

## Sensory and Physical Needs: Hearing Impairment

Range 1 (Quality First Teaching and arrangements within classroom setting)	Range 2 (Additional support from outside agencies increased level of support)	Range 3 (Higher level of support in school and additional support from outside agencies)
<p><b>Assessment and Planning</b></p> <ul style="list-style-type: none"> <li>Part of school and class assessments</li> <li>Normal curriculum plans include individual/group targets</li> </ul> <p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class</li> <li>Attention to seating, lighting and acoustics</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher</li> </ul> <p>Agreed joint written Advice from CCG and Support Team for Deaf Children (STDC) on effects of hearing loss, classroom management. Advice given by hospital audiologist.</p> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>Full inclusion within National Curriculum</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of school and class assessments</li> <li>Possible use of speech audiometry and other specialist tools to assess access to spoken language in class on request to STDC</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Normal curriculum plans include individual/group targets</li> </ul> <p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class</li> <li>Attention to seating, lighting and acoustics</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher</li> </ul> <p>Single piece of work on referral:</p> <ul style="list-style-type: none"> <li>Contact family</li> <li>Visit school: <ul style="list-style-type: none"> <li>Observe pupil in class</li> <li>Speak to pupil</li> <li>Speech discrimination</li> <li>Gather data on progress</li> <li>Advise staff (class teacher / SENCO)</li> </ul> </li> <li>Written report circulated to school, family, hospital</li> <li>Additional support if needs change on request from school</li> </ul> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>Full inclusion within National Curriculum <ul style="list-style-type: none"> <li>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</li> </ul> </li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of school and class assessments</li> <li>May require modification to the presentation of assessments</li> <li>Use of speech audiometry and other specialist tools to assess access to spoken language in class</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plan reflects levels of achievement and includes individually focused IEP targets</li> </ul> <p><b>Grouping for Teaching</b></p> <ul style="list-style-type: none"> <li>Mainstream class</li> <li>Attention to seating, lighting and acoustics</li> <li>Opportunities for 1:1 and small group work</li> </ul> <p><b>Human Resources/Staffing</b></p> <ul style="list-style-type: none"> <li>Main provision by class/subject teacher</li> </ul> <p>Initial piece of work on referral:</p> <ul style="list-style-type: none"> <li>Contact family</li> <li>Visit school: <ul style="list-style-type: none"> <li>Observe pupil in class</li> <li>Speak to pupil</li> <li>Speech discrimination</li> <li>Gather data on progress</li> <li>Advise staff (class teacher / SENCO)</li> </ul> </li> <li>Written report circulated to school, family, hospital</li> <li>Annual electro acoustic hearing aid checks</li> <li>Monitoring visit to speak to pupil/SENCO</li> <li>Issue radio aid</li> <li>Monitor radio aid use</li> <li>Up to 6 visits per year from TOD/PIM</li> <li>Possible input from non-education professionals e.g. SALT</li> </ul> <p><b>Curriculum &amp; Teaching Methods</b></p> <ul style="list-style-type: none"> <li>Full inclusion within National Curriculum</li> <li>Possible differentiation by presentation and/or outcome</li> <li>Opportunities for explanation, clarification and reinforcement of lesson content and language</li> <li>Specific interventions for speaking, listening and teaching of phonics</li> </ul>