

## Using the assessment frameworks: Additional questions to use when working with deaf children and young people

The questions listed below under the three framework assessment domains are specific to the child or young person's deafness and should be considered alongside the questions in the assessment framework documents. In England these questions will also apply to assessments undertaken using the Common Assessment Framework. Whatever reforms and developments are made in the future with regards to assessment processes, tools and time scales, these questions will remain valid for assessing the needs of deaf children, young people and their families. In line with all assessments of all children and young people, the responses of the social care practitioner to each of the additional questions in the following tables should be evidenced in the assessment report. Some questions are repeated under different domains in order to accommodate the fact that different professionals may contribute to different parts of the assessment. These pages can be printed off and used when assessing the needs of deaf children and young people.

### Assessment framework domain:

#### Child's developmental needs (England and Wales) • Child or young person's needs (Northern Ireland) • How I grow up (Scotland)

Area name	Notes and guidance on this area	Additional questions to ask when working with deaf children and young people
<p>Health (England and Wales)</p> <p>Health and development (Northern Ireland)</p> <p>Being healthy (Scotland)</p>	<p>This area includes looking at growth and development, and physical and mental well being.</p> <p>In particular, this includes appropriate health care when ill, an adequate and nutritious diet; immunisation and developmental checks; dental and optical care; and appropriate exercise. In the case of older children, also consider appropriate advice and information on sex education, personal safety and substance misuse.</p>	<ol style="list-style-type: none"> <li>1. What is the child's level and type of deafness or hearing loss?</li> <li>2. If not already worn, could the child benefit from hearing aids?</li> <li>3. If they have been provided with hearing aids, are they worn?</li> <li>4. Are ear moulds for hearing aids regularly checked?</li> <li>5. Are audiology and other medical appointments kept?</li> <li>6. Is the child or parent able to maintain and fit hearing aids appropriately and do they know where to get advice and support?</li> <li>7. Does the child have a cochlear implant or are they being assessed to find out if they are a suitable candidate for an implant?</li> <li>8. Does the child or young person require speech and language therapy to develop language and communication skills? If so, is this service being provided?</li> <li>9. Are there any mental health needs/self-esteem issues related to their deafness and are they being addressed?</li> <li>10. Are there additional medical needs?</li> <li>11. Has there been a genetic diagnosis that may enable earlier identification of other disabilities that coexist with deafness and develop later in life? (e.g. visual disorders such as Usher Syndrome, keratitis-ichthyosis-deafness (KID) syndrome, Alstrom syndrome; or kidney dysfunctions such as in Alport syndrome; heart conditions as part of Jervell and Lange-Nielsen-syndrome). If there has been a genetic diagnosis, what are the impacts?</li> </ol>

Education

**(England and Wales)**

Learning and achieving

**(Scotland)**

Education and learning

**(Northern Ireland)**

This area includes looking at all areas of cognitive development from birth, including play; interaction with other children; access to books; ability to acquire interests and skills; ability to experience success and achievement; adult interest in educational activities; progress and achievements and special educational needs.

1. Is the child's attainment in line with age related expectations, with other children and young people, and government guidelines?
2. Are there any barriers preventing the child accessing appropriate education, e.g. disorganised family routines?
3. Do parents and children have access to information about local education provision which will assist them in making informed choices?
4. Has an educational audiologist or a teacher of the deaf assessed the learning environment to check how suitable it is for deaf children?
5. Does the child have access to technology that they need in school (and that they can use at home to support their learning), such as FM systems?
6. Does the child enjoy going to school or an early years setting?
7. Has the child received an assessment of special educational needs and do they have a statement of special educational needs or, if in Scotland, a co-ordinated support plan?
8. Is the child experiencing bullying at school or being teased about their deafness?
9. Has the school received sufficient support from specialist support services to ensure the child can access the curriculum?
10. Does the child need a communication support worker to access the school curriculum? Communication support workers must have sufficient signing competence. NDCS recommends a BSL Level 3 qualification.
11. Where appropriate, are good transition arrangements in place when moving school or leaving school?

