



North Yorkshire
County Council

Resource Allocation Criteria

Hearing Impairment

Types of Deafness

Conductive Hearing Loss: when sound can't pass efficiently through the outer and middle ear to the cochlea and auditory nerve. The most common type of conductive deafness in children is caused by glue ear – when fluid builds up in the middle ear. For most children this is a temporary condition and clears up by itself. For some children the problem may be a chronic or permanent problem and they may have grommets inserted or be fitted with hearing aids.

Sensori-neural deafness: when there is a fault in the inner ear or auditory nerve. Sensori-neural deafness is permanent.

Degrees of Deafness

The British Society of Audiology descriptors are used to define degrees of hearing loss. These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000Hz in the better ear (where no response is taken to have a value of 130 dBHL).

Mild hearing loss	Unaided threshold 21-40 dBHL
Moderate hearing loss	Unaided threshold 41-70 dBHL
Severe hearing loss	Unaided threshold 71-95 dBHL
Profound hearing loss	Unaided threshold in excess of 95 dBHL

Band 1	Need	<ul style="list-style-type: none"> • Aided/unaided conductive temporary or • Chronic conductive aiding not appropriate or • Unilateral/bilateral minimal average <20dBHL or mild – aiding not appropriate • Auditory Processing Disorder
	Curriculum and provision in place	<ul style="list-style-type: none"> • Full inclusion to the National Curriculum through use of differentiation and group support • Will be part of school/setting and class teaching and assessments, however SENCo may be involved in more specific assessments and observations • May be categorised as at School Support level. • Will be included in mainstream school and class using Quality First teaching approaches with specific support for targets which involve cognition and learning. • Have opportunities for small group work within the usual classroom planning and management. • Must have attention to seating, lighting and acoustics

Band 2	Need	<ul style="list-style-type: none"> • Hearing loss: <ul style="list-style-type: none"> ○ aidable chronic conductive, ○ mild bilateral aidable ○ mild or moderate permanent unilateral • May have hearing aids • In rare circumstances may be assessed for a radio aid • Variable difficulty with listening, attention, concentration, speech, language and/or class participation • May have Auditory Neuropathy Spectrum Disorder
	Curriculum and provision in place	<ul style="list-style-type: none"> • Normal curriculum plans will include individual/group targets • Part of school and class assessments • Will need additional professional support from skilled colleagues, e.g. SENCo, to aid curriculum modifications and develop strategies to address needs. • Planning will also take into account advice from other professional support e.g., advice from Teacher of the Deaf, IES etc. • Monitoring visits from TOD - in line with NYCC Eligibility Criteria • Target setting informed as appropriate by advice from the teacher of the deaf • Must have attention to seating, lighting and acoustics • Will be categorised as School Support level. • Included in mainstream class using Quality First teaching approaches with specific support for targets which involve communication and interaction in collaboration with professional recommendations • Have opportunities for small group work targeting specific needs. • Have time limited programmes of intervention targeting identified need. • Specific deaf related training opportunities for staff

Band 3	Need	<ul style="list-style-type: none"> • Aided chronic conductive or bilateral moderate permanent • Will have hearing aids and could have radio aid • May have moderate difficulty accessing spoken language, possible language delay • May have difficulty with listening, attention, concentration and class participation • May have Auditory Neuropathy Spectrum Disorder
	Curriculum and provision in place	<ul style="list-style-type: none"> • Curriculum plan must reflect levels of achievement and include individually focused IEP • Should be part of school and class assessments • May require modification to the presentation of assessments • Opportunities for 1:1 and small group work • Must have attention to seating, lighting and acoustics • Advice and information from Teacher of the Deaf IES on curriculum and teaching methods • Monitoring visits from ToD - in line with NYCC Eligibility Criteria • Will be categorised as at School Support level. • Differentiation by presentation and/or outcome • Opportunities for explanation, clarification and reinforcement of lesson content and language • Specific interventions for speaking, listening and teaching of phonics • Staff working directly with pupils must have INSET re hearing loss, use of radio aid, good practice etc when working with C/YP with HI needs

Band 4	Need	<ul style="list-style-type: none"> • Bilateral moderate or severe permanent hearing loss with no additional learning difficulties • Severe difficulty accessing spoken &/or written language and therefore the curriculum • May have additional language delay associated with hearing loss • Will have Hearing aids and may have radio aid • Speech clarity may be affected • Difficulties with attention, concentration, confidence and class participation • Auditory Neuropathy Spectrum Disorder
	Curriculum and provision in place	<ul style="list-style-type: none"> • Curriculum plan reflects levels of achievement and must include individually focused IEP • Must have access to modifications to the presentation of assessments • Part of school and class assessments • Advice from a ToD on curriculum and teaching methods • Must have regular opportunities for 1:1 and small group work based on identified need • Must have attention to seating, lighting and acoustics • Main provision by class/subject teacher with advice from ToD • Clear direction of TA with appropriate training, under the direction of the teacher to <ul style="list-style-type: none"> ○ reinforce lesson content ○ deliver modified curriculum tasks ○ support language development • Full inclusion within National Curriculum • Differentiation by presentation and/or outcome • Regular opportunities for explanation, clarification and reinforcement of lesson content and language • Specific interventions for speaking, listening and teaching of phonics • Access to a quiet room for small group and 1:1 sessions • Monitoring visits from ToD in line with NYCC Eligibility Criteria • Advice from other non-educational professionals including SALT as appropriate

