



SCOTTISH EXECUTIVE

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GUIDANCE ON APPROPRIATE QUALIFICATIONS FOR TEACHERS OF CHILDREN AND YOUNG PERSONS WHO ARE HEARING IMPAIRED, VISUALLY IMPAIRED, OR BOTH HEARING AND VISUALLY IMPAIRED.

1. I am directed by the Scottish Ministers to draw your attention to the attached guidance as to what shall constitute appropriate qualifications for teachers of children and young persons who have a hearing impairment, or visual impairment, or both hearing and visual impairment.
2. On 30 September 2005 The Requirements for Teachers (Scotland) Regulations 2005 (Scottish Statutory Instrument 2005/355) came into force. These Regulations set out the requirements to be met by education authorities in employing teachers in the course of discharging their duty under section 1 of the Education (Scotland) Act 1980, as amended, and section 2(1) of the Standards in Scotland's Schools etc. Act 2000. In particular, the Regulations require that where an education authority employs a teacher wholly or mainly to teach pupils who are hearing impaired, visually impaired or both hearing and visually impaired, then that teacher must possess an appropriate qualification to teach such pupils.
3. The qualification is defined in terms of specific competences, as detailed at Appendix A. These comprise the specialist knowledge, understanding and skills required of teachers to enable them to teach pupils who are hearing impaired, visually impaired or both hearing and visually impaired.
4. This guidance does not define the route to be taken in obtaining this appropriate qualification but acknowledges that there is a range of pathways, for example, through completion of a post-graduate diploma, accredited prior learning and/or local authority-based, or other, training.
5. It is for individual local authorities, as employers, to ensure that all teachers employed wholly or mainly to teach pupils who are hearing impaired, visually impaired or both hearing and visually impaired hold an appropriate qualification, i.e.

have the specific competences required to meet the needs of their pupil population, or are working towards achieving such a qualification by whichever route the authority deems to be appropriate.

Yours sincerely

A handwritten signature in black ink that reads "M. Gibson". The signature is written in a cursive style with a horizontal line underneath the name.

Mike Gibson
Head of Support for Learning Division

GUIDANCE ON APPROPRIATE QUALIFICATIONS FOR TEACHERS OF CHILDREN AND YOUNG PERSONS WHO ARE HEARING IMPAIRED, VISUALLY IMPAIRED, OR BOTH HEARING AND VISUALLY IMPAIRED.

Purpose

1. The purpose of this document is to provide guidance on what shall constitute an appropriate qualification in each of the above circumstances. Teachers shall be deemed as holding an appropriate qualification if they are able to demonstrate that they have the specific competences, as listed at Appendix A, to meet the needs of their pupil population. These specific competences comprise the specialised knowledge, understanding and skills required of teachers to enable them to teach pupils who have hearing impairments, visual impairments, or both hearing and visual impairments and who, in many cases, may also have additional complex difficulties. This guidance does not define the structure of specific courses or pathways which will result in an appropriate qualification but acknowledges that there is a range of pathways to gaining such a qualification, for example, through taking a post-graduate diploma at a higher education institution, through accredited experiential learning and/or through local authority-based, or other, training. Clearly not all training routes will result in a post-graduate diploma.

2. This guidance emphasises the need for training to be provided flexibly, including at a distance, so that there is ready access to training across Scotland; and to allow means, where necessary, for existing qualifications to be upgraded, and prior learning to be accredited to meet new requirements.

Background and purpose of this guidance

3. The Requirements for Teachers (Scotland) Regulations 2005 came into force on 30 September 2005. These included, as Regulations 5, 6 and 7, requirements concerning the employment of teachers of hearing impaired pupils, teachers of visually impaired pupils, and teachers of both hearing and visually impaired pupils, respectively.

4. Regulations 3 and 4 relate to the duty on education authorities with regard to the employment of teachers, and the requirement to employ only registered teachers:

General requirements in relation to employment of teachers

3. Every education authority shall employ adequate numbers of teachers in the schools under their management, with the appropriate professional skills and knowledge necessary to enable those teachers to undertake the teaching duties allocated to them.

Requirement to employ registered teachers

4. (1) Every education authority shall, in discharging their functions under section 1 of the 1980 Act and section 2(1) of the 2000 Act, employ only a registered teacher ("registered teacher" having the meaning set out in paragraph (2) below) as a teacher.

