

Further Education (Post 16) SEN Planning Tool

Young People with a Hearing Impairment

Sensory and /or Physical needs



	Funding	Descriptor Physical Medical	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Interventions	Resources (including staffing)
Best Endeavour	Element 1 + low level ALS if appropriate	<ul style="list-style-type: none"> The learner experiences needs which are managed well in a mainstream class with appropriate differentiation of task and teaching style. A learner who has a reoccurring mild /moderate conductive deafness. This may be associated with middle ear infections, glue ear, temporary perforated eardrums. <p>This learner may:</p> <ul style="list-style-type: none"> appear dreamy, disruptive, distracted and demanding as well as find it difficult to listen and attend to speech be withdrawn and wait for cues from others in the class find it difficult to listen in when there is background noise not hear clearly in a group situation have unclear speech give the impression of being able to listen when s/he wants to! have a vocabulary deficit or delayed language be experiencing difficulties acquiring phonic skills 	<ul style="list-style-type: none"> Vocational assessments. Monitoring of learner's response to positive feedback. Observations by Lecturer / class LSA /Course Coordinator. Advice and support from the learner and/or parents and external agencies. Information from the learner re their opinions and preferred strategies using person centred approaches. The provider is proactive in identifying individual needs and monitors actions taken. Risk assessment where appropriate. 	<ul style="list-style-type: none"> The lecturer is held to account for the learning and progress of the learner in their class Teaching meets the needs of all learners and includes: <ul style="list-style-type: none"> Flexible grouping arrangements. Some differentiation of activities and materials Differentiated questioning Use of visual, auditory and kinaesthetic approaches. Awareness that a learner may need more time to complete tasks and that equality of access may mean that they need to do some things differently. Resources and displays that support independence. Routine feedback to learners Environmental considerations are made to meet the needs of all learners e.g. the listening environment taking into account seating, lighting and acoustics. Consideration to learner's learning style. An understanding that the hearing impairment may have a wider impact on a learner's social and emotional wellbeing despite the apparent lack of obvious impairment. The learner may also be vulnerable to bullying or have low self-esteem. Learner may need time to process information and the pace of work may need to be slower. Use of teaching strategies that develop the independent learning of the learner 	<ul style="list-style-type: none"> The curriculum includes examples of diversity. The provider can demonstrate an inclusive ethos that supports the learning and wellbeing of all learners The wider curriculum promotes positive examples of diversity A broad and balanced curriculum is planned for all learners Anti-bullying is routinely addressed and learners are confident in reporting incidents Provision of an inclusive curriculum, including arrangements for additional activities where appropriate. Opportunities for social interaction between peers and the wider community of the provider may need to be engineered to bolster self-esteem and confidence. Consideration to learner's learning style. Offsite visits which are planned well in advance and take into consideration the needs of the learner. Other provider pastoral interventions could include <ul style="list-style-type: none"> Meeting and Greeting Peer mentoring Restorative Practice 	<ul style="list-style-type: none"> A regularly updated SEN policy details the effectiveness of the arrangements for SEN in the provider. A regularly monitored, reviewed and updated inclusion policy underpins practice. The provider employs additional staff to support the needs of all learners e.g. LSAs, Learning Mentors All staff including LSAs has up to date job descriptions and are included in whole provider appraisal systems. Designated time is allocated to LSAs for planning and liaison with lecturers All staff have received training on SEN and understand how to support with learning difficulties Staff access training to keep informed on meeting the needs of learners. Staff make use of a wide range of resources, including those produced externally, to inform their inclusive practice Whole provider inclusion policies and practice implemented consistently. Staff access Deaf Awareness training regarding meeting the needs of learners. Use of assistive technologies where appropriate. General deaf awareness training and information for staff.

