

Children's and Young People Services

Sensory and/or Physical and Medical Needs

- Hearing Impairment



www.rotherham.gov.uk

Guidance for Children and Young People with Hearing Impairment

Children with a permanent sensorineural and aided conductive hearing loss are identified by local audiology and ENT departments and referred directly to the Rotherham Council Children's Sensory Impairment Service and through the New-born Hearing Screening Programme.

When a referral has been made, support is offered by specialist staff from the team to children, families and schools/settings. For a pre-school child, home visits are made to families and for those in a setting, advice is provided to staff and parents. Support from Teachers of the Deaf and specialist staff is offered, based on the Nat SIP Eligibility Framework.

All hearing-impaired children on caseload are offered regular opportunities to socialise with other deaf children – this is certainly our aspiration, and we have opportunities for our babies and parents and 3 to 11-year-olds.

It is acknowledged that other conditions occur alongside hearing loss, for example, degrees of learning difficulty, Autism Spectrum conditions, physical difficulties, visual impairment. Advice on these is not specifically made within this guidance. Professionals find other guidance produced in this information set useful in these cases. This may affect the presentation as reflected when using the range descriptors.

Note: Colleagues consulting this guidance for children up to the end of the Foundation Stage need to use the guidance in conjunction with the document in this set, 'SEND Inclusion in the Early Years'.

Glossary

Types of Deafness

- **Conductive Hearing Loss:** when sound can't pass efficiently through the outer and middle ear to the cochlea and auditory nerve. The most common type of conductive deafness in children is caused by glue ear – when fluid builds up in the middle ear. For most children this is a temporary condition and clears up by itself. For some children, the problem may be a chronic or permanent problem, and they may have grommets inserted or be fitted with hearing aids.
- **Sensorineural deafness:** when there is a fault in the inner ear or auditory nerve. Sensorineural deafness is permanent.
- **Mixed hearing loss:** a combination of conductive and sensorineural hearing loss.
- **Auditory Neuropathy Spectrum Disorder (ANSD):** occurs when sounds are received normally by the cochlea but become disrupted as they travel to the brain.

Degrees of Deafness

The British Society of Audiology descriptors are used to define degrees of hearing loss. These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000Hz in the better ear (where no response is taken to have a value of 130 dBHL).

Mild hearing loss	Unaided threshold 21-40 dBHL
Moderate hearing loss	Unaided threshold 41-70 dBHL
Severe hearing loss	Unaided threshold 71-95 dBHL
Profound hearing loss	Unaided threshold in excess of 95 dBHL

The Sensory Impairment Service provides Teachers of the Deaf to children and their families. The NatSIP (National Sensory Partnership) Eligibility Framework is used to determine appropriate levels of support

Children who have received Cochlear Implants function at different levels. Some who have been implanted early and have had successful intervention programmes are achieving alongside their hearing peers when they reach school age use spoken English as their preferred language and function as mild hearing loss. Others continue to struggle and even with implants need or prefer a visual approach to learning. NATSIP uses the phrase 'Cochlear implanted functioning as a mild/moderate hearing loss'.

This is not to say that these children do not need careful monitoring as there is evidence that despite appearing to be in line with their hearing peers at school entry, they still struggle with aspects of learning frequently writing and social emotional. However, there still needs to be a differentiation in the ranges to reflect the severity of the impact of the managed hearing loss.

Hearing Impairment Descriptors – Overview of Ranges

The children and young people to whom this guidance relates will present with a range of hearing loss which affects their language and communication development. The suggested provision and resourcing at the appropriate range will support effective teaching and learning for this group of children.

Children with hearing impairment have differences in the areas identified below. Use these descriptors to identify the needs of an individual pupil. Highlight the descriptors which are appropriate to an individual child and compare this to the range models.



Guidance for Children and Young People with Hearing Impairment

Range Descriptors Overview

Range 1 – Mild	• Children who are not aided (see previous proposed descriptor). Local Authority Assessment may be carried out at the request of Audiology/ENT to support decisions. • Unilateral / bilateral hearing loss greater than 20dBHL • This is likely to include children with a mild or unilateral loss which may be temporary/fluctuating conductive or permanent sensorineural but whom can manage well with reasonable adjustments and are subsequently not aided.
Range 2 – Mild - Moderate	• Bilateral mild long term conductive or sensorineural hearing loss • May have Auditory Neuropathy Spectrum Disorder • Mild to moderate permanent unilateral (moderate or greater hearing loss) • Hearing aids used • Moderate difficulty with listening, attention, concentration, speech, language and class participation
Range 3 – Moderate	• Bilateral moderate long term conductive or sensorineural hearing loss • Will have hearing aids and may have a radio aid • Will have moderate difficulty accessing spoken language, likely language delay • May have Auditory Neuropathy Spectrum Disorder and may require frequent monitoring • Moderate difficulty with listening, attention, concentration, and class participation
Range 4a – Significant	• Bilateral moderate or severe permanent hearing loss with no additional learning difficulties • Severe difficulty accessing spoken language and therefore the curriculum • May have additional language delay associated with hearing loss • Will have hearing aids and may have a radio aid • Auditory Neuropathy Spectrum Disorder and may have hearing aids • Difficulties with attention, concentration, confidence and class participation
Range 4b	• Bilateral moderate/severe or severe/profound permanent hearing loss • May have additional language/learning difficulties associated with hearing loss • Will have hearing aids or cochlea implant • Will have a radio aid