(2) "Registered teacher" in these Regulations means a teacher whose particulars are recorded in the register maintained by the General Teaching Council for Scotland under section 6 of the Teaching Council (Scotland) Act 1965 and includes a teacher whose registration has been marked as suspended on the basis however that, for the duration of that teacher's registration being marked as suspended, such a teacher may

- only be employed as a teacher–
- (a) by his or her existing employer, and
 - (b) in his or her existing teaching post

5. Regulations 5, 6 and 7 then specify the additional requirement beyond the duty to employ only registered teachers, for teachers of hearing impaired pupils, teachers of visually impaired pupils, and teachers of both hearing and visually impaired pupils, respectively, to have specific appropriate qualifications. Regulation 8 deals with the situation where a teacher does not possess an appropriate qualification.

Requirement in the employment of teachers of hearing impaired pupils

5. Without prejudice to regulations 3 and 4, where, in discharging their functions under section 1 of the 1980 Act and section 2(1) of the 2000 Act, an education authority employ a teacher wholly or mainly to teach hearing impaired pupils that teacher shall possess an appropriate qualification to teach such pupils.

Requirement in the employment of teachers of visually impaired pupils

6. Without prejudice to regulations 3 and 4, where, in discharging their functions under section 1 of the 1980 Act and section 2(1) of the 2000 Act, an education authority employ a teacher wholly or mainly to teach visually impaired pupils that teacher shall possess an appropriate qualification to teach such pupils.

Requirement in the employment of teachers of both hearing and visually impaired pupils

7. Without prejudice to regulations 3 and 4, where, in discharging their functions under section 1 of the 1980 Act and section 2(1) of the 2000 Act, an education authority employ a teacher wholly or mainly to teach pupils who are both hearing and visually impaired that teacher shall possess an appropriate qualification to teach such pupils.

Employment of teachers of hearing or visually impaired pupils who do not possess an appropriate qualification

8. A teacher who does not possess a qualification as referred to in regulations 5, 6 or 7 may be employed by an education authority wholly or mainly to teach pupils who are hearing impaired, visually impaired or both hearing and visually impaired, if the education authority are satisfied that the teacher is in the process of obtaining a qualification as referred to in regulations 5, 6 or 7, provided that the aggregate period for which the teacher wholly or mainly teaches pupils who are hearing impaired, visually impaired or both hearing and visually impaired, does not exceed five years.

Principles

Defining appropriate qualifications in terms of competences

6. The appropriate qualifications shall be defined in terms of:
- (a) knowledge, understanding and skills of a generic or core nature which will provide a sound foundation for teachers to work with children and young persons with additional support needs and;
 - (b) additional specialised knowledge, understanding and skills to enable teachers to operate as effective teachers of pupils who have a hearing impairment, or visual impairment, or both hearing and visual impairment.

7. The qualification focuses on the specialised knowledge, understanding and skills required by teachers to enable them to meet the specific additional learning needs of pupils arising from their hearing impairment, visual impairment, or both hearing and visual impairment. The starting point is meeting the needs of these pupils, and the competences required to do that effectively, and not on defining the structure of specific courses or other pathways to achieving an appropriate qualification.

8. All authorities are expected to have regard to this guidance in determining whether a teacher has an appropriate qualification. This is in line with their duty to provide adequate and efficient provision for such additional support as is required by each child or young person with additional support needs for whose education they are responsible under section 4 of the Education (Additional Support for Learning) (Scotland) Act 2004. **It is the responsibility of the employing authority to ensure that a teacher employed wholly or mainly to teach pupils who are hearing impaired, visually impaired or both hearing and visually impaired holds an appropriate qualification** (i.e. has the specific competences as listed at Appendix A) and that pathways for a teacher to obtain such a qualification within an education authority setting are quality assured.

9. The Requirements for Teachers (Scotland) Regulations 2005 do not specifically cover grant-aided or independent schools.¹ However, where an education authority is responsible for the school education of a pupil with a hearing impairment, visual impairment or both a hearing and visual impairment in a grant-aided or independent school, then the authority is under a duty to provide adequate and efficient provision for such additional support as is required by each child or young person with additional support needs for whose education it is responsible, as stated in paragraph 8 above. Therefore, it is good practice for education authorities to satisfy themselves that pupils, for whose school education they are responsible in grant-aided and independent schools and who are hearing impaired, visually impaired or both hearing and visually impaired, are taught by teachers who hold the appropriate qualification to teach such pupils.

