**Assistive Devices management**

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| **Name** | **D.O.B** |
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Please put the date in the boxes as skill level achieved.

Competence Levels: 1 = skill introduced, 2 = skill emerging, 3 = skill established

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| **Assistive Devices** | **1** | **2** | **3** |
| Listens to electronic devices via hearing aids/speech processors/bone conduction device |  |  |  |
| Knows how to receive a call via their audiological equipment |  |  |  |
| Knows how to pair their equipment with electronic devices |  |  |  |
| Can control their audiological equipment via an electronic device |  |  |  |
| Knows about a range of assistive devices, vibrating alarm clocks, baby monitors and knows where to get advice/equipment from |  |  |  |
| Understands how to connect audiological equipment to gaming  |  |  |  |
| Understands use of portable/static sound field system |  |  |  |
| Understands the importance of using appropriate assistive devices which aid personal safety such as vibrating or flashing fire alarms, pager systems |  |  |  |

**Hearing technology management-general**

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| **Name** | **D.O.B** |
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| **Bone conduction aid management**  | **1**  | **2**  | **3**  |
| Accepts bone conduction device for short periods of time   |   |   |   |
| Wears bone conduction device for about half the day  |   |   |   |
| Wears bone conduction device all waking hours   |   |   |   |
| Can attach processor independently  |   |   |   |
| Knows how to switch the processor on and off  |   |   |   |
| Knows not to put batteries or processor in mouth  |   |   |   |
| Knows how to keep the abutment clean  |   |   |   |
| Switches processor on without reminder  |   |   |   |
| Alerts adult if the processor is not working  |   |   |   |
| Can store processor safely at bedtime  |   |   |   |
| Can change batteries  |   |   |   |
| Knows to dispose of batteries responsibly  |   |   |   |
| Has language to describe faults  |   |   |   |
| Understands the different programmes on the processor  |   |   |   |
| Knows where to get new batteries  |   |   |   |
| Understands what to do if the processor is broken  |   |   |   |

**Cochlear implants management**

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| **Name** | **D.O.B** |
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| **Cochlear Implants**  | **1**  | **2**  | **3**  |
| Accepts the speech processors for short periods of time  |   |   |   |
| Wears the speech processors for about half the day  |   |   |   |
| Wears the speech processors all waking hours  |   |   |   |
| Informs adult when coil falls off  |   |   |   |
| Replaces coil by self  |   |   |   |
| Alerts adult if processors not working  |   |   |   |
| Knows not to put batteries or processor in mouth  |   |   |   |
| Puts processors on with help  |   |   |   |
| Puts processors on by self   |   |   |   |
| Knows how to activate the loop setting  |   |   |   |
| Names parts of processor  |   |   |   |
| Understands programmes and how to use  |   |   |   |
| Can change batteries/charge processors independently   |   |   |   |
| Knows to dispose of batteries responsibly  |   |   |   |
| Can contact implant centre for spares or ask adult to do this  |   |   |   |

**Hearing technology management-general**

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| **Name** | **D.O.B** |
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|  | **1**  | **2**  | **3**  |
| Sits still while aids inserted  |   |   |   |
| Accepts hearing aid for short periods of time  |   |   |   |
| Wears hearing aids for about half the day  |   |   |   |
| Wears hearing aids all waking hours  |   |   |   |
| Removes aids independently   |   |   |   |
| Knows how to switch aids off and on   |   |   |   |
| Assists adult in placing moulds in ears  |   |   |   |
| Places moulds in ears with minimum of help  |   |   |   |
| Places moulds in ears and aid behind ear  |   |   |   |
| Knows not to put batteries or hearing aid in mouth  |   |   |   |
| Alerts adult if the hearing aids are not working  |   |   |   |
| Assists adult in cleaning ear moulds  |   |   |   |
| Can clean own ear moulds  |   |   |   |
| Can store hearing aids safely at bedtime  |   |   |   |
| Can change batteries / can put aid on to charge  |   |   |   |
| Knows to dispose of batteries responsibly  |   |   |   |
| Can name parts of hearing aid  |   |   |   |
| Has language to describe faults  |   |   |   |
| Understands the different programmes on the hearing aid  |   |   |   |
| Can re-tube own ear mould/replace slim tubes  |   |   |   |
| Knows where to get new batteries/tubing/slim tubes  |   |   |   |
| Knows how to arrange new ear mould appointment  |   |   |   |
| Can go to hospital independently for impressions  |   |   |   |
| Understands what to do if hearing aid is broken  |   |   |   |

**Strand 1: Radio aid and assistive devices management**

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| **Name** | **D.O.B** |
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| **Radio Aid Systems**  | **1**  | **2**  | **3**  |
| Attaches shoes or receiver to hearing aid/speech processor   |   |   |   |
| Knows how to charge the system  |   |   |   |
| Hands transmitter to appropriate adult  |   |   |   |
| Store receiver and transmitter safely  |   |   |   |
| Reminds adult to mute transmitter as appropriate  |   |   |   |
| Names parts of the radio aid  |   |   |   |
| Alerts adult to faults  |   |   |   |
| Understands the function and benefit of the radio aid system  |   |   |   |
| Is proactive in using the radio aid in a variety of situations  |   |   |   |

