which strategies work best in different situations. This will prove valuable when they progress to further education or employment and will have to identify their own support needs.

Inclusive education is not just about strategies and efficient classroom management: it is about enabling pupils to have a positive experience of school. In 2002, the Royal National Institute for Deaf People (RNID) published *Inclusion: What deaf pupils think*. This gives the views of 83 pupils (61 deaf and 22 hearing) in key stage 3 from 25 schools across England about their opinions and experiences of inclusive education.

In the main, the deaf pupils were positive about their experiences. Their key messages were that they:

- valued friendship
- expected mainstream staff to receive training in communicating and using equipment
- wanted contact with other deaf children.

The hearing pupils found having a deaf child in the class to be an advantage as they generally received better materials and the pace of lessons improved their learning.

## Other teachers

Share information and observations with colleagues. This can help to inform your and their practice and aid transition between lessons, classes and key stages.

## Activity 6

# Creating a deaf-friendly learning environment



Approximate timing: 40 minutes

40 mins

This activity consolidates your learning from activity 1 to activity 5 and brings together the pointers to removing barriers to learning and participation to focus on creating a deaf-friendly learning environment.

Creating a deaf-friendly learning environment can benefit not only deaf pupils, but all pupils in the class, including any with an undiagnosed hearing loss. A study carried out by Dockrell and Shield (2006) into classroom acoustics found that pupils with SEN were particularly vulnerable to the effects of background noise. Developing a repertoire of differentiation tools will allow you to try out different approaches and find those that best suit particular pupils and contexts.

There are a number of steps you can take:

- communicate clearly
- help pupils who use hearing aids
- make sure pupils are seated in the best position
- maximise visibility
- reduce background noise
- manage group discussions
- give clear instructions
- give clear messages
- use visual cues alongside spoken explanations
- check understanding
- consider pupil groupings.

Each of these is considered below.

### Communicate clearly

- Speak slowly, clearly and naturally without exaggerated lip shapes. It is much easier to understand natural voice levels – exaggeration distorts your voice and expression, making it harder to understand what you mean.
- Speak in short phrases and sentences, rather than single words, and to help pupils understand – repeat, rephrase, explain, simplify and clarify.



Look at this sentence: "In a landfill site, non-biodegradable materials, like some plastics such as polythene, do not rot or break down."

What would you do if a deaf pupil doesn't appear to understand? Write your suggestions in table 5. When you have finished, compare your answers with those suggested in **the appendix**.



**Table 5: Clear communication**

In a landfill site, non-biodegradable materials, like some plastics such as polythene, do not rot or break down.

<b>Repeat</b>		
<b>Rephrase</b>		
<b>Explain</b>		
<b>Simplify</b>		
<b>Clarify</b>		

### Help pupils who use hearing aids

- Make good use of the technology available. Sound field systems (a system to distribute the speaker's voice evenly throughout a room) can improve the listening experience of all your pupils, but can be of especial benefit to deaf children.
- If a pupil uses a personal FM (radio aid) system, learn how to use it in different situations and encourage the other pupils to use the transmitter in whole-class and small group discussions. The ToD will help you become familiar with using specialist equipment.
- Find out about the best way to combine sound field systems, interactive whiteboards and information and communication technology (ICT) with personal FM systems to make them easier to manage and prevent interference. The specialist ToD will be able to help.

### Make sure pupils are seated in the best position

Most deaf pupils with a significant hearing loss need to be able to see the face of the person who is speaking so they can take in supplementary information to aid their understanding, eg through lip-reading, watching facial expressions or body language.

