



City of
Stoke-on-Trent

Stoke-on-Trent City Council

The Hearing Impairment needs Guidance

SEN guidance for Hearing Impairment

Range	Descriptor	Planning	Pupil Groups	Staffing	Differentiation	Resources
1	<p>Unaided conductive temporary or</p> <p>Chronic conductive aiding not appropriate or</p> <p>Unilateral/bilateral average <20dBHL or mild—aiding not appropriate.</p> <p>May have some difficulty with listening, attention, concentration, speech, language and class participation.</p>	<p>Part of school and class assessments.</p> <p>Normal curriculum plans include individual/ group targets.</p>	<p>Mainstream class.</p> <p>Must have attention to seating, lighting and acoustics.</p>	<p>Main provision by class/ subject teacher.</p> <p>Support in line with the NatSIP Eligibility framework: C3—C2</p> <p>Typically in the range By requests—twice yearly.</p> <p>Discussion about reasonable adjustments and deaf awareness with school staff, and advice shared.</p>	<p>Full inclusion within the National Curriculum.</p>	

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2	<p>Hearing loss:</p> <p>Aidable chronic/ temporary conductive. Bilateral aidable mild.</p> <p>Some difficulty with listening, attention, concentration, speech, language and class participation.</p> <p>May have Auditory Neuropathy Spectrum Disorder</p>	<p>Assessment:</p> <p>Part of school and class assessments.</p> <p>Planning</p> <p>Normal curriculum plans will include individual/ group targets.</p>	<p>Mainstream class.</p> <p>Must have attention to seating, lighting and acoustics.</p>	<p>Main provision by class/ subject teacher.</p> <p>Daily checks of audiological equipment as advised.</p> <p>Support in line with the NaTSIP Eligibility Framework : C1—B2.</p> <p>Typically in the range Term- ly—1/2 termly.</p> <p>Teacher of the deaf (TOD) will:</p> <p>Visit school.</p> <p>Speak to the pupil.</p> <p>Discuss progress with the SENCO.</p> <p>Liaise with the hospital.</p> <p>Liaise with parents.</p> <p>Train staff to check and maintain audiological equipment.</p> <p>Half termly electroacoustic assessment of hearing aids.</p> <p>Additional support if needs change on request from school.</p>	<p>Full inclusion within the National Curriculum.</p> <p>Teaching methods which facilitate access to the curriculum, social/ emotional development and class participation.</p>	<p>Deaf awareness training is available for staff on request.</p>

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3	<p>Aided chronic conductive, or bilateral moderate permanent.</p> <p>Will have hearing aids and could have radio aid.</p> <p>May have moderate difficulty assessing spoken language, likely language delay.</p> <p>May have difficulty with listening, attention, concentration and class participation.</p> <p>May have Auditory Neuropathy Spectrum Disorder.</p>	<p>Assessment:</p> <p>Should be part of school and class assessments.</p> <p>May require modification to the presentation of assessments.</p> <p>Planning:</p> <p>Curriculum plan must reflect levels of achievement and include individually focused targets as necessary.</p> <p>Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC.</p> <p>Ongoing assessment, advice, support and monitoring.</p> <p>All the above incorporating advice from a teacher of the deaf.</p> <p>Advice from TOD on the modification to the presentation of assessments.</p> <p>Targets informed as appropriate by advice from a teacher of the deaf.</p>	<p>Mainstream class.</p> <p>Must have attention paid to seating, lighting and acoustics.</p> <p>Opportunities for 1:1 and small group work.</p>	<p>Main provision by class/ subject teacher.</p> <p>Support in line with the NatSIP Eligibility Framework: B2—B1.</p> <p>Typically in the range 1/2 termly—monthly.</p> <p>Teacher of the deaf (TOD) will:</p> <p>Visit school.</p> <p>Speak to the pupil.</p> <p>Discuss progress with the SENCO</p> <p>Advise staff (class teacher/ SENCO)</p> <p>Liase with the hospital.</p> <p>Liase with parents.</p> <p>Train staff to check and maintain audiological equipment.</p> <p>Half termly electroacoustic assessment of hearing aids.</p> <p>Additional support if needs change on request from school.</p> <p>Assess and issue radio aid if required.</p> <p>Monitor radio aid use.</p>	<p>Full inclusion within National Curriculum.</p> <p>Differentiation by presentation and/ or outcome.</p> <p>Opportunities for explanation, clarification and reinforcement of lesson content and language.</p> <p>May need specific interventions for speaking, listening and teaching of phonics.</p> <p>Discussion with school about assessment data and adaptation to teaching approaches where school raises concerns about progress.</p> <p>Assessments could be completed to support discussion.</p>	<p>Deaf awareness training is available for staff on request.</p>

