Hearing Impairment – Key Stage 1-4
SEN Guidance 2013
<table>
<thead>
<tr>
<th>Range</th>
<th>Hearing Impairment Descriptor</th>
<th>Assessment and Planning</th>
<th>Grouping for Teaching</th>
<th>Human Resources/Staffing</th>
<th>Curriculum &amp; Teaching Methods</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Element 1 Indirect support from central STDC</td>
<td>• Aided/unaided conductive temporary or • Chronic conductive aiding not appropriate or • Unilateral/bilateral minimal &lt;20dBHL or mild – aiding not appropriate</td>
<td>• Part of school and class assessments • Normal curriculum plans include individual/group targets</td>
<td>• Mainstream class • Attention to seating, lighting and acoustics</td>
<td>• Main provision by class/subject teacher • Agreed joint written Advice from CCG and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist.</td>
<td>• Full inclusion within National Curriculum</td>
<td>• Possible provision of soundfield systems by school</td>
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<tr>
<td>2 School request</td>
<td>• Aidable chronic conductive, or Bilateral aidable minimal mild moderate permanent • May have hearing aids • moderate difficulty with listening, attention, concentration, speech, language and class participation • Auditory Processing Disorder/Auditory Neuropathy</td>
<td>Assessment • Part of school and class assessments • Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC Planning • Normal curriculum plans include individual/group targets</td>
<td>Mainstream class • Attention to seating, lighting and acoustics</td>
<td>Main provision by class/subject teacher Single piece of work on referral: • Contact family • Visit school: Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) • Written report circulated to school, family, hospital Additional support if needs change on request from school</td>
<td>Full inclusion within National Curriculum Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</td>
<td>Possible provision of soundfield systems by school Specific deaf related training opportunities for staff on request to STDC</td>
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<td>3</td>
<td>• Aided chronic conductive, or Bilateral aided moderate permanent • Hearing aids and may have radio aid • moderate difficulty accessing spoken language, likely language delay • Difficulty with listening, attention, concentration and class participation</td>
<td>Assessment • Part of school and class assessments • May require modification to the presentation of assessments • Use of speech audiometry and other specialist tools to assess access to spoken language in class Planning</td>
<td>Mainstream class • Attention to seating, lighting and acoustics</td>
<td>Main provision by class/subject teacher Initial piece of work on referral: • Contact family • Visit school: Observe pupil in class Speak to pupil Speech discrimination</td>
<td>Full inclusion within National Curriculum Possible differentiation by presentation and/or outcome Opportunities for explanation, clarification and reinforcement of lesson content and language Specific interventions</td>
<td>Electro-acoustic assessment of auditory equipment Possible provision of soundfield systems by school Specific deaf related training opportunities for staff</td>
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| Auditory Processing Disorder/Auditory Neuropathy | Curriculum plan reflects levels of achievement and includes individually focused IEP targets | Gather data on progress
Advising staff (class teacher / SENCO)
- Written report circulated to school, family, hospital
- Annual electroacoustic hearing aid checks
- Monitoring visits to speak to pupil/SENCO
- Issue radio aid
- Monitor radio aid use
- Up to 6 visits per year from TOD/PIM
- Possible input from non-education professionals e.g. SALT | for speaking, listening and teaching of phonics |

| Bilateral moderate or severe permanent hearing loss with no additional learning difficulties or moderate permanent hearing loss with additional language/learning difficulties
- Severe difficulty accessing spoken language and therefore the curriculum
- Additional language delay associated with hearing loss
- Hearing aids and radio aid
- Speech clarity likely to be affected
- Difficulties with attention, concentration, confidence and class participation
- Auditory Processing Disorder/Auditory Neuropathy | Assessment
- Part of school and class assessments
- Will require modification to the presentation of assessments
- Use of speech audiometry and other specialist tools to assess access to spoken language in class
Planning
- Curriculum plan reflects levels of achievement and includes individually focused IEP targets
- Mainstream class
- Regular opportunities for 1:1 and small group work based on identified need
- Attention to seating, lighting and acoustics
- Main provision by class/subject teacher with advice from ToD and other educational and non-educational professionals inc. SALT as appropriate
- Initial piece of work on referral:
  - Contact family
  - Visit school:
    - Observe pupil in class
    - Speak to pupil
    - Speech discrimination
  - Gather data on progress
  - Advise staff (class teacher / SENCO)
- Written report circulated to school, family, hospital
- Termly electro-acoustic hearing aid checks
- Monitoring visits to speak to pupil/SENCO
- Issue radio aid
- Full inclusion within National Curriculum
- Differentiation by presentation and/or outcome
- Regular opportunities for explanation, clarification and reinforcement of lesson content and language