	• Auditory Neuropathy Spectrum Disorder and may have cochlea implants • Speech clarity may be affected • Severe difficulties with attention, concentration, confidence, and class participation • Significant difficulty accessing spoken language and therefore the curriculum
Range 5 – Severe	• Bilateral moderate/severe/profound permanent hearing loss • Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health • British Sign Language (BSL) or Sign Supported English (SSE) may be needed for effective communication • Will have hearing aids or cochlear implants • Will have a radio aid • Profound difficulty accessing spoken language and therefore the curriculum without specialist intervention • Speech clarity may be profoundly affected • Will have significant difficulties with attention, concentration, confidence, and class participation • Auditory Neuropathy Spectrum Disorder • Additional language/learning difficulties associated with hearing loss
Range 6 – Profound	• Bilateral moderate/severe/profound permanent hearing loss • Profound language/learning difficulties associated with hearing loss • Profound language delay and communication difficulties which prevent the development of appropriate social and emotional health • May use BSL/SSE or augmentative communication to communicate • Will have hearing aids/cochlear implants • Will have a radio aid • Profound difficulty accessing spoken language and therefore the curriculum • Speech clarity will be affected • Difficulty with attention, concentration, confidence, and class participation • Auditory Neuropathy Spectrum Disorder • Additional difficulties and learning needs not associated with hearing loss

A child with a profound loss, identified at birth, implanted at an early age and using the implant effectively and had high quality intervention previously may well be functioning at age related expectations with reasonable adjustments and modifications including access to small groups and pre- and post-tutoring; whereas a child another child with a moderate loss who has not developed good listening skills and/or had the same level of support for language development may need much higher levels of support. This is where the NatSIP guidance is so useful.

Range 1	Assessment and Planning	Strategies	Curriculum/Intervention	Resources and Staffing
– Aided or – Chronic temporary conductive or – Unilateral/bilateral minimal average <20dBHL – Local authority assessment carried out Advice offered to schools if the service is informed about the child.	– Part of school and class assessments – Curriculum plan must reflect levels of achievement and include individually focused support plan LA – May receive assessment and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria	– Mainstream class – Must have attention to seating, lighting, and acoustics LA – Speech testing and other specialist tools may be used to assess access to spoken language	– Full inclusion within National Curriculum	– Main provision by class/subject teacher – Support and Advice from Children's Sensory Impairment Service.

Range 2	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
Hearing loss: - Chronic fluctuating or fixed conductive - Bilateral mild sensorineural or permanent unilateral - Hearing aids will be required for clear access to speech and without these the individual will struggle to hear spoken language clearly. - Use of one or two hearing aids has been recommended - Auditory Neuropathy Spectrum disorder functioning as a mild hearing loss but needing monitoring. - Functional listening evaluations indicate child is able to discriminate speech sounds clearly using prescribed amplification (hearing aids/cochlear implant: - May struggle to access spoken language in other contexts especially if not wearing aids or using radio aid if issued. This is likely to impact their wider (incidental) learning - May have difficulties with listening, concentration, speech, language and class participation/Social interaction. - A speech and language referral may also be considered.	Assessment Part of school and class assessments Referrals to Speech and Language and Language and Learning if appropriate. Speech testing and other specialist tools may be used to assess access to spoken language as part of LA responsibilities. Assessment and provision of mobility and habitation training. Planning Curriculum plan must reflect levels of achievement and include individually focused support plan LA - Assessment monitoring and advice from a qualified teacher of the Deaf, as determined by the NatSIP eligibility framework. - Speech testing and other specialist tools may be used to assess access to spoken language. - Teacher of the deaf monitors hearing aid managements.	- Mainstream class - Must have attention to seating, lighting and acoustics - Teaching methods which facilitate access to the curriculum, social/emotional development, and class participation - Children with HI and/or VI may have other sensory processing needs, therefore consider sensory diet, Zones of Regulation etc.	Full inclusion within National Curriculum	- Main provision by class/subject teacher - Class teacher/TA should attend - A radio aid system/streaming system should be considered. - Advice and Support from Services.

