

## 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 without effective intervention:

- Child constantly asks for clarification
- Child says unexpected things unrelated to subject
- Child fatigues easily
- Difficulty listening in noise
- Distractible and easily frustrated
- Lack of confidence
- Daydreaming
- 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:

- Schools or settings can refer (with parental permission) to Child Health (Audiology 01743 450800) for an assessment of hearing.
- SIS can only see a child within a school or a setting following referral from an ENT Consultant.

# Hearing Impairment

## Assessment and Diagnosis:

- Any school based assessment of a child/young person'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 child/young person, families, educational settings and other professionals.
- Following any referral to SIS by 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, including Reynell, BPVS, ACE and TROG.
- Normative 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:

- Appropriate seating position
- Management of acoustic conditions
- Positive management of classroom noise
- Use of visual clues to meaning
- Repeating key messages
- Facing child when teaching with face in good light
- Hearing aid fitting
- Use of FM systems
- Support from SIS to manage and effectively use amplification systems
- Appropriately differentiated curriculum in consultation with a Teacher of the Deaf
- Deaf awareness training to staff and peers from SIS
- Ongoing support from a Teacher of the Deaf for the child/family and setting for children referred to the service
- Targeted interventions to improve receptive and expressive language
- Use of quiet withdrawal to optimise listening conditions for key areas
- Peer group support to target issues of social isolation and identity