



Eligibility Framework  
for scoring support levels  
for deaf children  
from birth to the end of F1 (Nursery)  
Spring 2019 Edition

***Version:*** P2

***Status:*** for publication

## 0.1 Acknowledgements

The authors gratefully acknowledge the following people, who contributed original work to this document:

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Nicola Taylor	Manager of Sensory Support, Northumberland
Suzanne Williams	Lead Teacher of the Deaf for Nursery Resource Provision, Leeds

Our grateful thanks also go to our NERHOS colleagues who have initiated and participated in the work to date.

We would also like to acknowledge the contributions of the following organisations and areas, who took part in the online pilot consultation, and in sessions at NatSIP working days:

Buckinghamshire	Norfolk
Croydon	North Tyneside
Doncaster	Northumberland
Dudley	Oldham
Durham	Oxfordshire
East Riding of Yorkshire	Rochdale
Elizabeth Foundation	Salford
Greenwich	SENSE
Kent	Somerset
Leicestershire	Suffolk
Manchester	Tower Hamlets
Medway	Wandsworth
Middlesbrough	Westminster
National Deaf Children's Society	Worcester
NERHOS HOSS Group	York
North East Regional EY ToD group	

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## 1. Preface

### 1.1 Glossary

Term	Definition
BSA	British Society of Audiology
BSL	British Sign Language
CI	Cochlear implant
Complex needs	Needs are often described in terms of severity and multiplicity. 'Complex needs' typically refers to needs which span more than one of the four main areas of need i.e. cognition and learning; communication and interaction; behaviour, emotional and social development; sensory and/or physical.
CYP	Children and young people
Early years	Birth to statutory school age
EHC	Education, Health and Care
EYFS	Early Years Foundation Stage
ESMP	Early Support Monitoring Protocol
F1	Foundation Year 1
HI	Hearing Impairment
MSI	Multi-sensory impairment (deafblindness)
NERHOS	North East Region Heads of Service
Parents/carers	All those who have a responsibility for the care of CYP
ToD	Teacher of the Deaf
VI	Vision Impairment

The term 'deaf' is used to refer to all types of hearing loss from mild to profound.

### 1.2 Classification of sensory loss

#### 1.2.1 Hearing loss

The British Society of Audiology descriptors have been adopted for hearing loss. These descriptors are based on the average hearing threshold levels at 250Hz, 500Hz, 1KHz, 2KHz and 4KHz in the better ear. No response is taken to have a value of 130 dBHL.

Mild hearing loss	Unaided threshold 20-40 dBHL
Moderate hearing loss	Unaided threshold 41-70 dBHL
Severe hearing loss	Unaided threshold 71-95 dBHL
Profound hearing loss	Unaided threshold in excess of 95 dBHL

#### Unilateral sensory loss

Unilateral loss refers to a hearing loss affecting only one ear.

## **2. Introduction to the Eligibility Framework**

### **2.1 Process**

Following a request to the Heads of Service who make up the North-East Region Heads of HI Service Group (NERHOS), a working group of Teachers of the Deaf with expertise in early years was convened to consider an Early Years Framework.

The group met initially in July 2016, and working from the existing Eligibility Framework and lengthy discussions, developed a several drafts of an Early Years framework. These were sent to group members and the regional HOS, to be trialled.

A national online pilot was sent out in Autumn 2018 for consultation, supported by discussion sessions, which had an excellent response rate. The resulting version was taken to the NatSIP working day in February 2019 for final consultation.

### **2.2 Rationale**

- The proposed Early Years Eligibility Framework should be used within the context of discussing with families what support they feel they need.
- Family factors are particularly important at early years, as Teachers of the Deaf need to start the process of partnership working and empowering families to meet the needs of their children.
- Where possible, the criteria are objective, e.g. linked to age expectations for normally hearing children – to try and help with consistency.

## **3. Consultation**

At all stages in the process there was a dialogue with NatSIP Reference Group members, third sector organisations and heads of services in other regions.

The majority echoed the words of a respondent who said:

We felt that the EY Eligibility Framework criteria were accessible, appropriate and accurate for EY children. [...] the questions are much more specific and give more relevant EY reasons for allocation of visits. This allows more flexibility as needs and circumstances change [...]