- For whole-group teaching, sit deaf pupils close to the front so they can see you clearly, and to one side so that they can see contributors to discussions. Normally their better ear (if applicable) should be closest to the speaker.
- For large group discussions, use a horseshoe or circle to help a deaf pupil follow the discussion and identify who is speaking.
- Keep seating arrangements flexible to suit the pupil, eg for young children on low chairs or the carpet, sitting at the front may mean they spend most of the lesson with their head tilted back in order to see you, which may be uncomfortable.
- Avoid sitting a deaf pupil in a noisy part of the classroom – projectors, heating systems, outside noise from corridors, playgrounds and so on. Open-plan teaching areas can be particularly problematic in trying to seat a deaf pupil in the optimal position because noise may come through from adjacent teaching areas.
- Allow extra time for a deaf pupil to turn round to see who is talking in question and answer sessions. It is helpful if you say the name of the speaker so the deaf pupil knows where to look.
- If you are using a sign interpreter/CSW, make sure there is enough space for them to stand next to you so the deaf pupil can see you both.
- If a pupil has better residual hearing in one ear, place yourself on that side.

### Maximise visibility

- Try to ensure that the room is well lit.
- Avoid speaking in front of a window or a bright light as this will put your face in shadow.
- Avoid speaking when you turn to write on the board as the deaf pupil will not be able to see your face.
- Try to stand still while you speak – identify a few key places to stand where the deaf pupil can see you.
- Take care not to cover your face with your hands or look down when speaking.
- If you want to turn down the lights – eg to show DVD material – consider the best place for the deaf pupil to sit and give instructions before you turn the lights down.

### Reduce background noise

In your classroom there will be a mixture of the sounds the pupil needs to hear (the signal) and other background or competing sounds (noise). Good listening conditions for all pupils are created when the signal is significantly greater than the background noise. But the impact is even greater for deaf pupils because microphones on many hearing aids and cochlear implants amplify all sounds. Reducing noise levels will also benefit pupils with glue ear or a unilateral hearing loss who may find it difficult to distinguish the teacher's voice from background noise.

Improving the acoustics in a school needs careful consideration. Some changes will need to be planned over time, eg lowering ceilings, installing specialised wall and ceiling tiles or introducing a sound field system.

But it is important that you become 'noise aware' and act when you can by, for example:

- closing the door and windows when there is noise outside
- reducing noise from fans, overhead projectors, computer monitors, etc
- covering hard surfaces with cloths or cork
- using wall displays to soften large flat surfaces
- using curtains on large windows
- carpeting some areas of the classroom
- adding rubber tips to chair and table/desk legs
- planning tasks that require a lot of listening when other noise is low
- encouraging other pupils to work more quietly, rather than raising your voice.

The ToD can advise you about how to improve listening conditions in your classroom.

### Manage group discussions

Group discussions can present difficulty for deaf pupils because they have to look at/listen to more than one speaker at a time and because, if a radio transmitter is used, it may not pick up speakers other than the teacher. But they can be managed so that deaf pupils are included.

- Make other pupils aware of the deaf pupil's communication needs to enable full participation in activities. Establish simple rules such as "Only one person to speak at a time" and "We do not cover our mouths when we speak" – good practice in all learning situations.
- Help hearing pupils feel comfortable about using the radio aid transmitter as a talking stick or conference microphone, or having their contributions relayed through sign.
- Arrange the seating so the deaf pupil can see everyone in the group.
- Clearly identify who is speaking, eg "Safia, what do you want to say?"
- Paraphrase or reflect what has been said, eg "Ben said he thinks the answer is 24. What do you think Ali?"
- Mark and link the stages of a discussion and control the pace. If there is a sign interpreter or CSW allow time for them to interpret what has been said and give the deaf pupil time to respond.
- Create a climate where the pupil feels comfortable to ask for things to be repeated, if necessary.
- Summarise the main points of the discussion at the end and invite clarifying questions.

### Give clear instructions

- Attract the pupil's attention before giving instructions.
- Mark changes of activity clearly and check understanding of key concepts.
- Give spoken instructions clearly and in quiet conditions and/or write them on the board.

### Give clear messages

- Keep sentences short and simple.
- Mark the introduction of new vocabulary.
- Avoid off-the-cuff comments, jokes and asides, which can be difficult for a deaf pupil to understand and may interrupt the flow of essential information.

