

Appendices

Appendix 1

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	Emily Patricia Diamond		
Tick all boxes which apply:			
Member of staff:	☐	Student:	☒
Honorary research fellow:	☐		
Faculty/School/Centre:	SWWCTE: YR ATHROFA		
Campus:	Carmarthen		
E-mail address:	1600963@student.uwtsd.ac.uk		
Contact Telephone Number:	07805634283		
For students:			
Student Number:	1600963	Undergraduate	☒
Programme of Study:	BA Primary Education (QTS)	Taught Postgraduate	☐
Director of Studies/Supervisor:	Dr Sioned V Hughes	Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	☒	NO	☐
					Date
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee		☐		
	Faculty Research Committee		☐		
	Other (write in) Dr Sioned V Hughes, ECAD6003, ITET	☒	☐	08/02/19	

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
The research is within the bounds of the normal classroom and in accordance with the SWWCTE school guidelines for parental consent as per SWWCTE letter.	x
The research will be conducted within BERA (British Educational Research Association) guidelines – Ethical Guidelines for Educational Research (2018).	x
The research will adhere to the university research guidelines.	x

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?	YES	☐	NO	x
If Yes, please provide the name of the external organisation and name and contact details for the main contact person:				
Institution				
Contact person name				
Contact person e-mail address				

Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	x
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	An investigation into the inclusion of learners with hearing impairments in mainstream education, with specific reference to those who use British Sign Language. Sub questions: - What are the challenges for hearing impaired learners who use British Sign Language in school? - How are schools equipped to support these learners? - What are the teachers perceptions and attitudes towards these learners? - Do the learners feel they are supported and included. - Do parents and carers feel like their child is supported and included.		
Proposed start date:	11/02/2019	Proposed end date:	29/04/2019
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words) The purpose of the research activity is to establish what kind of support is in place for learners with hearing impairments and specifically those who use British Sign Language in mainstream education. The aim and objectives of this research is to identify the strategies and resources that teachers and other staff members utilise in order to ensure the needs of these learners are met.			

Some of the key research questions include:

1. What challenges do hearing impaired learners have in school?
2. Are there any specific strategies and resources that the school utilises when teaching/supporting learners with hearing impairments and those who use British Sign Language.
3. Which of these strategies and resources do schools find most useful and why?
4. Does having a hearing impaired learner who uses British Sign Language with the class have educational benefits for the other learners in the class?

Some research which has informed this activity include:

Watson, L., Powers, S. and Gregory, S. (1999) *Deaf and Hearing Impaired Pupils in Mainstream Schools*. London: Routledge.

Gregory, S. (1998) *Issues in Deaf Education*. London: Routledge.

Gallaway, C. (2003) *Deafness and Education in the UK: Research and Perspectives*. New Jersey: John Wiley and Sons.

Each of these researchers discuss the challenges that face learners with hearing impairments and the use of different resources and strategies to aid hearing impaired learners who use British Sign Language in mainstream education.

This research activity will add to what is already known about hearing impaired learners who use British Sign Language and what is being done in mainstream schools in Wales. This will also provide insights into how mainstream learning environments can be adapted to ensure the needs of hearing impaired learners who use British Sign Language are met.

(this box should expand as you type)

Proposed methods

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. (Maximum 600 words)

- **Interviews:** A group of hearing and hearing impaired learners will be involved in a structured and semi-structured interview where they will be invited to respond to key questions. For example, what challenges do you face in school? How are you supported in school? Do you think the strategies and resources the school uses helps you in your learning? Do you learn British Sign Language in school?
The learners will be in an informal setting and I will make notes of their responses. The learner will not be forced into participating and no direct individual questioning will take place if a child does not wish to respond. **EXIT:** All learners will be asked if they wish to take part. The learners will use their traffic light fans and if at any point they wish to leave the interview or withdraw then they may do so. I will check on the learner's wellbeing regularly. No names will be used in the writing.
I will interview different teachers, support staff, the Additional Learning Needs Coordinator and possible Teacher of the Deaf within the school to see how they support and teach hearing impaired learners who use British Sign Language. This will also discuss the incorporation of resources and strategies to enhance their learning. **EXIT:** Staff participation will be voluntary and this notion will be expressed to staff participants from the outset. The staff will be informed that they can withdraw from the interview or not respond to a question at any time without providing notice.
- **Observations / Field notes:** I will observe lessons that include hearing impaired learners with their class teacher and this will enable me to observe good practice. I will make note of the learner's engagement during this lesson and record the information in my observational book. Both the learners and the class teacher will have access to the book. **EXIT:** Following the observation I will share the notes with the class teacher and each learner. The learner can place a tick or cross on a post-it note to inform me if their date can be used.

- **Video or audio taping:** I will record certain teaching and learning encounters that I believe will contribute towards my research project. Video or audio taping will be used during group or individual interviews (with the interviewees prior permission) and later utilised to contribute towards my discussion and synthesis. Photographic evidence may also be collected. However, prior to this I will engage with the class teacher to enquire whether all learners in the situation can be photographed. Following this information from the member of staff, I will act with caution when utilising a camera and I will ensure those learners, if any, who are not permitted to be photographed are not photographed. Recording of good practice or interviews with teachers and other members of staff may also be gathered to contribute towards the research project. Prior to recording any research participant, I will gain their permission initially and act in an ethical manner throughout.
- **Questionnaire:** Depending on the learner's responses throughout the research period I may create and administer a questionnaire if I believe this will assist me to gather quality data. Throughout the creation of the questionnaire, I will adhere to and follow the training provided by the university during my second year of study when the design and distribution of a questionnaire was necessary for a specific module. The questionnaire may focus on qualitative or quantitative data, or both, depending on its focus. Furthermore, the questionnaire may be administered to learners, staff or both. If a questionnaire is necessary then participants will not be required to list their name or personal information. However, they may be asked to share their status in the school (i.e. student or teacher) if the questionnaire is completed by both learners and staff – the participant's role is significant to the analysis.

A cover letter will accompany the questionnaire which will explain to the participant the reason for and nature of the research questionnaire. The questionnaire will be distributed via physical means only. Once participants have completed their questionnaire, their response will be gathered and placed within the response pool for analysis. For the questions posed within the questionnaire, there will be numerous ways for the individual to respond. This includes provided answers to questions to gather quantitative and qualitative data with the option, if necessary, for the individual to further comment their opinion or experience. **EXIT:** Before the participant submits their questionnaire, they have the right to retain their response. However, once I receive the participant's response and it is added to the pool there will be no fair means of identifying their response in order to return it to them. This will be explained in the cover letter.

- **Learning Walk:** To support my research I may conduct a learning walk through the school to observe displays and discuss certain aspects of provision with members of staff or students. These learning walks may be self-directed or facilitated by a learner, a group of learners or member of staff. Prior to conducting the learning walk **EXIT:** I will obtain consent from a member of staff. Prior to evidencing the walk (by means of written, photographic or audio methods) I will ask the participant who hosted the walk for their consent to use the information they provide in my research.
- **Examples of pupils' work:** Where I feel examples of learners' work would support my research, I may request samples. **EXIT:** Prior to gathering samples of work, I will ensure that I have the class teacher's consent and the consent of the learner to which the work belongs. Upon gathering samples, I will take responsibility of the work and ensure that confidentiality and security is upheld.
- **Talks with members of consortia:** Within regional consortia individuals are assigned positions where their role is to supervise designated areas of education provision, curriculum, development and wellbeing. Members of consortia retain a wealth and breadth of knowledge which may relate to my area of research. Therefore, to support my research I may contact members of consortia to gain information. Methods to gain this information may include in person interviews, telephone interviews or written correspondence. **EXIT:** Where research is

sourced from members of consortia, the same procedure to ensure consent, confidentiality and data protection will be adhered to. Furthermore, if members of consortia wish to withdraw their response, then they will have the opportunity to do so at any time.

- **Conduct intervention trials and observe outcomes:** Depending on the initial research findings, the author may create or trial an intervention with learners. If this is the case, I may wish to record the intervention practice and the outcomes of the intervention utilising the research methods listed above. Additionally, I may interview and record participants' opinions with respect to the intervention. **EXIT:** Learners will participate in the trial intervention on a voluntary basis and can withdraw from the trial intervention without notice. Additionally, the participant's wellbeing will be monitored throughout the trial intervention.

At no times will children's and adults' names be recorded.

(this box should expand as you type)

Location of research activity Identify all locations where research activity will take place.
The proposed research activity will be conducted in an assigned elective school and a partnership primary school and possibly Professional Teaching Experience 3. Research will also be conducted in an additional secondary school and primary school within the local authority of Swansea in South Wales. (this box should expand as you type)
Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.
(this box should expand as you type)

SECTION F: Scope of Research Activity

Will the research activity include:	YES	NO
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☒	☐
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☒	☐
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box	☐	☒

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	x
Adults (over the age of 18 and competent to give consent)?	x	☐
Vulnerable adults?	☐	x
Children under 18?	x	☐
Prisoners?	☐	x
Young offenders?	☐	x
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	x
People engaged in illegal activities?	☐	x
Others (please identify):	☐	x

Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited? The estimated number of participants will be 30 adults within the school including head teachers, teachers, support staff and school staff. Students and parents will also be invited to participate in the research. I will also interview an estimated 10 pupils and submit questionnaires to 10 parents/carers. Prior to conducting the research, I will obtain consent from the head teacher or senior mentor in the school setting. this box should expand as you type)
--

Information for participants:	YES	NO	N/A
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	x	☐	☐
Will you tell participants that their participation is voluntary?	x	☐	☐
Will you obtain written consent for participation?	x	☐	☐
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	x	☐	☐
If the research is observational, will you ask participants for their consent to being observed?	x	☐	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	x	☐	☐
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	x	☐	☐
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	x	☐	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	x	☐	☐
If NO to any of above questions, please give an explanation			

(this box should expand as you type)

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	x	☐
Is specialist electrical or other equipment to be used with participants?	☐	x	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	x	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	x	☐
If YES to any question, please provide full details			
(this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.	
Full risk assessment completed and appended? Yes ☐ No ☒	
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information The risks to participants is that they will be involved in the research without consent. Therefore, I will ensure that all consent procedures are in place by informing the children and staff of my research. I will explain to the children and staff that they have the right to withdraw and can leave the research or express that they do not wish any data to be used, at any time. For example, I will ask the children if I can use their answers from the interviews in my research and share my notes. I will also monitor the children's wellbeing and stop any activity if any child is becoming upset or uncomfortable. (this box should expand as you type)	
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities N/A (this box should expand as you type)	
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest The risk to the researcher is that I may be accused of unprofessional practice. I will manage the risk by adhering to the BERA guidelines and following my plan of ethical practice. (this box should expand as you type)	
University/institutional risks For example: adverse publicity, financial loss, data protection There should be no risk to the university if I manage the risk to the participant and the researcher as detailed above. I will conduct the research and represent the results honestly. I will always comply with ethical, legal and professional frameworks, obligations and standards as required by the statutory and regulatory authorities, as well as with the university's Research Integrity and Ethics Code of Practice. (this box should expand as you type)	
Adverse outcomes List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols. I will manage the risk by adhering to the BERA guidelines and following my plan of ethical practice.	

I will always comply with ethical, legal and professional frameworks, obligations and standards as required by the statutory and regulatory authorities, as well as with the university's Research Integrity and Ethics Code of Practice.

