

Effective day to day management of the listening environment by teaching staff

Below is a checklist that you can use to ensure that teachers in your school take appropriate steps to improve the listening environment for all pupils:

- ☐ Has the teacher taken steps to reduce noise from outside the school? (i.e. have windows been closed?)
- ☐ Has the teacher taken steps to reduce noise from elsewhere in the school? (i.e. closing the door)
- ☐ Have steps been taken to minimise noise from other pupils? (i.e. initiate rules so that classes/pupils move quietly through school corridors during lesson times, perhaps with a silent area rule)
- ☐ Has the teacher taken steps to minimise unnecessary noise within the classroom? (i.e. turning off noisy projectors, ensuring regular servicing of ventilation systems, etc.)
- ☐ Has the classroom been adjusted to improve the quality of sound within the classroom? (i.e. sticking soft pads on the bottom of chairs and table legs, using fabrics to reduce hard surfaces, improved ceiling tiles or acoustic clouds, etc.)

Teachers in your school should also use the following checklist to ensure that the right steps are taken to support deaf pupils:

- ☐ Is the child seated near to and with a good view of the teacher?
- ☐ Is the child seated as far as possible from any external noise source (not next to a playing field, road, building works, etc.)?
- ☐ Has the timetable been reviewed to ensure that noise can be managed effectively? (if possible, for example, not timetabling Design and Technology or Music lessons in the classroom next to where a deaf child is being taught literacy)
- ☐ Are lessons with high language content (such as literacy) delivered in rooms with the best acoustics, and are the rooms easily identifiable for staff?
- ☐ Is the teacher aware of the possible difficulties that a deaf child might face in the classroom and are they taking steps to mitigate this? (e.g. using radio aids and Soundfield systems properly and where available, using visual cues, and ensuring other pupils are deaf aware and not unduly noisy)

The National Deaf Children's Society's *Here to Learn* video has more information on the steps that teachers should be taking to improve acoustics. This is available on the National Deaf Children's Society website at www.ndcs.org.uk/heretolearn.