- Specific interventions for speaking, listening and teaching of phonics
- Electro-acoustic assessment of auditory equipment
- Provision of personal FM systems and soundfield systems
- Specific deaf-related training opportunities for staff
- Access to a quiet room for small group and 1:1 sessions |
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<tr>
<th>4.2</th>
<th>Bilateral moderate/severe or severe/profound permanent hearing loss</th>
<th>Additional language/learning difficulties associated with hearing loss</th>
<th>Hearing aids and radio aid or cochlear implant</th>
<th>Profound difficulty accessing spoken language and therefore the curriculum</th>
<th>Speech clarity affected</th>
<th>Difficulties with attention, concentration, confidence and class participation</th>
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<td><strong>Assessment:</strong></td>
<td>Part of school and class assessments</td>
<td>Will require modification to the presentation of assessments</td>
<td>Use of speech audiometry and other specialist tools to assess access to spoken language in class</td>
<td>Systematic application of assessment tools for deaf children</td>
<td>Involvement of education and non-education professionals as appropriate</td>
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<td><strong>Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific</strong></td>
<td>Mainstream class with flexible grouping arrangements</td>
<td>Ongoing opportunities for 1:1 support focused on specific IEP targets</td>
<td>Frequent opportunities for small group work based on identified need</td>
<td>Particular attention to seating, lighting and acoustics</td>
<td>Main provision by class/subject teacher with support from ToD and advice from education and non-educational professionals inc. SALT as appropriate</td>
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<td>INSET to whole staff re hearing loss, use of radio aid etc</td>
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<td>• Ongoing advice to staff (CT and TA) i.e. weekly for first term and 3 weekly subsequently&lt;br&gt;• Short-term weekly PIM input&lt;br&gt;• Up to 20 sessions per year from a TOD and/or 6 Pupil Inclusion Mentor (PIM) for school and family&lt;br&gt;• Additional adults with appropriate training under the direction of the teacher and ToD to:&lt;br&gt;  o reinforce lesson content&lt;br&gt;  o deliver modified curriculum tasks&lt;br&gt;  o support language development&lt;br&gt;• Access to deaf adults and peers&lt;br&gt;• Specialist support staff with appropriate communication skills</td>
<td>• Part of school and class assessments&lt;br&gt;• Will require modification to the presentation of assessments&lt;br&gt;• Use of speech audiometry and other specialist tools to assess access to spoken language&lt;br&gt;• Systematic application of speech language and communication assessment tools for deaf children&lt;br&gt;• Assessment by education and non-education professionals as appropriate&lt;br&gt;• Curriculum plan closely</td>
<td>• Mainstream class with flexible grouping arrangements&lt;br&gt;• Ongoing opportunities for 1:1 support focused on specific IEP targets&lt;br&gt;• Frequent opportunities for small group work based on identified need&lt;br&gt;• Particular attention to seating, lighting and acoustics&lt;br&gt;• Differentiation by presentation and/or outcome personalised to pupils identified needs&lt;br&gt;• Opportunities for explanation, clarification and reinforcement of lesson content and language</td>
<td>• Main provision by class/subject teacher with support from ToD and advice from education and non-educational professionals inc. SALT as appropriate&lt;br&gt;• Timetabled teaching support directly from a TOD.&lt;br&gt;• Ongoing assessment of needs using specialist and NC guidance&lt;br&gt;• Additional adults with appropriate training under the direction of the teacher and ToD to:&lt;br&gt;  o reinforce lesson content&lt;br&gt;  o deliver modified curriculum tasks&lt;br&gt;• Timetable teaching support directly from a TOD.&lt;br&gt;• Ongoing assessment of needs using specialist and NC guidance&lt;br&gt;• Additional adults with appropriate training under the direction of the teacher and ToD to:&lt;br&gt;  o reinforce lesson content&lt;br&gt;  o deliver modified curriculum tasks&lt;br&gt;• Timetabled teaching support directly from a TOD.&lt;br&gt;• Ongoing assessment of needs using specialist and NC guidance&lt;br&gt;• Additional adults with appropriate training under the direction of the teacher and ToD to:&lt;br&gt;  o reinforce lesson content&lt;br&gt;  o deliver modified curriculum tasks&lt;br&gt;• Timetabled teaching support directly from a TOD.&lt;br&gt;• Ongoing assessment of needs using specialist and NC guidance&lt;br&gt;• Additional adults with appropriate training under the direction of the teacher and ToD to:&lt;br&gt;  o reinforce lesson content&lt;br&gt;  o deliver modified curriculum tasks</td>
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| Implications | Communication difficulties which prevent the development of appropriate social and emotional health. | tracks levels of achievement and all IEP targets are individualised, short term and specific | o support language development  
- Access to deaf adults and peers  
- Specialist support staff with appropriate BSL/communication skills |
|---|---|---|---|
| 6 HI+ | - Bilateral moderate/severe/profound permanent hearing loss  
- Severe language/learning difficulties associated with hearing loss  
- Severe additional difficulties and learning needs not associated with hearing loss.  
