



How your child with hearing impairments is supported in school



Information for parents and carers

This leaflet provides examples of what you and your child can expect from schools through a graduated approach for supporting Special Educational Needs and/or Disabilities (SEND).



There are different types and degrees of hearing loss that require different levels of support. A hearing impairment is likely to have an impact on your child's speech and language development, literacy skills, social communication and emotional development.

When babies are born they are assessed and those with hearing impairments will be referred to the Durham Hearing Impaired (HI) Team, the specialist team who will support you, your child and the school at every stage. Children and young people who have been issued with hearing aids are also referred. The support you will receive will be based on your child's needs.

Schools will receive training from teachers of the hearing impaired to help them meet the needs of your child.

The type and level of support required will depend on your child's needs. Schools will use the graduated approach, a system to identify and meet the needs of all pupils, including those with SEND. Most children and young people with hearing impairments will make good progress and achieve well when the right support is in place.



Quality First Teaching

Quality First Teaching is high quality teaching which provides appropriate learning opportunities to all pupils, whatever their individual needs. It is the first step of the graduated approach in responding to pupils who have, or may have, SEND. Staff knowledge and understanding of SEND is a key factor to Quality First Teaching.

All staff are also required to have knowledge and understanding of the SEND Code of Practice 2014 and the The Equalities Act 2010.

You will be involved in decisions about your child at every stage of the graduated approach and all staff who come into contact with your child should be made aware of their needs and given strategies to cope with them.

Examples of what might be expected from this level of school support:

The class teacher will:

- Monitor your child's progress and seek advice if required.
- Make sure your child is using their aids and help them to manage them – putting them in themselves, adjusting volumes, saying if they are not working etc.
- Consider the listening environment, taking into account seating, lighting, background noise and acoustics.
- Give your child time to watch, process and answer questions and allow extra time to complete work.
- Use pictures and objects to help your child understand new ideas.
- Be aware that they may need to make language easier to understand.

- Be aware that new vocabulary and concepts may need direct teaching.
- Ensure all pupils are included in class.
- Use flexible grouping arrangements.
- Use strategies that develop independent learning.
- Help your child interact with other children to improve their self-esteem and confidence.
- Make sure the curriculum includes examples of diversity.

The teacher of the hearing impaired will:

- Visit your child in school.
- Spend time with the class teacher to make sure correct strategies are being used in class and that equipment is being used where required.
- Spend time with the class teacher to make sure your child is fully included in the class.
- Advise on any adjustments which could help your child.
- Schools will carry out an assessment to decide if adaptations are needed.

The school will:

- Provide an inclusive curriculum, for example making special arrangements for trips, after school clubs, assemblies and sports days.

SEN Support Plans

Some children will require SEN support which should be 'additional to' or 'different from' what schools provide for all pupils.

The special educational needs coordinator (SENCO) and the teacher will work with you and your child to create a SEN Support Plan which should be reviewed three times a year. This will be based around your child's strengths and needs and will identify outcomes for your child that will be agreed with you.

It will be important to identify the main characteristic of your child's need (primary need). However, support plans will identify all the needs of your child within these four broad areas:

The four broad areas of need are:

- Cognition and learning
- Social, emotional and mental health
- Communication and interaction
- Sensory and physical



Targeted SEN support might include:

- Developing your child's listening, speech and communication skills.
- Developing your child's self-esteem.
- Helping your child to manage their own hearing aids so that they become more independent with age.
- Managing group dynamics to help your child access other pupils' verbal contributions.
- Help make language easier to understand.
- Planned arrangements for assessments.

Teachers of the hearing impaired will give advice on your child's Support Plan and may also deliver programmes to help your child. The Support Plan should help your child to overcome barriers to learning so that they will be able to learn effectively alongside their class.



Education, Health and Care Plans

Before a school can apply for a statutory assessment of your child's needs they must do all they can to support your child and must be able to show that they have taken "sufficient relevant and purposeful action".

You and your child will be the focus of the assessment process. The assessment will provide valuable information to help decide the most appropriate support for your child, and may result in an Education Health and Care Plan (EHC Plan).

If your child has an EHC Plan:

- Staff will be trained to appropriate levels.
- The support for your child will be detailed in the EHC Plan and your child will have an individual learning programme.
- Teaching and learning styles and resources will be modified to meet your child's needs.
- We will undertake careful planning when your child is moving to the next stage of education (transition).
- Habilitation programmes covering mobility and independent living skills will be provided.
- There will be planned specialist arrangements for exams.
- Your child will be able to use equipment where required.
- We will work with your child to develop social and emotional skills alongside educational attainment.
- We will undertake an annual statutory review in addition to termly reviews.

Additional Support

The Local Offer

Information for parents and carers on a broad range of SEN and disability issues and support can be found on the Local Offer website. SEN planning tools can also be found in the 'for providers' section of the website.

www.countydurhamfamilies.info/localoffer

Telephone 03000 26 99 95

Durham SEND Information Advice and Support Service (SENDIASS)

Durham SENDIASS supports parents of children with special educational needs and disabilities (SEND) and children and young people with SEND. All services provided are confidential and impartial.

Email sendiass@durham.gov.uk

Telephone 03000 267 003

Making Changes Together

Making Changes Together (MCT) is a group for parents and carers of children with SEND. MCT work with professionals in County Durham to improve services for children and young people with SEND.

www.mctdurham.co.uk

Telephone 0191 587 3541

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