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SEN Support Plan	Element 1 Possible access to HNF depending on level of individual support	<ul style="list-style-type: none"> • learner has identified needs which are highlighted to all staff with advice on support strategies provided and monitored by the learning support team. • A learner who has a long term conductive loss, mild sensory neural deafness or unilateral deafness and is making expected progress (they may or may not have hearing aids). • May have received greater specialist input in the past but no longer require intensive support to reach potential as well supported by provider staff • Monitoring by learning support team of deaf learners, ensuring they have access to the required support 	<ul style="list-style-type: none"> • Observations by curriculum and/or learning support team. • Use of a structured observation profile to target differentiation Assess Plan Do Review including SEN Support Plan with SMART outcomes that are reviewed and updated regularly. • Learner involved in setting and monitoring their own targets. • Learner and/or parents involved regularly and know how to support targets at home. • An Individual Management Plan may be written to share advice on successful strategies e.g. seating arrangements, position in classroom, preferred learning style. • Use of speech audiometry and other specialist assessments to determine access to spoken language in the classroom. • Offsite visits are planned well in advance and take into consideration the needs of the learner. • Quiet setting for individual assessment 	<ul style="list-style-type: none"> • Information about the learner's difficulties is shared with relevant staff, in partnership with the learner and/or parents. • Individual targets agreed and monitored, following discussion with learner and/or parents, to share advice on successful strategies and set targets. • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. • LSA is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning. • Manage group dynamics enabling the learner to have access to other learners verbal contributions • Preview audio visual materials • Provide a wide range of reading materials around a subject to facilitate further vocabulary development 	<ul style="list-style-type: none"> • Access to small group support. Group work to be planned and tailored to meet identified need. • Development of problem solving skills. • Learning tasks differentiated by task and outcome to meet individual needs. • Learning support is targeted towards access and is not necessarily needed for learning. 	<ul style="list-style-type: none"> • Support/advice from learning support team. • Additional staff routinely used to support flexible groupings. • Access to targeted small group work with LSA. • Access to intervention group work with LSA, Learning Mentor • Provider staff access training regarding meeting the needs of learners. • Access to support groups for professionals e.g. NDCS Making Changes Together • Regular contact with the learner and/or parents/carer. • Time for scheduled meetings with learners and/or parents on a regular basis. • Provider may consult the Inclusion and Achievement SEND Team for the Deaf for advice on best practice. • Additional staff for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities. • Involvement of Speech and Language Therapists as appropriate

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<p>possible EHCP</p>	<p>Element 1 Possible access to HNF depending on level of individual support</p>	<ul style="list-style-type: none"> The learner has identified needs which require additional specific provision or specialist advice e.g. a detailed time limited programme, intervention personalised timetable and/or resource. A learner who is not making expected progress in some areas as a result of their deafness; this could be due to a persistent moderate /severe conductive loss, unilateral deafness, mixed loss. This learner may be affected by issues of 'being different' which may have an impact on his/her social and emotional wellbeing. A learner who may have auditory processing problems. The learners hearing impairment could co-exist with other secondary needs. 	<ul style="list-style-type: none"> Environmental audit using provider Access/Equality Strategy. Consideration to Team around the Family meetings if appropriate. Risk assessments of tricky situations to inform adaptations incl. educational visits. Specialist assessments e.g. specialist teacher of the Deaf Educational Psychologist, SALT, OT as appropriate SEN Support Plan where Individual outcomes are agreed and monitored following discussion with learner and/or parents. There is a commitment to developing independence with steps agreed Careful reviewing of needs before transition at key stages e.g. post 16, adult life. Assessment of expressive and receptive language (English/BSL) in conjunction with specialist SALT to inform target setting. Individual Management Plan including risk assessment Moving and Handling Individual Health Care Plan provider visit risk assessment Consideration of emergency evacuation plan Close scrutiny of tracking LSAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure progress 	<ul style="list-style-type: none"> Manage access arrangements for internal and external examinations and assessments. Awareness of social and emotional aspects of disability. Established communication strategies to facilitate communication and to assess learning. Modified and adapted sessions as required. Opportunities to develop vocabulary, particularly specialist subject specific and technical vocabulary. Access to a differentiated curriculum. Use of equipment to access the curriculum. Speaker's face should be in the light learner seated in a position close to the sound source to allow clear sight of the action of the delivery Learner to be seated where other speakers can be observed quickly Reduce background noise, move noisy equipment, seat away from busy areas of the building and external sounds. Audio visual materials used in a fully lit room Room acoustics can be improved by reducing the area of hard surfaces (adding carpets, soft furnishings, softer materials on display boards) Provide a quiet area for individual and small group work 	<ul style="list-style-type: none"> Regular/daily small group teaching of key skills such as phonics, key vocabulary, social skills. Peer awareness. Learning support assistance is targeted towards the supply of teaching and learning resources. Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject lecturer. Short-term small group intervention to develop listening skills, language and phonic skills. Use of assistive listening devices. Access to small group interventions such as learning mentors, confidence and self-esteem groups. 	<ul style="list-style-type: none"> Time for formal meetings with learner and/or parents on a regular basis. Time for meetings with the specialist advisors. Allocate appropriate accommodation for visiting professionals to work with individual learners, taking into account safeguarding issues. Support intervention targeted at specific curriculum areas or specific social times. Consult with the learner and/or specialist advisors when recruiting staff to work with a named learner. Provider will ensure that key information is passed on at times of transition and, where appropriate, will consult with the SEND Team Awareness raising for staff about the educational implications of a temporary deafness and strategies to facilitate access in the classroom. Provision of assistive listening devices where appropriate. Advice on use of ICT/ Kindles and Ipad to access the curriculum. Equipment and software loans may be available. Access to deaf peer groups and deaf adults. Hearing Aids checked by Audiologist to ensure fully functioning at all times. Access to advice and or direct therapy from a Speech and Language Therapist.

