

Gateshead
Deaf Friendly
Schools Award



With thanks to regional colleagues who have helped with editing and proof reading.

How can you use the Deaf Friendly Schools Award?

The Standard is a self-evaluation tool to be used by senior leadership teams in schools. It requires evidence linked to the sections below:

- Leadership and Management
- Transition
- The Physical Environment
- Deaf Learners and those with Hearing Impairment (HI)
- Teaching and Learning – the Inclusive Curriculum
- Working in Partnership

QTOD - Qualified Teacher of the Deaf **HI** - Hearing Impairment

SalT - Speech and Language Therapist



How to achieve the award?

One of the core functions of the Local Authority is to enable and challenge schools around their accessibility and inclusivity. The Deaf Friendly Schools Award helps schools to review their strengths and areas for improvement.

Assessment will be via local arrangements and will include qualified specialists from the area of sensory impairment and a SEND advisor/consultant.

There are six steps to achieving the award:

- Step 1** Use the indicators in the Deaf Friendly Schools Award to provide a baseline for what has currently been achieved by school.
- Step 2** As you move through the document notice the bullet points. Standards next to a circle (bullet point) are those which indicate a 'good' level of practice. Those with a star (bullet point) indicate 'outstanding' practice.
- Step 3** Create a Portfolio of Evidence (this can be electronic or paper based).
- Step 4** Include key actions in the school's Development Plan with timescales for achievements. Add this to your evidence portfolio.
- Step 5** The Award will be presented when the Action Plan is complete, and the school has submitted a portfolio of evidence.
- Step 6** The Award will be reviewed on a 3 yearly basis to ensure standards of inclusivity are maintained.

The Deaf Friendly Standard and Self-Evaluation

We use the term 'Deaf' to refer to all types of hearing loss from mild to profound. This includes deafness in one ear or temporary hearing loss such as glue ear.

1. Leadership and Management		
Standard	Examples of Evidence for Standard	School Evidence
<p>1.1 Vision</p> <ul style="list-style-type: none"> • Head Teacher/SMT and SEND (and other staff) have had the opportunity to access Deaf Friendly Schools Awareness training. • The school/setting Accessibility Plan is improving the minimum standard for accessibility for the Deaf/hearing impaired. ★ Relevant staff have accessed Deaf Friendly Schools training and there is a commitment to ongoing training in the area of hearing impairment. 	<p>School improvement plan and/or Accessibility plan (website)</p> <p>Governor / Head teacher report</p> <p>School newsletter</p> <p>Training courses accessed and attendance</p> <p>SEND statement on school website</p>	
<p>1.2 School Ethos</p> <ul style="list-style-type: none"> • School/setting welcomes Deaf/HI learners, meets with parents, listens to views and has an awareness of the learners individual needs and how they are met. • Self-advocacy, independence and confidence are promoted. • Good channels of communication are establish between home and school so that any parental or school concerns can be addressed promptly. • There are equally high expectations and standards for Deaf/HI learners adhering to school rules. • Good channels of communication are established between home and school so that any parental or school concerns can be addressed promptly. ★ Deaf/HI learners and their parents are involved in trying to make the school more Deaf friendly. 	<p>Surveys of learners/staff views</p> <p>Assemblies, peer awareness training</p> <p>Positive learner attitudes in school and the community</p> <p>Participation in national awareness days e.g. BSL week, Deaf Awareness week etc.</p> <p>Staff meetings</p> <p>School website, brochures, displays,</p> <p>Productions</p> <p>Deaf/HI learners have the opportunity to input into school counselling plans</p>	