Acquiring the qualification

Routes for acquiring qualifications

10. A major route by which teachers will acquire the necessary competences will be through attending courses at higher education institutions. However, this qualification may also be acquired through a combination of such courses (or earlier acquired qualifications) and other forms of accredited experience or through an appropriate local authority-based, or other, training and education at the discretion of the local authority.

11. It is appreciated that, in light of changing circumstances, an education authority may require a teacher to obtain further accreditation to cover specific knowledge, understanding and skills beyond those acquired through earlier or existing courses of training. In such cases it is anticipated that institutions and accrediting bodies will provide means by which teachers can acquire the necessary additional competences, or be recognised as having acquired them through other routes such as supervised experiential learning. Such arrangements would

¹ Except that the general requirements relating to the employment of teachers found in regulations 3 and 4 apply to Jordanhill School, Glasgow (which is a grant-aided school).

allow a teacher to apply for formal accreditation of the acquisition of the necessary competences through such prior learning.

Providing courses

12. Some teachers may wish to embark on a course of study to obtain an appropriate qualification. It is recognised that provision should be made for teachers who, for reasons such as service requirements, location, or personal or professional commitments, are unable to attend regular timetabled classes in a specific central location. For such cases, which may apply to the majority of teachers requiring to acquire or upgrade their qualification, courses will need to be made available through e-learning or distance learning modes with appropriate tutoring support. For many education authorities such 'distance' modes of participation in training may be the only realistic way for their teachers, both full-time and part-time, to acquire the appropriate qualifications. Whatever mode of training is used, trainees may require a regular allocation of time by their employing authority for study, appropriate visits and, where possible, a period of teaching practices in a setting different from their own current post.

Assessment criteria

13. Where an appropriate qualification is obtained through attendance on a post-graduate diploma course, the assessment techniques used, and the criteria applied, shall be governed by the same general principles as used for other post-graduate diplomas at a level equivalent to that of a (Scottish) Masters Degree.

14. Where an appropriate qualification is obtained through authority-based, or other, training and/or accredited prior learning, authorities must set down procedures for ensuring such arrangements are quality assured and will be expected to demonstrate these procedures when requested. Education authority arrangements will be monitored through the usual routes, such as through inspections of education authorities and schools by HMIE.

Prerequisites to obtaining an appropriate qualification

15. Teachers wishing to embark on a course of training with a view to acquiring an appropriate qualification must already have a General Teaching Council (Scotland) Registered teacher status². For the duration of training, trainees should have appropriate access to pupils with hearing impairment, or visual impairment, or both hearing and visual impairment, depending on the particular qualification sought. It is anticipated that most potential trainees will have had recent experience in working with pupils with such disabilities. Where they have not, they may be required to undertake a prior programme of familiarisation including visits.

Language and alternative communication

16. Specialist teachers are required to possess awareness, understanding and a level of competency in the range of language and communication alternatives and augmentative communication aids appropriate to the relevant group of pupils with whom they work (i.e. hearing impaired, visually impaired or both hearing and visually impaired pupils). Appendix A provides details of this requirement, including a demonstration of the ability to assess for the selection of the appropriate language/mode/system/media, in collaboration with parents, other professionals and, as far as possible, pupils themselves. Education authorities are responsible for ensuring that their teachers' knowledge and skills remain appropriate in light

² As defined in Regulation 4 of The Requirements for Teachers (Scotland) Regulations 2005

of changing pupil needs and circumstances. This is a requirement under Regulation 3³.

17. Teachers of visually impaired learners, for example, require Braille to Grade 1. However, it is not a requirement for all teachers of visually impaired pupils to learn Braille to Grade 2 during training as a prerequisite to acquiring an approved qualification. Authorities, however, need to ensure that all visually impaired pupils who need to use Braille are taught by appropriately qualified teachers who have competence in Braille to Grade 2. Teachers in such circumstances will be required to learn Braille to Grade 2. Similarly, for teachers of hearing impaired learners, authorities will need to ensure that teachers working with learners who use British Sign Language (BSL) become qualified at an appropriate level in the language. This may be to level 1, 2, or 3, as appropriate.

