



**Special Educational Needs Assessment Service (SENA)**

## **Guidance for Hearing Impairment**

**Guidance for meeting needs through a graduated response.**

# Leicestershire County Council

This guidance was developed with reference to the Special Educational Needs and Disability Code of Practice 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (July 2014)

**Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:**

**Communication and interaction**

**Cognition and learning**

**Social, emotional and mental health difficulties**

**Sensory and/or physical needs**

**This document refers to Sensory and/or Physical – Hearing Impairment**

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with hearing impairment (HI) will require specialist support and/or equipment to access their learning, or habilitation support.

## Group 1: Emerging Needs

A child or young person who may have an emerging SEND, supported by quality-first teaching without additional funding beyond the pupil entitlement.

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
<p>The CYP experiences needs which are managed well in a mainstream class.</p> <p>The CYP may have:</p> <ul style="list-style-type: none"> <li>• Fluctuating conductive hearing loss</li> <li>• Mild hearing loss</li> <li>• Unilateral hearing loss</li> </ul> <p><b>Description of need:</b></p> <ul style="list-style-type: none"> <li>• A CYP who has a reoccurring conductive deafness This may be associated with middle ear infections, glue ear, temporary perforated eardrums</li> </ul>	<ul style="list-style-type: none"> <li>• Schools key stage 1 to 4 assessments</li> <li>• Monitoring of CYP's response to positive feedback</li> <li>• Observations by Teacher/class TA/KS Coordinator</li> <li>• advice and support from the parents</li> <li>• Information from the child re their opinions and preferred strategies using person-centred approaches</li> <li>• The school is proactive in identifying individual needs and monitors that action is taken</li> <li>• Risk assessment where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher is held to account for the learning and progress of the CYP in the mainstream class</li> <li>• Quality First Teaching meets the needs of all pupils and includes:</li> <li>• Flexible grouping arrangements</li> <li>• Some differentiation of activities and materials, Differentiated questioning</li> <li>• Use of visual, auditory and kinaesthetic approaches</li> <li>• Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently</li> <li>• Resources and displays that support independence</li> <li>• Environmental considerations are made to meet the needs of all CYPs, e.g. the listening environment taking into account seating, lighting, acoustic, and background noise</li> <li>• An understanding that the hearing impairment may have a wider impact on a CYP's social and emotional wellbeing despite the apparent lack of obvious impairment The CYP may also be vulnerable to bullying or have low self-esteem</li> <li>• Use of teaching strategies that develop the independent learning of the CYP</li> </ul>	<ul style="list-style-type: none"> <li>• The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils</li> <li>• The wider curriculum promotes positive examples of diversity</li> <li>• A broad and balanced curriculum is planned for all pupils</li> <li>• SEAL materials and interventions</li> <li>• Anti-bullying is routinely addressed and pupils are confident in reporting incidents</li> <li>• appropriate differentiation of task and teaching style</li> <li>• Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster self-esteem and confidence</li> <li>• Consideration to CYP's learning style</li> <li>• Other school pastoral interventions could include               <ul style="list-style-type: none"> <li>• Meeting and Greeting</li> <li>• Circle Time</li> <li>• Peer mentoring</li> <li>• Buddy systems</li> <li>• Restorative Practice</li> <li>• ELSA support</li> <li>• Lunch clubs</li> </ul> </li> </ul>

## Group 2: SEND Support (School based interventions)

A child or young person on the SEN record whose needs are met by school-based additional support with some use of delegated SEND funding.

