

Hearing Impairment

Assess

- Ensure HI diagnosis has been confirmed and parental consent form is in place.
- Ensure Quality First Teaching is in place.
- Analysis of test and attainment data, including language skills (e.g. BPVS, ACE, Reading Assessments, Speech Tests).
- Audiological reports of aided and unaided hearing thresholds, together with the NATSIP eligibility framework are used to determine level of need /support, as well as learning needs.
- Detailed and targeted observations in a range of situations and 1-1 activities to assess use of residual hearing and functional listening skills.
- Educational Audiologist to assess for Radio Aid if appropriate.
- Meeting and discussions involving child/young person, parents, SENCo and key staff.
- Identification of any training needs of staff.
- Review the listening conditions in the classroom and note any adjustments required to make the classroom accessible.

- Plan to make any reasonable adjustments needed (e.g. carpets, blinds/ curtains, Soundfield, radio aid and child's seating position in the classroom etc).
- Close working with the Sensory Support Qualified Teacher of the Deaf to plan next steps.
- Ensure that curriculum planning and learning resources are adapted to meet the child's needs.
- Set termly outcomes/targets for the CYP using data from standardised and non standardised assessments.
- Identify how any barriers to learning and participation will be minimised or removed.
- Consider the need for, and plan for, any support needed to improve the child's language skills, self esteem, social skills and independence as a learner.
- Consider the need for pre and post lesson teaching.
- Arrange any training needed for key staff.
- Use of EH Action Plan and referral to appropriate services.

Plan

SEN Support (provided via schools own resources)

- Review the impact of specific interventions/adaptations.
- Plan next steps with the child/young person, parents and Teacher of the Deaf
- Identify any ongoing, or new and emerging, needs including those relating to language, learning, self esteem, social skills etc
- Review the accessibility of lesson content.
- Liaise specifically with Audiology regarding hearing levels and functional listening skills reflected in speech clarity
- Review the child's ability to learn independently and manage their own resources and equipment.
- Review advice/support using monthly/ termly case notes (Records of Input).
- Update EHA and pupil passport.
- Continue at SEN Support with new outcomes/adapted strategies, move off SEN Support/make a request for an EHC Needs Assessment.

- Use of specific strategies, resources and equipment (outlined in Qualified Teacher of the Deaf Assessment Report).
- Use of specific technology adaptations as required e.g. captioning apps such as Otter.
- Adaptation of classroom environment if needed.
- Establish consistent use of the hearing aids/ Cochlear Implants.
- Best practice routines are understood and adhered to by key staff for all assistive listening devices.
- Implementation of specific programmes by Parents/ Carers/ school staff and/or the Teacher of the Deaf.
- Request regular feedback from the child/young person to ensure ongoing accessibility of learning resources
- Quality Assurance of curriculum delivery by SENCo or other appropriate member of staff/Teacher of the Deaf.
- Access to appropriate training for staff working with the child/young person.

Do

Review