Range 3	Assessment and Planning	Teaching and learning Strategies	Curriculum/Intervention	Resources and Staffing
– Bilateral Chronic Conductive or Moderate Sensorineural hearing loss – Hearing aids will be required for clear access to speech and without these the individual will struggle to hear spoken language. – Auditory Neuropathy Spectrum Disorder functioning as a mild loss. – Cochlear Implant user functioning as a Mild hearing loss. – Functional listening evaluations indicate child is able to discriminate speech sounds clearly using prescribed amplification and assistive technology (hearing aids/cochlear implant: radio aid) – May struggle to access spoken language in other contexts i.e., not wearing aids or using radio aid if issued. This is likely to impact their wider (incidental) learning – May have delays/gaps in their language development. – May have delays in their phonological awareness. – May need longer to process language and struggle with longer instructions. – May have difficulty with listening, attention, concentration, and class participation/social skills development. – Child is making expected progress given appropriate management strategies and service monitoring and advice – A referral to Speech and Language should be considered.	Assessment – Should be part of school and class assessments – May require modification to the presentation of assessments Planning – Curriculum plan must reflect levels of achievement and include individually focused support plan LA – Assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria – Teacher of the Deaf will monitor and set hearing aid/radio aid management targets	– Mainstream class – Must have attention to seating, lighting and acoustics – Opportunities for 1:1 and small group work	– Full inclusion within National Curriculum – Differentiation by presentation and/or outcome – Opportunities for explanation, clarification and reinforcement of lesson content and language – Specific interventions for speaking, listening and teaching of phonics LA – May be referred to and have access to speech and language and communication interventions for deaf children – Direct Teaching/ Intervention by the Teacher of the Deaf to support vocabulary development and listening and discrimination skills – Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity	– Main provision by class/subject teacher – Speech testing and other specialist tools must be used to assess access to spoken language carried out by a qualified Teacher of the Deaf – All school staff should undergo Deaf Awareness Training as provided by Children's Sensory Impairment Service – Child should be assessed for benefits of assistive listening technology (radio aid/sound field system) and where this is shown to be positive system provided and maintained.

Range 4a	Assessment and Planning	Teaching and Learning Strategies	Curriculum/Intervention	Resources and Staffing
– Bilateral moderate, severe or profound permanent hearing loss with no additional learning difficulties – Hearing aids will be required for access to speech, may be implanted. – Cochlear implant user functioning as a moderate hearing loss. – Auditory Neuropathy Spectrum Disorder functioning as Moderate or severe – Uses spoken language as preferred form of communication but may require visual cues to support understanding, or may use alternate mode of language (BSL, SSE) – Functional listening evaluations suggest child has difficulty discriminating some speech sounds clearly even when using prescribed amplification and assistive technology (hearing aids/cochlear implant: radio aid) – ESL in addition to hearing loss – Radio aid – Significant difficulty accessing spoken language and therefore the curriculum. – More significant language delays associated with hearing loss. – Difficulties with auditory processing, memory and sequencing. – Speech clarity is affected – Significant/gaps delays in their understanding of concepts, wider knowledge and learning. – Will have difficulties with attention, concentration, confidence and class participation – Significant gaps/delays in learning related to their hearing loss. – May be showing Social/Emotional and Mental Health difficulties related to their self-image of an individual with a hearing loss. – Language and communication require targeted support from Specialist Teachers in order for the learner to make expected progress and to access the curriculum	Assessment: – Must be part of school and class assessments – Must have modification to the presentation of assessments Planning: – Curriculum plan must closely track levels of achievement, and all support plan targets are individualised, short term and specific incorporating advice from the Teacher of the Deaf – Assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria – Speech testing and other specialist tools must be used to assess access to spoken language	– Mainstream class with flexible grouping arrangements – Must have ongoing opportunities for 1:1 support focused on specific support plan targets – Must have frequent opportunities for small group work based on identified need – Must have particular attention to seating, lighting, and acoustics – Should have systematic application of speech and language and communication assessment tools for deaf children	– Must have differentiation by presentation and/or outcome personalised to pupil identified needs – Must have opportunities for explanation, clarification and reinforcement of lesson content and language – May be referred to and have access to speech and language and communication interventions for deaf children – Access to SALT – Direct Teaching/ Intervention by the Teacher of the Deaf to support vocabulary development and listening and discrimination skills – Teacher of the Deaf may set curriculum targets to help reduce the gap in attainment – Teacher of the Deaf may deliver specialist intervention to promote positive deaf identity	– Must have main provision by class/subject teacher with support from Teacher of the Deaf – Must have additional adults with appropriate training under the direction of the teacher and Teacher of the Deaf to: ○ Reinforce lesson content ○ Deliver modified curriculum tasks ○ Support language development – Should have specialist support staff with appropriate communication skills – School staff should undergo Deaf Awareness Training as provided by Low Incidence Needs – Access to a quiet room for small group and 1:1 session. – Child should be assessed for benefits of assistive listening technology (radio aid/sound field system) and where this is shown to be positive system provided and maintained

