



**SEND ADVISORY SERVICE: HEARING SUPPORT  
TEAM**

**ASSESSMENT PROTOCOL**

**London Borough of Hillingdon  
June 2023**

**This policy is intended for guidance purposes and will be applied on a case by case basis.**

**This policy was developed by SEND Advisory Service: Hearing Support Team (HST) with reference to the NDCS/NatSIP 'Assessments of deaf children and young people' guidance publication, May 2019.**

## **RATIONALE**

Children and young people (CYP) with a hearing loss (d/Deafness) have particular educational challenges. A permanent hearing loss also brings potential barriers to deaf children's acquisition of key skills and understandings which are fundamental to learning in school.

Once their level of deafness has been identified, they are fitted with appropriate amplification and offered intervention programmes where necessary, regular monitoring and assessing of progress in a number of inter-related areas can be a challenge. However it is necessary to monitor and assess the progress of deaf children in order to identify needs and strengths, diagnose any additional or particular difficulties and use this to plan and deliver appropriate teaching and learning strategies and targets.

The use of specialist assessments of d/Deaf children support professionals to be able to assess and monitor the progress and development of d/Deaf children in areas such as communication, language, functional listening, literacy, mathematics, cognitive development and social/emotional development.

## **PURPOSE OF ASSESSMENT**

**Standardised and non-standardised measures are used to regularly monitor progress and inform future planning across all relevant areas of a CYP's development.**

### **Statement of purpose**

Facilitating a deaf child's achievement; socially, emotionally and academically, is dependent on rigorous ongoing assessment and identification of need. Monitoring, assessing and reporting upon progress in aspects of development affected by deafness are central to the role of HST. HST are committed to ensuring that all CYP's and their parents/cares are full participants in the monitoring and assessment process.

A CYP with a hearing loss should be given the support necessary to allow them to achieve, regardless of the level of their deafness.

## **HEARING SUPPORT TEAM (HST)**

The Qualified Teacher of the Deaf (QToD) uses assessment techniques/tools as agreed by the service in discussion.

Assessments have clear aims and are appropriate to the child's individual needs. Assessments used will be discussed with parents/carers, school staff and aligned professionals as well as CYP where appropriate.

The QToD accepts responsibility for ongoing assessment in the following areas:

listening/use of hearing  
effective use of amplification  
functional communication  
interaction and pre-verbal communication  
attention control  
receptive language  
expressive language  
speech intelligibility  
literacy development.

The results of specialist assessments carried out by a QToD are intended to contribute to decision making processes in relation to the CYP's progress and development.

#### **Assessment Data collection**

HST will aim to collate the following assessment data for monitoring purposes.

- Early Years data (ESMP)
- Assessment data for End of Key stages (KS1/KS2 SAT's, GCSE's)
- Secondary school data (In year assessments)

#### **ASSESSMENTS used by HST**

Regularly assess children using the Monitoring Protocol and other assessments as needed (see Assessment Protocol) and to use the information gained formatively.

#### **ACTIONS:**

Possible purchase of MacArthur-Bates CDI/ PLS 5<sup>th</sup> Edition when published  
All to look at suggested tests before next HI meeting

**25/11/2014 - Action:** CR to request PO for PLS 5<sup>th</sup> Edition & order.

Identify pre school chn to use Oxford CDI. [Oxford CDI — Department of Experimental Psychology](#)

**13/01/2015 -Action:** Each member of Team to identify a pre school/ primary/ secondary-Y7. Child needs to be non specialist SLT HI, bilateral SNHL.. At least 1 child's assessment (choose most appropriate ones) to be carried out by the end of the Spring Term 2015.

(15/01/2015 - Further investigation of ACE identifies aimed at 6-11 therefore is it suitable to use at secondary? Would it be better to use BPVS with this cohort as a quick screen of receptive lang?)

## **Assessment**

Early Support Monitoring Protocols for Deaf Babies and Children to be referred to appropriate alongside specific assessments .listed below.

## **Communication Skills**

Pragmatics Profile by Hazel Dewart and Susie Summers

<http://www.edit.wmin.ac.uk/psychology/pp/documents/Pragmatics%20Profile%20Children.pdf>

Across Pre School, Primary & Secondary phase.

*Pre School*

MacArthur Bates Communication Developmental Inventories/  
Oxford CDI <http://babylab.psy.ox.ac.uk/research/oxford-cdi>

## **Receptive Language**

*Pre School* - MacArthur Bates Communication Developmental Inventories/  
Oxford CDI <http://babylab.psy.ox.ac.uk/research/oxford-cdi>  
- Pre School Language Scales 4<sup>th</sup> Ed

[http://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/Language-CompositeGeneral/PreschoolLanguageScale-FourthEdition\(PLS-4UK\)/PreschoolLanguageScale-FourthEdition\(PLS-4UK\).aspx](http://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/Language-CompositeGeneral/PreschoolLanguageScale-FourthEdition(PLS-4UK)/PreschoolLanguageScale-FourthEdition(PLS-4UK).aspx)

*Primary* – ACE, Pre School Language Scales 4<sup>th</sup> Ed (5-6 yrs)

*Secondary* – New referrals/ Move ins assess with ACE.

If concerns are identified that warrant further language assessment e.g. CELF, pupils will be referred onto Speech and Language Therapy.

## **Expressive Language**

*Pre School* – Pre School Language Scales 4<sup>th</sup> Ed

*Primary* – Pre School Language Scales 4<sup>th</sup> Ed (5-6 yrs), STASS?

*Secondary – DASS?*

## **Listening Skills**

*Pre School* - PEACH, Automated McCormick Toy Test (PARROT)

*Primary* – Automated McCormick Toy Test (PARROT), Automated Manchester Picture Test (PARROT), LIFE R  
[lifer.successforkidswithhearingloss.com/register](http://lifer.successforkidswithhearingloss.com/register)

*Secondary* - Automated Manchester Picture Test (PARROT), LIFE

Across phases :

IT-MAIS [http://c324175.r75.cf1.rackcdn.com/IT-MAS\\_20brochure\\_20\\_2.pdf](http://c324175.r75.cf1.rackcdn.com/IT-MAS_20brochure_20_2.pdf)  
[https://www.advancedbionics.com/content/dam/ab/Global/en\\_ce/documents/libraries/SupportLibrary/Newsletters/Loud%20and%20Clear/Infants%20and%20Implants.pdf](https://www.advancedbionics.com/content/dam/ab/Global/en_ce/documents/libraries/SupportLibrary/Newsletters/Loud%20and%20Clear/Infants%20and%20Implants.pdf)

Communication Screening to take place at key transition points, i.e. Foundation Stage, KS1, KS2, KS3, KS4, for those pupils monitored by the Team and not receiving specific Speech and Language Therapy input..

TO BE DEVELOPED? Adapt Webster & Webster Communication Profile for HI?