Loss of data – upon collection of research I will assume full responsibility for the safekeeping of the data. To ensure the participant's response is safe it will be kept in a folder on my person until the research has been analysed and utilised at which time the data will be destroyed.

If in event that a participant's response is lost at the fault of the author or a third party then the individual will not be able to be identified as no personal details are listed on the questionnaire.

(this box should expand as you type)

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Has a DBS certificate been obtained?	X	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback

What feedback will be provided to participants, how will this be done and when?

I will not be providing feedback to participants as it is not relevant for the research. If the participants request feedback from the response then I, as the author, will provide a summary of the data collected.

(this box should expand as you type)

Informed consent

Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.

Participation Assent – Children

I will converse with my class teacher and senior mentor and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask children identified to participate whether they wish to participate, e.g. use traffic light fans to support the children. If they show the green face, then I know they are happy to take part. If they show the red face, then I know they are not willing. This will be an individual exercise so that children are encouraged to respond honestly with their interest and wellbeing in mind. Children will also be informed that they can approach me at any time and discuss their contribution to the research project and explain whether they wish to participate.

Participation consent – Teachers

For the class teachers, I will ask them to sign a document if they agree to take part in the research. If they are not willing to sign this document, then I shall not use them in my research. The consent form will include a box for the participant to tick if they agree with the statements, e.g. I confirm that I have read and understand the information sheet dated 11/02/19 for the above study. I have had the opportunity to consider the information, ask questions and had these answered satisfactorily. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. I understand that any information given by me may be used in future report, articles or presentations by the research team. I understand that my name will not appear in any report, articles or presentations. I agree to participate in the above study.

Participation consent – Parents and Carers

For the parents and carers I will inform them of the research I will be undertaking, providing reason and rationale behind the research. I will attach this information as a cover letter to the questionnaire and also provide a document to sign if they agree to take part in the research. If they are not willing to sign this document, then I shall not use them in my research. The consent form will include a box for the participant to tick if they agree with the statements, e.g. I confirm that I have read and understand the information sheet dated 11/02/19 for the above study. I have had the opportunity to consider the information, ask questions and had these answered satisfactorily. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. I understand that any information given by me may be used in future report, articles or presentations by the research team. I understand that my name will not appear in any report, articles or presentations. I agree to participate in the above study.

(this box should expand as you type)

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to Schools/Parents etc. Only non-identifiable summary/aggregate data can be provided in this way.

I will also place a statement on the consent form indicating that 'If you decide to remain anonymous maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity / If you prefer anonymity, there will not be any identifying information on audiotapes and transcripts without your prior consent. All materials generated from this or any interview will remain confidential.'

(this box should expand as you type)

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (<http://uwtsd.ac.uk/library/research-data-management/>).

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? "personal data" means data which relate to a living individual who can be identified— (a) from those data, or (b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.	☐	X
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? "Sensitive personal data" means personal data consisting of information as to – (a) the racial or ethnic origin of the data subject, (b) his political opinions, (c) his religious beliefs or other beliefs of a similar nature, (d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) his physical or mental health or condition, (f) his sexual life, (g) the commission or alleged commission by him of any offence, or (h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.	☐	X
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Will the research activity involve storing personal data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	x	☐
University computers?	☐	x
Private company computers?	☐	x
Home or other personal computers?	☐	x
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	x	☐
"Cloud" storage or websites?	☐	x
Other – specify:	☐	x
For all stored data, explain the measures in place to ensure data confidentiality, including details of password protection, encryption and anonymisation: Confidentiality will be upheld by not requesting participant names on any piece of data collected. Data will be stored in a locked cupboard and password protected computer. Any correspondence between my tutor and myself will be through a password protected e-mail account.		

(this box should expand as you type)		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	x
Sharing of data with others at the University?	☐	x
Sharing of data with other organisations?	☐	x
Export of data outside the European Union or importing of data from outside the UK?	☐	x
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	x
Publication of data that might allow identification of individuals?	☐	x
Use of data management system?	☐	x
Data archiving?	☐	x
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the Data Protection Act (and/or any international equivalent):		
(this box should expand as you type)		

List all who will have access to the data generated by the research activity:
The researcher, supervisor and module co-ordinator.
(this box should expand as you type)
List who will have control of, and act as custodian(s) for, data generated by the research activity:
The researcher: Emily Patricia Diamond
(this box should expand as you type)
Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
Participants that provide responses will have their data stored securely by the researcher. Once the data has been analysed by the researcher then it will be destroyed so that there is no physical trace of the data. This process will also be in accordance to the Data Protection Act (1998).
The data collection period will range from 11/02/2019 until 29/04/2019. Following the 29/04/2019, there will no longer be a use for the data and all data will be destroyed at this point in time.
(this box should expand as you type)

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's [Research Ethics and Integrity Code of Practice](#)

Signature of applicant: *E. Diamond*

Date: 08.02.2019

For students:

Teacher / Senior Mentor / Headteacher:	
Signature:	
Date:	

Supervisor:	
Signature:	
Date:	

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

This form is available electronically from the Academic Office web pages:

<http://www.uwtsd.ac.uk/academic-office/>

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Faculties**. Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Notes for guidance in completion of this form

Section A: About You

Please complete all relevant sections

Section B: Approval for research activity

Research proposals must be approved in principle before applying for Ethical Approval. The proposal approval only becomes final when the ethical approval is received.

The process for proposal approval varies according the individual and programme of study:

- Research students, by application on form PG1 to the Research Degrees Committee
- Taught students by review of research proposal within Faculties (Faculties provide specific details of these processes)
- Staff, by agreement by the Head of School/Assistant Dean

Section C: External Ethical Guidance materials

Many discipline areas are required to operate with the discipline specific codes of research ethics (for example health, psychology, education etc.), any such codes must be listed and you must tick to confirm that you have consulted with these.

Section D: External Collaborative Research Activity

Provide details of the external collaborative partners, where appropriate you might want to submit a copy of the external collaboration agreement with the Ethical Approval Form. If the partner requires the research to be subject to its own internal Ethical approval process then please provide details of that process and a copy of any final (or interim) approvals received from the organisation.

Section E: Details of Research Activity

Remember that the individuals reviewing this Ethical Approval Form may not have seen your research proposal, and also may not be experts in the specific area of your research. The information provided should therefore be jargon free and clearly stated.

Indicative Title: please use the same title as used on the research proposal.

Purpose: the Ethical approval process will want to ensure that the methods you propose are adequate and appropriate to address the research aims and objectives. Excessive additional data collection can be seen as unethical.

Proposed Methods: the Ethical approval process seeks to ensure that you understand the methods that are intended, and that the implementation of those methods will be appropriate and without unnecessary impact on respondents. Please be specific.

Location: this needs to mention geographical location and also local situation (for example, within Local Authority Offices in Cardiff, using a private room but close to other individuals). If you are collecting data within an organisational setting then you need to explain the permissions that you have obtained to do this.

Research Activity outside of the UK: please complete this section in detail, and note any guidance you have received. Also describe your own familiarity (or not) with the location that you will be utilising.

Section F: Scope of Research Activity

Please tick ALL of the research activities that might be undertaken. If any additional types of activity are intended then please add an extra box and describe these.

If you have answered no to all questions in F then sections G and J do not need to be completed. Section H should be considered, and may be completed. Signatures are still required in section K.

Section G: Intended Participants

Please tick all categories that might apply.

Numbers & Source: if you are using a series of different methods or research activities please list numbers for each stage/phase. Be clear about how you will find respondents. Will you use intermediaries, and if so how? How will you ensure compliance with your sampling strategy?

Information for participants: all participants should be appropriately informed about the research, what is expected of them and what will happen to the information that they provide. The Ethical review process does not ask to see this documentation, but requires this to be reviewed and approved by the Director of Studies in the case of research students, the supervisor/module tutor in relation to students on taught programmes and the Head of School/Assistant Dean in relation to staff research.

Section H: Anticipate Risks

All research carries some level of risk. The answers you provide to questions in this section will be reviewed to ensure that you have an appropriate understanding of the type of risks involved and how you can mitigate against these risks. If you have completed a full risk assessment, as required for example for laboratory work, field work, clinical tests, diving operations, or by a collaborative partner, you may append that to this form. In that case, please tick the box indicating this has been provided. You will not then be required to complete Section H.

Risk to participants Think very carefully about how your actions/questions/discussions might affect the people you are involving as participants. You might identify the risk as small but it would still be a risk. Many types of question have the potential to make respondents less content with their life / job; you need to recognise and try to ameliorate any such effects

If these are business owners, time with you may reduce profit.

In some locations physical risk is very real to both participants and yourself, please consider this.

Risk to you, the researcher Think about where you will meet people, if there are any dangers involved in the location. If you are meeting people as individuals think about using a public place. In general do not visit people in their own homes or remote locations. If you are talking to individuals about certain issues think about how their responses might affect you emotionally. What about the risk of collecting insufficient data?

Risk to the University When undertaking your research, you are acting as a member of the University (student or staff). Professionalism is important, so it is important to be well organised and well prepared. Punctuality, clarity etc. are all part of this. What will you do to ensure this? You must ensure you do not harm the good name of the University in any way and do nothing to undermine the reputation of the research it conducts and sponsors. Upholding high standards of conduct and integrity are vital in this regard. You must also conduct the research in such a way to minimise the potential for claims of negligence made against the University, its researchers and any collaborating individual or organisation. In this respect you should always comply with ethical, legal and professional frameworks, obligations and standards as required by statutory and regulatory authorities, as well as the university's Research Integrity and Ethics Code of Practice. Research misconduct in this respect can take many forms, including:

- fabrication: making up results or other outputs (eg, artefacts) and presenting them as if they were real
- falsification: manipulating research processes or changing or omitting data without good cause
- plagiarism: using other people's material without giving proper credit
- failure to meet ethical, legal and professional obligations: for example failure to declare competing interests; misrepresentation of involvement or authorship; misrepresentation of interests; breach of confidentiality; lack of informed consent; misuse of personal data; and abuse of research subjects or material
- improper dealing with allegations of misconduct: failing to address possible infringements such as attempts to cover up misconduct and reprisals against whistle-blowers

Adverse Outcomes. Think carefully about the possibilities, and cover here

Section I: Feedback, Consent and Confidentiality

Feedback to participants: outline your approach. Will interview transcripts be shared with respondents to check accuracy? Will summaries of questionnaire analysis be made available to respondents in some way? Will an overview report be provided? How and when?

Informed consent: Draft letter / e-mail / or heading (or footer) section of questionnaire must be approved by DoS/supervisor (if research student), supervisor/module tutor if taught student, or Head of School / Assistant Dean if a member of staff.

Confidentiality/Anonymity. Explain clearly how you will ensure confidentiality and anonymity.

Section J: Data Protection and Storage

Before completing this section it is necessary to read the University's Research Data Management information. The questions that follow are designed to ensure compliance with the Data Protection Act as well as established research protocols.

Many research activities will involve electronic transfer of data and use of data management systems in the summarisation and analysis of data. You will need to explain these in relation to compliance with the Data Protection Act.

Think carefully about who will have access to your data, this will include supervisors and examiners. Also that a thesis will be made available via the University library and the British Library system. If you are seeking an access bar for a period of time after completion then mention it here. If you will provide a copy of your findings, or intend to give a presentation, to a facilitating/ supporting/accessing organisation then explain that in this section. But also think about the general principle of data sharing, as explained in the Research Data Management information.

In terms of storage of data please ensure security, and also mitigate against loss of data.

