

Supporting Transitions for Deaf Children



The transition from Early Years settings into primary school and from primary into secondary school can be a particularly challenging time for children with any level of deafness. We hope the information provided below will assist in making these transitions successful.

Strategies to support transitions		
Outcome	Parents/carers	Schools/settings
Transition meeting to share information and have an agreed plan to support successful transition	Attend transition meeting to share information and contribute to transition planning	Arrange and coordinate timely transition meeting, to include attendance or contributions from all agencies involved
Child to be familiar with new school/setting	Visit new school/setting with your child	Facilitate visit to school for parents/carers and child. CYP to attend enhanced transition sessions in new school/setting as appropriate
Child to be familiar with key staff in new school/setting		Child given opportunity to meet key staff during transition visits. Booklet with staff photographs and the setting environment shared with parents/carers.
School staff to be familiar with child's day to day life: <ul style="list-style-type: none"> • Key people • Activities enjoyed • Familiar routines 	Parents/carers to share booklet (or other resource) including important information e.g. key people, pets, likes and dislikes etc.	
To practice the journey to school	Parents/carers to provide opportunities to practice route to school	
Develop familiarity with timetable and school building / layout	Parents/carers to talk with their child about the school timetable and map.	Child to be given opportunity during transition visit(s) to become familiar with school site. School to provide timetable and school map in advance of start date.

School/setting have a good understanding of the child's deafness and strategies they can use to support successful inclusion - including equipment management i.e. hearing aids, cochlear implants, BAHA's and assistive listening devices.	Parents/carers to share information about their child's deafness and strategies that work well at home	Current setting (if applicable) to share information with receiving setting – including one page pupil profile. Where a Teacher for Deaf Inclusion is involved the school/setting has sought advice and where appropriate training has been requested / received.
The school/setting will have made reasonable adjustments to adapt the listening environment for a deaf learner.		To seek advice from the Teachers for Deaf Inclusion and/or Educational Audiologist See links below
Emotional wellbeing	Parents/carers to share relevant information about their concerns and their child's concerns around transition with the receiving setting	Facilitate carefully considered enhanced transition visits to reduce anxiety. Opportunities provided during visits for 'getting to know you' activities with peers.
Developing and maintaining independence	Parents/carers to share information with receiving setting about strengths and needs	Current setting (if applicable) to share information with receiving setting about strengths and needs

Below are links to National Deaf Children's Society (NDCS) resources and information to support a successful transitions.

[Resources for education professionals](#)

Creating good listening environments for schools

- [What can schools do to improve listening conditions?](#)
- [Creating good listening conditions](#)
- [Creating good listening conditions: For education settings](#)
- [Managing listening conditions checklist](#)
- [Creating good listening conditions: Pupil survey](#)
- [Creating good listening conditions for learning in education: Preliminary noise survey](#)
- [Charlie's good listening environment](#)

[Preparing for the move to secondary](#)