

### 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

### 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.