Standard	Examples of Evidence for Standard	School Evidence
<p>1.3 Meeting Statutory Obligations</p> <ul style="list-style-type: none"> • There are the following policies and they meet basic legal requirements including the Equality Act 2010 and SEN Code Of Practice 2014, SEN and Children and Families Act. • Keeping Deaf/ HI learners safe in education. • There is multi agency assessment to determine the individual Deaf/HI learner needs. ★ Interpreters will be provided for Deaf families at school events, parents meetings, formal SEN review meetings. ★ Communication with families is made accessible and is appropriate and timely for individual family needs. 	<p>Policies and documents:</p> <p>SEN, Inclusion, Equal Opportunities</p> <p>SEN Information report</p> <p>Governor reports</p> <p>Low reporting of discrimination incidents</p> <p>No exclusion of Deaf/HI learners</p> <p>Good attendance</p> <p>Risk Assessments/PEEP</p> <p>Multi Agency communication/Meeting notes</p> <p>Safeguarding Policy – refers to vulnerability of Deaf/HI learners</p> <p>Liaison with QToD to ensure statutory obligations are met</p>	
<p>1.4 Monitoring and accountability of Deaf Friendly Strategies</p> <ul style="list-style-type: none"> • Specialist advice is implemented and adhered to. • Expectations from within the Mainstream Guidance (SEN Planning Tool) document and individual pupil strategies/advice adhered to. • School/setting SENDCo monitors implementation of advice. • Detailed provision map is shared with hearing impairment team and/or local authority SEND Team. 	<p>Self-evaluation of the strategies in place</p> <p>Examples of solutions to identified barriers.</p> <p>Evidence of actions taken following monitoring visits.</p> <p>Provision map</p> <p>Feedback from parents that setting meets the needs of their Deaf/HI learner and specialist advice is implemented</p>	

Standard	Examples of Evidence for Standard	School Evidence
<p>1.5 Management of Deaf/HI strategies within SEN procedures</p> <ul style="list-style-type: none"> • The progress of Deaf/HI learners is carefully monitored and shared with parents/carers. • Newly inducted staff receive awareness training on Deaf Friendly Schools. • All staff (including new and supply staff) have access to the specialist strategies appropriate to individual Deaf/HI learners and are implementing strategies. • External specialist staff invited to review meetings in line with local authority expectations. • Additional provision is clearly identified for those Deaf/HI learners at School SEN Support and those with an Education Health Care Plan (EHCP) • The SENDCo considers specialist advice when devising SEN support plans for Deaf/HI learners. • The advice from a QToD is included in the reports and considered at annual reviews. • Views of Deaf/HI learners are gathered as part of the review process. • Parental views are sought at review meetings in line with local authority expectations. <p>★ SENDCo lesson observations monitor access for Deaf/HI learners.</p>	<p>Guidance to staff on HI and inclusion.</p> <p>Staff meeting minutes</p> <p>Training records minutes.</p> <p>Documents related to SEN procedures</p> <p>Learning plans</p> <p>Annual Review information</p> <p>Provision Register</p> <p>Provision Map</p> <p>Induction procedures</p> <p>Deaf/HI learners profiles</p> <p>There is a costed provision map</p>	

Standard	Examples of Evidence for Standard	School Evidence
<p>1.6 Roles and responsibilities to support Deaf Friendly school strategies and processes</p> <ul style="list-style-type: none"> • The school is aware of its responsibilities to supporting Deaf/HI learners. • Support assistants assigned to work with Deaf/HI learners are allocated time for induction and ongoing training in the specialist aspects of the role, including the need to encourage independence. • School recognises that allocated assistants are providing essential support to Deaf/HI learners to reduce barriers to learning and are not removed from this role. • Exam access arrangements are made in liaison with QToD in line with submission dates. • School finances provision of specialist consumable resources. • School take responsibility for care of specialist equipment. ★ Job descriptions are regularly reviewed for those supporting Deaf/HI learners. ★ Assistants have allocated time to produce resources and produce resources to support learning. ★ There is an identified member of school staff with responsibility for HI. 	<p>Staff job descriptions (including support staff)</p> <p>Curriculum coordinators ensure that planning includes evidence of differentiation for Deaf/HI learners.</p> <p>System for ensuring work is modified and additional materials are prepared in time for lesson and course of action if not adhered to.</p> <p>Governor reports</p> <p>Training files</p> <p>Performance management records</p> <p>Equipment loan agreement</p> <p>Procedures outlining processes to ensure safety and security of specialist equipment</p> <p>Records of equipment held in school and notes of any servicing or repairs required</p> <p>Exam access arrangements applied for and implemented</p> <p>Feedback from parents that their child is well supported by school staff in relation to their Deafness/Hearing impairment</p>	

2. Transition

Arrangements should be made to facilitate transfer within and between phases/settings, ensuring that everyone involved is advised and informed of changes. It is important that the Deaf/HI learner becomes confident within the new environment as soon as possible (either arriving into setting or moving on).

