

QS9 Clear identification of roles and responsibilities regarding the management and use of equipment should be in place.

A clear policy should be in place detailing candidacy, roles, responsibilities and procedures.

How should I manage the system?

The person with responsibility for the radio aid system needs to ensure detailed records of the system are kept (see 1. below). This will facilitate efficient repairs, supply of spare equipment and compatibility between systems.

Good maintenance of personal radio aids ensures that they are working effectively so children can derive maximum benefit (see 2.). By the time the child leaves school they should be a competent manager of their own equipment.

It is important to consider the use of radio aids outside the classroom (see 3.).

1. Records should include:

- date of initial fitting and updates
- individual pupil profiles detailing the serial numbers of the receiver and transmitter
- receiver volume settings for ear
- details of direct audio input shoes and leads or CI speech processor adaptors and leads
- details of frequencies/channels in use by individuals if applicable
- baseline and comparative frequency response curves for hearing instrument only and hearing instrument plus personal radio aid system.

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2. Maintenance routines should include:

- clear roles and responsibilities e.g. a named person in every context who accepts responsibility for monitoring the radio aid
- established routines surrounding use, short- and long-term storage and battery charging
- storage in a low humidity environment
- fully charged spare batteries easily available to users
- availability of manufacturers' specifications and/or simple troubleshooting guides
- practical arrangements in place to allow repairs to be completed in a timely manner
- availability of spares for each system in case of breakdown and for troubleshooting (systematic substitution of component parts will be necessary to 'troubleshoot' a non functioning system. There are helpful accessories available from manufacturers to use in this process, eg Connevans test kit)
- provision of a loan system while repairs are completed.

3. The opportunity to use radio aids outside the educational context should be available to all children, as the need to overcome the challenges of listening at a distance, in noise and in reverberant rooms is not confined to the classroom. It is important for users to be aware of the limitations of the useful operating range and the value of the radio aid system in some of these situations. The use of radio aids in some situations compromises localisation factors and the decision to use the system needs consideration.

Other environments for the use of personal radio aid systems include:

- assembly
- gymnasium
- educational visits
- after-school activities
- travelling in a car or on a coach
- cycling
- leisure activities such as watching television, walking

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- outdoor sports such as riding
- routine activities for younger children eg going to the park, shopping etc
- nursery/playgroup
- in noisy restaurant or café
- in church or other group (Scouts, guides, etc)

Local agreement re ownership and responsibility in a range of contexts will need to be established. Schools and/or families should refer to insurance policies to ensure equipment is covered.