

## Sensory and/or Physical Needs

### Hearing Impairment (with reference to National Eligibility Framework).

<b>Universal Descriptor</b> Wave 1	<b>Identification and Assessment</b>	<b>Teaching and Learning Strategies, Resources and Physical Environment</b>	
<p><b>Schools and settings:</b></p> <ul style="list-style-type: none"> <li>Awareness that child has had past hearing difficulties: glue ear (1:5 children below age of 11 have had a conductive hearing loss - glue ear at any one time)</li> </ul> <p>The following may be <b>indications of hearing loss</b> if a child:</p> <ul style="list-style-type: none"> <li>Has started to withdraw in group times/class discussions</li> <li>Dropped in their confidence</li> <li>Is not achieving their academic potential or levels of achievement have fallen</li> <li>Is intermittently/consistently mishearing/carries out a task but has not followed the instructions</li> <li>Constantly “in trouble” at playtimes (mishearing can lead to</li> </ul>	<ul style="list-style-type: none"> <li>Class/subject teacher or key worker suspects child not hearing</li> <li>Class/subject teacher has discussion with SENDCo</li> <li>Ask parents/carers if they have concerns</li> <li>Advice to see GP</li> </ul> <p><b>For further information</b></p> <p><i>Listening Conditions in Schools leaflet</i></p> <p><i>HI Graduated Response leaflet</i></p> <p><i>Making a Referral leaflet</i></p>	<p>Within private, voluntary, independent and childminder settings (PVICs), the manager is accountable for the progress of the child within the setting, predominantly working on differentiated activities.</p> <p><b>Quality First Teaching</b> encompasses this with a specific consideration for children with hearing impairment needs</p> <p><b>School uses deaf awareness strategies:</b></p> <ul style="list-style-type: none"> <li>Reduce background sound: Consider physical environment - carpets, blinds and display boards, lower ceilings all absorb sound and produce better listening conditions</li> <li>Be aware of level of own voice: - can it be heard above children’s?</li> <li>Group work:                             <ul style="list-style-type: none"> <li>– can children access each other’s voices</li> <li>– do they need to move to quieter space with a wall behind them, without a group talking behind?</li> <li>– do they need to lip read? Consider their seating position</li> </ul> </li> <li>Talk with child and ask them where they can hear better</li> <li>The class/subject teacher is accountable for the progress of the child within the mainstream class, predominantly working on modified curriculum tasks</li> </ul>	<p>Be aware of:</p> <p><b>Listening conditions</b></p> <ul style="list-style-type: none"> <li>Be aware of background noise and reduce by closing windows/doors</li> <li>Be aware of background noise such as a group activity</li> </ul> <p><b>Watching conditions</b></p> <ul style="list-style-type: none"> <li>Switch lights on</li> <li>Do not stand directly in front of window</li> <li>Stand still</li> </ul> <p><b>Seating</b></p> <ul style="list-style-type: none"> <li>It helps if the child can see your face</li> </ul> <p><b>Facilitate understanding</b></p> <ul style="list-style-type: none"> <li>Gain attention</li> </ul> <p><b>For further information:</b></p> <p><i>Strategies for Inclusion leaflet</i></p> <p><i>Information for Pre-School Providers</i></p>

