

Hearing and Deaf Support Team (HDST)

The HDST provides a service to babies, children, young people and their families in early years' settings, all education providers and home settings. We support those who have a diagnosis of deafness.

Team Manager

The Hearing & Deaf Support Team (HDST) are:

- Qualified Teachers of the Deaf
- Paediatric Audiologist (working for both the Health and Community Services (HCS) and Children, Young People, Education and Skills (CYPES) departments)
- Deaf Instructor

The HDST works in close partnership with other specialist colleagues: specialist keyworkers based in the Additionally Resourced Centres (ARCs) at St. Clement's Primary School and also Le Rocquier Secondary School; a Speech and Language Therapist specialising in working with deaf children and young people; involved professionals from Hearing Implant Centres in the UK; relevant local voluntary organisations for example. dDeaf Partnership Board and Earsay. The HDST also supports the coordination of Jersey's Children's Hearing Services Working Group (CHSWG).

Referral

The newborn hearing screening programme helps to identify all children with a permanent hearing loss as early as possible. Once a hearing loss has been confirmed by the Audiology Department, a referral is made to the HDST with parental consent.

A small number of children may acquire a hearing loss at a later stage. If a parent or school is concerned about a child's hearing, a referral can be made to the Audiology Department for a hearing assessment. This referral can be made by the GP, Health Visitor, School Nurse, Speech and Language Therapist or by another professional involved with the family. If a hearing loss is confirmed, a referral will be made by the Audiology Department to HDST with parental consent, requesting HDST's involvement.

Some children develop temporary or fluctuating hearing loss, usually associated with a build-up of middle ear fluid, commonly known as 'glue ear'. A child will be referred by the Audiology Department to HDST if hearing aids are fitted as a management option and/or where there is a suspected impact on learning and development. The child will be discharged from the HDST once their hearing has improved and there is no requirement for ongoing monitoring or support.

Service Eligibility

The nature and frequency of support is based on assessed need, type and nature of hearing loss and the impact an individual's hearing loss has on communication, language development and learning and social inclusion. The support allocated is reviewed regularly in line with NATSIP criteria.

The vast majority of children with hearing loss attend an early years setting of their choice or their local mainstream school. The HDST work closely with all education providers to ensure the successful inclusion of children with any degree of hearing loss. Children assessed to have high needs as a result of their hearing loss may require placement at St Clement's Primary School or Le Rocquier Secondary School, both of which have additionally resourced centres (ARCs) specifically for children and young people with hearing loss.

We Offer:

- Family-focused support from confirmation of a hearing loss
- Home visits for early years; sharing information, support and guidance about the impact of deafness on a child's development
- Tracking development, identification of needs and target setting accordingly
- Communication and learning support
- Support to develop the child's personal understanding of deafness and positive self-esteem
- Access to a range of deaf adult role models to support the development of a healthy self-concept as a deaf adult. This includes introducing children and young people to the language (British Sign Language) and culture of the Deaf Community
- Support to promote the successful inclusion of children and young people across all education providers
- Specialist hearing assistive equipment
- Specialist support for the effective use and maintenance of hearing assistive equipment
- Specialist assessments, speech perception, language and listening tests

- Direct specialist teaching according to assessed need
- Recommendations for the management of noise and improvement of listening conditions, including teaching strategies and access to the curriculum and school life
- Specialist facilities, resources and programmes
- Support at all transition stages
- Advice, deaf awareness raising and training for those involved in all aspects of education and in the wider community
- Referral to, liaison and partnership working with other agencies
- Information on arrangements for both internal and external tests, assessments and examination access

Feedback of Involvement

Following involvement from the team, feedback can be provided in a range of ways including:

- Follow up meetings
- Visit records
- Reports
- Telephone/email contact

Evaluation of Service

The team draws on a variety of approaches to consider the impact of their involvement. These include:

- Jersey Review Framework
- Benchmarking against 'Quality Standards'
- Feedback from parents, pupils and schools