

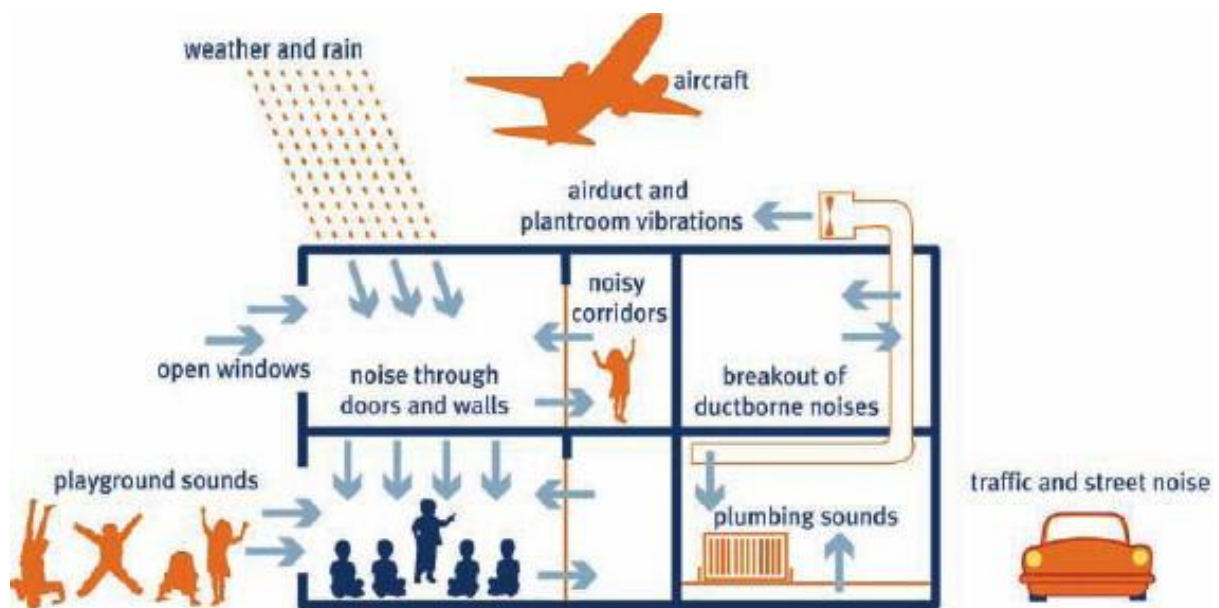
# Creating good listening conditions for learning in education – preliminary noise survey

## Introduction

This is a preliminary survey to use at an early stage in the consideration of a nursery or a school's listening environment. It could be carried out by any adult, or group of adults, such as parents, teachers, school leadership or a Teacher of the Deaf, but permission should be sought from senior management first.

To complete this survey you move around the school, both inside and out, and listen for noises which you feel may cause the deaf child some problems. The only tools required for this are pen, paper and your ears.

You may already have sought feedback from the child (examples can be found at [www.ndcs.org.uk/acoustics](http://www.ndcs.org.uk/acoustics)) which should have provided you with some indications of the more problematic noises. However, it is important that you look for other sources of noise which the child may not have noticed. The picture below shows typical external and internal noise sources which can affect noise levels inside a school.



The four parts to the preliminary noise survey are:

1. Exterior noise to the nursery / school
  2. Interior noise in the classroom when the nursery / school is empty
  3. Interior noise in the classroom (normal working conditions, but with no children in the classroom)
  4. Interior noise in the classroom (normal working conditions, children in the classroom)
- Try to choose the time of the day when the child said or indicated that they had most problems with noise. Bear in mind that some noises will be intermittent and may last a matter of seconds and others will be constant.

## Data collection sheet

Name of person / persons undertaking survey.....

Role of person / persons undertaking survey.....

### 1. Exterior to the school

Stand outside the child's classroom and list the most obvious noises you hear, approximately how long they last and then rank them in order of loudness (no.1 being the loudest)

Date .....

Time of day .....

Weather conditions (it is important to make note of the wind direction).....

1.

2.

3.

4.

5.

### 2. Interior noise in the classroom when the school is empty

This may need to be done during school holidays or a training day.

Stand in the child's classroom and list the most obvious noises you hear, approximately how long they last and then rank them in order of loudness (no.1 being the loudest). This time you need to have the windows open, heating or ventilation systems on as well as the lights.

Date .....

Time of day .....

1.

2.

3.

4.

5.

### **3. Interior noise in the classroom (normal working conditions, but with no children in the classroom)**

This should be done when there are no children in the classroom, for example, during playtime or P.E. You need to be inside the child's classroom and listen to the noises coming from around the classroom. List the most obvious noises you hear, approximately how long they last and then rank them in order of loudness (no.1 the loudest).

Date .....

Time of day .....

1.

2.

3.

4.

5.

### **4. Interior noise in the classroom (normal working conditions, children in the classroom)**

You need to be inside the child's classroom and listen to the noises coming from inside the classroom. List the most obvious noises you hear (including the teacher's voice), approximately how long they last and then rank them in order of loudness (no.1 being the loudest).

This should be the time of the lesson or time of day the child chose as their most problematic time.

Date.....

Time of day .....

Type of lesson .....

1.

2.

3.

4.

5.

After this preliminary survey the results should be discussed with parents, the child's teacher, the special educational needs co-ordinator<sup>1</sup> and other professionals such as the Teacher of the Deaf, local authority officials or an acoustician. The following chart may be of use to help summarise your results and recommended actions.

Results and analysis of the preliminary survey
<p>The survey has identified the following issues:</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<p>After discussions the recommended actions are:</p> <ol style="list-style-type: none"> <li>1. .... Lead person.....Date for completion.....</li> <li>2. .... Lead person.....Date for completion.....</li> <li>3. Lead person.....Date for completion.....</li> </ol> <p>These actions should be SMART and attainable rather than aspirational. They could include actions for the school, the teacher or the local authority.</p>

Last reviewed: January 2015

Next review due: January 2017

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<sup>1</sup> Known in Scotland as an additional learning needs co-ordinator.