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4	<p>Bilateral moderate or severe permanent hearing loss.</p> <p>May have additional learning difficulties.</p> <p>May have difficulties accessing spoken language and therefore the curriculum.</p> <p>May have additional language delay associated with hearing loss.</p> <p>Will have Hearing aids/ Cochlear implant and may have radio aid.</p> <p>Speech clarity could be significantly affected.</p> <p>May have difficulties with attention, concentration, confidence and class participation.</p> <p>May have Auditory Neuropathy Spectrum Disorder.</p>	<p>Assessment: Part of school and class assessments. May have modifications to the presentation of assessment.</p> <p>Planning: Curriculum plan must reflect levels of achievement and will be individualised. Speech audiometry and other specialist tools to be used as required. Assessment by education and non-education professionals as appropriate.</p>	<p>Mainstream class</p> <p>Have opportunities for 1:1 and small group work based on identified need.</p> <p>Must have attention to seating, lighting and acoustics.</p> <p>Discussion with a TOD about curriculum and teaching methods as required.</p>	<p>Main provision by class/ subject teacher incorporating advice from TOD as necessary.</p> <p>Daily checks of audiological equipment as advised.</p> <p>Support in line with the NatSIP Eligibility Framework: B1—A3 Typically in the range monthly—fortnightly.</p> <p>Teacher of the deaf (TOD) will:</p> <p>Visit school.</p> <p>Speak to the pupil.</p> <p>Discuss progress with the SENCO.</p> <p>Advise staff (class teacher/ SENCO)</p> <p>Liaise with the hospital</p> <p>Liaise with parents.</p> <p>Train staff to check and maintain audiological equipment.</p> <p>Half termly electroacoustic assessment of hearing aids.</p> <p>Additional support if needs change on request from school.</p> <p>Assess and issue radio aid if required.</p> <p>Monitor radio aid use.</p>	<p>Full inclusion within National Curriculum.</p> <p>Differentiation by presentation and/ or outcome.</p> <p>Regular opportunities for explanation, clarification and reinforcement of lesson content and language.</p> <p>May require specific interventions for speaking, listening and teaching of phonics.</p> <p>Advice from a TOD through discussion on curriculum and teaching methods.</p> <p>Discussion with school about assessment data and adaptations to teaching approaches where school raises concerns about progress.</p> <p>Assessments completed as necessary.</p>	<p>Access to a quiet room for small group and 1:1 sessions.</p> <p>Deaf awareness training is available on request.</p>

