

City of York Banding Thresholds January 2017

**Deaf & Hearing
Support**

City of York Banding Thresholds

These Thresholds were developed with reference to the special educational needs and disability code of practice 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (July 2014)

Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

This Threshold document refers to Sensory and/or physical needs—Hearing Impairment

Descriptors of need are adapted from the National Sensory Impairment Partnership (NatSIP) Eligibility Framework (Summer 2015 Edition)

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

FUN DING	DESCRIPTOR HEARING IMPAIRMENT	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
<p>0 Mainstream Element 1 £4K</p>	<p>The CYP experiences needs which are managed well in a mainstream class</p> <p>The CYP may have:</p> <ul style="list-style-type: none"> • Fluctuating conductive hearing loss • Mild hearing loss <p>Description of need:</p> <ul style="list-style-type: none"> • A CYP who has a reoccurring conductive deafness. This may be associated with middle ear infections, glue ear, temporary perforated eardrums. This CYP may: <ul style="list-style-type: none"> • appear dreamy, disruptive, distracted and demanding • find it difficult to listen and attend to speech • be withdrawn and wait for cues from others in the class • find it difficult to listen in background noise • not hear clearly in a group situation • have unclear speech •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 	<ul style="list-style-type: none"> • Schools key stage 1 to 4 assessments. • Monitoring of CYP's response to positive feedback. • Observations by Teacher / class TA /KS Coordinator. • advice and support from the parents. • Information from the child re their opinions and preferred strategies using person centered approaches. • The school is proactive in identifying individual needs and monitors that action is taken. • Risk assessment where appropriate 	<ul style="list-style-type: none"> • The teacher is held to account for the learning and progress of the CYP in the mainstream class • Quality First Teaching meets the needs of all pupils and includes: <ul style="list-style-type: none"> • Flexible grouping arrangements. • Some differentiation of activities and materials, Differentiated questioning • Use of visual, auditory and kinesthetic approaches. • Awareness that a CYP 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. • Environmental considerations are made to meet the needs of all CYPs e.g. the listening environment taking into account seating, lighting and acoustics. • An understanding that the hearing impairment may have a wider impact on a CYP's social and emotional well being despite the apparent lack of obvious impairment. The CYP may also be vulnerable to bullying or have low self-esteem. • Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently. • Use of teaching strategies that develop the independent learning of the CYP 	<ul style="list-style-type: none"> • The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils • The wider curriculum promotes positive examples of diversity • A broad and balanced curriculum is planned for all pupils • SEAL materials and interventions. • Anti bullying is routinely addressed and pupils are confident in reporting incidents • appropriate differentiation of task and teaching style. • Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster self esteem and confidence. • Consideration to CYP's learning style. • Other school pastoral interventions could include <ul style="list-style-type: none"> - Meeting and Greeting - Circle Time - Peer mentoring - Buddy systems - Restorative Practice - ELSA support - Lunch clubs 	<ul style="list-style-type: none"> • The school employs additional adults to support the needs of all pupils e.g. MSAs, Family Support Worker • All staff have received training on SEN and understand how to support with learning difficulties. Whole school CPD has included use of deaf friendly teaching strategies • School staff access LA training to keep informed on meeting the needs of CYPs. • Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice. E.g. <ul style="list-style-type: none"> • Self Review Framework. • Wave 1 Resource File • Writing a Case Study • Quality First Teaching. • Whole school inclusion policies and practice implemented consistently. • Other relevant materials • Main provision by practitioner in setting • general advice re hearing loss available on CYC portal.

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0	Mainstream Element 1 £4K					<ul style="list-style-type: none"> • Staff make use of a wide range of resources, including those produced within the LA, to inform their inclusive practice. • use of soundfield systems. • Staff can access CYC training on glue ear and conductive hearing loss
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1 SEN Sup port	Mainstream Element 1 £4K + Element 2- £6k	<p>CYP has identified needs A CYP 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).</p> <p>The CYP may have</p> <ul style="list-style-type: none"> • Unilateral hearing loss • Long term conductive hearing loss • Mild sensori-neural hearing loss 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Observations by SENCO. • Use of a structured observation profile to target differentiation including IEPs with SMART targets that are reviewed and updated regularly. • Pupil involved in setting and monitoring their own targets. • Parents involved regularly and know how to support targets at home. • An Individual Management Plan may be written (in consultation with parents) to share advice on successful strategies eg 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. • 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Information about the CYP's difficulties is shared with relevant staff, in partnership with parents. • Individual targets agreed and monitored, following discussion with CYP and 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. • Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Access to small group support. Group work to be planned and tailored to meet identified need and includes good role models. • Teaching problem solving skills. • Learning tasks differentiated by task and outcome to meet individual needs. • Teaching assistance is targeted towards access and is not necessarily needed for learning. 	<p><i>Band 0 plus:</i></p> <ul style="list-style-type: none"> • Support/advice from SENCO needs are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/ SLT. • Designated adult in school to support management of hearing aid where appropriate (Deaf Hearing Team will provide training as appropriate) • Additional adults routinely used to support flexible groupings. • Access to targeted small group work with class TA.. • Access to intervention group work with TA, Learning Mentor or ELSA (Emotional Literacy Support Assistant). • School staff access LA training regarding meeting the needs of CYPs. • Time for scheduled meetings with parents on a regular basis. • School may consult the Specialist Teaching Team for advice on best practice. • Additional adult (e.g. MSA/ TA) for focused support during unstructured times e.g. lunchtime supervision/ targeted extra-curriculum activities, supervision in the playground.

