

Welcome to
the **Southwark
Hearing Support
Service (SHSS)**
2021 Autumn Two
Newsletter.

WELCOME

Welcome to the Southwark Hearing Support Service (SHSS) 2021 Autumn Two Newsletter. In this issue, we round up last term and offer information around supporting/preparing secondary school children for exams.

We come to the end of the term with some uncertainty back. With rising Covid cases, again, we have had to put in place some changes to our way of working but we are trying to maintain as much consistency as we can, whilst at the same time ensuring the safety of everyone.

There have been many positives from the last term and we would love to hear from some of you about how you and your children/young people have been getting on. Managing to get out and see everyone face to face has been a big positive for us. We just hope that this continues in the New Year. We will of course let you know of any changes to our service when we return after the Christmas break

Something that has had a positive impact this term has been the journey of Rose Ayling-Ellis on this year's series of Strictly Come Dancing. She has raised the profile of the Deaf community and consequently, there has been more people interested in finding more information and wanting to learn BSL. People on social media formats have started to use captions in their stores and generally, people are starting to become more deaf aware. There have also been reports of children, who previously were not keen on wearing their hearing aids, have seen her on TV and are now wearing theirs with pride. Have you been watching it in your homes? We would love to hear what you and your children/young people think.

We would like to take this opportunity to say that we hope you have a good festive period and Happy New Year. We look forward to seeing you in 2022.

Best wishes

Southwark Hearing Support Service

A REMINDER OF HOW TO GET IN CONTACT WITH US

NAME	JOB TITLE	PHONE	EMAIL
ARTHUR CEFAI	Acting Team Lead Qualified Teacher of the Deaf	07540 152 935	Arthur.Cefai@southwark.gov.uk
DANUTA PIWKO	Qualified Teacher of the Deaf	07710 921 741	Danuta.Piwko@southwark.gov.uk
LOTTIE TAYLOR	Qualified Teacher of the Deaf	07725 623 079	Lottie.Taylor@southwark.gov.uk
KAREN ROWLEY	SHSA, Early Years Professional	07725 623 076	Karen.Rowley@southwark.gov.uk
EMMA FORD	Qualified Teacher of the Deaf	07395 372558	Emma.Ford@southwark.gov.uk

HEARING LOSS AND ITS IMPACT ON EXAMS

Young people with hearing loss will often experience higher levels of tiredness during school days. Their brains have to work a bit harder to compensate. Therefore, it is not surprising that young people with hearing loss often run out of energy by lunchtime and feel a bit run down after school. It is important to understand that and speak to the SENCo in school to ensure the right strategies are put in place before your child enters the highly stressful exam period in Y11/13.

The SENCo can apply for special Access Arrangements and Reasonable Adjustments for those students with hearing loss that qualify. The most common ones are: Rest Breaks and 25% Extra Time.

1. SUPERVISED REST BREAKS

** paragraph from JCQ Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments 2021/2022*

"The SENCo is allowed to provide a supervised rest break to a candidate where it is his/her normal way of working within the centre.

The SENCo must be satisfied that: the candidate has an impairment which has a substantial and long-term adverse effect, giving rise to persistent and significant difficulties (the candidate is disabled within the meaning of the Equality Act); and there is a genuine need for the arrangement. Supervised rest breaks will be awarded on account of: cognition and learning needs; communication and interaction needs; a medical condition; sensory and physical needs; social, emotional and mental health needs."

Please note the importance of 'normal way of working' meaning that your child is used to using breaks and extra time during tests. This arrangement cannot be put in place just for the GCSE examination period. It has to be an established way of working for your child in school well in advance. Therefore, it is important to speak to SENCo as early as in Y9 asking whether they think your child would benefit from Rest Breaks, whether this can be trialled during tests to see if it helps your child. The SENCo doesn't have to put a special application for Rest Breaks but must be able to justify its use on a formal note stating the nature of the child's need and how rest breaks are used to help them.

2. EXTRA TIME up to 25%

** requires a special application through Access Arrangement Online*

If the child has an Educational Health Care Plan (EHCP) this application is straightforward and the child will be granted at least 25% extra time (can be more depending on the complexity of the child's needs). If there is no EHCP in place, a fully completed Form 8 with an assessment has to be submitted no earlier than the start of Year 9 by an assessor confirming a learning difficulty relating to secondary/further education. This assessment has to show at least two below average scores in the following areas: speed of reading and speed of writing; or speed of reading and/or writing and cognitive processing; or two different areas of cognitive processing which have a substantial and long-term adverse effect on speed of working.

Feel empowered as a parent to find out and understand what your child is entitled to and how you can work with the school to ensure the right adjustments are put in place to cater for your child's needs. Ask about it in the parent evening, Annual Review or send a quick email to the SENCo asking if this is in place.

JCQ (Joint Council for Qualifications) regulations clearly state that the arrangement must not suddenly be granted to the candidate at the time of his/her examinations – they must be put in place in advance and be used as a normal way of working for your child from as early as Y9. They are entitled to breaks and a bit of extra time.

If you have any further questions then you can ask your Teacher of the Deaf and they can support you when approaching school. You can also look at the [NDCS website](#) which offers advice on this subject.

*"The SENCo can apply for **special Access Arrangements and Reasonable Adjustments** for students with hearing loss. The most common ones are: **Rest Breaks and 25% Extra Time.**"*