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5a	<p>Bilateral severe/ profound permanent hearing loss.</p> <p>Additional language/ learning difficulties associated with hearing loss.</p> <p>British Sign Language (BSL) of Sign Supported English (SSE) may be needed for effective communication.</p> <p>Will have hearing aids/ cochlear implants and may have a radio aid.</p> <p>May have difficulty accessing spoken language which impacts access to the curriculum.</p> <p>May have Auditory Neuropathy Spectrum Disorder.</p> <p>Language delay and/ or communication difficulties may impact on social an emotional well-being.</p>	<p>Assessment Must be part of school and class assessment.</p> <p>Must have modification to the presentation of assessments.</p> <p>Planning Curriculum plan must closely track levels of achievement and targets will be individualised.</p> <p>Speech audiometry and other specialist tools to be used as required.</p> <p>Assessment by education and non-education professionals as appropriate.</p>	<p>Mainstream class with flexible grouping arrangements as necessary.</p> <p>Must have ongoing opportunities for 1:1/ small group support focused on specific targets.</p> <p>Must have particular attention to seating, lighting and acoustics.</p> <p>May have support of an additional adult through an EHCP.</p> <p>Support and advice from a Teacher of the Deaf.</p>	<p>Main provision by class/ subject teacher incorporating advice from TOD as necessary.</p> <p>Daily checks of audiological equipment as advised.</p> <p>Ongoing assessment of needs using specialist and NC guidance.</p> <p>Additional adults with appropriate training under the direction of class/ subject teacher and TOD to:</p> <p>Reinforce lesson content</p> <p>Deliver modified curriculum tasks.</p> <p>Support language development.</p> <p>Support staff should have appropriate communication skills.</p> <p>Support in line with the NatSIP Eligibility Framework: A2—A1 Typically in the range weekly—two or more visits per week.</p> <p>Teacher of the deaf (TOD) will:</p> <p>Visit school</p> <p>Speak to the pupil</p> <p>Discuss progress with the SENCO</p> <p>Advise staff (teacher/SENCO) Liaise with the hospital. Liaise with parents.</p> <p>Train staff to check and maintain audiological equipment.</p> <p>Half termly electroacoustic assessment of hearing aids.</p> <p>Additional support if needs change on request from school.</p> <p>Assess and issue radio aid if required.</p> <p>Monitor radio use.</p> <p>May have timetabled teaching support directly from a TOD.</p> <p>Access to deaf adults and peers.</p> <p>Specialist support staff will have appropriate communication skills.</p>	<p>Must have opportunities for explanation, clarification and reinforcement of lesson content and language.</p> <p>Must have differentiation by presentation and/ or outcome personalised to pupils identified needs.</p> <p>Must have differentiation by presentation and/ or outcome personalised to pupil's identified need.</p> <p>Must have opportunities for explanation, clarification and reinforcement of lesson content and language.</p> <p>Advice from a TOD through discus- sion on curriculum and teaching methods.</p> <p>Discussion with school about assessment data and adaptations to teaching approaches where school raises concerns about progress.</p> <p>Assessments completed as necessary.</p>	<p>Must have access to a quiet room for small group and 1:1 sessions.</p> <p>Electro-acoustic assessment of auditory equipment.</p> <p>Provision of personal FM systems and sound field systems.</p> <p>Specific deaf-related training for staff.</p>

