Hearing Impairment Audit - Best Endeavours and Reasonable Adjustments

**Leicester City Council**

The **BERA Hearing Impairment Audit** on the following pages, is to be completed on an annual **basis** by each school, detailing the support provision for each individual child or young person who has or is felt to have a **hearing impairment.**The **BERA Hearing Impairment Audit** and the **Best Endeavours and Reasonable Adjustments Framework** provide details of what schools must do to meet SEND needs and comply with their legal responsibilities under the **SEND Code of Practice 2014,** the **Children and Families Act 2014** and the **Equality Act 2010**.  
  
Where a child or young person with a diagnosed or suspected SEND need has other diagnosed or suspected SEND needs an audit will be completed for each need with which the child or young person presents.  
  
Schools must also submit a **Whole School Audit covering whole school SEND practice** and an **All-Needs Audit – covering action required to support all those with a SEND need, irrespective of type.**Schools will benefit from the accurate and detailed completion of these audits which provide a clear picture of where school is meeting needs and help identify areas where further work is needed to fully meet the BERA requirements.  
  
The **BERA Audit** is therefore very much part of the ‘Assess, Plan, Do, Review’ cycle (graduated approach), that is an excellent way to plan SEND support in schools. It can also help identify progress, support staff allocations and training needs and support schools’ applications for Element 3 top-up funding. It has also already been used to support schools in successful OFSTED inspections.

| No. | Requirement | Fulfilled | Evidence / Comment | Action |
| --- | --- | --- | --- | --- |
| This is the requirement number | This is the audit item. | This is the check box to confirm the requirement has been fulfilled. | Give the name and source of any documents that show this requirement has been fulfilled.  Enter any extra information here relating to the fulfilment of this requirement. | Define any actions that need to be taken to fulfil this requirement or to ensure it continues to be fulfilled. |

|  |  |
| --- | --- |
| ****Name:**** | Click or tap here to enter text. |
| ****School / Setting:**** | Click or tap here to enter text. |
| ****Auditor:**** | Click or tap here to enter text. |
| ****Date of Audit:**** | Click or tap to enter a date. |

| No. | Requirement | Fulfilled | Evidence / Comment | Action |
| --- | --- | --- | --- | --- |
|  | All relevant staff (including cover staff or those that only work with the child or young person occasionally) have had training to understand and safely use audiological equipment and this is regularly updated / refreshed. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | All relevant staff (including cover staff or those that only work with the child or young person occasionally) have had training to use an Assistive Listening Device - ALDs (radio system or soundfield system) and use it appropriately |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Appropriate staff have had formal training on specific / targeted interventions for the hearing impairment needs of the child or young person, and this is regularly updated / refreshed. |  |  |  |
|  | Processes for the safe use and maintenance of audiological equipment are in place and include monitoring. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | The child or young person is encouraged and supported to use and manage their audiological equipment independently. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | All staff have had training to understand the impact of the hearing loss on the child or young person’s learning and communication. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Deaf Awareness strategies are in place and used consistently to support the inclusion of the child or young person in the classroom and whole school environment. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | Linguistic access for the child or young person reflects their preferred language and communication method. |  | Click or tap here to enter text. | Click or tap here to enter text. |
|  | The child or young person knows who to speak to if they are experiencing difficulties and who they can talk to in their preferred communication method or language. |  | Click or tap here to enter text. | Click or tap here to enter text. |
| 10 | The child or young person is provided with opportunities to develop listening and language skills which can be supported by the Hearing Support Team as appropriate. |  | Click or tap here to enter text. | Click or tap here to enter text. |
| 11 | Recent acoustic advice has been requested and received from the Hearing Support Team to ensure the best listening conditions for the child or young person. |  | Click or tap here to enter text. | Click or tap here to enter text. |