Section K: Declaration

Ensure the appropriate countersignatures have been provided

Look carefully at the checklist and ensure that you comply with and tick all that are relevant to your research.

Appendix 2

Participant Identification
Number:

PARTICIPANT INFORMATION SHEET

Project Title: An investigation into the inclusion of learners with hearing impairments in mainstream education in Wales.

Dear Participant:

My name is Emily Diamond and I am a student on the BA Primary Education (QTS) course at the University of Wales Trinity Saint David Carmarthen.

I would like to invite you to participate in my research project. This project will explore the support in place for learners with hearing impairments in mainstream education and aims to discover how hearing impairments impacts children's learning experiences. Through your participation in the questionnaire, I hope to ascertain different views on the inclusion of learners with hearing impairments in mainstream education.

All questionnaires will be kept strictly confidential to the researchers involved and at **NO** time will individual questionnaires be released to the general public. Your participation in this study is completely voluntary so you can withdraw from the questionnaire at any stage.

My questionnaire should take about 5-10 minutes to complete, but there is no time constraint. There are also no right or wrong answers. Attached to this letter is a consent form. I understand that your time is at a premium but your opinions are very valuable to me.

After careful and precise analysis of the data obtained from this questionnaire, I will be happy to provide you with a copy of the findings at your request. The results of this questionnaire will hopefully enhance my understanding of the inclusion of learners with hearing impairments in mainstream education.

I thank you in advance for your time and participation. If any questions do arise, feel free to contact me at your convenience.

c/o Emily Diamond

University of Wales
Trinity Saint David
Carmarthen
SA31 3EP

Contact email: emilydiamond@live.co.uk

Appendix 3

Participant Identification Number:

PARTICIPATION CONSENT FORM

Project Title: An investigation into the inclusion of learners with hearing impairments in mainstream education in Wales.

Name of Researcher: Emily Diamond

1	I confirm that I understand the information given by Emily Diamond for her research proposal. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
2	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.	
3	I understand that any information given by me may be used in future reports, articles or presentations by the research team.	
4	I understand that my name will not appear in any reports, articles or presentations.	
5	I agree to take part in the above study.	
Name of Participant		Signature
Researcher		Signature

You may decline to participate in this study. You may end your participation in this study at any time. If you decide to remain anonymous, maintaining your anonymity will be a priority and every practical precaution will be taken to disguise your identity. If you prefer anonymity, there will not be any identifying information on audiotapes or transcripts of this or any interview. No-one will hear any audiotapes or see any transcripts without your prior consent. All materials generated from this or any interview will remain confidential.

When completed please return in the envelope provided (if applicable). One copy will be given to the participant and the original to be kept on the file of the research team at:

c/o Emily Diamond
University of Wales
Trinity Saint David
Carmarthen
SA31 3EP

Appendix 4

Research Project

An investigation into the inclusion of learners with hearing impairments in mainstream schools in Wales.

Author:

[REDACTED]

Content Page

Introduction	3
The Reflective Practitioner: Electives Experience	7
Section 1: School Audit	8
Section 2: Observations of Hearing Impaired Pupils in Class	10
Section 3: Learner Interviews	11
Section 4: Staff Questionnaire	15
Section 5: Attainment	24
Section 6: Parent / Carer Questionnaire	30
Section 7: Conclusion	33
Section 7: Report Presented to the Electives Experience School	34

Introduction

For my research project I have chosen to investigate the inclusion of learners with hearing impairments in mainstream education in Wales.

The purpose of the research activity is to establish what kind of support is in place for learners with hearing impairments in mainstream education in Wales.

The aim and objectives of this research is to identify the strategies and resources that teachers and other staff members utilise in order to ensure the needs of these learners are met.

The main areas I will be studying during this investigation include;

- The challenges that face hearing impaired learners in school.
- How the schools are equipped to support hearing impaired learners.
- Teachers perceptions and attitudes towards these learners.
- How the learners feel they are supported and included.
- How the parents and carers feel their child is supported and included.
- And the learners perception of their own deaf identity.

My reasons for choosing this area of interest

I am currently on my second level of British Sign Language after completing my level one last year. I became interested in the inclusion of learners with hearing impairments after finding out during my British Sign Language class that in Wales there are no deaf schools, there is only mainstream, units or special schools. It was suggested in class that some of these learners may actually travel across the border to England to attend a Deaf School for a more inclusive experience with other hearing impaired learners. This spiked my interest into how mainstream schools in Wales are inclusive of learners with hearing impairments.

This made me reflect on my own school experience and my past two professional teaching experiences, I soon realised that I had not knowingly came into contact with any learners of hearing impairments, I also realised that I was not taught nor have I seen any teaching on deaf awareness in my school placements. Even though schools teach about the about the Olympics and Paralympics, I have not observed any teaching about the Deaflympics.

Through my work as a swimming instructor I have come into contact with learners who do have hearing impairments, for these learners I have had to adapt my teaching in regards to facing their way when speaking, being near enough so that they were able to hear me. Making sure my speech was loud and clear and always making sure before starting the activity that they understood what was required of them. This is the same in my social life as one of my close friends has a hearing impairment and has the cochlear implants, this has meant I have had to adapt the way I speak to her, making sure I speak loud and clear so that she can hear me. I was also interested in her own experience of attending mainstream school and whether she was taught information on the deaf community.

There has been research and studies over the past number of years that indicate there are issues in mainstream schools when it comes to the inclusion of learners with hearing impairments, there has also been issues with an attainment gap for those learners who are hearing impaired.

The final reason for undertaking this research project is that I believe passionately about enabling every learner to achieve to the best of their ability, I think it is important that no learner is left at a disadvantage due to something that is out of their control. In my final teaching practice and future teaching once I have qualified I plan to implement the use of sign into my class, as I feel it is a useful resource. I also hope to qualify as a Teacher of the Deaf as well so I can better support learners with hearing impairments.

Research that I have done so far

- Watson, L., Powers, S. and Gregory, S. (1999) *Deaf and Hearing Impaired Pupils in Mainstream Schools*. London: Routledge.
- Gregory, S. (1998) *Issues in Deaf Education*. London: Routledge.
- Gallaway, C. (2003) *Deafness and Education in the UK: Research and Perspectives*. New Jersey: John Wiley and Sons.

Each of these researchers discuss the challenges that face learners with hearing impairments and the use of different resources and strategies to aid hearing impaired learners who use British Sign Language in mainstream education.

This research activity will add to what is already known about hearing impaired learners and what is being done in mainstream schools in Wales. This will also provide insights into how mainstream learning environments can be adapted to ensure the needs of hearing impaired learners are met.

How does it connect to Donaldson's four purposes?

My investigation relates to the four purposes, as it is investigating how the schools are supporting learners with hearing impairments to become;

1. Ambitious, capable learners who are ready to learn throughout their lives.
2. Enterprising, creative contributors who are ready to play a full part in life and work.
3. Ethical, informed citizens who ready to be citizens of Wales and the world.
4. Healthy, confident individuals who are ready to lead fulfilling lives as valued members of society.

What do I hope to achieve from my electives experience and research project?

I hope to achieve a better understanding of how mainstream schools in Wales support learners with hearing impairments. This includes:

- Understanding the importance of inclusion and supporting pupils with hearing impairments to overcome barriers.

- To develop relevant strategies in supporting hearing impaired pupils and these to deepen my knowledge and experience.
- Understand the importance of deaf identity and how it can impact the pupil.
- To help hearing impaired pupils in my future class to reach their full potential in the classroom and everyday life.

How will I be researching my chosen area of study?

- **Observations:** I will observe lessons that include hearing impaired learners with their class teacher and this will enable me to observe good practice. I will make note of the learner's engagement during this lesson and record the information in my observational book. Both the learners and the class teacher will have access to the book. **EXIT:** Following the observation I will share the notes with the class teacher and each learner. The learner can place a tick or cross on a post-it note to inform me if their data can be used.
- **Interviews:** A group of hearing impaired learners will be involved in a structured and semi-structured interview where they will be invited to respond to key questions. For example,
 - What challenges do you face in school?
 - How are you supported in school?
 - Do you think the strategies and resources the school uses helps you in your learning?
 - Do you learn British Sign Language in school?

The learners will be in an informal setting and I will make notes of their responses. The learner will not be forced into participating and no direct individual questioning will take place if a child does not wish to respond. **EXIT:** All learners will be asked if they wish to take part. If at any point they wish to leave the interview or withdraw then they may do so. I will check on the learner's wellbeing regularly. No names will be used in the writing.

- **Questionnaires:** Depending on the learner's responses throughout the research period I may create and administer a questionnaire if I believe this will assist me to gather quality data. Throughout the creation of the questionnaire, I will adhere to and follow the training provided by the university during my second year of study when the design and distribution of a questionnaire was necessary for a specific module. The questionnaire may focus on qualitative or quantitative data, or both, depending on its focus. Furthermore, the questionnaire may be administered to learners, staff or parents/carers. If a questionnaire is necessary then participants will not be required to list their name or personal information. However, they may be asked to share their status in the school (i.e. student or teacher) if the questionnaire is completed by both learners and staff – the participant's role is significant to the analysis.

A cover letter will accompany the questionnaire which will explain to the participant the reason for and nature of the research questionnaire. The questionnaire will be distributed via physical means only. Once participants have completed their questionnaire, their response will be gathered and placed within the response pool for analysis. For the questions posed within the questionnaire, there will be numerous ways for the individual to respond. This includes provided answers to questions to gather quantitative and qualitative data with the option, if necessary, for the individual to further comment their opinion or experience. **EXIT:** Before the participant submits their questionnaire, they have the right to retain their response. However, once I receive the participant's response and it

is added to the pool there will be no fair means of identifying their response in order to return it to them. This will be explained in the cover letter.

An investigation into the inclusion of learners with hearing impairments in mainstream schools in Wales.

Author: [REDACTED]



[REDACTED]

[REDACTED] School [REDACTED]. It is an English medium 11 to 18 comprehensive school situated in the Sketty area of Swansea. There are 1, 222 pupils on roll, with around 23% of pupils eligible for free school meals, and 26% minority ethnic pupils as a result there are 37 different languages spoken at the school. Pupils at [REDACTED] [REDACTED] come from 4 of the poorest wards in Swansea compared to some of their other pupils who come from 3 of the wealthiest areas in Swansea. Around 27% of pupils are on Additional Learning Needs (ALN). The school has a number of hearing impaired pupils with varying levels of hearing loss.

Section 1: School Audit

Within the school there are 12 hearing impaired pupils, 4 of which are statemented.

The school has policies and guidelines specifically for supporting these pupils. Even though the school is not resourced with a unit or base with support staff for hearing impaired pupils, it does provide an outstanding number of auxiliary aids and services such as;

- Radio aids
- Assistance to make sure that hearing aids are working correctly
- Access to a Teacher of the Deaf
- A note-taker to provide written notes
- And a communication support worker, sign language interpreter or lip speaker.

At this current moment in time, the school does not have a British Sign Language (BSL) interpreter for deaf parents to attend parents' evening as none of the pupils parents require one. If a pupil attended the school and their parents needed a BSL interpreter, one would be provided.

There are no pupils within the school that use or are taught via British Sign Language. However, the school has recently started a British Sign Language Club on a Friday Lunchtime to provide the 12 hearing impaired pupils with the opportunity to experience British Sign Language and to meet one another, as all 12 pupils are in different classes. The Two members of staff who run the club are teaching assistants; one has a Level 1 qualification in British Sign Language and the other one has a Level 2 qualification in British Sign Language.