Band 5	Need	<p>As Band 4 plus:</p> <ul style="list-style-type: none"> The C/YP will have a significant need in another area from the code of practice that is not solely attributed to HI need, e.g. Social Emotional and Mental Health or Sensory, Physical or Medical or an additional social care need impacting on access / engagement with education.
	Curriculum and provision in place	<p>As Band 4 Plus:</p> <ul style="list-style-type: none"> Significant adaptations to the curriculum for secondary need, as identified in other PN criteria. Inclusion in mainstream setting however the C/YP will need an enhanced level of individual targeted support and significant differentiation of the curriculum for both primary and secondary needs. Needs can be met within core offer of a special school setting Monitoring visits by ToD in line with NYCC Eligibility Criteria

Band 6	Need	<ul style="list-style-type: none"> Bilateral severe / profound permanent hearing loss Additional language/learning difficulties associated with hearing loss British Sign Language (BSL) or Sign-Supported English (SSE) may be needed for effective communication and/or to access the curriculum Will have hearing aids/cochlear implants and a radio aid Profound difficulty accessing spoken and/or written language and therefore the curriculum without specialist intervention e.g. notetaking, visual support Speech clarity will be profoundly affected Will have significant difficulties with attention, concentration, confidence and class participation Auditory Neuropathy Spectrum Disorder Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health.
	Curriculum and provision in place	<ul style="list-style-type: none"> Must be part of school and class assessments Must have modification to the presentation of assessments Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific incorporating advice from the ToD Must have systematic application of assessment tools for deaf children Mainstream class with flexible grouping arrangements Must have ongoing opportunities for 1:1 support focused on specific IEP targets Must have frequent opportunities for small group work based on identified need Must have particular attention to seating, lighting and acoustics Must have main provision by class/subject teacher with support from ToD Must have additional adults with appropriate training under the direction of the teacher and ToD to: <ul style="list-style-type: none"> reinforce lesson content deliver modified curriculum tasks support language development Should have specialist support staff with appropriate communication skills Access to a quiet room for small group and 1:1 sessions Monitoring visits by ToD in line with NYCC Eligibility Criteria Must assess for, issue and monitor radio aid INSET to whole staff re hearing loss, use of radio aid etc Must have ToD input into curriculum planning Advice from education and non-educational professionals inc. SALT as appropriate Should have access to deaf adults and peers – up to 3 hours deaf instructor per annum if appropriate Advice from a ToD on curriculum and teaching methods Specific deaf-related training for staff

Band 7	Need	<p>As Band 6 plus:</p> <ul style="list-style-type: none"> Hearing loss has a detrimental effect on the social and emotional well-being of the C/YP and all aspects of school life, even in known and familiar contexts and with familiar support/people available The C/YP will have a significant need in another area that is not solely attributed to HI need, e.g. Social Emotional and Mental Health or Sensory, Physical or Medical or an additional social care need impacting on access / engagement with education.
	Curr	<p>As Band 6 plus</p> <ul style="list-style-type: none"> Long term involvement of Specialist input and appropriate non educational professionals Highly modified curriculum. The curriculum modifications must be selected to engage C/YP with learning needs in relation to curriculum content, peer groups etc. Planning for unstructured times must be provided Inclusion in mainstream setting would need an enhanced level of individual targeted support and significant differentiation of the curriculum. Needs can be met within a special school setting/specialist provision with some adaptation to the core offer.

Band 8	Need	<ul style="list-style-type: none"> Bilateral moderate/severe/profound permanent hearing loss Additional language/learning difficulties associated with hearing loss British Sign Language (BSL) or Sign Supported English (SSE) will be needed for effective communication Will have hearing aids/cochlear implants and will be assessed for a radio aid Profound difficulty accessing spoken language and therefore the curriculum without specialist intervention Speech clarity will be profoundly affected Will have significant difficulties with attention, concentration, confidence and class participation Auditory Neuropathy Spectrum Disorder Significant language delay and communication difficulties which prevent the development of appropriate social and emotional health. Issues pertaining to Deaf Culture Monitoring visits by ToD in line with NYCC Eligibility Criteria
	Curriculum and provision in place	<ul style="list-style-type: none"> Must be part of school and class assessments or consideration of disapplication Must have modification to the presentation of assessments Curriculum plan must closely track levels of achievement and all IEP targets are individualised, short term and specific Must have ongoing opportunities for 1:1 support focused on specific IEP targets if in mainstream Must have frequent opportunities for small group work based on identified need Must have particular attention to seating, lighting and acoustics Must have assessment by education and non-education professionals as appropriate Support and advice from a teacher of the deaf Main provision by class/subject teacher with support from ToD Must have ongoing assessment of needs using specialist and NC guidance Must have opportunities for explanation, clarification and reinforcement of lesson content and language Must have differentiation by presentation and/or outcome personalised to pupils identified needs (school planning) Must have access to a quiet room for small group and 1:1 sessions Must have advice from non-educational professionals inc. SALT / audiology as appropriate Must have additional adults with appropriate training under direction of teacher and ToD to: <ul style="list-style-type: none"> reinforce lesson content deliver modified curriculum tasks support language development Access to deaf adults and peers - 1 day per half term Specialist support staff with appropriate BSL/communication skills Must have differentiation by presentation and/or outcome personalised to pupils identified needs (ToD planning) Specialist provision for Deaf C&YP may be appropriate Monitoring visits by ToD in line with NYCC Eligibility Criteria

Band 9	Need	HI primary needs would not satisfy the criteria for Band 9 funding however, HI needs as described above may be part of the secondary or additional needs and should be considered alongside primary need guidance.
	Curriculum and planning in place	HI primary needs would not satisfy the criteria for Band 9 funding however, HI provision as described above may be part of the secondary or additional needs and should be considered alongside the guidance given for provision for the primary need.

Band 10	This band will be allocated and moderated on an individual case basis through a Resource Allocation Panel.
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