<p>Family and social relationships <b>(England and Wales)</b></p> <p>Enjoying family and friends <b>(Scotland)</b></p> <p>Family and social relationships <b>(Northern Ireland)</b></p>	<p>This area includes looking at empathy; stable and affectionate relationships with parents and care givers; good relationships with siblings; age-appropriate friendships with peers and significant persons in the child's life.</p>	<ol style="list-style-type: none"> <li>1. Is the child able to play a full and active part in all family life?</li> <li>2. Are their parents able to communicate with them effectively?</li> <li>3. Are their brothers and sisters able to communicate with them? (For information for siblings, see <a href="http://www.ndcs.org.uk/alltogether">www.ndcs.org.uk/alltogether</a>.)</li> <li>4. Are members of the extended family able to communicate with them?</li> <li>5. Has the child, or is the child able to develop, a network of friends that they can communicate with and are they able to socialise freely with them?</li> <li>6. Is the child able to set appropriate boundaries with those around them?</li> <li>7. Is the child sufficiently confident to be able to attend clubs, out of school and social activities? (See <a href="http://www.ndcs.org.uk/mez">www.ndcs.org.uk/mez</a> for more information.)</li> <li>8. Is the child able to maintain friendships through email, social networking sites, texting and have they been taught how to stay safe when using these kinds of technology? (See <a href="http://www.ceop.gov.uk">www.ceop.gov.uk</a> for more information.)</li> <li>9. How does the child present in social situations, e.g. do they appear to be excessively withdrawn?</li> <li>10. Does the child have an adult with whom they can talk about any worries and concerns using their preferred communication method?</li> </ol>
<p>Identity <b>(England and Wales)</b></p> <p>Confidence in who I am <b>(Scotland)</b></p> <p>Identity, self-esteem and self care <b>(Northern Ireland)</b></p>	<p>This area includes looking at the child's view of the self and their abilities; self image and self-esteem. Race, religion, age, gender, sexuality and disability all contribute to this.</p>	<ol style="list-style-type: none"> <li>1. How does the child perceive their identity as a deaf child or child with a disability alongside how they perceive themselves generally?</li> <li>2. Does the child or young person have low self-esteem and confidence which is related to their deafness? A deaf child may have picked up negative messages around being deaf or disabled.</li> <li>3. Is the child aware of Deaf culture?</li> <li>4. Does the child have access to a deaf young person or adult as a deaf role model?</li> <li>5. Does the child have feelings of belonging and acceptance within the family?</li> <li>6. Does the child have feelings of belonging and being accepted by their peer group?</li> <li>7. Does the child have the ability to relate to their local community, wider society and other cultural and religious groups?</li> </ol>

<p>Being able to communicate <b>(Scotland)</b></p> <p>Health and development <b>(Northern Ireland)</b></p>	<p>This area includes looking at strengths and areas for development in language – vocabulary, phrases, grammar, expression, receptive and expressive language ability. Ensure you have an understanding of the wide range of language options and technology available to assist communication and their application.</p>	<ol style="list-style-type: none"> <li>1. What is the child's preferred method of communication (e.g. signing or spoken)?</li> <li>2. What is the nature and extent of the child's communication issues or difficulties?</li> <li>3. Does the child need to make use of communication technology to communicate (e.g. hearing aids, radio aids, speech processors for children with additional needs)?</li> <li>4. Does the child experience a language processing difficulty as well as deafness?</li> <li>5. Does the child have age-appropriate language?</li> <li>6. Is the child able to communicate with their hearing peers and deaf peers?</li> <li>7. Is the child able to communicate with their parents and extended family?</li> <li>8. Are the parents and siblings able to understand the child's needs?</li> <li>9. Is the child able to understand and communicate their feelings?</li> </ol>
<p>Emotional and behavioural development <b>(England and Wales)</b></p>	<p>This area includes looking at any concerns about the child's emotional development and the sources of emotional support available to the child and family.</p>	<ol style="list-style-type: none"> <li>1. Is the child's response to feelings and actions demonstrated by their parents appropriate?</li> <li>2. What is the nature and quality of early attachments?</li> <li>3. What are the characteristics of the child's temperament?</li> <li>4. How well does the child adapt to change?</li> <li>5. What is the child's response to stress?</li> <li>6. Is the child more withdrawn than most hearing children of their age?</li> <li>7. Does the child present challenging behaviour that is related to their deafness and how appropriate is their degree of self-control?</li> <li>8. Does the child have access to positive deaf role models (either adults or young people) and a source of support that reflects the cultural diversity of the community in which they live?</li> </ol>