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Likely EHCP	Element 1 Possible access to HNF depending on level of individual support	<ul style="list-style-type: none"> The learner has significant primary needs relating to their HI which impact on progress requiring long term involvement of educational and non-educational professionals Possibly some complexity of other needs. A learner whose hearing impairment is severe/ profound and impacts on his/her ability to access the curriculum independently. May use sign to support their learning. This learner may be affected by issues of 'being different' which may have an impact on his/her social and emotional wellbeing. The learner may have a cochlear implant, hearing Aids, FM sound field system 	<ul style="list-style-type: none"> Specialist assessments e.g. by, Educational Psychologist, SALT, OT, CAMHS etc. as part of SEN Support Plan Risk assessment to identify dangers and need for additional support. Regular multi-agency assessment and/or review of strategies and progress. Review the Support Plan annually when all agencies are involved in reflection and joint planning in partnership with learners and/or their parents/carers. Individual risk assessments for practical subjects. Involvement of educational and non-educational professionals as part of Annual Review Assessment and advice from sensory team that is updated regularly. Specialist ICT assessment Individual targets based on specific language assessments. Individual risk assessment for activities involving static. 	<ul style="list-style-type: none"> Identified individual support across the curriculum in an inclusive setting to provide a personalised learning experience, taking into account the advice from learners and/or parents, previous review and advice from agencies. The subject lecturer is accountable for the progress of the learner within the class Facilitate production of differentiated materials in accordance with the advice received. Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans. The use of specialist or adapted equipment / software where appropriate to access the curriculum. Specialised modification of all teaching and learning styles and resources. Consideration of the social and emotional development of learner Access arrangements for internal and external exams and assessments as appropriate. Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans. Use of a bilingual English/British Sign language approach. Use of subtitles on all audio displays. 	<ul style="list-style-type: none"> Teaching style and tasks are adapted to suit learner's learning style. Individualised support to implement recommendations from support services e.g. SEND Team EPS, OT etc. Programmes to develop social interaction and emotional wellbeing, as identified by the ILP/learning support plan. Advice and assessment of the use of specialist or adapted ICT to access the curriculum. Independent travel training to develop independence skills for the future if necessary. Structured personalised programmes focussing on listening, speech and language development, auditory memory, phonic awareness, social interaction and emotional wellbeing, as identified by the SEN Support Plan. Peer/Parent awareness including sign language classes. Assessment, advice and direct therapy with the Specialist Speech and Language Therapist as appropriate 	<ul style="list-style-type: none"> Staff trained in the use of specialist resources. Learning Support Team provide support to lecturer and LSAs and take responsibility for arranging appropriate specialist CPD and quality assuring the learning experience of the learner High level of multi-agency involvement: 'team around the Family when necessary Co-ordinate the involvement of a range of agencies, one of whom may fulfil the key worker role. Time to work with the Specialist advisor for joint planning with the learner, family and other professionals. Opportunities for support staff to access specialist training regarding hearing impairment and its impact on learning and social and emotional wellbeing. E.g. LA training, Cochlear Implant Centre training, NDCS training etc. Staff to work with small group and/or individual intervention to develop specific areas of the curriculum following a programme designed or recommended by an external agency. Liaison with learners and/or parents and other professionals when determining priorities for individual learner. Work together with the learner, parents and staff to identify priorities for the learner's individual programme of work. Sign post learners and/or families and providers to a range of voluntary and statutory services regarding benefits, access to short breaks and Social Worker for the Deaf . Opportunities for the learner to meet a deaf peer group and deaf role models where appropriate. Encourage participation in activities organised by voluntary organisations. Access to mentor systems. Regular opportunities to work/socialise with disability peer group as appropriate. Provision and monitoring of specialist equipment. Support to facilitate social interaction, develop/maintain attention skill, to set up equipment, support learner's management of it ,and establish working routines Provide storage and facilitate maintenance for specialist equipment. Facilitate production of differentiated .