Ensuring an adequate breadth of experience for teachers working towards obtaining an appropriate qualification

18. During a course of training it will be necessary for teachers to demonstrate their acquisition of knowledge, understanding and skills in contexts other than with the children and young persons that they normally teach. This could be by working alongside already qualified teachers and/or undertaking a study in an area different from the teacher's own current practice. Such work would be in addition to having access to video and other live materials which provide the opportunity to view, and critically assess, learning environments and pupils different from their own.

Transition period

19. Under Regulation 8⁴, education authorities must ensure that teachers employed wholly or mainly to teach hearing impaired, visually impaired or both hearing and visually impaired pupils hold the appropriate qualification, or are in the process of obtaining such a qualification, and that the total period teaching without the qualification does not exceed 5 years. It is recognised that there may be individual cases where, through the nature of employment circumstances, it may be difficult to meet this deadline. However, in such circumstances, the authority would be under a duty to make reasonable alternative arrangements in line with the Regulations and guidance.

Next steps

20. The responsibility for implementing this guidance lies in the first instance with the employing authorities. The guidance will be kept under review and refined as necessary in light of emerging practice and circumstances.

Scottish Executive Education Department

³ 'General requirements in relation to employment of teachers'

⁴ 'Employment of teachers of hearing or visually impaired pupils who do not possess an appropriate qualification'.

Appendix A

Competences for teachers of children and young persons who are hearing impaired, or visually impaired, or both hearing and visually impaired.

Introduction

1. The Requirements for Teachers (Scotland) Regulations 2005 require that where an education authority employs a teacher wholly or mainly to teach pupils who are hearing impaired⁵, visually impaired or both hearing and visually impaired, then that teacher should possess an appropriate qualification to teach such pupils. The focus of this Appendix is on determining what would constitute an appropriate qualification by outlining the additional specialised knowledge, understanding and skills required of teachers to enable them to meet the specific additional learning needs of their pupils. The starting point is meeting the needs of these pupils, and the competences required to do that effectively, and not on defining the structure of specific courses, or pathways to achieving an appropriate qualification.

2. The main route by which teachers will acquire the necessary competences will continue to be through taking post-graduate diploma courses provided by higher educational institutions. However, the competences, and hence the qualification, may also be obtained through accredited experiential learning and/or through local authority-based or other training, at the discretion of the authority as an employer.

3. In addition to having General Teaching Council (Scotland) Registered Teacher status⁶, the appropriate qualifications shall require:

- (c) the acquisition of knowledge, understanding and skills of a generic or core nature which will provide a sound foundation for teachers to work with children and young persons with additional support needs;
- (d) additional specialised knowledge, understanding and skills to enable them to operate as effective teachers of pupils who have hearing impairment, or visual impairment, or both hearing and visual impairment.

4. The Standard for Full Registration sets a baseline professional standard which applies to all teachers throughout their careers. It builds on the Standard for Initial Teacher Education (SITE) and uses the same three categories to elaborate the range of attributes expected of teachers. These are:

- Professional knowledge and understanding;
- Professional skills and abilities;
- Professional values and personal commitment.

5. The various elements of the Standard are illustrated through expected features which give details about what registered teachers know and do in their daily professional lives.

6. In addition to fulfilling the requirements set out in the Standard for Full Registration, teachers employed wholly or mainly to teach pupils who are hearing impaired, visually

⁵ The terms hearing impaired and visually impaired are used in this document since these terms are used in the Regulations. It is accepted that some may prefer that the terms deaf and blind are used.

² As defined in Regulation 4 of The Requirements for Teachers (Scotland) Regulations 2005

impaired or both hearing and visually impaired must demonstrate that they achieve the following specific competences, as appropriate.

The specific competences for teachers of learners with hearing impairment

The following are not listed in order of importance and should be given equal weight in meeting the needs of learners with hearing impairments. It is expected that teachers will continue to develop their knowledge, understanding and skills throughout their careers.

8. Teachers will be able to demonstrate, through their application of knowledge, understanding and skills:

Assessment

- a critical knowledge of different types of linguistic and developmental assessments relevant to hearing impaired pupils, and an ability to carry out a range of assessments, and to interpret and use assessment results effectively, applying them to the curriculum and to skills of daily living.

Multi-agency/partnership working

- an ability to interpret and evaluate audiological assessments, and provide professional advice and comment to parents, other professionals, and to the pupils concerned, on the implications of these assessments for pupil audition with amplification;
- an ability to plan, develop and evaluate their strategies for working with parents/carers, teachers and multidisciplinary teams in facilitating linguistic access for hearing impaired learners.

