



CYFLAWNI **TEGWCH** A RHAGORIAETH MEWN **ADDYSG** A **GWELL LLES** I BAWB

**EQUITY** AND **EXCELLENCE** IN **EDUCATION** AND **ENHANCED WELLBEING** FOR ALL

## Access & Inclusion

### Sensory Service Deaf Education Team

# Provision of Assistive Listening Devices 2022

This document is available in Welsh

Mae'r ddogfen yma ar gael yn y Gymraeg

## **Introduction and Rationale**

It has been proven that listening in noisy and acoustically poor environments makes listening and learning more difficult for deaf/hearing impaired children and young people (CYP).

One means of helping to overcome listening challenges is through the provision of personal amplification systems/auxiliary aids. These include digital wireless systems, personal portable amplification systems, and classroom Soundfield systems.

The Equality Act 2010 states that there is a legal duty to provide auxiliary aids for children with disabilities to prevent them from being at substantial disadvantage to their peers.

There is an expectation that education services provide, fit and manage ALD in conjunction with the health service to help deaf/hearing impaired children pre/school/at school as set out by the Welsh Government. (Quality Standards in Education Services for CYP with Sensory Impairment 2005)

<https://gweddiill.gov.wales/about/open-government/publications-catalogue/circular/circulars05/1560282/?lang=en>

With the implementation of the new ALN code changes are expected in relation to provision for children and young people with a Hearing Impairment.

In order to support the provision and management of auxiliary aids, the CYP must have access to a Specialist Mandatory Qualified Teacher of the Hearing Impaired/Deaf (MQTHI/MQToD), who will facilitate access to learning from pre-school and throughout the school years as necessary. The MQTHI/MQToD will work as part of a multi-agency team.

Children under pre-school age will be considered for ALD using the NATSip criteria and following a period of trial with positive results.

### **Aims of assessment for Assistive Listening Devices:**

- ALD will enhance the listening experience of the deaf/hearing impaired child.
- To give the child an equal opportunity (as far as possible) to develop sound awareness and communication skills.
- The child will be supported in making optimum use of his/her residual hearing and derive benefit from amplification

### **Eligibility for issuing Assistive Listening Devices:**

A child with a significant permanent hearing loss diagnosed by the Local Health Board Audiology service may be considered for the use of a suitable amplification system for their educational needs.

When considering the additional amplification for a child, the visiting MQTHI/MQToD will assess the child's needs in order to identify if such a system may be of benefit within the learning environment. This decision to provide a system should be considered as part of a multi-agency approach to meeting the child's needs i.e IDP/PCP/MAPIT/Annual review etc.

### **Criteria used in considering issue of Auxiliary aids:**

- Consistent use of personal amplification (hearing aids) provided by the Health Board
- Level of hearing loss
- Age of child
- How the child functions in the learning environment
- Impact of any additional difficulties
- Evidence from trials with equipment
- Environmental acoustics
- Thoughts of child/adults involved with child
- Compatibility with other equipment
- Assessment by MQTHI/MQToD

### **Provision of Equipment:**

Following a positive trial, the MQTHI/MQToD will complete an HI equipment request form for consideration by the Physical/Medical Panel.

### **Practice Guidelines and on-going management:**

- Additional equipment provided will be set up appropriately to meet the child's needs
- The MQTHI/MQToD will organise in house training for staff and parents/carers
- Written information about the new system, including the day-to-day management of the system will be shared with staff.
- There will be an emphasis on building the child's confidence in becoming an independent user in managing and operating the equipment over time, including fault finding.

- The child's About Me profile/IEP/IDP will reflect the management and use of any equipment.
- On-going speech discrimination tests will be carried out to monitor and evaluate the benefits of the equipment.
- Should the equipment supplied by the service become faulty the visiting professional will trouble shoot to identify the problem and arrange a solution.

**Returns/Withdrawal of Auxiliary Aids:**

- If the system is no longer being used after half a term it will be withdrawn with the proviso that it can be re-instated, if required, with the pupil's agreement and following reassessment by a MQTHI/MQToD.
- Equipment will be withdrawn if there is evidence to suggest that there is no benefit over time.
- When the pupil leaves school or moves authority, the system will be retained by the purchasing service.
- Where a pupil consistently abuses the system deliberately, following discussions with all involved, it may be withdrawn.

**Insurance:**

All additional amplification equipment provided is required to be insured by the school and/or the family. The level of cover should ensure that the equipment can be replaced as new.

A copy of the insurance cover must be given to the service for their records before equipment is issued.

Parents will be asked to sign an agreement to care for equipment that goes home with a pupil.

Additional amplification equipment issued must be returned in good order.

**Maintenance:**

- The equipment must be checked daily, as agreed
- Equipment must be checked by a member of the Hearing Impaired service at regular intervals
- Appropriate training must be provided
- Designated member of staff to take responsibility for the management of the equipment including its collection at the end of the day
- Evaluation (including that of mainstream staff) and questionnaires for stakeholders
- Liaison between MQTHI/MQToD, Audiology professionals, including the exchange of written information

## Eligibility Criteria for an ALD

NATSIP	
A1	20
A2	15
A3	10
B1	5
B2	5
C	0

Hearing Aid CI	
Phonak SP	15
CI	15
Other	0

Speech perception scores in noise > 65d BA	
Poor	20
Good	10
Excellent	0

Classroom	
Poor – in need of significant improvement	30
Poor – minimal adjustments have been made	20
Good – some adjustments have been made	10
Very good acoustically favourable environment	5

Additional Medical Needs	
Yes, with significant impact on hearing needs	15
Yes, but has no impact on hearing needs	0
No	0

Ski slope loss	
Yes	20
No	0

<b>Total Score</b>	
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