Recommendation:

The only auxiliary aid and service currently not provided by the school is a Soundfield System, which is a sound system that improves the learning environment for the pupils by improving the sound environment in the classroom (CIE, 2019). According to Aussie deaf kids (2019) The system benefits all pupils not just those with hearing loss, as it amplifies the teacher's voice in the classroom making it easier to hear the teacher's voice over the background noise.

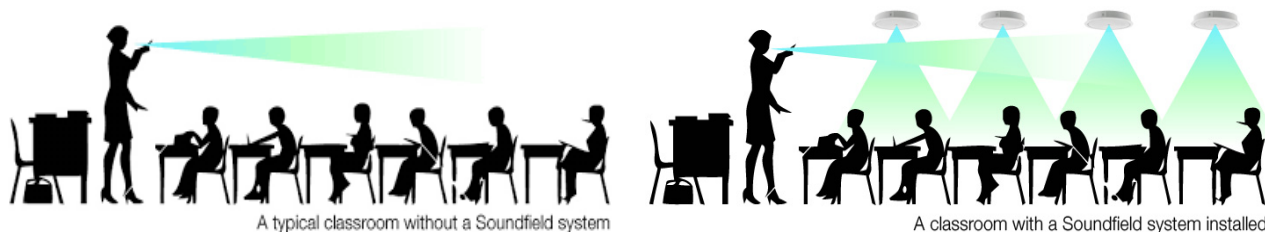


Image sourced from CIE (2019).

This might be a provision the school may wish to add to their already outstanding auxiliary aids and services for hearing impaired pupils, however if the school does not wish to invest in this provision, their pupils will not be at a disadvantage.

Section 2: Observations of Hearing Impaired Pupils in Class

In the class learners are fully incorporated and included in the learning process, with teachers making reasonable adjustments to meet the learners needs. Pupils are also aware of the adjustments they need to make to access the learning. During the class room observations I observed two pupils; Pupil A and Pupil B.

Pupil A was a Year 7 pupil who had two cochlear implants. Pupil A was supported by a teaching assistant and did have access to a radio aid although choose not to use it. Of their own accord Pupil A sat near the front where the teacher was to hear more clearly. Pupil's A teaching assistant does not tend to sit next to Pupil A and prefers to let another child sit by Pupil A to allow for more independence and the opportunity to socialise with friends and peers. Pupil's A Teaching Assistant sat two seats away from Pupil A and took notes for Pupil A so they did not have to struggle with lip reading and note taking. The teaching assistant also suggested that they often take notes when a video or documentary is played as sometimes the subtitles do not match what is being said. Pupil's A teaching assistant commented that when Pupil A first started the school they were very quiet and withdrawn, the teaching assistant stated they had supported Pupil A to come 'out of their shell' by initiating conversations with other pupils and having Pupil A join in. The teaching assistant stated that Pupil A has grown in confidence and will now initiate conversations and has made more friends. Pupil A seemed to be a very bright, able and well liked child. When questioned about BSL club the teaching assistant suggested that they had found it hard to try and encourage Pupil A to attend as they appeared uninterested and preferred to play football with friends during the lunch hour.

Pupil B was a Year 9 pupil who had hearing aids and uses a radio aid in the classroom. Pupil B also sat near the front where the teacher was of their own accord to access the learning. Pupil's B teaching assistant did sit next to Pupil B in lessons, so the teaching assistant could support Pupil B when there was more than two people speaking, or when Pupil B did not hear what had been said, the teaching assistant would also recite what had been said by the class teacher or other pupil and would clarify what had been said for Pupil B. The teaching assistant would also take notes to support Pupil B. Pupil B's friends also seemed supportive and would assist if there had been something that Pupil B had not heard. However, the teaching assistant did comment that Pupil B had recently been struggling with their friendship group as Pupil B was not being invited to some activities because of their hearing impairment so Pupil B felt left out. Pupil B has recently started attending BSL Club in the school.

Section 3: Learner Interviews

I conducted the interviews with 4 out of 5 of the identified pupils with severe and profound hearing loss. The fifth pupil was not interviewed as they were absent from school. Pupils who were interviewed include:

- A Year 7 pupil referred to as Pupil A.
- A Year 9 pupil referred to as Pupil B.
- A Year 10 pupil referred to as Pupil C.
- And a Year 8 Pupil referred to as Pupil D.

The learner interviews provided insight into the learners perception of deafness and how they felt they were supported in school. Responses were varied and generally positive.

The results of the questionnaire are displayed below:

Question One: What challenges do you face because of your hearing impairments?

Pupil A responded that they sometimes find it difficult in class when it is noisy or when the teacher turns their back to them. There is also a challenge when a video or documentary is played in class as sometimes the video does not have subtitles so it is hard to understand. Pupil A also said the hallway can be challenging as the noise echoes.

Pupil B answered that they sometimes found it hard to hear the teachers. They also commented on the noise level in the canteen as being too loud so they are unable to hear their friends, this also sometimes happens in class as well.

Pupil C said that they sometimes find it difficult to communicate with other students but with teachers it is fine and they can easily communicate.

Pupil D replied back that in class they find it difficult as they cannot hear if someone has asked them a question or is trying to talk to them. Pupil D also stated that they had to sit at the front of the class to hear the teacher properly, if they sat at the back they would be unable to hear what the teacher is saying.

Question Two: How does the school help you to overcome these challenges?

Pupil A suggested that the school helped them to overcome their challenges by providing them with one to one support. The pupil did use to have a radio aid but they did not like using it or giving it to the teacher especially during assembly. They also feel they do not need the radio aid as they have the cochlear implants so their hearing is fairly good.

Pupil B replied that the school helped them overcome their challenges by providing one to one support through their teaching assistant and also having access to a teacher of the deaf.

Pupil C responded that the school provided as much help as possible.

Pupil D said yes because there is always someone there to support them, the teachers are supportive and ensure they look in Pupil D's direction when speaking. Pupil D also suggested that even though the noise level in the school does make it difficult sometimes, it also prepares the pupil as Pupil D says they get use to the different noises.

Question Three: Do you feel part of the school? For example; taking part in school clubs and participating in Physical Education (P.E).

Pupil A responded that they do feel part of the school and that they never feel left out.

Pupil B replied 'Yeah I guess so' and that they take part in the basketball club.

Pupil C said that they do feel part of the school but when they first started the school they found it hard to make friends as they came to the school with very little spoken English, they found that having English as an Additional Language (EAL) and a hearing impairment made things difficult for them. However, 3 years on they now have good friends and everything is fine.

Pupil D suggested that sometimes they do not feel part of the school as they are unable to take part in a few activities with the other pupils. For example, in swimming Pupil D cannot take part in swimming as they are unable to hear when they take their hearing bar off.

Question Four: Do you know about the National Deaf Children's Society and the Swansea Centre for Deaf People?

The National Deaf Children's Society website provides information, support and activities for individuals with hearing impairments to take part in.

The Swansea Centre for Deaf People have a Talking Hands group for 7 – 17 years old with hearing impairments to take part in activities and socialise.

Pupil A replied that they were aware of the National Deaf Children's Society and that they attend Talking Hands group at the Swansea Centre for Deaf People.

Pupil B responded that they were aware of these organisations however they did not want to attend the activities offered by them because it reminds Pupil B that they are different and Pupil B does not want to be different. Pupil B suggested this is why they do not have any deaf friends.

Pupil C said that they were not aware of these organisations and suggested that maybe in the future they might consider joining the organisations but at this moment in time they do not feel like they did not need the support offered by the organisations. Pupil C is aware that the school has started running a British Sign Language club but is not interested in attending, Pupil C stated that they might consider going in the future.

Pupil D is aware of the organisations and takes part in the Talking Hands group. Pupil D feels this group is amazing as they have taught Pupil D how to sign (BSL) and have provided Pupil D with a lot of support. Pupil D stated that they are also learning Makaton to support their brother who has autistic spectrum disorder (ASD). Pupil D also stated that their sister is part of the Welsh Youth Parliament and was trying to get BSL into lessons. Pupil D is aware of BSL club in schools and wishes to attend but also wants to stay at lunch with their friends.

Question Five: In England, they have special schools for children who have hearing impairments, if there was one of these special schools in Wales would you prefer go there?

Pupil A suggested that they would not like to go there as they have a lot of friends in the school here and they do not feel like they need any more support than they already have.

Pupil B said that they think their mother would have probably preferred for them to go to one of those schools but Pupil B stated they would not want to go to one of those schools because it would remind the Pupil that they are different. Pupil B also suggested that they would not have any ‘normal’ friends and ‘it would be like your different, you go to deaf school.’

Pupil C replied no as they feel that some point in the future (in university or college) that they are going to have to go without any help. Pupil C finds their hearing impairment as something that is normal to them and something that Pupil C has learnt to cope with, Pupil C suggested that ‘there are other people with harder difficulties, who are still achieving’.

Pupil D responded that they would feel more normal by attending a normal school as they can blend in with others but it would be nice to know more deaf people and other people from different schools.

Question Six: Do you have a mix friendship group of hearing impaired and hearing friends?

Pupil A suggested that they mainly have hearing friends their age, they do have a few hearing impaired friends but these are younger than Pupil A. Pupil A believes it is good to have a mixed friendship group.

Pupil B responded that they are in contact (via mobile) to another girl their age with hearing impairments but other than that Pupil B does not really have any deaf friends. Pupil B suggested that they are 'kind of glad' they do not have deaf friends but Pupil B does wish they had some friends who had hearing impairments. Pupil B does not want to go to deaf club because they would be surrounded by people who are all different – The interviewer observed that Pupil B got very defensive about this subject and was adamant that they did not want to be different, the pupil suggested that if BSL club in school was called deaf club then they would not attend.

Pupil C replied that they did not have any friends with hearing impairments but it would be nice to have a friend that did.

Pupil D said not really, they did have one friend with hearing aids but that friend does not wear their hearing aids anymore as their hearing has improved. Pupil D does not have many friends with hearing impairments but does attend clubs and activities to gain confidence, in scouts Pupil D has a deaf friend. Pupil D also suggested that when they group up they want to become a Special Teaching Facility (STF) teacher for little ones.

Question Seven: Is there anything you would like to tell me about your life in school?

Pupil A and C responded that there was nothing else to say.

Pupil B replied that it was just hard, trying to catch up with everything the teacher and friends are saying.

Pupil D said they have struggled because some of their old friends would speak very quietly and Pupil D feels too shy to ask what they have said. Pupil D also found it hard to catch up with things.