Range 5	Assessment and Planning	Strategies	Curriculum/Intervention	Resources and Staffing
– Bilateral Moderate/Severe or Profound Permanent Hearing Loss – Auditory Neuropathy Spectrum Disorder functioning as a Severe Hearing Loss. – Hearing aids/cochlear implants will be required for access to speech. – May use spoken language as preferred form of communication but require visual cues to support understanding. – May use a visual/gestural language as preferred mode of communication (BSL, SSE) – Functional Listening Evaluation indicates continued difficulties with sound discrimination even in good listening conditions and using amplification (hearing aids/cochlear implant). – Significant language delays associated with hearing loss – Will have a radio aid – May be ESL – Speech clarity is affected – Significant difficulties with attention, concentration, confidence, and class participation. – Profound language delay and communication difficulties impact the development of appropriate social and emotional health. – Learner is making less than expected progress, or is at risk of making less than expected progress, and requires a high level of intensive support from the service curriculum	Assessment: – Must be part of school and class assessments – Must have modification to the presentation of assessments Planning: – Curriculum plan must closely track levels of achievement, and all support plan targets are individualised, short term and specific – Assessment monitoring and advice from a qualified Teacher of the Deaf, as determined by the NatSIP eligibility criteria – Assessment and provision of mobility and rehabilitation training.	– Must have mainstream class with flexible grouping arrangements – Must have ongoing opportunities for 1:1 support focused on specific support plan targets – Must have frequent opportunities for small group work based on identified need – Must have particular attention to seating, lighting and acoustics – Speech testing and other specialist tools must be used to assess access to spoken language – Should have systematic application of speech and language and communication assessment tools for deaf children – Access to SALT	– Must have opportunities for explanation, clarification and reinforcement of lesson content and language – Must have differentiation by presentation and/or outcome personalised to pupil identified needs (school planning)	– May have access to a specialist provision – Main provision by class/subject teacher with support from Teacher of the Deaf – School staff must undergo Deaf Awareness Training as provided by Hearing Impaired Service – Must have access to a quiet room for small group and 1:1 session – Must have timetabled teaching support directly from a Specialist Teacher of the Deaf/Hearing Impaired (Teacher of the Deaf) as determined by the NatSIP eligibility criteria. – Provision needs to include SALT. – Child should be assessed for benefits of assistive listening technology (radio aid/sound field system) and where this is shown to be positive system provided and maintained

Range 6	Assessment and Planning	Strategies	Curriculum/Intervention	Resources and Staffing
- Primary Need is hearing loss and is bilateral moderate, severe or profound and permanent or Auditory Neuropathy Spectrum Disorder functioning as a moderate or more severe hearing loss. - Additional difficulties and needs not associated with hearing loss - Profound language/learning difficulties associated with hearing loss. - Learner is making less than expected progress, or is at risk of making less than expected progress, and requires a high level of intensive support from specialist service curriculum - BSL/SSE or augmentative communication may be needed for effective communication - Hearing aids will be required for access to speech. - A radio aid will be needed if there is background noise or if the speaker is further away or is quietly spoken. - Delays in language mean that it is difficult for them to access the curriculum. - Hearing loss has had a significant impact on their speech. - Profound language delay and communication difficulties impact the development of appropriate social and emotional health.	Assessment: - Must be part of school and class assessments - Must have modification to the presentation of assessments Planning: - Curriculum plan must closely track levels of achievement, and all support plan targets are individualised, short term and specific - Speech testing and other specialist tools must be used to assess access to spoken language - Must have systematic application of speech, language and communication assessment tools for deaf children - Must have assessment by education and non-education professionals as appropriate	- Must have mainstream class with flexible grouping arrangements - Must have ongoing opportunities for 1:1 support focused on specific support plan targets - Must have frequent opportunities for small group work based on identified need - Must have particular attention to seating, lighting, and acoustics - Support and advice from a Teacher of the Deaf Access to SALT	- Must have opportunities for explanation, clarification and reinforcement of lesson content and language - Must have differentiation by presentation and/or outcome personalised to pupil identified needs (school and Teacher of the Deaf planning) School staff must undergo Deaf Awareness Training as provided by Hearing Impaired Service	- Must have timetabled teaching support directly from Teacher of the Deaf as determined by the NatSIP eligibility framework - Must have additional adults with appropriate training under the direction of the teacher and Teacher of the Deaf to: - Reinforce lesson content - Deliver modified curriculum tasks - Support language development - Access to deaf adults and peers 1:1 support from specialist support staff with appropriate BSL/ communication skills and skills in supporting additional needs in all lessons - Specific deaf-related training for staff - SALT may be involved. Child/young person should be assessed for benefits of assistive listening technology (radio aid/sound field system) and where this is shown to be positive system provided and maintained