Language and communication

- an understanding of the linguistic potential of hearing impaired pupils, of barriers to language and literacy acquisition which they may face, and an understanding of the approaches to and processes of language and literacy development;
- an understanding of key differences between signed and spoken languages and between BSL and various forms of manually coded English (e.g. Sign Supported English, Signed English, Cued Speech, Makaton, Signalong etc);
- a knowledge of the full range of ways in which hearing impaired pupils access information and contribute in class, both through English (e.g. amplification, lip-reading, reading/writing etc.) and BSL (direct or with interpretation);
- a minimum level of competence in BSL, at least to BSL Stage 1, and a requirement to upgrade skills to meet pupil support needs.

Medical/disability related knowledge

- a knowledge of the processes involved in Universal Newborn Hearing Screening and the implications of early diagnosis for linguistic and cognitive development;
- an understanding of the different types of discourse associated with deafness, and different constructions of deafness (e.g. social and medical);
- a knowledge of the impact on learning of specific medical conditions, syndromes and disabilities which can be associated with hearing impairment, including where hearing impairment arises as part of multiple and complex support needs.

Specialised technology

- a knowledge of the range of aids to audition (including hearing aids, cochlear implants, radio aids and environmental equipment), and an ability to compare and critically evaluate their impact and effective use, in collaboration with the learner, whenever appropriate, within a range of settings in the school environment.

Specific legislations and policy

- an ability to reflect on the effectiveness of their practice in different contexts and roles, and on the level of their awareness of appropriate practices for learners with a hearing impairment from ages 0-18 years, in the context of current legislation, policies and advice for education and access, and local and national support provision.

Teaching and learning

- an understanding of cognitive/intellectual potential and diversity, both verbal and non-verbal, among hearing impaired pupils, and implications for learning;
- an understanding of the range of barriers hearing impaired learners face in accessing the curriculum and of the full range of strategies for facilitating linguistic access and educational support within different contexts;
- the capacity to facilitate the development of pupils' ability to understand, negotiate and manage their own linguistic access strategies;
- an understanding of the specific needs and issues which can arise with hearing impaired pupils at transitions to and from different stages of education and experience.

The specific competences for teachers of learners with visual impairment

The following are not listed in order of importance and should be given equal weight in meeting the needs of learners with visual impairments. It is expected that teachers will continue to develop their knowledge, understanding and skills throughout their careers.

9. Teachers will be able to demonstrate, through their application of knowledge, understanding and skills:

Assessment

- a critical knowledge of different types of assessment and terminologies, and an ability to observe and assess the functional use of vision by visually impaired learners;
- an ability to carry out a range of appropriate assessments, and to interpret, discuss and use assessments effectively, applying them to the curriculum and to skills of daily living;
- an understanding that most standard assessment tools are not designed or standardised to take account of the developmental needs of young learners with a visual impairment and that, given the low incidence nature of visual impairment and subsequent standardisation difficulties, all assessments should be regarded as guides requiring interpretation taking account of the circumstances of the individual learner.

Multi-agency/partnership working

- an ability to plan, develop and evaluate their strategies for working with parents/carers, teachers and multidisciplinary teams in support of visually impaired learners.

Language and communication

- an understanding of the range of specialised approaches to the development of functional and pre-linguistic communication for visually impaired learners (e.g. behaviour as communication, intensive interaction, vocalisation, personal gesture, experiential signifiers, objects of reference etc.); linguistic systems (e.g. speech related to experience, on body signing etc.) and an overview of augmentative and alternative communication (AAC) systems (e.g. speech output communication aids, Braille, Moon, etc).

Medical/disability related knowledge

- a familiarity with the effects of a range of ocular and cerebral visual impairments, genetic and acquired, and with the range of disability and needs associated with the present population of young learners with a visual impairment and the resulting implications for learning and development, including early movement and development, safety and health;
- a knowledge of, and ability to use effectively, the orientation and mobility techniques for both able bodied and wheelchair using children and young people with a visual impairment;
- a knowledge of the impact on learning of specific medical conditions, syndromes and disabilities which can be associated with visual impairment;
- an understanding of the specific needs and issues which can arise with visually impaired pupils at transitions to and from different stages of education and experience.