## **4. NatSIP Eligibility Framework for scoring support levels for deaf children from birth to the end of F1**

Although devised by experienced practitioners, this framework is intended as a guide to good practice for the allocation of appropriate levels of support and not as a rigid set of criteria.

It should be used alongside other available materials for Early Support such as the Early Support Monitoring Protocol (ESMP). The Eligibility Framework should be used within the context of discussing with families what support they feel they need and should be regularly reassessed.

#### 4.0 About the child

Name of child:			
Date of Birth		Date of form completion:	

#### 4.1 Criterion 1

<b>Criterion 1: Degree of Hearing Loss (British Society of Audiology Descriptors)</b>  <b>N.B. Audiological certainty will become more established with increasing age of the child.</b>		<b>Score</b>
<b>a</b>	Does not meet the minimum unaided threshold for classification of hearing loss ( <i>Do not continue with this form</i> )	<b>0</b>
<b>b</b>	Unilateral/mild hearing loss	<b>4</b>
<b>c</b>	Further testing to identify the extent of hearing loss	<b>5</b>
<b>d</b>	Moderate loss; or fluctuating hearing loss, mixed loss or auditory neuropathy functioning as moderate loss	<b>8</b>
<b>e</b>	Severe or profound hearing loss or auditory neuropathy functioning as severe/profound loss	<b>10</b>
<b>Comments</b>		

## 4.2 Criterion 2

<b>Criterion 2: Impact of hearing loss on communication and language development</b> <b>Case A: Baby (0-24 months)</b> <b>(Consider factors such as language other than English, including BSL)</b>		<b>Score</b>
<b>a</b>	The communication environment supports the development of age-appropriate communication	<b>0</b>
<b>b</b>	The communication environment includes some successful strategies to promote age-appropriate communication development	<b>5</b>
<b>c</b>	Evidence of impact of hearing loss on the child's language and communication development	<b>10</b>
<b>d</b>	Evidence of significant impact of hearing loss on the child's language and communication development – little or no progress shown on ESMP	<b>14</b>
<b>Comments</b>		

<b>Criterion 2: Impact of HI on communication and language development</b> <b>Case B: Toddler (25 months to the end of F1)</b> <b>Additional needs should be taken into account when thinking of 'expected progress' i.e. progress expected for a child with that level of additional need</b>		<b>Score</b>
<b>a</b>	Expected/better than expected progress in language (age-appropriate) measured by EYFS/ESMP	<b>0</b>
<b>b</b>	Some evidence of the impact of hearing loss on the child's language and communication development	<b>5</b>
<b>c</b>	Evidence of persistent impact on hearing loss on the child's language and communication development	<b>10</b>
<b>d</b>	Evidence of significant impact of hearing loss on the child's language and communication development	<b>14</b>
<b>Comments</b>		

#### 4.3 Criterion 3

<b>Criterion 3: Impact of HI on development and access to learning</b> <b>Additional needs should be taken into account when thinking of 'expected progress' and 'age-appropriate engagement'</b>		<b>Score</b>
<b>a</b>	<b>Expected/better than expected progress across the EYFS/ESMP i.e. age-appropriate engagement with learning</b>	<b>0</b>
<b>b</b>	<b>Less than expected progress across some areas of the EYFS/ESMP i.e. although there is progress, there is evidence of delay</b>	<b>5</b>
<b>c</b>	Significantly less than expected progress across the EYFS/MP i.e. evidence of a widening gap between chronological age and progress	<b>10</b>
<b>Comments</b>		

#### 4.4 Criterion 4

<b>Criterion 4: Use of personal hearing aids, cochlear implant or ALDs</b> <b>Note: Some children who are good hearing aid wearers as babies may become reluctant as they get older</b>		<b>Score</b>
<b>a</b>	No additional assistive listening technology required	<b>0</b>
<b>b</b>	Hearing aid/CI use well established	<b>4</b>
<b>c</b>	Use of appropriate assistive technology in addition to hearing aids/CI such as radio aids	<b>6</b>
<b>d</b>	Hearing aid/CI newly fitted	<b>8</b>
<b>e</b>	Inconsistent hearing aid/CI use or refusal to use.	<b>12</b>
<b>Comments</b>		