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| **Assistive Devices**  | **1**  | **2**  | **3**  |
| Listens to electronic devices via hearing aids/speech processors/bone conduction device  |   |   |   |
| Knows how to receive a call via their audiological equipment  |   |   |   |
| Knows how to pair their equipment with electronic devices  |   |   |   |
| Can control their audiological equipment via an electronic device  |   |   |   |
| Knows about a range of assistive devices, vibrating alarm clocks, baby monitors and knows where to get advice/equipment from  |   |   |   |
| Understands how to connect audiological equipment to gaming   |   |   |   |
| Understands use of portable/static sound field system  |   |   |   |
| Understands the importance of using appropriate assistive devices which aid personal safety such as vibrating or flashing fire alarms, pager systems  |   |   |   |

**Strand 2: Knowledge of personal deafness**

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| **Name** | **D.O.B** |
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| **Strand 2: Knowledge of personal deafness**  | **1**  | **2**  | **3**  |
| **Key Stage 1**  |   |   |   |
| To have an awareness that different children hear in different ways.  |   |   |   |
| To be familiar with an audiogram and that it shows what they can hear.  |   |   |   |
| To understand that children use their ears for hearing and that their hearing aids and or cochlear implant helps them with this.  |   |   |   |
| To be aware that sound gets quieter as you get further away from the sound source.  |   |   |   |
| To understand it is important to tell an adult if their ears hurt.  |   |   |   |
| To know the name of ‘their’ teacher of the deaf.  |   |   |   |

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| **Key Stage 2**  |   |   |   |
| To understand that different people have different degrees or types of hearing loss.  |   |   |   |
| To be able to understand an audiogram and explain simply what it means.  |   |   |   |
| To understand how sound travels through the air and that it is affected by the environment.  |   |   |   |
| To be able to explain how an ear works.  |   |   |   |
| To begin to understand how a cochlear implant or hearing aid works to improve their access to sound.  |   |   |   |
| To know how to take care of their ears by keeping their ear moulds clean and alerting their parents to potential wax and ear infections.  |   |   |   |
| To have a simple understanding of any surgical/medical procedures connected with their hearing loss.  |   |   |   |
| To be aware of the impact of their hearing difficulties on road safety.  |   |   |   |
| To be aware that noise is often used as an alarm signal, that they may not hear or recognise, especially when not using their hearing technology.  |   |   |   |
| To know that there are various sources of help/support e.g. teacher of the deaf, teaching assistant, audiologist, teacher, parent, peers.  |   |   |   |

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| **Key Stage 3 and 4**  |   |   |   |
| To be able to understand an audiogram fully and be able to explain what implications this has for hearing different speech sounds.  |   |   |   |
| To be able to explain how an ear works in detail and how their ears function.  |   |   |   |
| To be able to explain how their hearing aid or cochlear implant works; what it provides and how this compares with normal hearing.  |   |   |   |
| To know the possible causes of their deafness if appropriate and any long-term prognosis this may involve.  |   |   |   |
| To be responsible for seeking medical advice in relation to ear problems.  |   |   |   |
| To be able to explain any surgical/medical procedures connected with their hearing loss.  |   |   |   |
| To be aware of the impact of their hearing difficulties on their personal safety when out.  |   |   |   |
| To take responsibility for their own safety in new situations e.g. Location of fire exits, ability to hear alarms.  |   |   |   |
| To be confident to inform people of their specific safety needs in new situations.  |   |   |   |
| To understand the roles of different professionals and support services, including the adult services that may be of use to them in the future.  |   |   |   |

**Strand 3: Communication (deaf and hearing) awareness**

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| **Name** | **D.O.B** |
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| **Strand 3: Communication (deaf and hearing) awareness**  | **1**  | **2**  | **3**  |
| **Key Stage 1**  |   |   |   |
| To understand they need to get someone’s attention and make sure they can see their face clearly before they start a conversation.  |   |   |   |
| To understand that some rooms are hard to hear in.  |   |   |   |
| To be able to alert a deaf person in an age-appropriate way.  |   |   |   |
| To have an awareness of different modes of communication.  |   |   |   |
| *To understand that hearing people do not always need to look at each other to be able to communicate.*  |   |   |   |
| *To know that hearing people are aware of people approaching without seeing them.*  |   |   |   |
| *To know that hearing people may respond to sounds out of the immediate context or hearing range of the child with a hearing loss.*  |   |   |   |

