

Sensory & Physical - Hearing

What will you see? (Barriers)	What can help?
	(Strategies and provision)
CYP may	
It is important to check whether a recent hearing assessment has taken place.	Improve the listening environment by:
	<ul style="list-style-type: none"> • reduce background noise
The CYP may: (for younger children)	<ul style="list-style-type: none"> • Reduce reverberation (echo) by introducing soft furnishings, blinds, display boards
<ul style="list-style-type: none"> • have immature grammar e.g. "me want apple " 	<ul style="list-style-type: none"> • Ensuring electrical, plumbing and heating sources are quiet
<ul style="list-style-type: none"> • have immature speech sounds e.g. "bish "for fish, "gar" for car 	<ul style="list-style-type: none"> • Installing carpet, stoppers on chair and table legs, close doors between rooms
<ul style="list-style-type: none"> • make less than expected progress in phonics 	
<ul style="list-style-type: none"> • (For all CYP) 	Consider the introduction of a soundfield system allowing all CYP to hear well wherever they are in
<ul style="list-style-type: none"> • make less than expected progress in the curriculum 	a class and whichever direction the teacher faces
<ul style="list-style-type: none"> • lose focus or are more often distracted in comparison to peers 	
<ul style="list-style-type: none"> • vary in response to hearing their name e.g. good if familiar voice, when close or can see you, in quiet 	Organise class routines and seating to optimize teacher's voice and minimize other noise
<ul style="list-style-type: none"> • do not turn their head and smile, look up, and respond verbally to name 	
<ul style="list-style-type: none"> • give answers or comments which are not relevant, and show have missed information 	Pupil sits close to teacher
<ul style="list-style-type: none"> • often asks for repetition of instructions 	
<ul style="list-style-type: none"> • have difficulty in starting a task after instructions (e.g. looks at other CYP or asks for help) 	The face of teacher well lit
	All staff have 'deaf awareness' strategies, e.g. Repetition of contributions from others when required. Training and events can be provided by the Hearing Support Team
	Visual cues alongside speech to give meaning
	Access to quiet spaces to work and small group support
<ul style="list-style-type: none"> • use limited vocabulary, do not pick up new curriculum words or names readily • use non-specific language e.g. "that one" "over there" "it's big" • have difficulty expressing needs clearly or are difficult to understand if context is unknown 	Conduct a risk assessment: Be aware of possible impact of hearing difficulties for safety in other environments including: <ul style="list-style-type: none"> • explicit teaching of fire practice • allocate watchful adult /hand holding for

- use gestures, show or point alongside speech to help them get message across
- are very quiet in or withdraw from group social situations
- have issues with friendship group and socialising with peers

- have difficulty joining in playground games or age appropriate conversation

- planning if fire alarms are not heard in all areas including toilet
- make sure swimming and PE coach and supply staff are aware of hearing loss

Consider ways to include in sports at distance for example, instructions and demonstration before PE game, visual 'flag' to start races or alert CYP to stops and starts at distance

[To support CYP with hearing-aids Top tips for caring for hearing aids at home \(ndcs.org.uk\)](#)

Consider specific strategies for CYP with different types of hearing loss:

[· Strategies for supporting CYP with unilateral hearing loss](#)

[· Strategies for supporting CYP with conductive hearing loss](#)

[· Supporting CYP with Glue Ear](#)