**SEN: Hearing Impairment (including auditory neuropathy)**

**Definition:** Children and young people who have a confirmed medical diagnosis of a hearing impairment or auditory neuropathy are provided with additional support. The extent of involvement will be decided according to the National Sensory Impairment Partnership (NatSIP) Eligibility criteria which are based on individual need and are reviewed regularly.

As well as support offered by individual schools, specialist support is offered by the Hearing Impairment Service (HIS). The HIS comprises of:

- Qualified Teachers of the Deaf (TOD)
- Educational Audiologist (EA)
- Specialist Teaching Assistants (STA)
- Deaf Support Worker

**Age Range:** Secondary 11-16

**Resources and Training**

- Schools are aware of the warning signs of deafness and its implications.
- School will nurture a Deaf friendly environment and will seek advice of HIS on how to do this.
- School is aware of referral procedures > SHA for hearing test.
- School has strong multi-agency working links and links with parents to share information.
- Information on deafness provided by HIS is available to all staff.
- HI pupils are included in all aspects of school life/community and curriculum and activities are made accessible to them.
- Soundfield Systems where installed are used consistently.
- School refers pupils with a medically identified hearing loss to HIS urgently.
- School works in partnership with HIS to provide assessment of individual needs.
- School is able to access HIS training to increase awareness of deafness and issues.
- General awareness of good communication strategies and good listening environment.
- School adopts appropriate teaching methods and differentiation.
- School champions participation and inclusion.
- School identifies potential barriers to learning and inclusion.
- School will provide registered interpreters for those families requiring them.
- School to be aware of access arrangements for H.I. pupils.
- A communication friendly environment (see SLCN).

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<th>UNIVERSAL</th>
<th>Resources and Training</th>
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<td>HIS provides:</td>
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<td>• Deaf Awareness</td>
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<td>• Peer Awareness</td>
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<td>• Glue Ear Workshops</td>
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<td>NDCS Information Weekends</td>
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<td>Also available:</td>
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<td>Language for Learning</td>
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<td>Speech and Language therapy training (see SCLN pages)</td>
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**TARGETED**

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<th>All strategies outlined in Universal approaches should be consulted</th>
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<td><strong>Awareness</strong></td>
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<td>• Schools are in receipt of Glue Ear pack and guidance and training dates</td>
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<td>• Awareness of referral procedures – for initial concerns and those with medical diagnosis.</td>
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<td>• Strong partnership with HIS and other agencies involved with pupil to receive specialist advice on nature, management and implications of individual pupil’s hearing loss.</td>
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<td>• All school staff receive information, advice and training.</td>
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<td>• School staff have access to all HI Service leaflets and information.</td>
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<td>• School shares information and assessment data and facilitates visits from HIS and SALT. HI frequency of visits determined by NatSIP eligibility criteria.</td>
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<td>• HI and SALT reports, advice and programmes are circulated to all staff and are incorporated into practice. This is monitored by SENCO.</td>
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<td>• School staff have access to all HI Service leaflets and information.</td>
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<td>• Glue ear information, advice and guidance is available to all staff and governors.</td>
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<td>• Peer deaf awareness sessions are facilitated.</td>
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<td>• School will ensure equal access to educational visits including residential visits with appropriate communication support</td>
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<td>• School will recognise the impact of a hearing impairment on the social and emotional development of the child and will work with the TOD to overcome these.</td>
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**Referral Form**

**Leaflets**

HIS Leaflets and Resources Catalogue
NDCS Resources Catalogue
Ear Foundation Publications and Resources

**HIS Training**

• Flyers with dates of training available
• Glue Ear Workshops
• Managing mild, moderate, severe, profound and unilateral hearing loss
• Risk management
• TA network termly meetings

**Other training providers**

• Ear Foundation
• NDCS
• Speech and Language Therapy training
• Language for Learning *(see SCLN pages)*

**Suggested resources**

• Black Sheep Press
• Learning Materials

**Websites**

www.ndcs.org.uk
www.dudley.gov.uk/resident/learning-school/parental-support/the-education-centre/hearing-impairment-service/
www.talkingpoint.org.uk
www.communicationtrust.org.uk
www.rcslt.org.uk
School has an awareness of raised potential for mental health issues in the deaf community.