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5b	<p>Bilateral severe/profound permanent hearing loss.</p> <p>May have Auditory Neuropathy Spectrum Disorder.</p> <p>Additional language/learning difficulties associated with hearing loss.</p> <p>Sign Supported English (SSE) may be needed for effective communication.</p> <p>Will have hearing aids/ cochlear implants and may have a radio aid.</p> <p>May have difficulty accessing spoken language which impacts access to the curriculum.</p> <p>Speech clarity may be affective.</p> <p>May have significant difficulties with attention, concentration confidence and class participation.</p> <p>Language delay and/ or communication difficulties may impact on social and emotional wellbeing.</p>	<p>Assessment Must be part of school and class assessments. Must have modification to the presentation of assessment. Planning Curriculum plan must closely track levels of achievement and targets will be individualised. Speech audiometry and other specialist tools to be used as required. Assessment by educational and non-educational professionals as appropriate Ongoing assessment and monitoring of language development. Planning to deliver targeted language intervention.</p>	<p>Mainstream class with flexible grouping arrangements as necessary.</p> <p>Must have ongoing opportunities for 1:1/ small group support focussed on specific targets.</p> <p>Must have particular attention to seating, lighting and acoustics.</p> <p>May have support of an additional adult through EHCP.</p> <p>Support and advice from a Teacher of the Deaf.</p>	<p>Main provision by class/ subject teacher incorporating advice from TOD as necessary.</p> <p>Ongoing assessment of needs using specialist and NC guidance.</p> <p>Specialist practitioners under the direction of the class/ subject teacher and TOD to:</p> <p>Reinforce lesson content.</p> <p>Deliver modified curriculum tasks.</p> <p>Support language development.</p> <p>Support staff should have appropriate communication skills.</p> <p>Support in line with the NatSIP Eligibility Framework: A2—A1 Typically in the range weekly—two or more TOD teaching sessions per week.</p> <p>Teacher of the deaf (TOD) will:</p> <p>Advise staff (class teacher/ SENCO)</p> <p>Liaise with the hospital.</p> <p>Liaise with parents.</p> <p>Training school staff to manage audiological equipment effectively. Daily listening checks and visual checks of audiological equipment. Half termly electroacoustic assessment of hearing aids.</p> <p>Assess and issue radio aid if required.</p> <p>Monitor radio aid use.</p> <p>Timetabled teaching support directly from a TOD to support language development.</p> <p>Annual reports to support EHCP review process.</p> <p>Collating information for the EHCP process, liaising with family and professionals and leading statutory review meetings.</p> <p>Reports as required.</p> <p>Supporting transition at key point within and beyond school.</p> <p>Daily ongoing support from specialist practitioners.</p> <p>Specialist Practitioners to monitor audiological equipment.</p> <p>Specialist Practitioners to support language development and curricular access under the direction of the TOD.</p>	<p>Must have opportunities for explanation, clarification and reinforcement of lesson content and language.</p> <p>Must have differentiation by presentation and/ or outcome personalised to pupils identified needs.</p> <p>Must have opportunities for explanation, clarification and reinforcement of lesson content and language.</p> <p>Advice from a TOD through discussion on curriculum and teaching methods.</p> <p>Discussion with school about assessment data and adaptations to teaching approaches where school raises concerns about progress.</p> <p>Assessment completed as necessary.</p>	<p>Must have access to a quiet room for small group and 1:1 sessions.</p> <p>Ongoing deaf awareness training for whole school staff.</p>

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6	<p>Aidable hearing loss.</p> <p>Bilateral moderate/ severe/ profound permanent hearing loss.</p> <p>Additional difficulties and learning needs not associated with hearing loss.</p> <p>May have SSE or augmentative communication needed for effective communication.</p> <p>Will have hearing aids/ cochlear implants and may have a radio aid.</p> <p>May have difficulty accessing spoken language and therefore the curriculum.</p> <p>Speech clarity may be affected.</p> <p>May have difficulty with attention, concentration, confidence and the curriculum.</p> <p>May have auditory Neuropathy Spectrum Disorder.</p>	<p>Assessment</p> <p>Must be part of school and class assessments.</p> <p>May have modification to the presentation of assessments.</p> <p>Planning</p> <p>Curriculum plan must closely track levels of achievement and targets are individualised.</p> <p>Assessment by education and non-education professionals as appropriate.</p>	<p>Class teaching.</p> <p>May have ongoing opportunities for 1:1 support focused on specific targets.</p> <p>Give attention to seating, lighting and acoustics.</p> <p>Support and advice from a teacher of the deaf.</p>	<p>Main provision by class/ subject teacher.</p> <p>Daily checks of audiological equipment as advised.</p> <p>Ongoing assessment of needs as appropriate for the setting.</p> <p>Support will be determined by the individual needs of the pupil. Typically in the range annually— monthly.</p> <p>Teacher of the deaf (TOD) will:</p> <p>Advise staff (class teacher/ SENCO)</p> <p>Liaise with the hospital.</p> <p>Liaise with parents.</p> <p>Training school staff to manage audiological equipment effectively.</p> <p>Half termly electroacoustic assessment of hearing aids as required.</p> <p>Assess and issue radio aid if required</p> <p>Monitor radio aid use if appropriate.</p>	<p>Opportunities for explanation, clarification and reinforcement of lesson content and language.</p>	<p>Deaf awareness training is available on request.</p>