Standard	Examples of Evidence for Standard	School Evidence
<p>Prior to school entry, liaison takes place with the SENDCo and/or headteacher of the receiving school and this seeks to establish an induction programme involving:</p> <ul style="list-style-type: none"> • In-service training to address the needs of the school staff; • The views/concerns of Parents/carers as equal stakeholders of Deaf/HI learners are sought and addressed as part of the transition process • Additional resources and specialist provision (e.g. sound field system) • Becoming familiar with the routines and procedures of the day including lunch arrangements. • Facilitate QToD in completing an acoustic assessment to ensure good listening conditions. • Necessary adaptations in terms of acoustics, lighting are being made. • Risks assessments and PEEP completed and procedures established in relation to particular events such as fires and the safety of the Deaf/HI learner. • Partnership with the Information, Advice and Guidance (IAG) personal adviser, offers support in transition planning and the provision of careers advice (taking advice from QToD). • Referral is made to the appropriate agencies (e.g. Social Care, Disability Resource Teams, Voluntary bodies etc) to ensure they have appropriate advice regarding the full range of personal and technical support available. <p>★ School staff have additional qualifications/have completed courses in the area of hearing impairment/BSL.</p>	<p>Meeting notes and action plan identified for induction including:</p> <ul style="list-style-type: none"> • training for staff • adaptations in place following advice from acoustic assessment • risk assessments/PEEP in place • identifying person responsible for following up different areas and co-ordinated by named person • parent/carer views • outcomes within EHCP 	

3. The Physical Environment

The setting has considered how they can make reasonable adjustments to the physical environment to make it more accessible for a Deaf/HI learner.

Standard	Examples of Evidence for Standard	School Evidence
<p>3.1 Lighting is appropriate:</p> <p>Light that is too bright or too dim can affect Deaf/HI learners’ ability to access lip pattern, and other elements in the classroom clearly. This can impair their concentration and limit their accessibility to learning.</p> <ul style="list-style-type: none"> • The lighting in the room should be adjustable. • The teacher’s spot in the classroom should be well lit. • Glare from windows may make it difficult for learners to see the teacher or the support staff. Blinds are in situ that can be drawn to eliminate glare. • The teacher should not stand in front of a light source, e.g. window or whiteboard, therefore precluding access to lip pattern and causing a shadow. 	<p>Photographs,</p>	
<p>3.2 Acoustics:</p> <p>The presence of background noise especially for Deaf/HI learners who depend on their residual hearing, can become a barrier to learning in the classroom. A radio aid/sound field system can be effective as it amplifies and gives the teachers voice priority over background noise. However, this does not eliminate poor acoustics.</p> <ul style="list-style-type: none"> • The classrooms have soft furnishings/surfaces e.g. carpet, fabric or hessian on the wall, to absorb sound thus decreasing reverberation. • Windows and doors can be closed to minimise noise from outdoors. • Equipment in the room such as the air-conditioning, heating or overhead projector does not create noise problems. • Regular activities in nearby classrooms, hallways and from outside, produce noise, through open windows/doors, doesn’t disrupt the learning of Deaf/HI learners. • Every teacher has a different way of speaking. The voice of specific teachers is intelligible to Deaf/HI learners. • The noise level in the classroom is regulated and all staff are aware of the importance of minimising unnecessary background noise. 	<p>Noise level apps</p> <p>Purchase of a babble guard</p> <p>Attendance list at training for sound field systems and radio aids</p> <p>Completed acoustic audit with input from QToD.</p> <p>Evidence of improvements made to acoustics e.g. fitting acoustic boards.</p>	