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| **Key Stage 2**  |   |   |   |
| To be able to list and explain the main aids to lip reading.  |   |   |   |
| To know that room acoustics influence how easy it is to communicate with others.  |   |   |   |
| To know a range of appropriate ways to alert and communicate with a deaf person.  |   |   |   |
| To understand the different modes of communication including BSL, SSE and spoken language and how they can be used.  |   |   |   |
| *To understand that hearing people can access visual and aural information simultaneously.*  |   |   |   |
| *To know that misunderstandings can occur if the hearing person does not appreciate the need for visual clues.*  |   |   |   |
| *To understand that some information is gained indirectly from overheard conversations. To be aware that they need to ask for clarification if the information they have picked up has not made sense.*  |   |   |   |

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| **Key Stage 3 and 4**  |   |   |   |
| To identify features that may impact on the quality of acoustics in a room.  |   |   |   |
| To be able to suggest modifications that would improve the room acoustics.  |   |   |   |
| To be confident to discuss strategies for effective lip reading with unfamiliar people.  |   |   |   |
| To know there are interpreting services available to aid communication.   |   |   |   |
| *To have the confidence to address and discuss misunderstandings that have occurred due to a lack of deaf awareness by the hearing person.* *To suggest strategies to deal with these difficulties.*  |   |   |   |

**Strand 4: Confidence and understanding to ensure effective communication**

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| **Name** | **D.O.B** |
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| **Strand 4: Confidence and understanding to ensure effective communication**  | **1**  | **2**  | **3**  |
| **Pre-school**  |   |   |   |
| To accept that physical contact may be used to gain attention / initiate communication.  |   |   |   |
| To confidently ask a person to face them throughout a conversation.  |   |   |   |

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| **Key Stage 1**  |   |   |   |
| To demonstrate an awareness of the need to initiate communication differently between children and adults.  |   |   |   |
| To ask for clarification when they are unsure of what has been said.  |   |   |   |
| To start to develop conversational strategies such as turn taking and eye contact.  |   |   |   |
| To be able to follow a conversation in a small group situation of two or three with support.  |   |   |   |

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| **Key Stage 2**  |   |   |   |
| To have the confidence to inform a teacher/adult, that their technical equipment is not functioning correctly.  |   |   |   |
| To understand and begin to apply the etiquette of a conversation including turn taking, eye contact, listening skills and appropriate contributions.  |   |   |   |
| To begin to apply these strategies to small group situations.   |   |   |   |
| To begin to develop strategies to repair a conversation (confirmation/ clarification/repetition).  |   |   |   |

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| **Key Stage 3 and 4**  |   |   |   |
| To request others to use strategies, in both formal and informal situations, that will enable them to participate in a group conversation or activity.  |   |   |   |
| To understand and apply the etiquette of a conversation including turn taking, eye contact, listening skills and appropriate contributions.  |   |   |   |
| To have strategies to repair a conversation (confirmation/ clarification/repetition).  |   |   |   |
| To have the confidence to explain, to an unfamiliar person, the strategies necessary to aid effective communication.  |   |   |   |

**Strand 5: Transition**

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| **Name** | **D.O.B** |
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| **Strand 5: Transition**  | **1**  | **2**  | **3**  |
| **Key Stage 2 – preparation for Key Stage 3**  |   |   |   |
| To have an awareness of their own needs in terms of accessing the curriculum.  |   |   |   |
| To know what a timetable is, and how to read one.  |   |   |   |
| To know what the different subjects are and what they involve.  |   |   |   |
| To know key people who they can go to in a secondary school.  |   |   |   |
| To be aware of relevant safety issues.   |   |   |   |

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| **Key Stage 4 – in preparation for post 16 education**  |   |   |   |
| To have a good understanding of their own needs in terms of accessing the curriculum.  |   |   |   |
| To be aware of a variety of support options e.g. BSL interpreters, note takers, lip speakers.  |   |   |   |
| To be aware of the variety of educational options at post 16.  |   |   |   |
| To be aware that some post 16 provision has entry requirements.  |   |   |   |
| To know about local careers services.   |   |   |   |
| To have an awareness of what reasonable adjustments post 16 providers can be expected to make in providing: * Communication support
* Language support
* Academic support
* Social and emotional support
* Equipment
* Exam arrangements
* Careers advice

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| To know what public transport options are available and understand how to use them.  |   |   |   |
| To know about relevant benefits e.g. PIP, student support allowance, Access to Work.  |   |   |   |
| To be aware of any safety issues relating to their chosen area of work.  |   |   |   |

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| **Beyond Key Stage 4**  |  |  |  |
| To know where to find information about student grants and loans.  |   |   |   |
| To be aware of current legislation relating to deafness and disability e.g. DDA.   |   |   |   |
| To know where to find information about disabled students' allowance.  |   |   |   |
| To have an awareness of what reasonable adjustments universities can be expected to make and how to access these services: * Communication support
* Language support
* Academic support
* Social and emotional support
* Equipment
* Exam arrangements
* Careers advice

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