

## Reasonable Adjustments For Deaf Children and Young People (CYP) - All staff

Education providers have a duty to make reasonable adjustments to ensure that deaf CYP are not at a substantial disadvantage when compared with their peers (Equality Act 2010). Schools should not wait until a CYP falls behind before additional support is provided. There is a huge amount of evidence to show that deaf CYP under-achieve unless schools are proactive in providing a fully inclusive environment.

The table below suggests the *most common* reasonable adjustments which schools can make. It should be used to audit whether reasonable adjustments are being made. Making reasonable adjustments will increase independence and reduce dependence. Managers and senior staff must give consideration to whole school policy and planning, training and time allocation etc. so staff are confident and able make all the relevant reasonable adjustments that are required.

**Name of CYP:**

**Room/lesson being audited:**

**Audited by:**

**Date:**

|   | Reasonable adjustments   | Further information   | Achieved?<br>Yes/No | Action Required |
|---|--|---|---------------------|-----------------|
| 1 | <b>Hearing aids and equipment is working, worn and checked by a named, trained person.</b>   | Without working, worn, hearing aids, deaf children cannot hear and will not achieve.  |                     |                 |
| 2 | <b>Have a good listening environment where ALL CYP can hear and learn.</b>   | This would include closing the door and windows to outside noise, having soft furnishings, carpets, shutting blinds, turning off music which is not part of the lesson, having groups positioned at great distance to each other, asking all CYP to be quiet.   |                     |                 |
| 3 | <b>Position the deaf CYP near the person speaking, get their attention and face them.</b><br><br><b>It is better to sit directly in front of a deaf child or at right angles to them. Deaf children might not be able to see your face clearly if you sit next to them..</b> | Hearing aids work best up to 2m. A CYP sat at distance to whoever is speaking will not hear them as clearly as everyone else. Deaf CYP need to know someone is talking so they can actively listen and lip-read. If they do not know someone is talking they will not know to look and listen. The deaf CYP may know the best place to sit, ask them! |                     |                 |
| 4 | <b>Position the deaf CYP with their back to the window so light illuminates the teacher's face, or shut the blinds.</b>  | Deaf CYP cannot lip read and follow conversations if they have to squint to look at the person talking. Lip reading is incredibly difficult and tiring because many speech sounds look the same eg. p/b/m, t/d, k/g.  |                     |                 |
| 5 | <b>Use visual prompts eg, real objects, signs, gestures, pictures and notes.</b>   | Many words sound very similar and can cause great confusion eg. pat/mat/bat/hat/cat/sat. Visual prompts can also help with developing vocabulary, spellings and understanding concepts.   |                     |                 |
|   | <b>Check information has been</b>  | Don't ask if they have heard, ask them to   |                     |                 |

|  |  |   |  |  |
|--|--|---|--|--|
|  | <b>heard and understood</b>  | repeat or explain what they have to do or what has been said.   |  |  |
|  | <b>Give additional time for deaf children to look and listen.</b>  | Deaf children can not look at the person talking and at the thing they are talking about at the same time like hearing children. They need time to keep up. This makes listening and concentrating very tiring – regardless of age. Following in group reading is particularly difficult.   |  |  |
|  | <b>Write all homework and tasks on the board well before the end of the lesson.</b>  | Deaf CYP often get very confused and upset about homework. This is often because they cannot hear a verbal explanation at the end of the lesson while it is noisy and everyone is packing away. Homework must be written on the board and everyone's attention drawn to it.   |  |  |
|  | <b>Let deaf CYP know it is ok to say if they cannot hear, without fear of being told off – then do something about it!</b>                           | This is so strategies can be put in place to enable them to hear. The school and deaf CYP may need to agree how this will be done.  |  |  |
|  | <b>Let the deaf CYP know it is ok to tell someone there is a problem with their equipment. Problems with equipment must be acted on immediately.</b> | Without working hearing aids, deaf CYP will not be able to hear and take part in lessons. It is not good enough to say a battery can be changed at the end of the lesson or at break time. Check in with the pupil to make sure things are ok.  |  |  |
|  | <b>Examination concessions should be applied to all assessments from Early Years through to the end of schooling.</b>                                | For Deaf CYP to access examinations, assessments and test tasks, they will require a quiet good listening environment and possibly additional time to process. Some examinations may require a live speaker as deaf CYP cannot hear and follow a recorded voice. National examinations concessions must be based on 'normal ways of working' for deaf CYP – which must be well established and used.                      |  |  |
|  | <b>Deaf Awareness Training for all staff; teaching, non-teaching and supervising.</b>  | Deaf CYP are as cognitively able as hearing children. Greater understanding of the condition, knowledge and use of specialist equipment along with specific classroom strategies will allow deaf CYP to achieve equally as their peers.<br><b>Contact: Educational Team for Hearing and Vision on (01472) 323465 to arrange as soon as possible.</b><br><b>Flexible training sessions can be arranged free of charge.</b> |  |  |

ETHV have produced a range of materials to support staff in schools and settings. Please ask if more information, training or help is needed. We will be happy to hear from you!