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
<p>CYP has an identified hearing loss</p> <p>The CYP may have</p> <ul style="list-style-type: none"> <li>• Unilateral hearing loss</li> <li>• Long term conductive hearing loss</li> <li>• Mild sensorineural hearing loss</li> <li>• Prescribed hearing aids</li> </ul>	<p><b>Group 1 plus:</b></p> <ul style="list-style-type: none"> <li>• Observations by SENCo</li> <li>• Use of a structured observation profile to target differentiation including IEPs with SMART targets that are reviewed and updated regularly</li> <li>• Pupil involved in setting and monitoring their own targets</li> <li>• Parents involved regularly and know how to support targets at home</li> <li>• An Individual Education Plan may be written (in consultation with parents) to share advice on successful strategies e.g. seating arrangements, position in classroom, preferred learning style</li> <li>• Use of speech audiometry and other specialist assessments to determine access to spoken language in the classroom</li> <li>• Assessment of the impact of hearing loss from a qualified teacher of the hearing impaired, to assess access to the curriculum, including strategies to support the CYP</li> </ul>	<p><b>Group 1 plus:</b></p> <ul style="list-style-type: none"> <li>• Information about the CYP's difficulties is shared with relevant staff, in partnership with parents</li> <li>• Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on successful strategies and set targets</li> <li>• Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills</li> <li>• Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning</li> <li>• Advice from the QTHI has been implemented</li> </ul>	<p><b>Group 1 plus:</b></p> <ul style="list-style-type: none"> <li>• Access to small group support Group work to be planned and tailored to meet identified need and includes good role models</li> <li>• Teaching problem solving skills</li> <li>• Learning tasks differentiated by task and outcome to meet individual needs</li> <li>• Teaching assistance is targeted towards access and is not necessarily needed for learning</li> </ul>

### Group 3: SEND Support (external professionals involved)

A child or young person on the SEND register whose needs are met with advice from external agencies and use of delegated SEND funding. Assess, Plan, Do, Review process demonstrates impact of measure put in place and of involvement of pupil and parents in the process.

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
<p>The CYP has a diagnosed hearing loss which requires additional specific provision or specialist advice.</p> <p>CYP may have:</p> <ul style="list-style-type: none"> <li>• Moderate long term conductive hearing</li> <li>• Moderate sensorineural hearing loss</li> <li>• Cochlear implant functioning as mod hearing loss</li> <li>• Mild hearing loss with conductive overlay</li> <li>• Neo-natal cond hearing loss and throughout EY</li> <li>• Functional mod hearing loss due to auditory neuropathy</li> </ul> <p><b>Description of need:</b></p> <ul style="list-style-type: none"> <li>• A CYP who is not making expected progress in some areas as a result of their deafness</li> <li>• This CYP may be affected by social and emotional issues which may have an impact on his/her wellbeing</li> <li>• The CYPs deafness could co-exist with other secondary needs.</li> </ul>	<p><b>Group 1 &amp; 2 plus:</b></p> <ul style="list-style-type: none"> <li>• Specialist assessments e.g. Hearing Support Service, Educational Psychology</li> <li>• Risk assessments of tricky situations to inform adaptations including educational visits</li> <li>• Individual targets are agreed and monitored following discussion with CYP and parents There is a commitment to developing independence with steps planned and agreed</li> <li>• Careful reviewing of needs especially at transition at key stages, e.g. starting preschool, primary, secondary, post 16, adult life</li> <li>• Assessment of expressive and receptive language in conjunction with teacher of the deaf or SALT to inform target setting</li> <li>• Assessment by educational audiologist for benefits of assisted hearing device</li> <li>• Assessment and advice from teacher of the deaf to inform planning</li> </ul>	<p><b>Group 1 &amp; 2 plus:</b></p> <ul style="list-style-type: none"> <li>• Manage access arrangements for internal and external examinations and assessments on advice from a qualified teacher of the hearing impaired (QTHI)</li> <li>• Awareness of social and emotional aspects of disability</li> <li>• Established communication strategies to facilitate communication and to assess learning</li> <li>• Opportunities to develop vocabulary, particularly specialist subject specific and technical vocabulary</li> <li>• Access to a differentiated curriculum</li> <li>• Use of assistive listening devices and accessories to access the curriculum</li> </ul>	<p><b>Group 1 &amp; 2 plus:</b></p> <ul style="list-style-type: none"> <li>• Staff and peer awareness</li> <li>• Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the subject teacher or educational specialist teacher, following a programme designed or recommended by that professional</li> <li>• Pre and post teaching of phonic skills and/or 1 to 1 teaching of phonics where appropriate</li> <li>• Short-term small group intervention to develop listening skills and language as appropriate</li> <li>• Use of assistive listening devices</li> </ul>

