

A word about background noise

Background noise and poor acoustics make it difficult for all pupils to hear properly - they are particularly detrimental to pupils with hearing difficulties.

Be aware of problems in the following areas:

- Rooms with high ceilings
- Rooms / areas without carpets or soft furnishings
- Shiny tiles, plastic or painted surfaces
- Sparse furnishing
- Sprung floors
- Large dimensions
- Large areas of glass
- Open plan areas
- Seats near doors, printers 'busy areas'

If you require further information, training
or advice please contact
The Hearing Impairment Service
Council House, Mary Stevens Park
Stourbridge
DY8 2AA
Tel: 01384 818009 Fax: 01384 814241
Web site: www.dudley.gov.uk/sis

Directorate of Children's Services

Hearing Impairment Service



Managing a Severe/ Profound Hearing Loss

Name of child:.....

School:.....

Date:.....

Teacher of the Deaf:.....


Dudley
Metropolitan Borough Council

Pupils with a severe/profound hearing loss will experience difficulty with the following even when they are wearing hearing aids

- Responding to a quietly spoken voice
- Discriminating speech in background noise
- Hearing when they have a cold
- Discriminating speech in poor acoustic conditions—dining room, gymnasium, assembly hall
- Following class discussion
- Phonic blending

To minimise their hearing difficulties pupils should:

- Be seated within 3 metres of the speaker
- Be able to see the remainder of his/her group
- Be seated where it is easy to see the speaker
- Be seated with his/her back to any bright light or window
- Make appropriate use of a radio aid or FM system if available

Pupils with a severe/profound hearing loss are heavily reliant upon lip reading, visual cues and proximity to the speaker

What can staff do to help

- Ask one member of staff to take on responsibility for checking the aids of young children
- Ensure that you face the pupils when you speak to them
- Ensure that you are within 3 metres of the hearing impaired pupil
- Avoid standing in front of a window or bright light
- Try and stay in one place when teaching
- Reinforce new or subject specific vocabulary with the written word and visual cues
- Repeat the contribution of other pupils to ensure that the pupil with hearing difficulties does not miss information
- Try to keep background noise to a minimum
- Make good use of specialist equipment such as Radio aid or FM systems which help to overcome the effects of background noise, room shape and poor acoustics
- Check the pupil's understanding of key vocabulary
- Keep discussion group small—2 other pupils only