

Definition:

- Hearing loss is the temporary or permanent loss of hearing in one or both ears and can occur from birth or is acquired.
- Hearing loss can vary in its level and audiometric configuration.
- There are a number of possible interventions to improve hearing thresholds.

Characteristics seen in the classroom:

- * Pupil constantly asks for clarification
- * Pupil says unexpected things unrelated to subject.
- * Pupil fatigues easily
- * Difficulty listening in noise
- * Distractible and easily frustrated
- * Lack of confidence
- * Daydreaming / tuning out
- * Variable responses to sound
- * Face watched intently
- * Poor vocabulary
- * Delayed receptive and expressive language
- * Delayed speech development – does child miss parts of words
- * Delayed literacy skills
- * Difficulties with phonic based approaches to reading
- * Socially isolated
- * Generally underachieving



Igniting Curiosity Growing Capabilities

Where to go for help:

- Speak to class teacher / SENDCo in the first instance
- Sensory Inclusion Service – Advisory Teacher of the Hearing Impaired

Physical Needs: Hearing Impairment



Assessment and Diagnosis:

- * Any school-based assessment of a pupil's hearing and its influence on accessing education alongside their peers should be carried out by a Teacher of the Deaf.
- * Any assessment will involve close liaison with the pupil, family, school and other professionals.
- * Following any referral to an ENT Consultant, ongoing assessment and support may include: Audiological assessment including assessment of acoustic conditions; speech discrimination in quiet and noise; testing and maintenance of audiological equipment.
- * Educational based assessment including standardised tests of receptive and expressive language / vocabulary and literacy. Assessments assessments of speech development, pragmatic and social development.
- * Submission of reports to inform education plans / provision maps and support for effective differentiation.

Frequently used Interventions:

- * Use an uncluttered layout and good contrast.
- * Visually friendly fonts.
- * Avoid use of documents with poor contrast such as faded photocopies.
- * Provide own copies of resource materials
- * Never discourage head turn/tilt/viewing distance/ position.
- * Provide extra time to scan visually complex materials and fine detail.
- * Seat pupil at the front/ close to the focal point of the lesson.
- * Make handwritten board notes clear and in bold black pen
- * Low vision aids - specialist ICT software.