### Example:<sup>3</sup> Year 4 ICT

#### Good practice

"When you highlight a bit of writing on the computer and move it, like this (demonstrate), that's called 'cutting and pasting'. Look, I've written it down here: 'cutting and pasting'. Watch, I'll show you again. Highlight the bit you want to move. Cut. Move the cursor. Paste. What was that called again? Yes, that's right Ben. It's called 'cutting and pasting.'"

#### Bad practice

"Now this is really good. In fact, I use this all the time on my computer at home because I like to type things in and then play with it and shift the sentences around until I've got it as I want it – which in my case takes a bit of time as I'm somewhat of a perfectionist and I'm never satisfied. Anyhow, did you see what I did? That's called 'cutting and pasting.'"

### Use visual cues alongside spoken explanations

Think visually. Using visual cues and resources will help a deaf pupil follow the lesson and develop their understanding.

- Use visual material to:
  - give context to a subject or situation
  - illustrate new vocabulary or concepts
  - reinforce what is learnt.
- Give visual cues by:
  - writing key words, topic headings or questions on the whiteboard
  - pointing to objects or pictures you are using
  - demonstrating a technique
  - using pictures, diagrams, photographs, objects and artefacts
  - showing videos with subtitles or slide shows.

3 From RNID, 2004.

It is important to allow a deaf pupil time to look at a visual cue before you start talking again, so they can look at you. When using television or other video material:

- make sure the deaf pupil is sitting where they can see clearly
- make sure the material is signed or subtitled, as appropriate
- let classroom support staff view it ahead of the lesson, with or without the pupil, so key points/vocabulary can be identified/discussed
- consider letting the pupil see a transcript of the material before the lesson so they have an understanding of its content and can discuss this with a teaching assistant, if necessary
- remember that a deaf pupil will have to watch the screen all the time and therefore cannot be expected to take notes while watching without missing something
- stop the programme occasionally to check understanding
- if the pupil would benefit from watching it again, allow them to borrow it or arrange another time in school when they can watch it.

### **Check understanding**

It is good practice with all pupils to check that they have understood what has been taught, but with deaf pupils this is particularly important. Speech intelligibility is not a measure of understanding or ability. Use follow-up tasks that require pupils to demonstrate their understanding and, where appropriate, delegate responsibility to a teaching assistant or another pupil.

To check understanding:

- observe whether the deaf pupil waits to watch others before beginning a task
- if you ask a deaf pupil a question and their reply seems out of context, repeat or rephrase what you have asked to check they understand
- ask supplementary questions before an exercise is started, eg after pupils have been given a set of instructions ask, "What do you need to do?"
- create a classroom climate where pupils are encouraged and feel comfortable to say if they don't understand
- ask open questions to prevent the pupil nodding without really understanding
- give them time to take in information before asking for a response.

### **Consider pupil groupings**

Consider whether your normal criteria for grouping pupils for teaching best meet the specific needs of the deaf pupil.

## Deaf-friendly audit

This task is in two parts.

### Part 1: Environmental audit



Next time you are in school on a visit, or during a school placement, look carefully at a classroom in which you teach or observe.

Use the checklist in table 6 to audit how deaf-friendly it is and to suggest how you might improve the environment for deaf pupils. Which actions could teachers take for themselves and which would have wider implications (eg cost) that would make them whole-school issues?

**Table 6: Audit of a classroom**

Feature	Action
Is the room well lit?	
Is corridor noise and other noise from outside reduced sufficiently when windows and doors are closed?	
Is there noise from equipment, eg fans, overhead projectors, computer monitors?	
Are there large, hard surfaces that can cause reverberation – windows, walls, floors?	
Do tables/desks and chairs scrape on the floor when they are moved?	

## Part 2: Deaf-friendly teaching



Ask a fellow trainee or your mentor to watch you while you teach a class during your school placement. Ask them to consider how accessible your teaching would be to a pupil with a hearing impairment. Give them the following checklist in table 7 to guide their observations.