<p>Self care skills <b>(England and Wales)</b></p> <p>Becoming independent, looking after myself <b>(Scotland)</b></p> <p>Learning to be responsible <b>(Scotland)</b></p> <p>Identity, self-esteem and self care <b>(Northern Ireland)</b></p>	<p>This area includes looking at the acquisition by a child of practical, emotional and communication skills required for increasing levels of independence.</p>	<ol style="list-style-type: none"> <li>1. Does the child have age-appropriate self care skills including early practical skills such as feeding and dressing?</li> <li>2. Can they maintain and change their hearing aid batteries?</li> <li>3. Can they understand what is being said at their audiology appointments?</li> <li>4. Can the child respond to the door bell, telephone, alarms etc?</li> <li>5. Is the child able to travel independently for education and socialising as appropriate to their age?</li> <li>6. Is the child able to manage their money and resources appropriately?</li> <li>7. Is the child able to solve problems for themselves?</li> <li>8. What expectations and hopes does the child or young person have regarding their future? Do they understand the choices and options available to them?</li> <li>9. How is the child or young person being prepared for, and involved in, planning for transition into adult services?</li> <li>10. What opportunities are provided to gain confidence and practical skills to undertake activities away from the family?</li> <li>11. What opportunities exist for young people to develop independent living skills?</li> </ol>
<p>Social presentation <b>(England and Wales)</b></p> <p>Learning to be responsible <b>(Scotland)</b></p>	<p>This area includes looking at the direct impact on the child and family of the child's deafness and their deaf identity as well as their experience of prejudice and oppressive behaviour.</p>	<ol style="list-style-type: none"> <li>1. Does the child have an understanding of the way in which their appearance, behaviour and being deaf are perceived by the outside world?</li> <li>2. Are they able to dress appropriately for their age, gender, culture, religion?</li> <li>3. Are they able to maintain a good standard of personal hygiene and cleanliness?</li> <li>4. What advice do parents and care givers provide about presentation in different settings?</li> </ol>



**Assessment framework domain 2:**

**Parenting capacity (England and Wales) • What I need from people who look after me (Scotland)  
Parents' or carers' capacity to meet the child's needs (Northern Ireland)**

Area name	Notes and guidance on this area	Additional questions to ask when working with deaf children and young people
<p>Basic care <b>(England and Wales)</b></p> <p>Everyday care and help <b>(Scotland)</b></p> <p>Basic care and ensuring safety <b>(Northern Ireland)</b></p>	<p>This area includes looking at how the family provide for the child's physical needs, including appropriate medical care, food, drink, warmth and shelter.</p>	<ol style="list-style-type: none"> <li>1. Are parents able to communicate with their deaf child?</li> <li>2. Do parents know how to maintain hearing aids and accessories?</li> <li>3. Do parents understand the information shared at audiological and specialist appointments? (See <i>Understanding your Child's Hearing Tests</i>, 2010 for more information)</li> <li>4. Is the family keeping appointments with health and other professionals?</li> <li>5. Have the parents been given any training in how to use any specialist equipment provided?</li> <li>6. Are the parents able to communicate with their deaf child in conversations and is this communication developing at age-appropriate levels?</li> <li>7. If one parent can communicate with their deaf child and another cannot, what is the impact of this on family dynamics and relationships?</li> <li>8. What are the parents' expectations of their child? Explore their fears, hopes and aspirations with them. Are there any unresolved issues following diagnosis, such as depression or grief?</li> <li>9. What is the impact on the family and the child in relation to their ability to communicate with each other?</li> <li>10. Does the child have an adult with whom they can talk about any worries and concerns using their preferred communication method?</li> <li>11. Are the parents able to make informed choices about communication methods? (See <i>Informed Choice, Families and Deaf Children: Professional handbook</i>, Early Support, 2006 for more information).</li> </ol>

