

Reasonable Adjustments For Deaf Children and Young People with additional needs

Education providers have a duty to make reasonable adjustments to ensure that deaf children and young people (CYP) are not at a substantial disadvantage when compared with their peers (Equality Act 2010). 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. Some adjustments depend on the age and developmental stage of the child or young person (CYP).

This document can also be used to monitor whether the suggested 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 observed:		Observed by: Date:	
Reasonable adjustments/ good teaching support strategy	Further information	Achieved? Yes/No	Action Required
1 Hearing aids and equipment is working, worn and checked by a named, trained person. Regular checks that hearing aids are are working <u>through out the day</u> either by checking the lights or physically checking. Batteries safely stored in the classroom where all staff can find them.	Without working, worn, hearing aids, deaf CYP cannot hear and will not achieve. Routines may need to be put in place to develop up hearing aid use and to ensure aids are not lost. Hearing aid batteries work and then they stop, they do not gradually fade. This means they could be working when checked and then an hour later not be working. If a battery stops working, it needs changing immediately. Telling a child a battery will be changed later is not acceptable.		
2 Have a good listening environment where ALL CYP can hear and learn. If this is not possible, then move the deaf CYP to somewhere that is quiet and non-distracting.	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 and limiting the use of electronic and noisy toys.		
3 Position the deaf CYP near the person speaking, get their attention and face them. Be on the same level as the deaf	Hearing aids work best up to 2m. A deaf CYP sat at distance to whoever is speaking will not hear them as clearly as everyone else. Deaf CYP		

	CYP so they can see your face.	need to know someone is talking so they can actively listen, look and lip-read. If they do not know someone is talking they will not know to look and listen. Never let a deaf child sit at the back of the group.		
4	Position the deaf CYP with their back to the window so light illuminates the teacher's face, or shut the blinds.	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.		
	Sit opposite or at right angles to the deaf CYP so they can clearly see your face	Sitting next to a deaf CYP makes it very difficult for them to look down at a book, toy or object and then up at your face.		
	Give time for deaf CYP to look at an object/visual prompt and then at the person talking	Deaf CYP often find it hard to look at an object and listen at the same time. Be patient and give more time. They may additional time to think, process and then respond. Be patient.		
	Allow children to have 'time out' where they are not expected to listen and concentrate.	Children with a hearing loss get very tired from having to actively look, listen and concentrate all the time. Every communication contact takes a lot of effort. They get fatigued much quicker than other children.		
	Introduce new language by using visual prompts, real objects, pictures, cards, communication devices correctly and have them to hand.	Many words look and sound very similar and can cause great confusion eg. pat/mat/bat/hat/cat/sat. Visual prompts can help with developing vocabulary and understanding concepts.		
	Introduce new routine by using visual prompts, real objects, pictures, cards, communication devices correctly and have them to hand.	For example, show a deaf CYP a nappy if you want to change their bum. Tell them what you are going to do. This will help them to understand the routine of what is coming – and support language development.		
	Use clear minimal language.	CYP can be overwhelmed by too much talk and stop listening if they do not understand.		
	Let deaf CYP know it is ok to say if they cannot hear, without fear of being told off – then do something about it!	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.		
	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	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		

	immediately.	at break time.		
	Use additional hearing equipment eg direct audio leads if they have been given.	These leads connect hearing aids directly to iPads and other audio devices. Please ask for assistance if not sure how to use.		
	Set time aside each day specifically for talking and listening - either 1-1 or in a small group where it is quiet and not busy. This may form part of the IEP.	Deaf CYP often struggle to pick up/overhear people talking like hearing children do. They often need to be taught new words and concepts. This is best done where it is quiet with no distractions.		
	Set time aside each day specifically developing independence with hearing aids - either 1-1 or in a small group where it is quiet and not busy. This may form part of the IEP.	We want all deaf young people to leave school being as independent with their hearing aids as possible so they are not completely reliant on other people. Teaching independence starts as soon as they start school.		
	Play games to develop listening skills Please ask for specific advice on activities.	Children have to learn how to listen before they can go on to understand what people say. Using signs, pictures and real objects can help. It is really important for children to learn to listen and understand. Speech will hopefully come once listening and understanding has developed. ETHV have additional information on developing listening skills for deaf children. Please ask.		
	Deaf Awareness Training for all staff; teaching, non-teaching and supervising.	Contact: The Hearing Lead in school. Ask at the office if you are not sure who this is. Educational Team for Hearing and Vision on (01472) 323465		

Please contact us for further advice, information and training. We will be very happy to hear from you!

Notes

References

Equality Act (2010)

NDCS Fact sheet, The Equality Act and Your Deaf Child's Education in England, Scotland and Wales

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