Specialised technology

- a knowledge of the developing range of alternative forms of accessible media, specialised communications hardware and software and teaching strategies to utilize these alternative forms of media, specialised communication hardware and software;
- a knowledge of low vision aids and their use;
- a critical knowledge of and ability to use a range of ICT and, as appropriate, low and high technology augmentative communication approaches to facilitate access to the curriculum and life long learning.

Specific legislation and policy

- an ability to reflect on the effectiveness of their practice in different contexts and roles, and the level of their awareness of appropriate practices for learners with visual impairment from ages 0–18 years, in the context of current legislation, policies and advice for education and access, and local and national support provision.

Teaching and learning

- an understanding of how children with visual impairment learn, including the impact of visual impairment and other disabilities on language and communication, access to information and mobility and movement, and the significance of these for curriculum development and teaching approaches;
- an understanding of the range of barriers visually impaired learners face in accessing the curriculum, and of strategies for enabling access and support within different contexts;
- an ability to identify, design, adapt and evaluate appropriate materials and environmental conditions to meet the needs of the full range of children and young people with a visual impairment, including those with other additional support needs;

- an ability to use and teach alternative reading and writing systems including Braille Grade 1 and Moon;
- an understanding that to teach Grade 2 Braille, which is the standard for Braille users, teachers will be required to upgrade their skills to include a competence to teach Grade 2 Braille.

The specific competences for teachers of learners with both hearing and visual impairment.

The following are not listed in order of importance and should be given equal weight in meeting the needs of learners with both hearing and visual impairments. It is expected that teachers will continue to develop their knowledge and understanding throughout their career.

10. Teachers will be able to demonstrate, through their application of knowledge, understanding and skills:

Assessment

- a critical knowledge of different types of assessment and terminologies, and an ability to observe and assess the functional use of vision and hearing by learners with both hearing and visual impairment and how the learner integrates both senses; an ability to carry out a range of appropriate formal assessments, and to interpret, discuss and use assessments effectively, applying them to the curriculum and to skills of daily living.

Multi-agency/partnership working

- an ability to plan, develop and evaluate their teaching and support strategies for working with parents/carers, teachers and multidisciplinary teams in support of learners with both a hearing and visual impairment.

Language and communication

- an understanding of key differences between signed and spoken languages and competence in BSL to Stage 1;
- a knowledge of a range of specialised approaches to the development of functional communication including: pre-intentional, intentional and pre-linguistic (e.g. behaviour as communication, intensive interaction, co-creative communication, movement and gesture, objects of reference, etc.); linguistic systems (e.g. speech, including specific adaptations to BSL and manually coded English, on body signing etc. and the difference between spoken and signed languages); an overview of augmentative and alternative communication (AAC) systems (e.g. in addition to some of the above, symbol systems and symbol communication books and charts, visual communication systems, visual timetables, Braille Grade 1, Moon etc.).

Medical/disability related knowledge

- a knowledge of medical and neurological factors and causes of sensory impairments and sensory processing difficulties, and an awareness of the relationship between these and their implications for learning and development of learners with both hearing and visual impairment, including early movement development, safety and health;
- a knowledge of the impact on learning and teaching of specific medical conditions, syndromes and disabilities which may underlie support needs including where hearing and visual impairment arise as part of multiple and complex conditions.

Specialised technology

- a knowledge of the developing range of alternative forms of accessible media, specialised communications hardware and software and related teaching strategies;
- a knowledge of the use of a range of technological tools including alternative communication and/or writing systems, low vision aids and hearing aid systems.

Specific legislation and policy

- an ability to reflect on the effectiveness of their practice in different contexts and roles, and the level of their awareness of appropriate practices for learners with both a hearing and a visual impairment from ages 0–18 years, in the context of current legislation, policies and advice for education and access, and local and national support provision.

Teaching and learning

- an understanding of how children and young people with both hearing and visual impairment learn, including the impact of complex mixes of sensory and other disabilities on language and communication, access to information and mobility and movement, and the significance of these for curriculum development and teaching approaches;
- an ability to identify, design, adapt and evaluate appropriate materials and environmental conditions to meet individual learners' needs; including through the use of traditional approaches and ICT;
- an understanding of the specific needs and issues which can arise for learners with both hearing and visual impairment at transitions to and from different stages of education and experience.

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