#### 4.5 Criterion 5

<b>Criterion 5: Family/Service partnership established appropriate to the needs of the child and within cultural norms.</b>		<b>Score</b>
<b>a</b>	Family/service partnership well established	<b>4</b>
<b>b</b>	Family/service partnership developing	<b>6</b>
<b>c</b>	Family/service partnership not yet established	<b>12</b>
<b>Comments</b>		

#### 4.6 Criterion 6

<b>Criterion 6: Support for the family in the home and the staff in settings</b>		<b>Score</b>
<b>a</b>	Parents/carers and the early years setting have knowledge and understanding of the impact of HI on all areas of the child's development	<b>0</b>
<b>b</b>	Parents/carers or staff require additional continuing support on HI and use of specialist equipment	<b>4</b>
<b>c</b>	Parents/carers or EY staff need input of interpreters	<b>4</b>
<b>d</b>	Social needs impacting on family e.g. bereavement	<b>6</b>
<b>e</b>	Parents/carers or staff new to HI and require intensive initial support and/or mentoring	<b>8</b>
<b>f</b>	Parents/carers or staff need a high level of ongoing intensive support from the service, e.g. to develop sign language skills, or the need for high-level support to home and setting	<b>12</b>
<b>Comments</b>		

#### 4.7 Criterion 7

Criterion 7: Learning environments (home and early years settings)		Score
<b>a</b>	The child's environment enables the child to access communication and language through listening and appropriate visual support	<b>0</b>
<b>b</b>	There are regular opportunities to be in an environment which enables the child to access language through listening and appropriate visual support	<b>5</b>
<b>c</b>	There are few opportunities for the child to access language through listening and/or appropriate visual support	<b>10</b>
<b>Comments</b>		

#### 4.8 Criterion 8

Criterion 8: Impact of hearing loss on personal and social development/wellbeing		Score
<b>a</b>	Age-appropriate social and emotional development (as suggested by EYFS/ESMP)	<b>0</b>
<b>b</b>	Social and emotional development is progressing, but there is evidence of delay	<b>5</b>
<b>c</b>	Social and emotional development is delayed significantly, i.e. evidence of a widening gap between chronological age and social and emotional development	<b>10</b>
<b>Comments</b>		

#### 4.9 Criterion 9

Criterion 9: Multi-agency liaison/role including child protection		Score
<b>a</b>	Minimal multi-agency working requirement	<b>0</b>
<b>b</b>	ToD contributes to multi-agency working for the child	<b>2</b>
<b>c</b>	ToD contributes to multi-agency working for the child, within a structured framework e.g. EHC, CIN, EHCP	<b>4</b>
<b>d</b>	ToD is a lead professional for the child, facilitating the development of multi-agency working within a structured framework	<b>6</b>
<b>e</b>	ToD is a lead professional for the child within a structured framework, requiring a high level of liaison and joint working with other professionals e.g. child has complex needs	<b>10</b>
<b>Comments</b>		

#### 4.10 Total Score and Support Level

<b>Total Score:</b>	
<b>Support level:</b> (See Appendix 2)	

## **Appendix 1 – Aide memoire of additional factors affecting the child’s development**

Employment factors	
Social contacts	
Supportive wider family	
Substance dependency	
Engagement with other services	
Relationship breakdown	
Additional sensory impairment	
Physical health needs	
Housing issues	
Looked after child	
Financial situation	
Mental health	
Child in need	
Some concerns about working in the home	

## Appendix 2 – Score range to support category and allocation matrix

Note: Interventions can include visits to home, or early years' settings, meetings accompanying family to audiology, etc.

Total Score Range	Support Category	Support Allocation
70 and above	A1	2 or more interventions per week
50-69	A2	Weekly
40-49	A3	Fortnightly
30-39	B1	Monthly
25-29	B2	Twice termly (three term year)
20-24	C1	Termly (three term year)
15-19	C2	Twice yearly
5-14	C3	Annual
Less than 5	NFA	Off caseload

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