- BSL/SSE or augmentative communication needed for effective communication  
- Hearing aids and radio aid or cochlear implant  
- severe difficulty accessing spoken language and therefore the curriculum  
- Speech clarity affected  
- Difficulties with attention, concentration, confidence and class participation  
- Auditory Processing Disorder/Auditory Neuropathy  
- Language delay and communication difficulties which prevent the development of appropriate social and emotional health. | | |
| Assessment: | - Part of specialist school assessments  
Will require modification to the presentation of assessments  
Use of speech audiometry and other specialist tools to assess access to spoken language in class  
Systematic application of assessment tools for deaf children  
Involvement of education and non-education professionals as appropriate | - Specialist class with flexible grouping arrangements  
Ongoing opportunities for 1:1 support focused on specific IEP targets  
Frequent opportunities for small group work based on identified need  
Particular attention to seating, lighting and acoustics | - Main provision by class/subject teacher with support from ToD and advice from education and non-educational professionals inc. SALT as appropriate  
Initial piece of work on referral:  
- Contact family  
- Visit school:  
  - Observe pupil in class  
  - Speak to pupil  
  - Speech discrimination  
  - Gather data on progress  
  - Advise staff (class teacher / SENCO)  
- Written report circulated to school, family, hospital  
- Annual hearing aid checks  
- Monitoring visit to speak to pupil/SENCO  
- Issue radio aid  
- Monitor radio aid use  
- Up to 6 visits per year from TOD/PIM  
- Specialist support staff with appropriate signed support for communication  
| Planning: | - Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific | | - Differentiation by presentation and/or outcome personalised to pupils identified needs  
- Opportunities for explanation, clarification and reinforcement of lesson content and language |
| 7HI++ | - Bilateral moderate/severe/profound permanent hearing loss  
- Profound language/learning difficulties associated with hearing loss  
- Profound additional difficulties | | - Electro-acoustic assessment of auditory equipment  
- Provision of personal FM systems (where appropriate) and soundfield systems  
- Specific deaf-related training opportunities for staff  
| Assessment: | - Part of specialist school assessments  
Will require modification to the presentation of assessments  
Use of speech audiometry | - Specialist class with flexible grouping arrangements  
1:1 support at all times for non deaf related needs  
Focus on specific | - Main provision by class/subject teacher with support from ToD and advice from education and non-educational professionals inc. SALT as appropriate  
| | - Electro-acoustic assessment of auditory equipment  
- Provision of personal FM systems (where appropriate) and | | |
and learning needs not associated with hearing loss. But required constant 1:1 adult support
- BSL/SSE or augmentative communication needed for effective communication
- Hearing aids and radio aid or cochlear implant
- Profound difficulty accessing spoken language and therefore the curriculum
- Speech clarity affected
- Difficulties with attention, concentration, confidence and class participation
- Auditory Processing Disorder/Auditory Neuropathy
- Language delay and communication difficulties which prevent the development of appropriate social and emotional health.

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<th>and other specialist tools to assess access to spoken language in class</th>
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<td>systematic application of assessment tools for deaf children with complex needs</td>
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<tr>
<td>Involvement of education and non-education professionals as appropriate</td>
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**Planning:**
- Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific

<table>
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<th>IEP targets relating to hearing loss</th>
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<tr>
<td>Frequent opportunities for 1:1 and small group work based on identified need</td>
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<td>Particular attention to seating, lighting and acoustics</td>
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<th>Single piece of work on referral:</th>
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<tr>
<td>Contact family</td>
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<tr>
<td>Visit school: Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO)</td>
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**Planning:**
- Written report circulated to school, family, hospital
- regular hearing aid checks
- Monitoring visit to speak to pupil/SENCO
- Issue radio aid
- Monitor radio aid use
- Up to 12 visits per year from TOD/PIM
- Full time, 1:1 support from additional adults throughout the day with appropriate training under the direction of the teacher to:
  - Support medical and/or physical needs
  - Reinforce lesson content
  - Deliver modified curriculum tasks
  - Support language development
  - Access to deaf adults and peers
  - Specialist support staff with appropriate BSL/communication skills

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<th>clarification and reinforcement of lesson content and language</th>
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<td>soundfield systems</td>
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- Specific deaf-related training opportunities for staff
- Access to a quiet room for small group and 1:1 sessions