<p>misunderstanding of a social situation)</p> <ul style="list-style-type: none"> <li>• May have been referred to GP</li> </ul> <p><b>For further information:</b></p> <p><i>Introduction to Hearing Impairment in Children leaflet</i></p> <p><a href="http://www.nhs.uk/Conditions/Hearing-impairment/Pages/Symptoms.aspx">http://www.nhs.uk/Conditions/Hearing-impairment/Pages/Symptoms.aspx</a></p>	<p>Advice can be sought from the <b>Hearing Impairment Team</b> at this stage (referral for assessment is open to all children)</p>	<ul style="list-style-type: none"> <li>• Guided reading and writing groups are led by the teacher</li> <li>• Flexible grouping arrangements.</li> <li>• Increased differentiation of activities and materials by presentation, outcome, timing, scaffolding and additional resources</li> <li>• Differentiated questioning and targeted simplified level/pace/amount of teacher talk</li> <li>• Alternative forms of recording routinely used</li> <li>• Use of visual, auditory &amp; kinaesthetic approaches.</li> <li>• Awareness that a child may need more time to complete tasks and that equality of access may mean that they need to do some things differently</li> <li>• ‘Small steps’ approaches</li> <li>• Access to resources and displays that support independence.</li> <li>• Routine feedback to pupils</li> </ul> <p><b>Environmental considerations</b> are made to meet the needs of all pupils e.g. seating position, personal space and classroom layouts, displays and signage</p> <p>A <b>monitoring system</b> is in place to assess child’s need, identify outcomes, implement support and monitor and evaluate progress</p> <p>Identify any <b>specific training</b> needs for staff</p> <p><b>Transitions:</b> thorough and timely preparations made for transition, both between year groups and between settings</p> <p><b>For further information:</b></p> <p><a href="http://www.ndcs.org.uk/professional_support/our_resources/deaf_friendly_schools_packs/">http://www.ndcs.org.uk/professional_support/our_resources/deaf_friendly_schools_packs/</a></p>	
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<b>Targeted Descriptor</b> <b>Wave 2</b>	<b>Identification and Assessment</b>	<b>Teaching and Learning Strategies, Resources and Physical Environment</b>	
<p><b>Open referral policy to the Hearing Impairment (HI) Team:</b></p> <p>If a child:</p> <ul style="list-style-type: none"> <li>• Has hearing loss – has been seen by Audiology/ENT</li> <li>• Has a conductive hearing loss – persistent glue ear</li> <li>• Has been given hearing aids</li> <li>• Requires monitoring of hearing access aids, half termly/termly</li> <li>• May need a radio aid as they have difficulty listening in background noise</li> <li>• Has mild to profound unilateral (one sided) hearing loss: may find location of sound difficult*</li> </ul> <p><b>For further information:</b></p> <p>Hearing Levels Descriptors – at all stages</p>	<p>School may have identified hearing difficulties and referred parents to GP</p> <p>School/audiology/parents/other professionals will have referred child to Hearing Impairment Team</p> <p>HI Team will gather information from child, parents, school, audiology, other agencies with parental consent. Will carry out an assessment of access to speech. A report will be written and recommendations made for better access within setting, as well as possible future involvement from HI Team which could be:</p> <p>No further action or monitored annually, termly or half termly</p>	<p><b>School and settings should:</b></p> <ul style="list-style-type: none"> <li>• Follow recommendations for individual child's better access provided in a HI report.</li> <li>• Follow specific advice on equipment such as how to change hearing aid batteries.</li> <li>• Ensure Hearing Aids/Radio Aids are worn and charged daily. ICT connector to radio aids.</li> <li>• Be aware of feedback noise – this is when the hearing aid is covered up and the microphone gives off an electronic noise. This can cause embarrassment for a deaf child.</li> <li>• Maintain equipment.</li> </ul> <p>Children, parents and schools being aware that earmoulds (the part that goes in the ear) need to be a snug fit. As children grow their earmoulds will no longer fit and sound cannot then be transmitted accurately. New earmoulds appointment needs to be made by parent at Audiology.</p> <p>Identify any <b>specific training</b> needs for staff</p> <p><b>Transitions:</b> thorough and timely preparations made for transition, both between year groups and between settings</p> <p><b>For further information:</b></p> <p><i>Strategies for Inclusion Leaflet</i></p> <p><i>Information for Pre School Providers</i></p>	<p><b>Hearing Impairment Team Local Offer - Graduated Response:</b></p> <p>Monitor and discuss with child, parent/carer and staff re-accessing curriculum, as well as the social and emotional aspects of school life</p> <p>Audit of acoustic environment – HI Team</p> <p>Hearing analyser used to check equipment function</p> <p>Training for child, family and setting</p> <p>Develop peer and practitioner understanding of implications of hearing loss</p> <p>Events to support social/emotional need – access to a personal understanding of deafness programme</p> <p>Deaf Athletics event Picnic in the Park Holiday Events</p>

HI Team will advise/offer training on use of equipment, deaf awareness training

Specialist HI assessment, e.g. speech discrimination tests, report, advice and recommendations

*An EHC plan is not needed to access this*

\*Risk assessed  
Health & Safety - fire alarm

Exam/assessment access advice

**For further information:**

*Hearing Impairment  
Team Graduated  
Response leaflet*

<b>Bespoke Descriptor</b> <b>Wave 3</b>	<b>Identification and Assessment</b>	<b>Teaching and Learning Strategies, Resources and Physical Environment</b>	
<p>Many of the children in this wave have been known to the Hearing Impairment (HI) Team since diagnosis, which could be from birth.</p> <p>A high level of partnership work with families, settings, audiology, Cochlear Implant Team, School/other professionals.</p> <p>The child may have:</p> <ul style="list-style-type: none"> <li>• Moderate / Severe / Profound permanent hearing loss</li> <li>• No, one or two hearing aids: Post aural (behind the ear), BAHA (Bone anchored), BAHA on a headband</li> <li>• Be cochlear implanted: 1 or 2 speech processors - high powered hearing aid</li> <li>• Access to a radio aid</li> <li>• Use British Sign Language; Sign-Supported English; be very visual in accessing their learning</li> </ul>	<p>Targeted Wave 2 provision would not be sufficient to meet needs</p> <p>The child requires more than monitoring of hearing function</p> <p>The child requires direct teaching from specialist Teacher of Deaf , a specialist intervention from HI Team</p> <p>May require access to the high level of support offered within the schools with enhanced resource, current Rotherham provision at Bramley Grange (Primary) and Wickersley School and Sports College (Secondary)</p> <p>The child requires specialist assessments</p> <p>Many schools access</p>	<p>The child may be working with a specialist support assistant</p> <p>The child’s first language may be British Sign Language (BSL) or sign is used to support spoken communication (sign – supported English)</p> <p>Identify any <b>specific training</b> needs for staff</p> <p><b>Transitions:</b> thorough and timely preparations made for transition, both between year groups and between settings</p> <p><b>For further information:</b></p> <p>Contact the HI Team  <a href="mailto:Clare.Armitage@rotherham.gov.uk">Clare.Armitage@rotherham.gov.uk</a></p>	<p>Eligibility Framework criteria used to support level of need</p> <p>Specialist assessments</p> <p>Communication strategies</p> <p>Training – Sign language may be needed</p> <p>Developing Independence, e.g. catching a bus / going to college</p> <p><b>For further information</b></p> <p><b>MSI – Multi Sensory Impairment needs - contact HI/VI Teams</b></p>

support from the Hearing Impaired Team to enable them to meet the child's access need

Identify if the child also requires referral to other services, e.g. Learning Support Service/Speech & Language Therapy

There may be an identified need for an assessment for an **Education Health and Care Plan** to identify the most appropriate support, such as special school or resource provision

**For further information**

*HI Team Graduated Response leaflet*