Standard	Examples of Evidence for Standard	School Evidence
<p>3.3 Seating Arrangements:</p> <p>The way the desks and chairs are arranged in the learning environment impacts learning and communication in the classroom to a large extent. Ideally, seating that is organized in a semi-circle or circle compared to traditional rows of desks, is ideal for maximum access to communication.</p> <ul style="list-style-type: none"> • D/HI learners see the teacher clearly from where they have been positioned. • D/HI learners are seated near at or at the front of the classroom. • All the learners see each other clearly. • The seating plan takes into account optimal positioning for D/HI learners who have better hearing in one ear. 	<p>Seating plan</p> <p>Specialist strategies sheets are disseminated to all appropriate staff</p> <p>HI posters are displayed identifying strategies</p>	
<p>3.4 Safety Features:</p> <ul style="list-style-type: none"> • Flashing emergency alarms and/or vibrating pager system are installed in case of a fire or break-in. • PEEP (Personal Emergency Evacuation Plan) are in place for D/HI learners. 		

4. Deaf/Hearing impaired learners

Standard	Examples of Evidence for Standard	School Evidence
<p>4.1 Monitoring performance of Deaf/HI learners</p> <ul style="list-style-type: none"> Progress of Deaf/HI learners is monitored and reported on to parent carers. School supports Deaf/HI learners in accessing specialist curriculum – time, place. Embedding specialist curriculum into the mainstream curriculum Deaf/HI learners have individual targets set in conjunction with QToD based on assessment information which are shared with them and discussed with parents/carers. Parents/carers as equal stakeholders of Deaf/HI learners attend regular reviews where their thoughts and views about progress are sought. Staff have high expectation of Deaf/HI learner’s achievement. <p>★ All staff are aware of the barriers to learning for Deaf/HI learners.</p>	<p>Assessment data is available.</p> <p>School SEN register</p> <p>Deaf/HI learners are achieving age-related expectations.</p> <p>Engagement model and PIVATs</p> <p>Attendance and exclusions</p> <p>EHCP/Sen Support Plan/IEP</p> <p>Timetabling arrangements e.g. Pre/post tutoring, 1:1 interventions</p>	
<p>4.2 Celebrating achievement</p> <ul style="list-style-type: none"> Displays show examples of learner achievement and celebration of work for those Deaf/HI learners. Deaf/HI learners are aware of how their work is valued. Achievements of Deaf/HI learners are recognised and celebrated through assemblies, award systems and through contact with parents and carers. Feedback to Deaf/HI learners in appropriate way on completed work e.g. verbal feedback, symbol/picture system. <p>★ Celebrate diversity, including Deaf role models .</p>	<p>Displays</p> <p>Awards given</p> <p>Number of Deaf/HI learners gaining awards</p> <p>Learner views</p>	

Standard	Examples of Evidence for Standard	School Evidence
<p>4.3 Learners working together</p> <ul style="list-style-type: none"> • Peer awareness of Deafness/hearing impairment • Consideration of paired working • Equal opportunity to access curriculum and out of school /extra-curricular activities • Ensure Deafness/HI is not a barrier to participation • Partners – able to choose partner they are able to communicate with ★ School facilitates opportunities for links with other learners with HI in other schools if appropriate. 	<p>Peer awareness sessions booked in and extended to provide on-going awareness Celebration within the school – displays or school website news</p> <p>Lunchtime buddy system in place with additional training for those peers providing support.</p> <p>Sign club - BSL</p> <p>Buddy bench or similar strategy available for break and lunch times</p> <p>Advice from sensory team gained to access out of school activities</p>	
<p>4.4 Empowering Deaf/HI learners</p> <ul style="list-style-type: none"> • Deaf/HI learners are given the opportunity to contribute their views, support is offered to help them do so. • Time is made available to address concerns expressed by the Deaf/HI Learner or family. • Deaf/HI Learner attend their EHCP reviews • School facilitate access to support – counselling (Deaf CAHMS), support groups as appropriate • Deaf/HI Learners are encouraged to have high aspirations and future goals which are realistic • School staff consolidate skills identified by QToD. ★ Deaf/HI Learner have opportunities and are encouraged to be involved in decision-making and planning their own programme of support, appropriate to their age and ability. ★ Deaf/HI Learner are involved in staff and peer awareness training. 	<p>Family and Deaf/HI Learner’s views and outcomes changes implemented are recorded</p> <p>Deaf/HI Learner presence in awareness training or attendance at reviews recorded.</p> <p>Questionnaire/feedback from learner with HI about their views</p> <p>Evidence of consolidation of skills e.g. testimonials from learners, feedback from parents/carers, QToD records.</p>	