Recommendation:

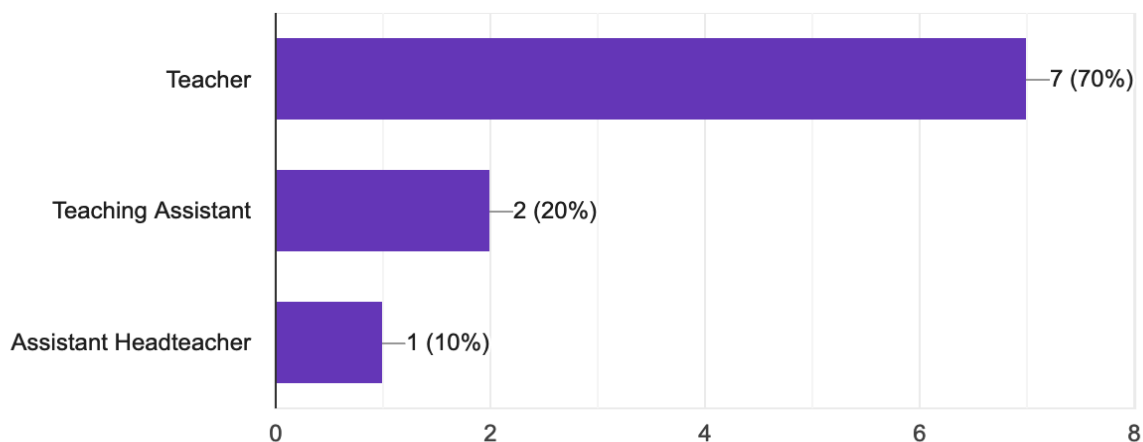
There is an overall positive attitude to school life and the support in place in school. However some of the pupils seem to be lacking or have a negative perception of Deaf identity. The school could support these pupils in developing a more positive deaf identity by encouraging other pupils to attend BSL Club, this may be done using a notice or display board with information of the club. The school may also inform all of their staff about the club as I found some teachers were not aware of the club. The school could also take part in Deaf Awareness week which is running from the 6th to 12th May 2019, this could include having an information assembly on famous individuals who have hearing impairments, providing lessons that cover a little bit on deaf history and information on sporting events such as the Deaflympics.

Section 4: Staff Questionnaire

I received 10 responses to the Staff Questionnaire, this included responses from teachers, teaching assistants and an assistant head teacher.

1. What is your role within the school?

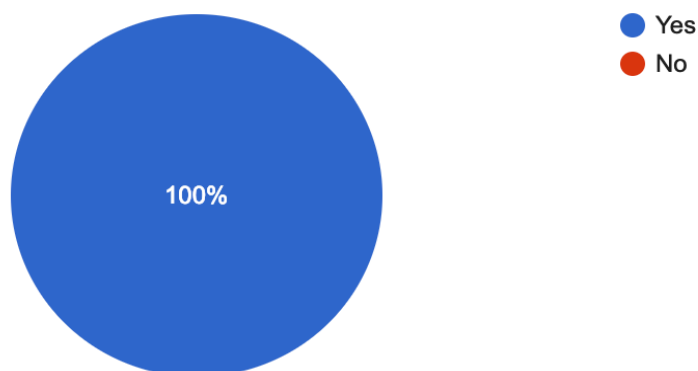
10 responses



All of which had either taught or supported a pupil with hearing impairments.

2. During your time in school, have you taught/supported any pupils with hearing impairments?

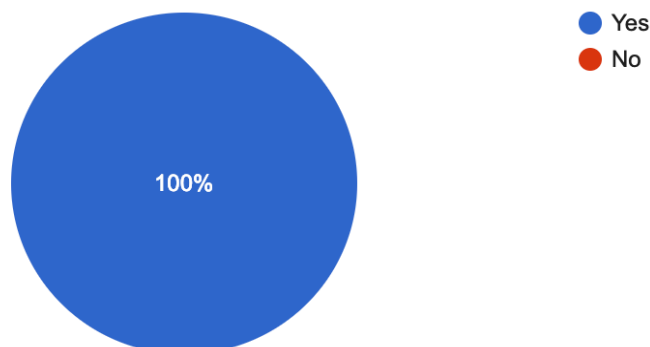
10 responses



All participants agreed that pupils with hearing impairments do face challenges at school.

3. Do learners with hearing impairments face any challenges in school?

10 responses



The challenges the participants believed pupils with hearing impairments faced were similar to the responses given by the pupils themselves, especially in regards to noise level, friendships and subtitles.

3a. Please explain your answer:

10 responses

they have to work that much harder to build up a friendship group when they arrive, as pupils do not always appreciate how much they perhaps don't hear.

Can't join in with certain activities e.g. contact sports and/or activities outside if it's raining and they don't have certain equipment to protect hearing aids.

Access to 'normal' T&L is more difficult

I think they might be frustrated with noise levels in class.

watching tv/ dvd clips

Being able to listen to instructions carefully and feel embarrassed having to sit in front of the class.

Yes, I feel they may struggle with friendships which can result in them feeling lonely and left out. Also the class can sometimes be noisy, which then makes it harder for them to concentrate and understand what work they have to do.

they cannot always access video clips due to lack of subtitles

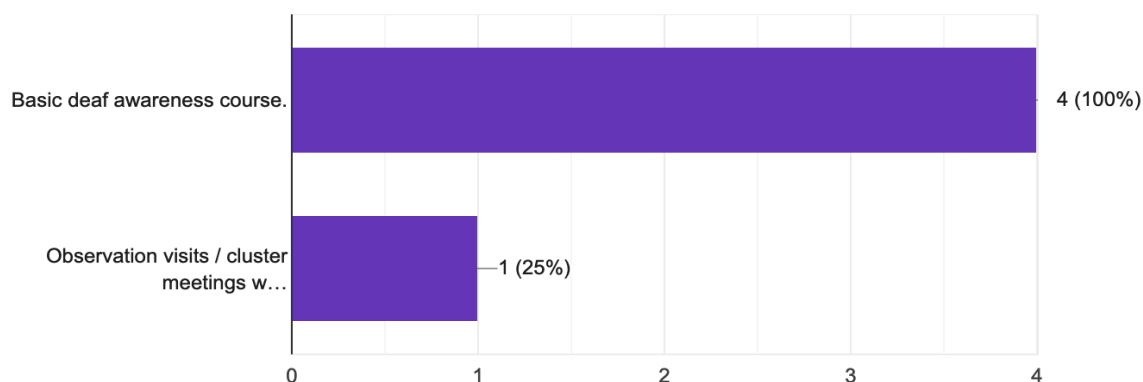
socialisation

Can miss out on conversations with peers (relationship building). Have a big disadvantage when playing sport. Media used in class doesn't always have the best subtitles (not accurate). The concentration and focus the deaf pupil needs to expend on the teacher can lead to fatigue.

Out of the 10 participants who answered the questionnaire, less than half had received basic deaf awareness course and only 1 had attended an observation/cluster meeting with primary schools to ease the transition of hearing impaired pupils.

4. Please indicate by marking if you have attended any of the following:

4 responses



Despite less than half attending basic deaf awareness training, each of the participants knew of specific strategies or resources that they found useful when supporting learners with hearing impairments.

5. Are there any specific strategies or resources that you find useful when teaching / supporting learners with hearing impairments?

9 responses

I always position myself in the direction so that they can lip read.
I always ensure that I project my voice effectively

Always use subtitles for videos. Visual prompts on PPTs to support learning. Ensure pupil is close to the desk and face the pupils when speaking; avoid writing on board and speaking at the same time.

TA support for the most severely impaired pupils. Smaller groups. Subtitled video resources. Thoughtful positioning of teacher for instructions. Many strategies are pupil-specific.

They usually wear hearing aids for support. The teacher is sometimes asked to wear a microphone. We get pupils with hearing issues to sit at the front so they can also lip read.

subtitles on the screen

It's useful when an LSA is present as they're able to give the pupil more support.

Getting the pupil to explain the teacher's instructions to make sure they have fully understood. Taking them to a quieter place to work when felt needed.

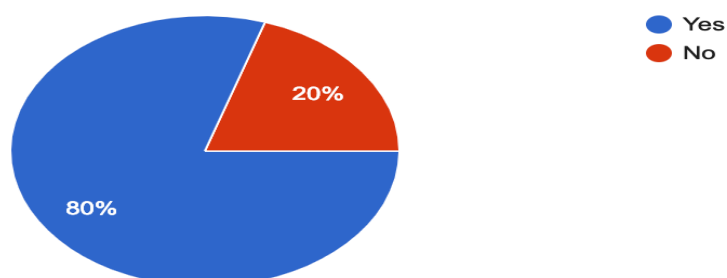
clear enunciation of words, use of key words, prepared notes, use of body language

Ensure the pupil is sat in a position that allows him/her to have the best chance of; seeing the teacher, hearing the teacher (the pupil I work with has cochlear implants), and seeing/hearing the board/screen. I also ensure that I take notes of all that is said and copy down information from any learning resources used in the class. I repeatedly check understanding throughout lessons too.

80% of participants indicated that their approach had changed over time with the remainder indicating their approach had not changed.

6. Has your approach to teaching / supporting pupils with hearing impairments changed over time?

10 responses



Participants offered varied responses as to why their approach had changed such as better technology and briefing on how to support the pupils to planning in advance.

6a. If 'Yes' please explain how:

8 responses

With experience I have adapted my strategies and techniques. Conversations with hearing impaired pupils to gain their insight is very valuable.

Better technology. More awareness. We are briefed on what we can do to support.

we have more pupils with listening devices in our classes

I plan my lessons more carefully when a hearing impaired pupil is present in the class.

Learning what the pupil wants and how they wish to be supported is necessary in maintaining a good working relationship. I have learnt to let the pupil be more independent with her work and give her space when needed.

I have become more focused on making sure that the pupil can always see me and that they are able to see my lips. I have also made sure that any video clips have subtitles (although this is not always possible - In instances where I cannot find subtitles - I have made sure that I explain the clip its context so that pupils do not miss out).

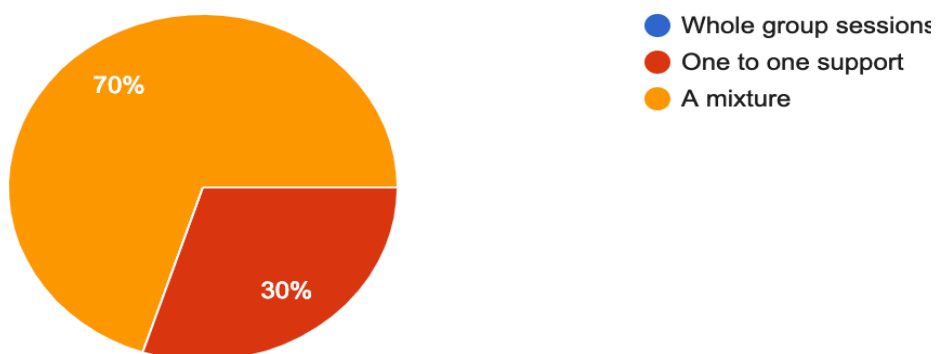
As i gained confidence in my ability as a teacher, I tried new things and had reactions from pupils which were positive or negative

I've stopped sitting next to the pupil I work with because I realised that I was denying him the opportunity to sit next to a peer and expand his circle of friends. I have also stopped trying to persuade him to use his 'Roger Pen' as I have learnt to take the pupils lead on what is right for him, (what he is comfortable with) moving at his own speed seems to get the best results.

Most participants feel that pupils tend to perform better in a mixture of whole group sessions and one to one support, whereas a small portion of participants feel hearing impaired pupils perform better when it is one to one support.

7. Do pupils with hearing impairments perform better in:

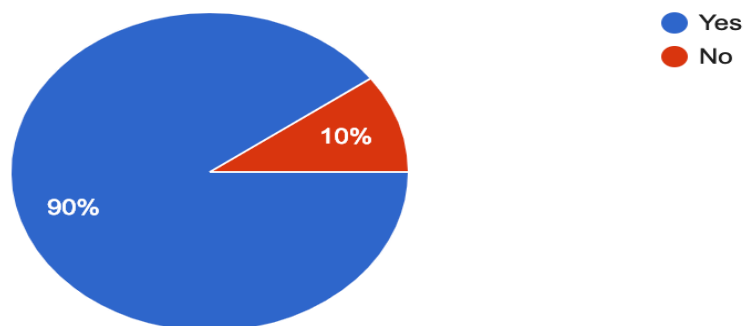
10 responses



The majority of participants found that other pupils in the class were supportive of individuals with hearing impairments.