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3 EHC P	<p>Mainstream Element 1 £4K + Element 2- £6k + element 3 (top up funding)</p> <p>January 2017</p>	<p>The CYP has significant primary needs which impact on progress requiring Long term involvement of educational and non-educational professionals as part of statutory assess/ EHC plan.</p> <p>A CYP may have:</p> <ul style="list-style-type: none"> • Severe SN hearing loss (including significant high freq loss) • CI functioning as severe hearing loss • Moderate hearing loss with conductive overlay • Functional severe loss due to auditory neuropathy • Ongoing assessment of hearing required due to deteriorating/ progressive loss <p>Description of need: Poss some complexity of other needs. A CYP whose deafness impacts on his/her ability to access the curriculum independently. May use sign to support their learning. This CYP may be affected by issues of 'being different' which may have an impact on his/her social and emotional wellbeing</p>	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> • Specialist assessments e.g. by Specialist Teacher for Autism , Educational Psychologist, SLT, OT, CAMHS etc as part of statutory assessment / EHC plan. • Risk assessment to identify dangers and need for additional support. • Regular multi agency assessment and/or review of strategies and progress. • Review the EHC P twice yearly when all agencies are involved in reflection and joint planning in partnership with CYPs and their parents/carers. • Individual risk assessments for practical subjects. 	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> • Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, taking into account the advice within the EHCP, annual review and advice from agencies. • The class/subject teacher is accountable for the progress of the CYP within the mainstream class • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher. • 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. • Social and emotional development – under the guidance of Limetrees (YDCFS) where appropriate. • 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 	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> • Teaching style and tasks are adapted to suit CYP's learning style. • Individualised support to implement recommendations from support services e.g. TOD, SLT etc. • Programmes to develop social interaction and emotional well being, as identified by the IEP/ management 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. • Structured individual programmes focusing on listening, speech and language development, auditory memory, phonic awareness, social interaction and emotional well being, as identified by the IEP/management plan. • Peer awareness including sign language classes 	<p><i>Bands 0, 1 and 2 plus:</i></p> <ul style="list-style-type: none"> • Staff training in the use of specialist resources. • SENCOs provide support to teacher and TAs and take responsibility for arranging appropriate specialist CPD and quality assuring the learning experience of the CYP • Skilled TA who has BSL Level 2/3 to support access to curriculum • TA who has training and knowledge to check and maintain technological aids and troubleshoot where necessary • CYP may ne in Central provision for Deaf Children at primary • High level of multi-agency involvement: 'team around CYP'. • Co-ordinate the involvement of a range of agencies, one of whom may fulfil the key worker role. Time to work with the Specialist Teacher for joint planning with the CYP, family and other professionals. • Opportunities for support staff to access specialist training regarding hearing impairment and its impact on learning and social and emotional well being. eg LA training, 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 CYPs, parents and other professionals when determining priorities for individual CYP. • Work together with the CYP, parents and staff to identify priorities for the CYP's individual programme of work. • Sign post families and schools to a range of voluntary and statutory services regarding benefits, access to additional funding for non-educational activities.