After the lesson, look with your colleague at ways of making your teaching more deaf friendly. If there is a deaf pupil in the class, all the sections of the checklist will be useful. Otherwise, just use those questions that apply to effective communication with all pupils.

**Table 7: How deaf-friendly is your teaching?**

Feature	Action
<p><b>Do I communicate clearly?</b> Did I speak slowly, clearly and naturally without exaggerated lip shapes?</p> <p>Did I speak in short phrases and sentences, rather than single words?</p> <p>Did I repeat, rephrase, explain, simplify and clarify to help pupils understand?</p>	
<p><b>Do I help pupils make best use of hearing aids?</b></p>	
<p><b>Do I make sure pupils are seated in the best position?</b> Close to and facing me, but where they will be able to see as many of the other pupils as possible?</p> <p>Away from noisy areas?</p> <p>Do I stand in the right place for the pupil to hear me or so that they can see the sign interpreter/CSW?</p> <p>Do I allow extra time for a deaf pupil to turn round to see who is talking?</p> <p>Do I say the name of the speaker so the deaf pupil knows where to look?</p>	

**Table 7: How deaf-friendly is your teaching?** continued

Feature	Action
<p><b>Can pupils see my face when I speak?</b>            Do I put my face in shadow or cover it?            Do I talk when I write on the board or while I'm looking down?            Do I stand still while I'm talking?            Did I give instructions before I dimmed the lights?</p>	
<p><b>Did I minimise the amount of background noise?</b></p>	
<p><b>Did I manage group discussions well?</b>            Did pupils speak one at a time?            Could the deaf pupil see everyone in the group?            Did I identify who was speaking so the pupil knew where to look?            Did I paraphrase or reflect what has been said by other pupils?            Did I allow time for interpretation and for the pupil to answer?            Do you think pupils feel comfortable to say if they don't understand?            Did I summarise the main points of the discussion at the end of the activity and invite clarifying questions?</p>	



**Table 7: How deaf-friendly is your teaching?** continued

Feature	Action
<p><b>Did I give clear instructions?</b>                      Did I attract the pupil's attention before giving instructions?                      Did I mark changes of activity clearly?                      Did I check understanding of key concepts?                      Did I give spoken instructions clearly and in quiet conditions and/or write them on the board?</p>	
<p><b>Did I give clear messages?</b>                      Did I keep sentences short and simple?                      Did I mark the introduction of new vocabulary?                      Did I repeat, rephrase, explain, simplify and clarify to help pupils understand?</p>	
<p><b>Did I use visual cues alongside spoken explanations?</b>                      Did I write key words, topic headings or questions on the board?                      Did I point to objects or pictures I was using?                      Did I demonstrate techniques?                      Did I use pictures, diagrams, photographs, objects and artefacts?                      Did I make sure pupils gain full benefit from video material?</p>	

**Table 7: How deaf-friendly is your teaching?** continued

Feature	Action
<p><b>Did I check understanding?</b>                      Did I repeat or rephrase what I asked if the pupil's response seemed out of context?</p> <p>Did I ask direct questions – eg if I have given a set of instructions, did I ask, "Tell me what you need to do?"</p> <p>Did I create a classroom climate where pupils are encouraged and feel comfortable to say if they don't understand?</p> <p>Did I ask open questions to prevent the pupil nodding without really understanding?</p> <p>Did I give pupils time to take in information before requiring a response?</p>	
<p><b>Did I group pupils appropriately?</b>                      Were they sufficiently stimulated and challenged in their group?</p>	
<p><b>Did I ensure that the deaf pupil had at least the same opportunity to contribute as his or her hearing peers?</b></p>	

## Activity 7

# Modifying the curriculum



Approximate timing: 20 minutes

Deaf pupils may or may not have delayed language development and other related difficulties with aspects of the curriculum, but the following are common issues:

- vocabulary, general knowledge and written language may be less developed than in hearing pupils of the same age
- gaps in general knowledge and understanding of vocabulary, eg a deaf pupil may know one word 'finished', while others know several alternatives such as 'completed', 'ended', 'closed', 'come to an end', 'wound up', 'terminated'
- not understanding idiomatic phrases, eg 'keep your eye on the ball', 'watch your step'
- standard of written work may not reflect the pupil's apparent understanding of concepts that have been taught
- indistinct speech
- where the pupil's first language is BSL, the grammar of that language may be reflected in their written English
- difficulty with a phonic approach to reading and spelling (this will affect even pupils with a relatively mild hearing loss).