8. Are the other pupils in the class supportive of individuals with hearing impairments?

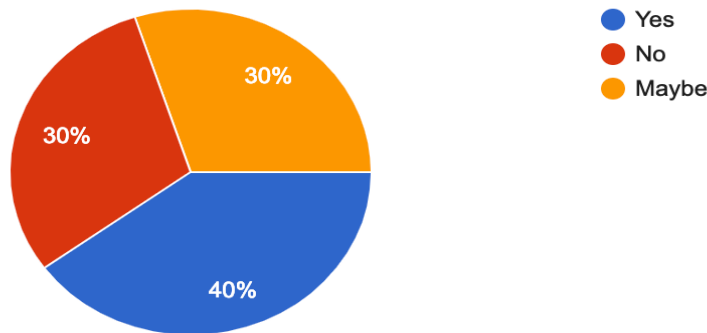
10 responses



A small portion of Participants felt that having a hearing impaired pupil in the class did not have educational benefits for the other learners.

9. Does having a hearing impaired pupil in the class have educational benefits for the other learners?

10 responses



Participants offered varied reasons to their answers. Such as others developing an understanding of the challenges faced by the pupils to hearing impaired pupils are treated exactly the same.

9a. Please explain the reason for your answer.

8 responses

Others develop an understanding of the challenges faced by others
Some strategies and the extra thought required to plan can have a positive impact on others.
If a teaching assistance is offered.
They're able to give more support to their peers and are more aware of the situation so that they understand the situation more.
Because apart from me being in the room the hearing impaired pupil is treated exactly the same as every pupil in the classroom.
I believe that pupils in the class are more aware of the needs of HI pupils and are more adhering to their needs e.g. many pupils will know that loud noise can be irritating to HI pupils due to their implants etc.
If there is physical evidence of the impairment then yes, it breeds tolerance, but often other pupils don't know that the child has hearing difficulties.
often having a hearing impaired pupil in class, is the first contact many pupils have had with a deaf person (certainly the first meaningful relationship with a deaf person for a lot of them). The pupils are naturally inquisitive and ask questions, which leads to their knowledge of hearing impairments expanding.

Teaching Assistants are aware of the support they need to provide to the pupils how they need to adapt to ensure the learners needs are meet.

10. If you are a teaching assistant who provides one to one support to a hearing impaired pupil could you please describe your role and how you assist them. Please provide any additional information such as any challenges you have seen the pupil face and how they have overcome them, whether they have done this with support or independently.

2 responses

Establish eye contact with pupil, make sure pupil can see my face and lips, use basic signs, take notes, ask pupil to repeat teachers instructions to check they have fully understood if not then to explain to the pupil what needs to be done. Have a good working relationship, support where necessary.

My role is to support my pupil with the extra challenges he faces during his time in school. I do this by providing one to one support, checking understanding, explaining verbally, taking notes, obtaining copies of learning materials, reminding other staff of the pupil's needs, ensuring all media in the pupil's classes have subtitles and liaising with the hearing specialist (I also communicate with the pupils parents regularly). When the pupil joined the school he was; shy, introverted, withdrawn, nervous. He has blossomed in front of my eyes over the past 6 months. He is now; happy, relaxed, self-confident, outgoing/sociable, engaged. Academics was always a strength of the pupil. It is his personal happiness and social confidence that has developed so obviously. He has shown great qualities during this period; determination, bravery, inner strength, a sense of humour, kindness and a positive attitude. He did not like being different to his peer group, he was determined not to stand out and fit in as much as possible. Two things have happened: 1) His determination to fit in has meant there is less barriers between him and his peer group. And 2) He has gradually become more comfortable in his own skin. I believe, over time that he will embraces his difference (his deafness) and will become more proud of being a member of the deaf community. It will be one more factor that makes him special.

Teachers have a positive attitude towards hearing impaired pupils, commenting on their commitment to work and how they often gain confidence through interaction with other pupils in the class. And how having the correct support in place can change the pupils attitude and enable them to access the work.

11. If you are a teacher, please explain your experience of teaching hearing impaired pupils and their attitudes towards learning.

7 responses

I teach drama and I have found that a pupil in Y7 for example has developed a friendship group through the interactive work. He has one to one support and so there is a back up for him; however, he works very independently for much of the time. He is one of the most able pupils in the year group and the support he has ensures that he sustains that potential. There is another pupil in KS4 who has benefited from being involved with drama and extra curricular work and is doing a KS4 course - on the production side of of theatre. It has undoubtedly developed his confidence as he was involved from Y7.

Often quiet at the start of the year but you can see their confidence grow as they settle into their working environment. For example, one of my pupils didn't like to read out loud to the class or answer questions in front of the class; however, they now willingly read in front of the class and their hand flies up to answer questions.

13 years experience. Each pupil has had a positive attitude and approach to their learning. The school offer a lot of specialist support.

In my opinion with the correct support they access the learning fine. Others in the class are usually supportive towards pupils with hearing impairment also.

They are often harder working than the other pupils. They might work extra at home to ensure they keep up with the other pupils in the class

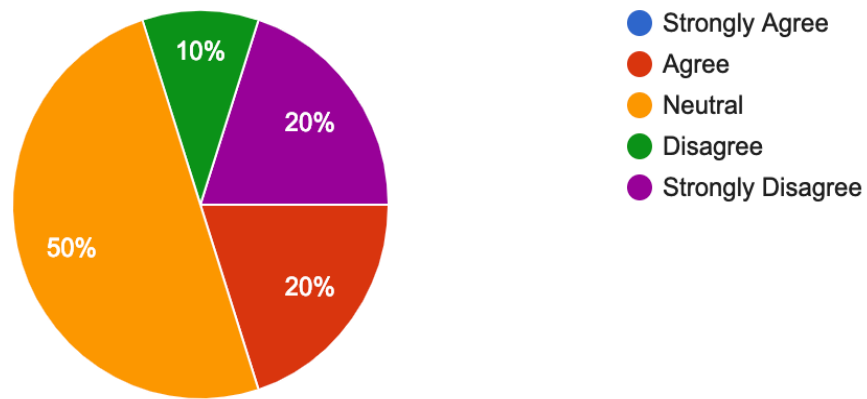
Pupils can seem quite embarrassed when it comes to their situation therefore, in order for the pupils to feel more at ease in lessons, I try to give them more independence by giving them the opportunity to sit with their friends.

One highly intelligent child was very keen to learn despite his disability, but the other girl who was less able would make excuses to try to get out of the class, possibly out of frustration as her needs were not being met effectively at that time. When she was given the radio her attitude changed.

There were mixed responses to the attainment gap question, with half the participants feeling neutral, 30% either disagreed or strongly disagreed with the attainment gap whereas 20% agreed there was an attainment gap.

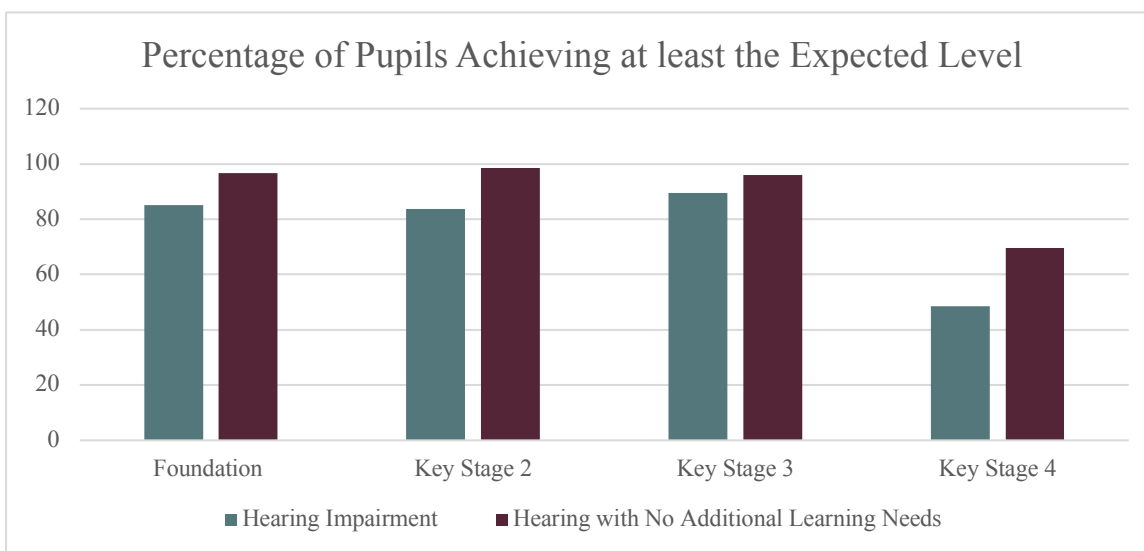
12. Recent research indicates that there is an attainment gap between hearing impaired learners and their hearing peers. Have you experienced any evidence which supports this?

10 responses



Section 5: Attainment

According to a 2017 BBC news report there is a widening attainment gap between hearing and hearing impaired pupils, with hearing impaired pupils in Wales underachieving at every key stage and face being left behind. In 2016, 48.5% of hearing impaired pupils achieved a grade A* to C in the core subjects at Key Stage 4 – English / Welsh, mathematics and science – compared to 69.5% of hearing children. This problem is not just confined to Year 11 as the 2016 figures display;



Debbie Thomas of the National Deaf Children's Society Cymru said the results were "unacceptable" as there is no reason why these pupils should be underachieving other than the fact they are not accessing the appropriate support. As she explained further that deafness is not a learning disability so there should be no attainment gap. She argues that schools should be ensuring that deaf children and young people are appropriately supported so they can reach their full potential.

Attainment and Global Grade

To investigate whether there is an attainment gap with the hearing impaired pupils in this school, I used the pupils Global Grade and compared these against the mode and median Global Grade for the year group.

Year 7

Count of *Global Grades *Y07	
*Global Grades *Y07	Total
A	35
B	66
C	74
D	38
E	
(blank)	
Grand Total	228

In Year 7, most pupils Global Grade is a C, with the median out of the whole year group also being a C.

Pupil A's Global Grade and Current Academic Performance

This is in comparison to Pupil A's Global Grade which is an A, if Pupil A carries on with their current academic performance then they will be expected to achieve the A* - C, in the core subjects at Key Stage 4.

Assessment Data			
Global Grade:		A	
All Wales Reading Test Age		13.8 years and months	
Primary school data			
KS2 Teacher Assessed Levels			
English 5		Maths 5	Science 5
Welsh National Test Scores			
Year	National Reading Test Score	National Numeracy Procedural score	National Numeracy Reasoning score
2	129	137	111
3	136	124	122
4	127	120	141
6	133	124	141

Progress Grades			
Subject	PG1	PG2	PG3
Art	A		
Drama	A		
English	A		
French	A		
Geography	A*		
History	A		
Mathematics	A		
Music	A		
Physical Education	B		
Religious Studies	A		
Science	A*		
Technology	B		
Welsh	B		

Midyis		
	Standardised	Band
Vocabulary	129	A
Maths	115	A
Overall Score	125	A
Standardised Score: Score standardised against a nationally representative sample		Band: 25% of nationally representative sample is in each band (A = highest)
Average Score = 100		

Attendance Summary:	
Bishop Gore's attendance target is at least 95+%	
Your attendance is 100.0%	
Targets:	
Target 1:	
Target 2:	
Target 3:	

Year 8

Count of *Global Grades *Y08	
*Global Grades *Y08	Total
A	68
B	69
C	63
D	27
E	1
(blank)	
Grand Total	228

In Year 8, most pupils Global Grade is a B, with the median out of the whole year group also being a B.