**Specialist Equipment and Environment**
- All specialist equipment is used and checked according to advice by Specialist TOD.
- Advice from TOD/EA will be sought regarding the acoustic environment of the school.
- Schools will seek the advice of the TOD on the provision of specialist equipment.
- Schools will ensure that charging of equipment is carried out according to advice and that equipment is securely stored when not in use.
- School will work with HIS to ensure that it has spare consumerables on site.
- Schools will ensure that staff are trained by HIS in simple fault finding of specialist equipment and the development of independence skills in hearing aid/cochlear implant management.
- School will ensure that visual fire alarms or pagers are in place for hearing impaired students and that these are maintained in good order.
- Schools provide specialist equipment consumables up to £500.
- Schools will work with HIS to facilitate ongoing audiological assessments of functional hearing and efficacy of hearing aids/cochlear implants.
- School facilitates visits from TOD to carry out electro-acoustic checks of hearing aids and balances FM systems.

**Teaching and support**
- School staff have time to meet specialist staff and attend training/TA Network meetings.
- Schools adopt ‘deaf friendly’ strategies of appropriate seating, checking understanding, use of visual cues, visual timetable, extra time, vocabulary learning strategies, tablets, interactive white boards etc are in place.
- School will facilitate withdrawal sessions for individual or small group work as advised by TOD and SALT and ensure that appropriate accommodation is available.
- Risk assessments and PEEPs are in place to ensure safety of deaf child in

Websites:
- www.ndcs.org.uk
- www.earfoundation.org.uk
- www.sense.org.uk
- www.dudley.gov.uk/resident/learning-school/parental-support/the-education-centre/hearing-impairment-service/
- www.talkingpoint.org.uk
- www.communicationtrust.org.uk
- www.rcslt.org.uk
- www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration
- www.deafax.org.uk
• School will promote and engage in strong multiagency working, including the voluntary sector and partnership with parents/carers.
• Schools will allow pupils to participate in HIS activities that involve meeting other HI pupils and deaf role models.
• Opportunities to take part in extra curriculum activities with appropriate support will be facilitated.
• School will facilitate visits by TOD and SALT and provide an appropriate working environment.
• School will ensure that planning is available in advance to allow for pre-tutoring by support staff and TOD and reinforcement by parents/carers.
• School will respect the preferred communication option chosen by the child and their family.
• School will facilitate regular review meetings of progress to include all parties involved with the child.
• School will provide registered interpreters for those families that require them.
• Schools will refer to other specialist services as required eg SEYS/VI/PIMIS/AOS.
• School will have understanding of referral pathway for EHCP.
• Schools will work with HIS to facilitate a smooth transition to the student's entry into new classes and settings.
• School liaises with HIS to obtain advice, guidance and specialist assessment data for access arrangements.
• School facilitates liaison between student and their family, Connexions, school staff, HIS and SALT.
• School facilitates taster days and transition visits to new settings and consults with HIS.
• School arranges appropriate work experience placements in consultation with HIS.
• School will liaise with TOD in ensuring relevant access arrangements are provided by trained staff.
All strategies outlined in Universal and Targeted approaches should be consulted

Awareness

- School will consult HIS and SALT for ongoing advice and will support their staff with access to training
- School will nurture a deaf friendly environment in all activities and will seek advice of HIS on how to do this.
- All school staff (and transport staff) will receive Deaf Awareness training on pupil entry and then on an annual basis.
- School is aware of the raised potential for mental health issues in the deaf community and know how to access help for these.