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3 EH CP	January 2017			8		<ul style="list-style-type: none"> • Opportunities for the CYP to meet a deaf peer group and deaf adult role models where appropriate. • Encourage participation in activities organised by voluntary organisations. • Access to mentor systems. • Regular opportunities to work/ socialise with deaf peer group as appropriate, including access to interventions at Central provision for Deaf Children • Provision of specialist equipment. • Adult support to facilitate social interaction, develop/maintain attention skill, to set up equipment, support CYP's management of it, and establish working routines • Provide storage and facilitate maintenance for specialist equipment. • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher for deaf and hearing support. • Support formalised through EHCP

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4 EH CP + alt	Mainstream Element 1 £4K + Element 2 - £6k + element 3 Or ERP	<p>The CYP will experience significant, complex persistent and enduring difficulties</p> <p>CYP may have:</p> <ul style="list-style-type: none"> • Profound hearing loss • Profound functional loss due to auditory neuropathy • CI functioning as profound hearing loss <p>Description of need: The CYP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication & cognitive.</p> <p>A CYP with a deafness who requires high levels of additional support to access the curriculum.</p> <p>A CYP who because of their permanent deafness cannot fully access spoken language.</p> <p>They maybe a BSL first language user.</p> <p>Speech clarity is significantly affected.</p>	<i>Band 3 plus:</i>	<ul style="list-style-type: none"> • <i>Band 3 plus:</i> • Disapplication from certain subjects if appropriate. • Main provision by class/subject teacher with support from senco 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. • Disapplication from certain subjects if appropriate. • 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 eg. PC, smart board, DVD, MFL listening labs. • Access to subtitles on DVDs and TV. • Access to transcripts of audio tapes or tapes where there are no subtitles. 	<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 school day. • Curriculum to include life skills and highly differentiated PHSE aspects e.g. SRE (Sex and Relationship Education). • Facilitate production of differentiated materials in accordance with the advice from the specialist teacher. • Adult support to access an individualised curriculum. • Opportunities to explore their identity • Individual intervention to develop communication skills, spoken language or BSL • Adult support to access an individualised curriculum. • Pre and post-teaching of vocabulary and concepts to allow the CYPs to fully access the curriculum. • Adult support to facilitate social interaction. • Adult support to develop/maintain attention skill. • Interveners to provide access to a multi-sensory curriculum. • BSL communicators (Signature Level 3 minimum) to provide access to the curriculum and social interaction. • Notetaking support where appropriate. • BSL sign language tuition. • Intensive rehabilitation programme after cochlear implantation • Use a hearing aid/cochlear implant and radio aid. 	<ul style="list-style-type: none"> • <i>Band 3 plus:</i> • Access to support from highly skilled and experienced staff with appropriate qualifications within small classes with a high adult ratio or 1:1 specialist support in mainstream. • Skilled TA who has understanding of the implications of deafness and has in depth knowledge of specialist access equipment. • Skilled TA who has BSL LEvel3/6 to support access to the curriculum and BSL language development • CYP likely to be in Central Provision at primary • Personalised timetable providing access to TA support as specified in 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. • School co-ordinates the involvement of a range of agencies one of which may fulfil the Key worker role. • 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. • Time for outside agencies to meet termly to assess progress and plan future targets. • Staff access a rolling programme of relevant training regarding specific hearing impairment conditions and their impact on learning and social and emotional well-being
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5a alt +	Special School £10K & element 3	<p>The CYP experiences significant life long learning difficulties for which specialist provision is appropriate. These may be compounded by other co-existing needs.</p> <p>A child with complex communication and language needs which may affect social, emotional wellbeing and behavior.</p>	<p><i>Bands 0,1,2,3 and 4 plus:</i></p> <ul style="list-style-type: none"> • Long term involvement of educational and non-regular risk assessments to consider risks to self and others. • Completion of assessments for consideration at SENAP and/or Joint Panel. All professionals agree that the CYPs needs can only be met with additional resources. 	<i>Bands 0,1,2,3 and 4 plus:</i>	<p><i>Bands 0,1,2,3 and 4 plus:</i></p> <ul style="list-style-type: none"> • Requires additional staff support to access learning in a specialist setting/ mainstream due to high level of vulnerability presented by the CYP 	<p><i>Bands 0,1,2,3 and 4 plus:</i></p> <ul style="list-style-type: none"> • Requires additional staff support in a specialist setting due to high level of vulnerability presented by the CYP. • Staff have access to regular consultations with support services e.g. SALT, OT, CAMHS

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5b	Special School, specialist class, or package £10K & element	<p><i>Band 4 plus</i></p> <p>Additional staffing, resources or alternative provision are needed to ensure continuation of placement.</p> <p>CYP need a personalised package of support.</p> <p>Deaf/blind CYP.</p>				

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6	Out of area independent specialist provider	All of the above but the CYP has such complex needs in addition to their Deafness that their needs cannot be met in a school within York, i.e. they attend a non-maintained educational or residential placement (Out of Area). This may also include support for health and social care issues.				