Pupil D's Global Grade and Current Academic Performance

This is in comparison to Pupil D's Global Grade which is a C. Even though Pupil D is not within the mode or median of their year group they are currently on track to achieve a C in most of their GCSEs, however in English, Mathematics and Welsh their expected grade is a D – this is subject to change.

Details			
Name: [REDACTED]		Tutor: [REDACTED]	
Year 8		Date of Birth: [REDACTED]	
Assessment Data			
Global Grade:		C	
KS3 National Test Scores			
Y7	National reading score :94	National numeracy reasoning score : 102	National numeracy procedural score : 89

Subject	PG1
Art	C
Drama	D
Design & Technology	C
English	D
French	C
Geography	C
History	C
Mathematics	D
Music	C
Physical Education	C
Religious Studies	C
Science	C
Welsh	D

	Midyis	
	Standardised	Band
Vocabulary	88	D
Maths	103	B
Overall Score	94	C

Standardised Score: Score standardised against a nationally representative sample

Band: 25% of nationally representative sample is in each band (A = highest)

Average Score = 100

Attendance Summary:
 Bishop Gore's attendance target is at least 95%
 Your attendance is 67.9%
 Please consider your attendance in light of this target.

Targets:

Target 1:

Target 2:

Year 9

Count of Global Grade *Y09	
*Global Grade *Y09	Total
A	59
B	42
C	57
D	38
E	4
Grand Total	200

In Year 9, most pupils Global Grade is a A, with the median out of the whole year group being a B.

Pupil B's Global Grade and Current Academic Performance

This is in comparison to Pupil B's Global Grade which is a B. Pupil B Global Grade fits into the median of the year group, however in some subjects they are achieving an A. An analyse of these pupils results suggest that if they carry on the way they are going academically then they will also achieve a A* - C grade in the 4 core subjects.

Details		
Name: [REDACTED]	Tutor: [REDACTED]	
Year 9	Date of Birth: [REDACTED]	
Assessment Data		
Global Grade:	B	
Welsh National Test scores Year 8		
National Reading Test : 102	National Numeracy Reasoning Test: 101	National Numeracy Numeracy Procedural Test : 110

Subject	PG1
Art	B
Coding	A
Drama	A
Design & Technology	B
English	B
French	A
Geography	B
History	B
Mathematics	C
Music	A
Physical Education	B
Religious Studies	B
Science	B
Welsh	C

	Midyis	
	Standardised	Band
Vocabulary	95	C
Maths	87	D
Overall Score	91	C

Standardised Score: Score standardised against a nationally representative sample

Band: 25% of nationally representative sample is in each band (A = highest)

Average Score = 100

Attendance Summary:
 Bishop Gore's attendance target is at least 95%
 Your attendance is 82.1%
 Please consider your attendance in light of this target.

Targets:

Target 1:

Target 2:

Year 10

Count of *Global Grades *Y10	
*Global Grades *Y10	Total
A	71
B	63
C	57
D	33
F	1
OS	3
(blank)	
Grand Total	228

In Year 10, most pupils Global Grade is a A, with the median out of the whole year group being a B.

Pupil C's Global Grade and Current Academic Performance

This is in comparison to Pupil C's Global Grade which is a B. Pupil C Global Grade fits into the median of the year group, however in some subjects they are achieving an A. An analyse of these pupils results suggest that if they carry on the way they are going academically then they will also achieve a A* - C grade in the 4 core subjects.

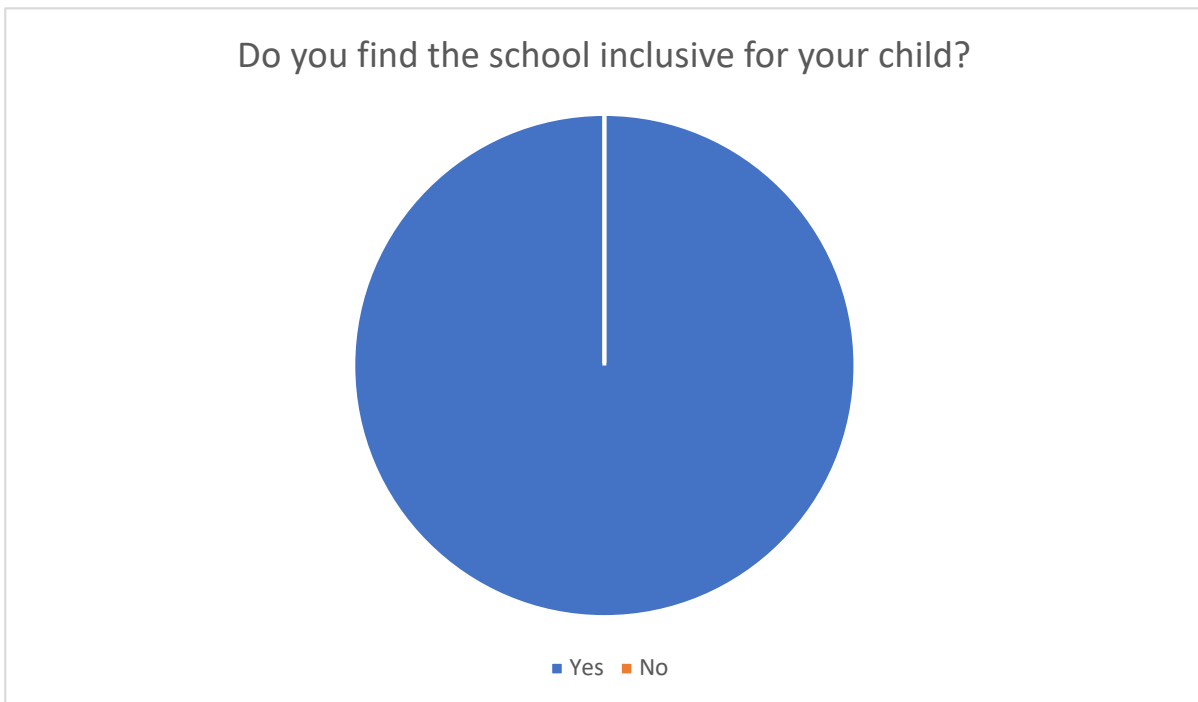
Attendance: 95.3%. Unauthorised Absences: 0 Session(s). Authorised Absences: 9 Session(s).					Global Grade	B
Subject	Term1 PG1	Term 2 PG2	Subject Comment for Progress	Subject Target for Improvement		
Drama GCSE	A	B	██████ has developed significantly in confidence and skill in drama. He has become a focused, creative and proactive member of his devised group.	██████ should apply a thorough and motivated approach towards the written components of the course, focusing on the use of drama specific vocabulary.		
English GCSE	C	C	██████ has made a pleasing start to the course. He completes most writing tasks to the best of his ability and is an active member of the class.	██████ would benefit from widening his vocabulary and using more ambitious vocabulary in his writing.		
English Literature GCSE	B	B	██████ is polite in class, and often challenges himself to answer questions and offer contributions to the class.	██████ needs to ensure that his effort is sustained throughout the hour and that he retains focus when left to complete individual tasks.		
History GCSE	A	A	██████ is working very hard and is producing excellent results a consequence. He is doing extra research and reading and has developed his skills and knowledge.	██████ must attend Medicine revision sessions after school. He must revise for assessments. He must complete all mock questions set for homework.		
Mathematics GCSE	A*	A	██████ achieved 67% in the recent class test, this is an A grade. He has an average homework score of 95%. He works well and is focused in lessons. He has completed all online homework tasks.	██████ needs to prepare thoroughly for tests and examinations. He should practise exam technique by working through GCSE questions covered in class. He should ask for help at lunchtime if unsure about any topic studied.		
Numeracy	A*	A	██████ is currently studying Numeracy alongside his Mathematics GCSE and so his progress in numeracy is the same as his progress in Mathematics. He will be focusing on Numeracy past paper questions from September.			
Physical Education (Compulsory)	C	C	██████ has chosen the swimming option. He displays confidence in the pool and demonstrates a good technique when using the front crawl.	██████ must continue to refine his front crawl. He must also look to develop his cardiovascular/muscular endurance and attempt to swim for longer periods or further distances.		
Religious Studies Short GCSE		C	██████ has made a very good start to RS this year. He has shown pleasing results when completing examination style questions.	██████ now needs to ensure that he revisits his class work on a regular basis and that he fully prepares and revises for assessments. He also needs to familiarise himself fully with the PEE method used for C and D part questions.		
Science Double GCSE	A A	A* B	██████ is achieving an average A grade in Science. Kenan is happy to contribute to class discussion and grasps most concepts introduced to him.	Consistent and effective revision is required ongoing. ███████ must continue to work hard, making use of the google classroom to consolidate learning.		
Sociology GCSE	A	A	██████ has a great flair for Sociology. He has an excellent understanding of sociological terms and concepts and uses his knowledge extremely well to answer questions with sophistication and maturity.	In order to continue with the progress made, ███████ would benefit from reading wider Sociological sources, such as textbooks and newspapers to develop his knowledge and understanding.		
Welsh Baccalaureate	B	B	██████ has a very good understanding of factors involved in the creation of an innovative idea. He was able to generate some excellent and creative ideas.	During the next challenge, ███████ needs to concentrate during his personal reflection session and ensure he describes how each of his WBQ skills have progressed.		

From an analysis of these results, and that of the class observations, learner interviews and staff questionnaire, it can be suggested that [REDACTED] is successfully supporting their hearing impaired pupils to achieve their full potential and also obtain a grade A*- C in the core subjects at Key Stage 4, this is evident from the pupils current Global Grades and academic performance.