Specialist Equipment and Environment

- Schools will seek and follow advice on acoustic environment which will be offered by TOD/Educational Audiologist.
- Schools will ensure that pupil has access to good listening conditions and background noise is kept to a minimum.
- All specialist audiological equipment will be used consistently as advised by TOD and will be checked following good practise guidelines given by TOD.

Teaching and support

- The school will work in partnership with TOD and SALT to implement a programme of work designed to meet needs of individual pupil.
- School will ensure access to curriculum by providing effective listening environment, modification of curriculum, social and emotional support.
- School ensures Risk Assessments and PEEP's are in place to ensure pupil is safe in school and on off site activities.
- School will facilitate visits from HIS staff (as determined by NatSIP Eligibility Criteria) by providing appropriate room, school assessment information and access to staff for meetings and discussion and planning.
- SENCO will monitor progress in consultation with TOD, SALT
- School will promote and engage in strong multiagency working and partnership with parents/carers.
- Schools will deliver activities in a deaf friendly manner using sign, visual cues, objects of reference, visual timetables as appropriate.

Referral Form

Leaflets

HIS Leaflets and Resources Catalogue
NDCS Resources Catalogue
Ear Foundation Publications and Resources
Bespoke publications, social stories

HIS Training
- Flyers with dates of training available
- Glue Ear Workshops
- Managing mild, moderate, severe, profound and unilateral hearing loss
- Risk management
- TA network termly meetings

Other training providers
- Ear Foundation
- NDCS
- Speech and Language Therapy training
- Language for Learning (see SCLN pages)

Resources:
- Black Sheep Press Learning Materials
- Websites:
  - www.ndcs.org.uk
  - www.earfoundation.org.uk
  - www.sense.org.uk
  - www.dudley.gov.uk/resident/learning-school/parental-support/the-education-
- School will provide opportunities to participate in extra-curriculum activities with appropriate support and to feel a part of the school community.
- School will provide assessment data to TOD/HIS.
- School will promote and encourage participation in activities that allow pupil to meet other children with hearing impairment and deaf role models.
- School will nurture a Deaf friendly environment and will seek advice of HIS on how to do this.
- School will support social and emotional needs of both staff and families
- School will work with HIS to help pupil become confident in managing their own hearing loss.
- School will give all parents and carers, agencies advanced notice of review meetings
- School will promote a robust relationship with parents and will provide information about complaints procedure
- Schools will support the communication choice of the family and will support staff to acquire skills in this area
- School will liaise with HIS for signposting to specialist agencies who may be called upon to support pupil in issues relating to deafness, eg Deaf CAMHS, NDCS, Meningitis Trust
- School will work with HIS to work with school, parents and other agencies to ensure smooth transition arrangements to school and new classes
- School will implement specialist programmes of work provided by HIS designed to meet the individual needs of child
- School will liaise with HIS to facilitate access to a deaf support worker / role model
- School will liaise with HIS to obtain information about activities where a deaf peer group may be accessed
- School will appoint support staff at an appropriately trained level
- School will work with HIS to produce a Transition Plan for students to take to post 16 settings
- School will support HIS in developing independence in life skills and students managing their deafness
**Abbreviations used in this provision map:**

- Qualified Teachers of the Deaf (TOD)
- Educational Audiologist (EA)
- Specialist Teaching Assistants (STA)
- Teaching Assistant (TA)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Visual Impairment (VI)
- Auditory Neuropathy Spectrum Disorder (ANSD)
- Special Educational Needs Co-ordinator (SENCO)
- Education, Health and Care Plan (EHCP)
- Deaf Child and Adolescent Mental Health Service (Deaf CAMHS)
- National Deaf Children’s Society (NDCS)
- Specialist Early Years Service (SEYS)
- Autism Outreach Service (AOS)
- Physical Impairment and Medical Inclusion Service (PIMIS)
- Speech and Language Therapist (SALT)
- Health Visitor (HV)
- General Practitioner (GP)
- Speech, Language and Communication Needs (SCLN)