Pupils whose language and vocabulary levels are significantly below their chronological age will need aspects of the curriculum to be modified as well as the modifications to the learning environment and teaching approaches discussed above. The ToD, teaching assistant and/or sign interpreter/CSW can help you by suggesting and preparing differentiated materials to support your teaching.

As with any other pupil with learning difficulties, the way the curriculum is adapted will depend on an assessment of the particular pupil's needs. You may have more than one deaf pupil in your class. Do not assume that all deaf pupils will need the same type of differentiation. Ensure your planning takes account of their individual needs and targets, including where they sit in class, support worker input and modification of materials.

The following kinds of modifications may help deaf pupils:

### Pre- and post-tutoring

Pre-tutoring gives additional help to a deaf pupil ahead of a particular lesson to prepare them for the content of that lesson. It can take place on a one-to-one basis or in a small group, led by a ToD or teaching assistant.

Pre-tutoring can:

- recap prior learning on which the next lesson will build
- introduce key concepts and vocabulary that will be introduced in the next lesson
- introduce a modified version of a text that will be used in the lesson, or
- introduce instructions for the activity that is planned so the pupil will know what to do in the lesson.

Post-tutoring provides additional one-to-one or group support after a lesson. It should not be used as an alternative to pre-tutoring so that the pupil has to wait for a follow-up session to make sense of what has taken place. But it can be helpful for a specific purpose, eg:

- providing more repetition and reinforcement, if this is needed
- checking pupils have understood key concepts and vocabulary
- addressing any areas of confusion
- making links between the lesson – what came before and what is coming next
- assessing the pupil's progress.

## Modifying written materials

All written materials should be modified to take account of the deaf pupil's language level. Think about the purpose of the teaching materials and make sure that the language you use does not get in the way of pupils understanding the key concepts or lesson objectives.

Provide a list of key words and concepts covered in a lesson. If appropriate, allow the pupil to express their understanding in a more visual or pictorial way than would be appropriate for other pupils. The ToD will be able to advise you on key texts that are available in a simplified form.

When preparing worksheets or other written material differentiate the language so the work is accessible but challenging, by for example:

- reducing the amount of new and technical vocabulary if it is not essential to the lesson objectives
- modifying the carrier language for the content to make instructions, tenses or sequences clearer – although it is important that technical (subject-specific) language is retained, it may need further clarification
- reducing the complexity of remaining text, reducing the amount of information and number of concepts, where possible
- using clear headings to indicate clearly the content that follows
- using a clear layout
- illustrating points with clearly labelled diagrams
- using short sentences
- presenting information sequentially
- writing statements first, then questions
- making sure questions are framed simply so the pupil can demonstrate what they know
- avoiding using words with more than one meaning
- avoiding passive constructions.



Choose a worksheet you prepared for one of your lessons during your school placement and rewrite it for use by a deaf pupil, using the guidelines above.

## In-class support

After planning with the teacher, a ToD or teaching assistant might work alongside the pupil in lessons, or for parts of lessons, to help explain what has been said and to check understanding. The adult can, perhaps, use other pupils to explain and reiterate what has been said. It helps the pupil to learn from peers rather than always using an adult as the interpreter. The ToD or teaching assistant might also work with other pupils in the class to enable the teacher to work directly with a group including the deaf pupil, or the deaf pupil themselves.

It might sometimes be necessary for a deaf pupil to be withdrawn from lessons for a specific purpose, eg if a quiet listening environment is required. Withdrawal should normally be monitored and time limited. Too long out of class can isolate a pupil.