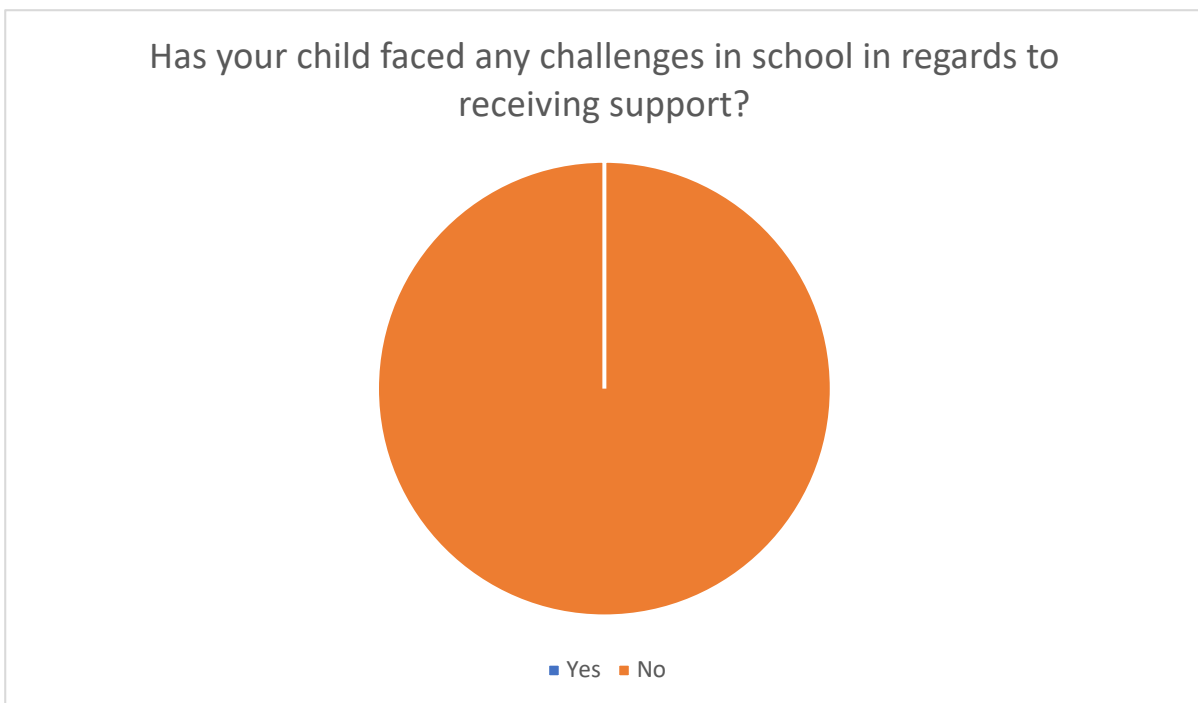
Section 6: Parent / Carer Questionnaire

Questionnaires were sent out to the 4 pupils parents / carers. The responses received are displayed below:

1.



2.

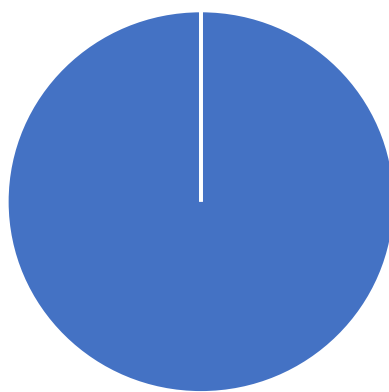


2a. Please explain your answer:

Pupil A Parent / Carer response: Excellent support for Teaching Assistant and also other support staff throughout the school.

3.

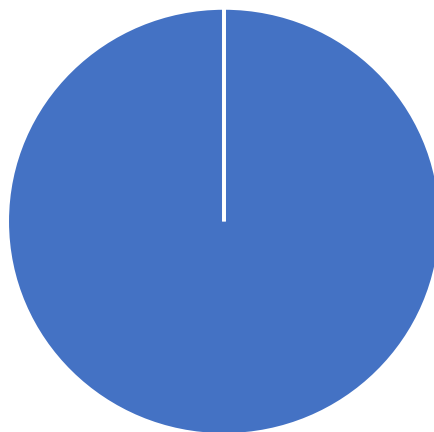
Have you been provided with any information on the National Deaf Children's Society or the Swansea Centre for Deaf People?



■ Yes ■ No

4.

Does your child take part in a club or activity outside of school that involves other hearing impaired children?



■ Yes ■ No

4a. If 'Yes' please state which clubs or activities:

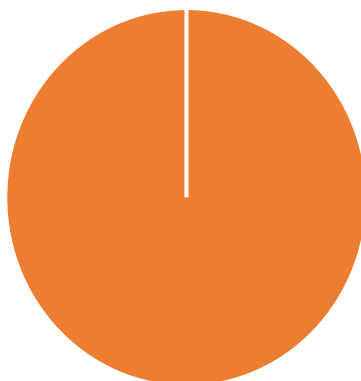
Pupil A Parent / Carer response: Swansea Deaf Centre and youth clubs, BSL Level 1, Sign choir and other social events they organise as 'Talking Hands'.

5. Do you think it is important that your child has a mixed friendship group of children when can hear and those who have hearing impairments? Please explain your answer:

Pupil A Parent / Carer response: Yes absolutely, as it reflects the wider society which he is a part of.

6.

In England there are specialist schools for hearing impaired children, if there was a specialist school in Wales for hearing impaired children would you have considered sending your child there instead?



■ Yes ■ No

6a. Please explain your answer:

Pupil A Parent / Carer response: Pupil A wants to be in a school environment which reflects day to day life for him – Pupil A is from a hearing family, and has many hearing friends and also d/deaf friends.

7. Why did you decide to send your child to [REDACTED]

Pupil A Parent / Carer response: Within catchment of his primary school, his older brother already attends [REDACTED] and it has an excellent reputation as a fully inclusive school.

8. Additional information:

a) Regarding your child's experience in [REDACTED]

Pupil A Parent / Carer response: Very positive experience so far, Pupil A appears very happy.

b) Regarding your experience working in partnership with [REDACTED]

Pupil A Parent / Carer response: Brilliant so far, no issues or concerns.

Section 7: Conclusion

I believe that [REDACTED] is an excellent representative of how schools across Wales should be including and supporting pupils with hearing impairments. An analyse of all answers collected indicate that hearing impaired pupils have an overall positive attitude towards school and the support in place for them as a result all of the pupils interviewed feel a part of the school. The teachers and teaching assistants also have a positive attitude and are supportive towards pupils with hearing impairments, this can be seen through the careful consideration which they take when it comes to supporting and adapting their teaching to meet the needs of the pupils. Parents are also satisfied with the support their children receive in school and believe it has a good reputation for as an inclusive school.

Limitations

The research conducted within [REDACTED] may not be representative of the entire hearing impaired population of the school as only the pupils with severe hearing loss were interviewed, this was 4 out of the 12 hearing impaired pupils at the school.

For further information, you can contact me via email.

Email address:

Thank you very much for your support and guidance for the duration of my visit, it was greatly appreciated.

[REDACTED]

BA Primary Education with QTS Student at the University of Wales Trinity Saint David.

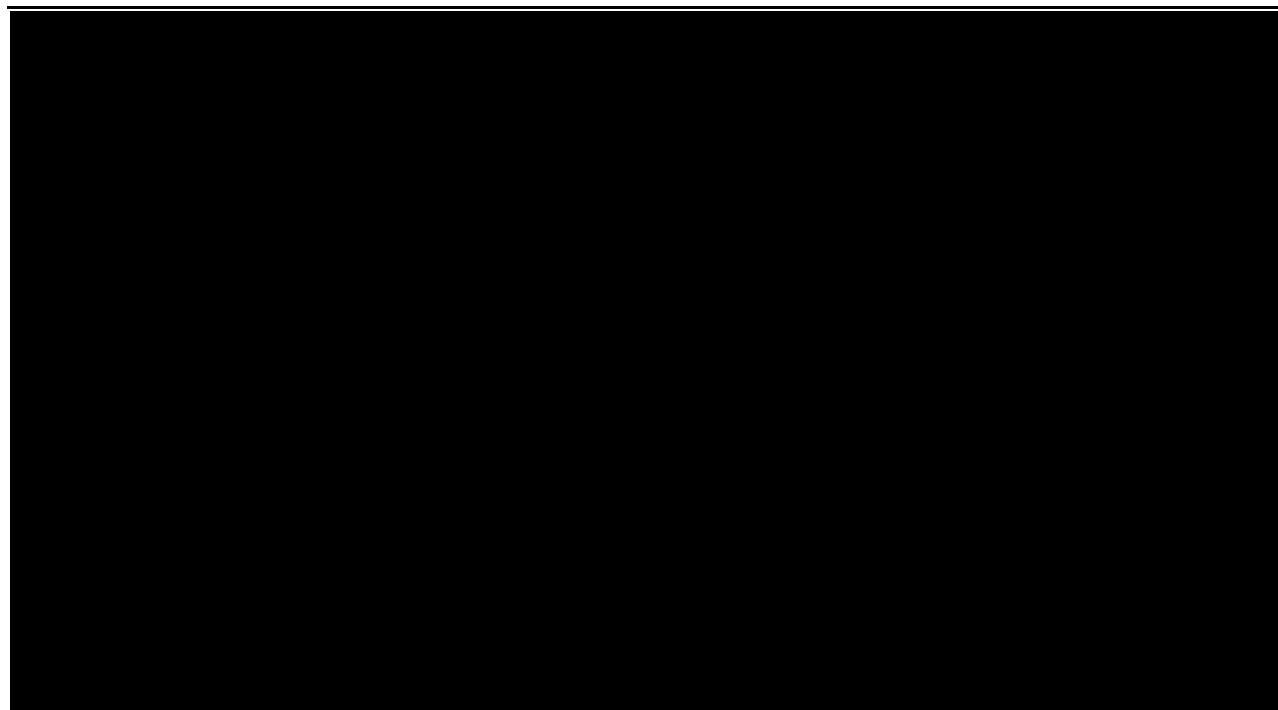
Reference List:

CIE (2019) *What is a classroom Soundfield System?* Available at: <https://cie-group.com/how-to-av/videos-and-blogs/what-is-a-classroom-soundfield-system> (Accessed: 19th February 2019).

Aussie Deaf Kids (2019) *Soundfield Systems*. Available at: <https://www.aussiedeafkids.org.au/soundfield-systems.html> (Accessed: 19th February 2019).

BBC News (2017) *Welsh deaf school pupils 'underachieve' at key stages*. Available at: <https://www.bbc.co.uk/news/uk-wales-39895438> (Accessed: 19th February 2019).

Inclusive practice enables hearing impaired pupils to achieve their full potential.



Information about the school

It is an English medium 11 to 18 comprehensive school situated in the Sketty area of Swansea.

- There are 1, 222 pupils on roll.
- 23% of pupils eligible for free school meals.
- 26% minority ethnic pupils as a result there are 37 different languages spoken at the school.
- Pupils at come from 4 of the poorest wards in Swansea compared to some of their other pupils who come from 3 of the wealthiest areas in Swansea.
- Around 27% of pupils are on Additional Learning Needs (ALN).

Estyn and Welsh Government

The two most recent Estyn Inspection reports were published in 2010 and 2015. Both of the published reports show excellent practice and progression in all areas through-out the school.

On 'My Local School' [REDACTED] has been rated as a Green Category school by the Welsh Government; this is the highest category a school can be rated and it shows leading practice.

Context and background to sector-leading practice

Within the school there are a number of hearing impaired pupils with varying levels of hearing loss. The school utilises a number of auxiliary aids and services to support these pupils to achieve their full potential and also obtain grades A*- C in the core subjects English/Welsh, mathematics and science at Key Stage 4. This is in line with the schools key principles in their Inclusion (SEN) Policy.

Description of nature of strategy or activity

Teachers and teaching assistants work together to ensure that the hearing impaired pupils are able to access their learning, this is done using a variety of strategies and resources.

Teachers and teaching assistants attend basic deaf awareness courses.

The school has started running a British Sign Language (BSL) Club.

What impact has this work had on the provision and on learners' standards?

Pupils feel supported and included in the school, have a positive attitude to learning.

Teachers and teaching assistants know how to effectively support hearing impaired pupils, this enables the pupils to access the learning and also allows them to develop further independence.

By starting the BSL Club it has provided the hearing impaired pupils with the opportunity meet one another and to experience British Sign Language.

The attainment gap between the hearing impaired pupils and their hearing peers is non-existent.

Recommendation

Encourage the hearing impaired pupils to develop a positive deaf identity.