<p>Ensuring safety <b>(England and Wales)</b></p> <p>Keeping me safe <b>(Scotland)</b></p> <p>Basic care and ensuring safety <b>(Northern Ireland)</b></p>	<p>This area includes looking at all aspects of safety – relationships; road safety; health and safety; potential risks in terms of physical, sexual, emotional abuse, bullying and online exploitation.</p>	<ol style="list-style-type: none"> <li>1. Are the parents able to warn the child of immediate dangers, e.g. hot iron or water?</li> <li>2. Are the parents able to explain personal safety skills, e.g. road safety, safe use of the internet, safe relationships (see <i>Safe</i> by NSPCC, 2009 for more information)?</li> <li>3. Are the parents aware of how to keep their child safe when they are using the internet, especially social networking websites?</li> <li>4. Is the child alerted by alarms, phone calls or door bells, to hazards and strangers?</li> </ol>
<p>Emotional warmth <b>(England and Wales)</b></p> <p>Being there for me <b>(Scotland)</b></p> <p>Emotional warmth <b>(Northern Ireland)</b></p>	<p>This area includes looking at the child's emotional maturity; their understanding of attachments and relationships; where they gain support and emotional warmth from.</p>	<ol style="list-style-type: none"> <li>1. Are the parents able to recognise what might be a usual part of emotional or behavioural development in a deaf child? (See appendix 4 for an example.)</li> <li>2. Are the parents able to express affection and communicate their feelings to their child, including appropriate physical contact, comfort, praise and encouragement?</li> <li>3. Are the parents able to give the child a sense of being valued and a positive sense of their own racial and cultural identity?</li> <li>4. Are the child's needs for secure, stable and affectionate relationships with significant adults being met?</li> </ol>
<p>Stimulation <b>(England and Wales)</b></p> <p>Play, encouragement and fun <b>(Scotland)</b></p> <p>Guidance, boundaries and stimulation <b>(Northern Ireland)</b></p>	<p>This area includes looking at the whole range of opportunities which should be made available and accessible to deaf children and young people where they are available for all children and young people; what actions would need to be taken to enable that access to take place – after school and breakfast clubs, cinema, sports and leisure activities, play areas, swimming pools and leisure facilities in the community; the opportunity to access play,</p>	<ol style="list-style-type: none"> <li>1. Do the family have age-appropriate expectations of their deaf child?</li> <li>2. Are the parents aware of the importance of play, stimulation and socialisation for their deaf child, (e.g. NDCS events for children and young people) and the strategies they can use?</li> <li>3. Are the parents promoting the child's educational and cognitive stimulation through communication?</li> <li>4. Are the parents able to play with their child and respond to their language and questions appropriately?</li> <li>5. Are the parents enabling the child to experience success, ensuring school attendance and other opportunities such as taking part in sports or arts activities?</li> <li>6. Is the child encouraged to respond to challenges and new experiences?</li> </ol>