## Special arrangements for the statutory assessments and examinations

Deaf pupils will normally be entitled to additional time in examinations and may qualify for other arrangements such as examination papers with modified language, having a BSL interpreter or oral communicator. Arrangements should generally reflect modifications for ordinary lessons. If access arrangements are to be made for exams, they must also be used for 'mocks' and any regular assessments.

Applications for access arrangements need to be made to the examination board in advance, so the designated staff member must be made aware of the deaf pupil's requirements. Examination boards and the Qualifications and Curriculum Development Agency (QCDA) set out special arrangements in detail.

Information about assessment and reporting arrangements for tests and exams can be found at <http://testsandexams.qcda.gov.uk/15867.aspx>

Information about GCSE regulations can be found at [www.jcq.org.uk](http://www.jcq.org.uk)



Find out about the special arrangements available to deaf pupils taking SATs or public examinations by:

- talking to the SENCO and examinations officer
- talking to the ToD
- looking at the section of the QCDA website: 'Administering the tests' (<http://testsandexams.qcda.gov.uk/18924.aspx>)
- referring to The Language of Examinations (BATOD, 2003) or its summary at [www.batod.org.uk](http://www.batod.org.uk)

## Activity 8

# Supporting social inclusion



Approximate timing: 10 minutes

A positive learning and social environment is important for all pupils and deaf pupils should benefit both socially and emotionally from their education.

Deafness does not in itself create social, emotional and behavioural problems. However, a deaf pupil may become frustrated when they are unable to communicate clearly with others, or when they do not understand what is happening around them. Teachers have an important role to play in creating opportunities for deaf pupils to interact with their peers and develop their social skills.

Deafness might affect a pupil's opportunities to:

- learn appropriate social behaviour incidentally
- communicate effectively with others
- initiate conversations
- use appropriate language when interacting with different people
- be fully included in large groups
- express their feelings and emotions and develop confidence and self-esteem.

### Supporting social inclusion

Consider ways in which teachers and schools can remove barriers to social inclusion for deaf pupils in lessons and the wider life of the school.

Now go to **the appendix** to look at some suggestions you might have thought of.

## Activity 9

# Points for action



Approximate timing: 15 minutes

Spend a few minutes reflecting on this self-study task and record key points for action below.

What do I want to do next to develop my practice?

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How will I do this?

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What is my timescale for this to happen?

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How will I know if I have been successful?

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Do I need to involve anyone else in enabling this to happen?

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# Resources and references

British Association of Teachers of the Deaf, 2003, The Language of Examinations, BATOD

Dockrell, J E and Shield, B M, Acoustical Barriers in Classrooms: The impact of noise on performance in the classroom, British Educational Research Journal, 32, 2006, pages 509–525

Fraser, B, 1996, Supporting Children with Hearing Impairment in Mainstream Schools, Franklin Watts

National Deaf Children's Society, 2009, Deaf-friendly Teaching, NDCS

RNID, 2002, Inclusion: What deaf pupils think

RNID, 2004, Guidelines for Mainstream Teachers with Deaf Pupils in their Classes

**The Royal National Institute for Deaf People (RNID)** has produced a series of educational guidelines for specialist and mainstream staff working with deaf pupils. For a full list of their education publications and free downloadable fact sheets go to: [www.rnid.org.uk](http://www.rnid.org.uk)

'Guidelines for Mainstream Teachers with Deaf Pupils in their Classes' (2004) provides good background information and examples of good practice.

The **National Deaf Children's Society (NDCS)** has produced a set of free information booklets on deaf-friendly nurseries and pre-schools, schools and teaching, an activities pack, teacher's training pack and acoustics toolkit. 'Deaf-friendly Teaching' is a free publication giving clear information about deafness and suggestions for effective inclusion. Further information on all NDCS publications is available once you have registered at [www.ndcs.org.uk](http://www.ndcs.org.uk)

**British Association of Teachers of the Deaf (BATOD)** [www.batod.org.uk](http://www.batod.org.uk)

BATOD represents the interests of teachers of deaf children and young people in the UK.