Standard	Examples of Evidence for Standard	School Evidence
<p>4.5 Care and wellbeing – Health and Safety:</p> <ul style="list-style-type: none"> • Deaf/HI Learner feel able to communicate any concerns and have a point of contact in school • The parent/carers, as equal stakeholders of Deaf/HI Learners, will feel able to communicate concerns and have a point of contact in school • Deaf/HI Learner is given time within the school week to learn about personal safety e.g. online ★ School works with QToD to be aware of extra focus on specialist curriculum for health, wellbeing, personal development. ★ Member of school staff holds a BSL qualification. 	<p>Named person</p> <p>Deaf/HI Learner can explain how they would seek support</p> <p>Timetabled regular session and appropriate facilities available</p>	

5. Teaching and Learning - The Inclusive Curriculum

In order to meet the needs of Deaf/HI learners you will need to make specific adaptations to the way lessons are prepared and delivered. Changing the way something is taught can make the difference to a Deaf/HI learner being involved or excluded.

Standard	Examples of Evidence for Standard	School Evidence
<p>5.1 Position and Movement of the Teacher:</p> <p>The teacher needs to be aware of the visibility of their position in the learning environment and whether they move around the classroom while teaching. This can become a roadblock to clear and visual access to the teacher and other visual elements in the room.</p> <ul style="list-style-type: none"> • The teacher is aware not to speak while writing on the whiteboard or looking down at the computer. Learners need to be able to lip-read easily. • The teacher remains in one place whilst speaking and doesn't pace up and down the class. • The position of computers and presence of other equipment in the classroom doesn't block the learners from seeing the teacher. • The teacher's face is visible at all times to learners who may depend on lipreading. 	<p>SENDCo / SLT observations</p> <p>QToD monitoring observations</p> <p>Learner feedback</p>	
<p>Visual Aids:</p> <ul style="list-style-type: none"> • Topic headings and key questions are written on the board in advance, presentation slides are used to reinforce the lesson • Point clearly to objects or pictures when they are being discussed. • The Deaf/HI learner (and teaching assistant) are provided with a list of key words and concepts before the lesson begins. • New vocabulary is noted on the board or in the presentation. • Pictures and objects are used to support what is being said wherever possible. 	<p>SENDCo / SLT observations</p> <p>Evidenced in planning</p> <p>Learner feedback</p> <p>Resources</p>	

Standard	Examples of Evidence for Standard	School Evidence
<p>5.2 Audio Clips:</p> <p>Deaf/HI learner may not be able to access DVD/Audio clips on whole class or individual PC/Ipads. Alternative arrangements must be in place to allow the Deaf/HI learner to access the same curriculum content as their peers.</p> <ul style="list-style-type: none"> • Subtitles are used when watching videos • Live voice is used for audio clips/assessments so Deaf/HI learner has access to lip pattern. • Transcription of the audio/video materials is provided prior to or after the lesson. • Visual resources are used to support learning of any auditory instructions. 	<p>Learner views</p> <p>Evidenced in planning</p> <p>SENDCo observations</p>	
<p>5.3 Signed / 1:1 support:</p> <p>The teacher needs to carefully consider placement of support staff to ensure the Deaf/HI learner has access to them, the class teacher and their peers.</p> <ul style="list-style-type: none"> • Seating/standing position of sign support is identified when whole class teaching is being delivered to ensure clear line of sight. • Seating position of 1-1 support staff is identified for independent or group tasks. • If lesson is outdoors/in a different room or hall staff have identified place to stand/sit. 	<p>SENDCo / SLT observations</p> <p>Learner feedback</p> <p>Photograph</p>	