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EHCP	Element 1 + HNF. Possible access to specialist provision	<ul style="list-style-type: none"> The learner will experience significant, complex persistent and enduring difficulties The learner presents with a range of difficulties and an accumulation of layered needs which need to be considered. These could include issues relating to the areas of mental health, relationships, behaviour, physical, medical, sensory needs, communication & cognitive skills. A learner with a severe/ profound level of deafness who requires high levels of additional support to access the curriculum. A learner who because of their permanent deafness cannot fully access spoken language. They maybe a BSL first language user. Use a hearing aid/cochlear implant and radio aid. Speech clarity is significantly affected. The learner may have auditory neuropathy. The learner may have a cochlear implant learner may need daily access to deaf peer group and daily monitoring of specialist equipment 	<ul style="list-style-type: none"> <i>Deaf Worker and Communication Support workers will be involved in assessment and planning</i> Long term involvement of educational and non-regular risk assessments to consider risks to self and others. Completion of assessments for consideration at Panel. All professionals agree that the learners needs can only be met with additional resources. 	<ul style="list-style-type: none"> Disapplication from certain subjects/units if appropriate. Main provision by class/subject lecturer with support from learning support and advice from education and non-educational professionals as appropriate The use of specialist or adapted equipment / software in all lessons to access the curriculum. Specialised modification of all teaching and learning styles and resources. Provide a personalised learning experience taking into account the advice within the statement, annual review and advice from agencies. Manage access arrangements for internal and external examinations and assessments. Provide an appropriate listening environment. Use of a radio aid to access the curriculum. Use of direct input leads to improve quality of sound input from audio equipment e.g.. PC, smart board, DVD. Access to subtitles on DVDs and TV. Access to transcripts of audio tapes or podcasts where there are no subtitles. A total communication environment is fostered to include visual prompts and use of sign 	<ul style="list-style-type: none"> Specialist teaching where significant delayed language development and significantly delayed literacy skills focusing on both learning curriculum and social skills throughout the provider day. Outcomes informed by Annual Review/EHC plan. Curriculum to include life skills e.g. SRE (Sex and Relationship Education). Facilitate production of differentiated materials in accordance with the advice . Staff support to access an individualised curriculum where necessary. Opportunities to explore their identity Individual intervention to develop communication skills, spoken language or BSL.eg Deaf worker and or Communication support worker Support to access an individualised curriculum where necessary. Pre and post-teaching of vocabulary and concepts to allow the learners to fully access the curriculum. Support to facilitate social interaction if necessary. Learning support to develop/maintain attention skill. Interveners to provide access to a multi-sensory curriculum. BSL communicators (Signature Level 2 minimum) to provide access to the curriculum and social interaction. Note taking support where appropriate. Requires additional staff support to access learning in a specialist setting/mainstream due to high level of vulnerability presented by the learner. 	<ul style="list-style-type: none"> Access to support from highly skilled and experienced staff with appropriate qualifications within small classes with a high staff ratio or 1:1 specialist support in mainstream. Skilled LSA who has understanding of the implications of disability and has in depth knowledge of specialist access equipment. Additional individual support in line with risk assessments. Personalised timetable providing access to LSA support as specified in statement/EHC Plan. Time for outside agencies to meet termly to assess progress and plan future targets. Specialist support, alongside a multi-agency approach is essential. Make staff available for training in the use of specialist equipment. Provider co-ordinates the involvement of a range of agencies one of which may fulfil the Key worker role.eg Communication support worker/ Deaf worker Advice from other professionals as needed. Access to a quiet room for small group and 1:1 sessions. Access to qualified TOD on a regular basis. Staff access a rolling programme of relevant training regarding the sharing of information on specific hearing impairment conditions and their impact on learning, social and emotional well-being conditions and their impact on learning and social and emotional well being Sign post learner and/or families and providers to a range of voluntary and statutory services regarding benefits, access to short breaks and Social Worker for the Deaf .

Appendix 1: Hearing Loss Reference Table

These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000Hz in the better ear where no response is taken to have a value of 130dBHL

	Unaided threshold 21-40 dBHL	
Moderate hearing loss	Unaided threshold 41-70 dBHL	Would hear a barking dog or telephone ringing but may be unable to hear a baby crying
	Unaided threshold 71-95 dBHL	
Profound hearing loss	Unaided threshold in excess of 95 dBHL	May hear a large lorry or aeroplane, would be unable to hear a phone ringing

(Source: British Society of Audiology/ Revised November NATSIP 2012)

* http://www.ndcs.org.uk/professional_support/our_resources/deaf_friendly_providers_packs/lecturer_training_pks.html