As children progress through school, language becomes more complex and vocabulary more subject-specific. You will need to develop and reinforce this new language. Resources are available: for example, Forest Books ([www.forestbooks.com](http://www.forestbooks.com)) sells books and materials on all aspects of deafness, including BSL/English dictionaries, and the University of Wolverhampton has developed several subject-specific online glossaries such as [www.artsigns.ac.uk](http://www.artsigns.ac.uk) or [www.sciencesigns.ac.uk](http://www.sciencesigns.ac.uk). The ToD will be able to help you identify other suitable resources.



## Appendix

# Suggested answers and solutions

**Table 3: Degrees of hearing loss – answers**

Degree of hearing loss	dB	Effect
<b>Mild deafness</b>	<b>20–40</b>	Would hear a baby crying or music from a stereo but may be unable to hear a whispered conversation
<b>Moderate deafness</b>	<b>41–70</b>	Would hear a dog barking or a telephone ringing but may be unable to hear a baby crying
<b>Severe deafness</b>	<b>71–95</b>	Would be able to hear a chainsaw or drums being played but may be unable to hear a piano or a dog barking
<b>Profound deafness</b>	<b>&gt;95</b>	Would be able to hear an articulated lorry or aeroplane noise but not hear a telephone ringing

**Back to activity 1, page 9**

**Table 5: Clear communication – suggested answers**

**In a landfill site, non-biodegradable materials, like some plastics such as polythene, do not rot or break down.**

<b>Repeat</b>	In a landfill site, non-biodegradable materials, like some plastics such as polythene, do not rot or break down.	This gives the pupil another chance to hear the whole message.
<b>Rephrase</b>	Some plastics, such as polythene, which are non-biodegradable, do not rot or break down when put in landfill sites.	This allows the pupil another chance to hear the message without any reduction in the level of language used.
<b>Explain</b>	When we try to dispose of some plastic waste, such as polythene, by burying it, it stays unchanged in the ground. Materials like this are 'non-biodegradable'. That means they cannot be broken down by bacteria in the soil.	This gives the pupil more information and context and gives them another opportunity to understand the message.
<b>Simplify</b>	If you put plastic waste in the ground, it does not rot away.	By using a more basic structure, the pupil might find it easier to understand new concepts. When they understand the concept, you can add new vocabulary.
<b>Clarify</b>	What happens when plastic is buried? Why do you think that happens? What do we call materials like that?	Asking pupils questions allows you to check that the pupil has understood the message. It also reinforces the message for the pupil.

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## Supporting social inclusion – suggested answers

You might have thought of the following:

- Being a good role model for hearing pupils by being 'deaf aware' and promoting 'deaf awareness' sensitively. Be careful to respect the deaf pupil's feelings. Discuss in private how the pupil wants their deafness to be explained to other pupils or staff and let them decide how active they want to be in sharing this information.
- Creating opportunities for the pupil to mix with their peers, not continually pairing the pupil with the same hearing pupils.
- Providing opportunities for the deaf pupil to be successful, to develop self-esteem.
- Inviting deaf speakers to talk about deaf issues and act as positive role models. This should be done in conjunction with the service for deaf pupils, otherwise mixed or negative messages can be given.
- Making sure the pupil can communicate with all staff and other pupils, perhaps by introducing signing lessons for hearing pupils and adults in school if the deaf child uses signs.
- Making sure appropriate equipment is available, eg text or amplified telephone if the pupil needs to call home.
- Making sure that deaf pupils are kept informed about school announcements, eg non-uniform days, school outings, visitors. In secondary schools this may fall to the form tutor. There are many ways of doing this, eg form noticeboard, school learning platform, repeating information given verbally in assemblies and checking the pupil has relevant information in their planner or home-school book.
- Making sure extra-curricular activities are accessible to deaf pupils.

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