Standard	Examples of Evidence for Standard	School Evidence
<p>5.4 Language Rich Opportunities</p> <p>Hearing is the major source of information. It stimulates curiosity, integrates information and invites exploration. Deaf/HI learners need to be provided with opportunities to access language as they miss out on incidental learning.</p> <ul style="list-style-type: none"> • Modelling of language throughout the curriculum • Opportunities for pre and post teaching of language concepts • Visual resources are provided and support learning • School follows speech and language programmes of work as directed by SaLT <p>★ School staff recognise missed language opportunities and offer additional learning opportunities outside of lessons.</p>		
<p>5.5 Assistive Technology for Access</p> <p>Many Deaf/HI learners will have personal specialist equipment (auxiliary aids) such as radio aids/mini mic/soundfield systems/cochlear implants/hearing aids and bone anchored hearing aids to support optimum access to the teacher’s voice in lessons. All equipment requires regular checks to ensure that it is in full working order – Deaf/HI learners may not be able to hear when their equipment is not working optimally.</p> <ul style="list-style-type: none"> • There is an identified person within schools who has responsibility for checking equipment is stored safely at the end of the day, at weekends, and over holiday periods. • Secure storage is available for specialist equipment. • Member of school staff is identified to support Deaf/HI learner in charging equipment in a specified location and checking the equipment is working. 	<p>Allocated time to develop specialist skills with technology and area for these sessions.</p> <p>Identified person known to Deaf/HI learner and staff identified to support – can be written into plan.</p> <p>Evidence of routine can be seen or explained by Deaf/HI learner</p> <p>Identified place and space for equipment</p>	

Standard	Examples of Evidence for Standard	School Evidence
<p>5.6 Educational Visits:</p> <ul style="list-style-type: none"> • Risk assessment are completed with the Deaf/HI learner's hearing impairment in mind • Venues have been contacted prior to the visit to ensure access e.g. signed performance 	<p>Planning of visit including the access arrangements and safety/Risk assessment in place before trip.</p> <p>Deaf/HI learner feedback</p>	

6. Working in Partnership

Standard	Examples of Evidence for Standard	School Evidence
<p>6.1 Parents and carers</p> <ul style="list-style-type: none"> • Inform parents/carers of upcoming visits • Give time and more feedback • Enhance communication channels • Personalised, if the parent/carer is Deaf/hearing impaired themselves make appropriate adjustments or book interpreter. • Address any concerns regarding medical needs re Deaf/HI learner • Follow up after appointments to gain up to date information • Parents/carers have been given the opportunity to be involved in the assessment process and are encouraged and supported, if necessary, to make their contribution. <p>★ Parents/carers are invited and/or contribute to pupil specific Deaf awareness training.</p>	<p>Parental feedback, testimonials, emails, questionnaire</p> <p>EHCP/Medical care plan</p> <p>Hospital letters</p>	

Standard	Examples of Evidence for Standard	School Evidence
<p>6.2 Working with other services and agencies</p> <ul style="list-style-type: none"> • Identify appropriate room for specialist staff to conduct assessments and undertake 1-1 teaching • School keeps QToD informed of reasons for absence in a timely manner • School seeks to safeguarding external agencies by keeping them informed with relevant information • School provides support if Deaf/HI learner is unfamiliar with visiting HI staff • School coordinates multi-agency meetings when appropriate • School shares information regarding multi-agency involvement • School shares information regarding Deaf/HI learner behaviours • Parents/carers of Deaf/HI learner are informed of all visits to school from specialist staff and parent/carers are copied into any relevant paperwork. ★ School are involved in collaborative multi-agency working around a learner to ensure continuity of approach between home and school and share best practice 	<p>Regular space identified and ready for visit</p> <p>School contacts HI team if the Deaf/HI learner is absent in advance of visit</p> <p>Change of timetable</p> <p>Multi-agency meeting notes</p> <p>CPOMs</p> <p>Emails, meeting notes etc</p>	



For further information contact:

Your regional Hearing Impairment team lead at



Different formats

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