	stimulation and fun within the family and with other deaf children.		
<p>Guidance and boundaries <b>(England and Wales)</b></p> <p>Guidance, supporting me making the right choices <b>(Scotland)</b></p> <p>Guidance, boundaries and stimulation <b>(Northern Ireland)</b></p>	<p>This area includes looking at how the child is empowered to make decisions, from what clothes to wear and choice of activities to involvement in bigger decisions affecting themselves and their family, such as communication options, audiology appointments, medical interventions and education choices.</p>	<ol style="list-style-type: none"> <li>1. Are the parents able to set appropriate boundaries for the child in terms of handling their child's behaviour, consistently parent the child and provide stability?</li> <li>2. Is the child enabled to regulate their own emotions and behaviour so that they can develop moral values, conscience and appropriate social behaviour?</li> <li>3. Are the parents overprotective or preventing the child from exploring and engaging in new learning and social opportunities?</li> <li>4. Do the parents actively encourage the child to solve problems and manage their behaviour and actions?</li> </ol>	
<p>Stability <b>(England and Wales)</b></p> <p>Knowing what is going to happen when <b>(Scotland)</b></p> <p>Stability <b>(Northern Ireland)</b></p>	<p>This area includes looking at how the child is empowered to participate fully in meetings, appointments, and broader future planning in education and employment (a deaf child may have a wide range of people who interact with them and their family).</p> <p>Early years support is key to building the child or young person's confidence over time to understand what is happening to them and the world around them.</p>	<ol style="list-style-type: none"> <li>1. Are parents able to communicate key changes in their child's life such as starting at an early years setting, changing schools or moving home? What preparations have been made to prepare the child for these changes?</li> <li>2. Are parents able to maintain secure attachments with the child?</li> <li>3. Is there consistency of emotional warmth from the family to the child?</li> <li>4. Is the child able to maintain relationships, keep in contact with important family members and significant people or peers, and communicate with them?</li> <li>5. Is the child or young person fully involved in planning for transitions such as starting school, changing school, moving onto further education or starting work?</li> </ol>	



**Assessment framework domain 3:  
Family and environmental factors (England and Wales) • My wider world (Scotland)  
Family and environmental factors (Northern Ireland)**

Area name	Notes and guidance on this area	Additional questions to ask when working with deaf children and young people
<p>Family history and functioning <b>(England and Wales)</b></p> <p>Understanding my family and beliefs <b>(Scotland)</b> (From 'What I need from people who look after me' domain)</p> <p>Family history, functioning and well being <b>(Northern Ireland)</b></p>	<p>This area includes looking at all aspects of family and group identity such as ethnicity, culture, religion, language, sexual identity, disability and gender, whilst recognising that each child and family is unique; how the child's individual needs may conflict with the family's beliefs, as well as positive aspects of the family's beliefs which may contribute to the child's sense of personal identity and family belonging.</p>	<ol style="list-style-type: none"> <li>1. Have the parents thought about how their deaf child can develop a deaf identity as a deaf person who is part of a hearing family or deaf family?</li> <li>2. Is there an understanding of any genetic factors?</li> <li>3. What additional resources would assist family functioning? For example, access to family sign curriculum, BSL classes, speech and language therapy, etc.</li> <li>4. Is there an understanding of the linguistic and cultural resources available in the Deaf community?</li> <li>5. Have there been any significant changes in the family or household, and if so, how have these been explained to the child or young person?</li> <li>6. What are the relationships like between siblings?</li> </ol>
<p>Wider family <b>(England and Wales)</b></p> <p>Support from family, friends and other people <b>(Scotland)</b></p> <p>Extended family and social and community resources <b>(Northern Ireland)</b></p>	<p>This area includes looking at opportunities to meet the child's extended family and important role models and supporters to understand how they can assist the child and family, and to assess whether they would benefit from access to information which would help them to be deaf aware (e.g. NDCS family weekends).</p>	<ol style="list-style-type: none"> <li>1. Who are considered to be the members of the wider family by the child and the parents?</li> <li>2. Do these people have an understanding of the child's strengths and needs?</li> <li>3. Are they able to communicate with the child?</li> <li>4. Are there any significant absent members of the wider family with whom the child is no longer in contact?</li> <li>5. Is the wider family supportive of the additional tasks and issues which need to be taken into account when caring for the deaf child or young person?</li> </ol>

