

## Hertfordshire County Council – SEND SAS Graduated Approach Hearing Impairment - Summary

<u>HI- LEARNER PROFILE</u>	<u>UNIVERSAL ACCESS – SCHOOL</u>	<u>UNIVERSAL ACCESS – SEND SAS</u>
<p>A CYP, who has a re-occurring conductive, unilateral or mild hearing loss with no hearing aids. This hearing loss may be associated with middle ear infections, glue ear, temporary perforated eardrums. The CYP may seem to lack concentration, find it difficult to listen and attend to speech, seem dependent on cues from others in the class before engaging in an activity, find it difficult to listen in background noise, not hear clearly in a group situations, have unclear speech, give the impression of being able to listen when s/he wants to, have a vocabulary deficit or delayed language, be experiencing difficulties acquiring phonics.</p>	<ul style="list-style-type: none"> <li>• All general deaf friendly strategies to be used for good listening (See resources below).</li> <li>• Differentiation of activities, materials and questioning.</li> <li>• Use of teaching strategies and resources that develop the independent learning of the CYP.</li> <li>• Consideration to CYP learning style visual, auditory and kinaesthetic approaches.</li> <li>• Environmental considerations are made to meet the needs of all CYPs e.g. the listening environment taking into account seating, lighting and acoustics.</li> <li>• Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> </ul>	<p><b>SEND SASS HI Support</b></p> <p>Specialist Advisory Teacher - HI can offer whole school CPD. See HI leaflets and links for further strategies :</p> <ul style="list-style-type: none"> <li>• <a href="#">HI NATSIP</a></li> <li>• <a href="#">Learning Hub</a>,</li> <li>• <a href="#">NDCS website</a></li> </ul>
<u>HI LEARNER PROFILE</u>	<u>UNIVERSAL PLUS ACCESS – SCHOOL</u>	<u>UNIVERSAL PLUS ACCESS – SEND SAS</u>
<p>A CYP who has an audiological diagnosis of long term/permanent conductive, mild sensory neural deafness or unilateral deafness with hearing aids and is generally making expected progress.</p>	<ul style="list-style-type: none"> <li>• Improve the listening environment of the classroom - see <a href="#">Listening environment checklist</a></li> <li>• Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning.</li> <li>• Activities and time built into lesson planning to give opportunities for pupils to work on their own targets.</li> <li>• Alternative forms of recording routinely offered and used: ppts, oral presentation, mind maps, vocabulary pictures/ lists.</li> </ul>	<p><b>SEND SASS HI Support</b></p> <ul style="list-style-type: none"> <li>• Specialist Advisory Teacher can offer phone call consultation, or visit.</li> </ul>
<u>HI LEARNER PROFILE</u>	<u>TARGETED SUPPORT – SCHOOL</u>	<u>TARGETED SUPPORT- SEND SAS</u>
<p>The CYP has a diagnosis of a permanent conductive, mixed (conductive and sensorineural) or sensorineural hearing loss and is wearing hearing aids, cochlear implants or bone anchored hearing aids. They are not making expected progress in some areas, as a result of their deafness. The CYP has some delay in listening, language and communication which affects their ability to gain full access to the curriculum. They may have low self-esteem and difficulties interacting socially. They</p>	<ul style="list-style-type: none"> <li>• Established communication strategies to facilitate communication and to assess learning.</li> <li>• Opportunities to develop vocabulary, particularly specialist subject specific and technical vocabulary.</li> <li>• Access to a differentiated curriculum, including modified and adapted PE practical lessons as required.</li> <li>• Use of assistive listening devices to access the curriculum.</li> <li>• TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is</li> </ul>	<p><b>SEND SASS HI Support</b></p> <ul style="list-style-type: none"> <li>• Single Service Request for focussed discussion/assessment and SAT involvement as appropriate.</li> <li>• Targeted advice to signpost resources and training to support the development of classroom strategies and targeted intervention.</li> <li>• Support for the use of assistive technology.</li> </ul>

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<p>may be affected by issues of ‘being different’ which is having an impact on their social and emotional wellbeing. The CYPs deafness could co-exist with other secondary needs.</p>	<p>effective.</p>	
<p><b><u>TIER 3 HI LEARNER PROFILE</u></b></p>	<p><b><u>TARGETED PLUS SUPPORT – SCHOOL</u></b></p>	<p><b><u>TARGETED PLUS SUPPORT- SEND SAS</u></b></p>
<p>The CYP has significant primary needs which impact on progress requiring long term involvement of educational and non-educational professionals. The CYP’s deafness causes significant language delay and impacts on his/her ability to access the curriculum independently, their communication with others and requires intensive support for their language development. He/she may use some sign to support their learning. This CYP may be affected by the complexity of other needs and issues of ‘being different’ which may have an impact on his/her social and emotional wellbeing.</p>	<ul style="list-style-type: none"> <li>• Identified individual support across the curriculum to provide a personalised learning experience, taking into account the advice from professionals</li> <li>• Facilitate production of differentiated materials in accordance with the advice from the specialist teacher.</li> <li>• The use of specialist or adapted equipment / software where appropriate to access the curriculum.</li> <li>• Staff to work with small group and/or individual intervention to develop specific areas of the curriculum following a programme designed or recommended by an external agency.</li> <li>• Use of a signing approach for pre-school children e.g. pre-cochlear implant, where BSL is a first language.</li> </ul>	<p><b>SEND SASS HI Support</b></p> <ul style="list-style-type: none"> <li>• Specialist Advisory Teacher HI intervention.</li> <li>• Support for the use of assistive technology.</li> </ul>
<p><b><u>TIER 4 HI LEARNER PROFILE</u></b></p>	<p><b><u>SPECIALIST SUPPORT – SCHOOL</u></b></p>	<p><b><u>SPECIALIST- SEND SAS</u></b></p>
<p>The CYP will experience significant, complex persistent and enduring difficulties in accessing the curriculum. CYP may have profound hearing loss; profound functional loss due to auditory neuropathy; a cochlear implant user functioning as having a profound hearing loss. The CYP’s spoken language will be significantly delayed. The CYP may be a BSL first language user or have a home language other than English. Hearing loss may co-exist with other secondary needs eg visual impairment, autism, medical, etc At this level the CYP may also be in a special school provision.</p>	<ul style="list-style-type: none"> <li>• The use of specialist or adapted equipment / software in all lessons to access the curriculum.</li> <li>• Specialised modification of all teaching and learning styles and resources.</li> <li>• Disapplication from certain subjects if appropriate.</li> <li>• Manage access arrangements for internal and external examinations and assessments.</li> <li>• Provide an appropriate listening environment.</li> <li>• Use of a radio aid to access the curriculum.</li> <li>• Use of direct input leads to improve quality of sound input from audio equipment e.g. PC, smart board, DVD, MFL listening labs.</li> <li>• Access to subtitles on DVDs and TV.</li> <li>• Access to transcripts of audio tapes or tapes where there are no subtitles.</li> </ul>	<p><b>SEND SASS HI Support</b></p> <p>Access to support from highly skilled and experienced staff with appropriate qualifications (Teacher of the Deaf) within small classes with a high adult ratio or 1:1 specialist support in mainstream. Skilled TA who has understanding of the implications of deafness and has in depth knowledge of specialist access equipment. Personalised timetable providing access to TA support as specified in EHC Plan. Access to a quiet room for small group and 1:1 sessions. Staffs access a rolling programme of relevant training regarding specific hearing impairment conditions and their impact on learning and social and emotional well-being. Training provided by local authority.</p>