<p>Housing <b>(England and Wales)</b></p> <p>Comfortable and safe housing <b>(Scotland)</b></p> <p>Housing <b>(Northern Ireland)</b></p>	<p>This area includes looking at all aspects of safety in the home, access and specific adaptation needs and why they are needed.</p>	<ol style="list-style-type: none"> <li>1. Are there any specific housing issues including any adaptations required? For example, does the acoustic environment promote effective communication such as being away from noisy roads, or are floors carpeted to reduce reverberation?</li> <li>2. If a deaf child has additional needs, are any physical environmental adaptations required (e.g. hoists)?</li> <li>3. Are there any specific hazards either inside or immediately outside the house?</li> <li>4. Are the basic facilities and amenities provided, such as water, heating, cooking facilities and adequate sleeping arrangements?</li> <li>5. Are there any local deaf organisations that can provide advice, information or support for both children and adults regarding environmental and technological support that can enable them to stay safe?</li> </ol>
<p>Employment <b>(England and Wales)</b></p> <p>Income <b>(England and Wales)</b></p> <p>Work opportunities for my family <b>(Scotland)</b></p> <p>Enough money <b>(Scotland)</b></p> <p>Employment and income <b>(Northern Ireland)</b></p>	<p>This area includes enabling the family to access independent advice and support, from voluntary and statutory sectors.</p> <p>Ensure that you are well prepared before making the assessment, and have leaflets available and details of organisations that will be useful to the family.</p>	<ol style="list-style-type: none"> <li>1. Does the family have sufficient money to travel to audiology appointments, cochlear implant centres, speech and language therapy sessions and other specialist appointments?</li> <li>2. Do the family need any help in claiming Disability Living Allowance or other benefits?</li> <li>3. Are there transport or financial issues which will prevent a child from participating fully in activities?</li> <li>4. Have there been changes in the pattern of working or absences of parents which are impacting on the child's behaviour or relationships?</li> </ol>

<p>Family's social integration <b>(England and Wales)</b></p> <p>Belonging <b>(Scotland)</b></p> <p>Family history, functioning and well being <b>(Northern Ireland)</b></p>	<p>This area includes looking at enabling the family to make informed choices about the resources they want to access that are available in their community. Families are often given lots of information so be prepared to spend time discussing this information with them.</p> <p>Take all the leaflets, information and contact numbers that they may need relating to their child's deafness (often, much of the information given to parents is about disability, so they may need more specific information on childhood deafness). It is easier for families to make these decisions when they have had time to reflect and identify people who could support them.</p>	<ol style="list-style-type: none"> <li>1. Does the family and child or young person have access to local and community-based resources, support groups and activities?</li> <li>2. Are the family and child or young person isolated within the community? Do the child or young person and parents have friends locally who can support them?</li> <li>3. Has information been made available to them about help, activities and support, and have they made use of this information to reduce isolation and promote integration in the community?</li> <li>4. Do other children in the family attend leisure activities (at school or in the wider community)? What steps would need to be taken to ensure that these activities are accessible for the deaf child or young person? (See <a href="http://www.ndcs.org.uk/me2">www.ndcs.org.uk/me2</a> for more information.)</li> <li>5. Do the parents have anxieties about the community's perception of the particular additional needs of their child?</li> <li>6. Have the family experienced any prejudice or abuse in the community?</li> </ol>
<p>Community resources <b>(England and Wales)</b></p> <p>Local resources <b>(Scotland)</b></p> <p>Extended family and social and community resources <b>(Northern Ireland)</b></p>	<p>This area includes looking at the large amount of information about resources at the point of diagnosis from education and health as well as social care and early years. Be prepared to spend the time to discuss this with the family when there has been the opportunity to reflect.</p> <p>Transport and funding for transport are key issues as well as rural isolation and the different networks a child or young person may have in their school or home communities.</p>	<ol style="list-style-type: none"> <li>1. Are the family aware of and able to access community resources, activities and groups which can support them and their child and provide leisure opportunities (e.g. Local deaf children's societies, and NDCS events for deaf children, young people and their families)?</li> <li>2. Has information been made available to them about help, activities and support and have they made use of this information to reduce isolation and promote integration in the community?</li> <li>3. Are staff in local clubs and leisure centres aware of the child's deafness and the reasonable adjustments they can make to ensure they are included?</li> <li>4. Are there any specific transport difficulties?</li> </ol>