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
	<ul style="list-style-type: none"> <li>• Individual Management Plan which may include               <ul style="list-style-type: none"> <li>• risk assessment</li> <li>• Individual Health Care Plan</li> <li>• personal emergency evacuation plan</li> </ul> </li> <li>• Close scrutiny of tracking</li> <li>• TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective</li> <li>• Careful reviewing of needs before transition at Key Stages, e.g. starting preschool, primary, secondary, post 16, adult life</li> </ul>		

## Group 4: Children or Young people with an EHCP

A child or young person who meets the criteria for an EHC needs assessment, EHCP or top-up funding matches the descriptor of this group and has strategies in place recommended by an external agency which cannot be met by the school without access to additional funding.

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
<p>The CYP has significant primary needs which impact on progress requiring long-term involvement of educational and non-educational professionals.</p> <p>A CYP may have:</p> <ul style="list-style-type: none"> <li>• Severe SN hearing loss (including significant high frequency loss)</li> <li>• CI functioning as severe hearing loss</li> <li>• Moderate hearing loss with conductive overlay</li> <li>• Functional severe loss due to auditory neuropathy</li> <li>• Ongoing assessment of hearing required due to deteriorating/ progressive loss</li> </ul> <p><b>Description of need:</b></p> <ul style="list-style-type: none"> <li>• Possibly some complexity of other needs</li> <li>• A CYP whose deafness impacts on his/her ability to access the curriculum independently</li> <li>• May use sign to support their learning This CYP may be affected by issues of 'being different' which may have an impact on his/her social and emotional wellbeing</li> </ul>	<p><b>Group 1-3 plus:</b></p> <ul style="list-style-type: none"> <li>• Specialist assessments, e.g. by Qualified Teacher for Hearing Impairment, Educational Psychologist, SLT, OT, CAMHS, etc.</li> <li>• Risk assessment to identify dangers and need for additional support</li> <li>• Regular multi agency assessment and/or review of strategies and progress</li> <li>• All agencies are involved in reflection and joint planning in partnership with CYPs and their parents/carers</li> <li>• Individual risk assessments for practical subjects</li> </ul>	<p><b>Group1-3 plus:</b></p> <ul style="list-style-type: none"> <li>• Identified individual support across the curriculum in an inclusive mainstream setting to provide a personalised learning experience, taking into account advice from agencies</li> <li>• The class/subject teacher is accountable for the progress of the CYP within the mainstream class</li> <li>• Facilitate production of differentiated materials in accordance with the advice from the specialist teacher</li> <li>• Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans from a QTHI</li> <li>• Social and emotional development (where appropriate)</li> <li>• Access arrangements for internal and external exams and assessments as advised by QTHI</li> <li>• Advice on curriculum differentiation, equipment to access the curriculum, positioning in the classroom, risk assessment and management plans</li> <li>• Use of a bilingual English/ BritishSign language approach</li> <li>• Use of subtitles</li> </ul>	<p><b>Group 1-3 plus:</b></p> <ul style="list-style-type: none"> <li>• Teaching style and tasks are adapted to suit CYP's learning style</li> <li>• Individualised support to implement recommendations from support services e.g. TOD, SLT etc.</li> <li>• Advice and assessment of the use of specialist or adapted ICT to access the curriculum, appropriate to need</li> <li>• Structured individual programmes focusing on listening, speech and language development, auditory memory, phonic awareness, social interaction and emotional wellbeing, as identified by the IEP/management plan</li> <li>• Peer awareness including sign language classes</li> </ul>

## Group 5: Specialist Provision

Descriptor	Assessment & Planning	Teaching & Learning	Curriculum & Interventions
<p>The CYP experiences significant lifelong learning difficulties for which specialist provision is appropriate. These may be compounded by other co- existing needs.</p> <p>CYP may have:</p> <ul style="list-style-type: none"> <li>• Profound hearing loss</li> <li>• Profound functional loss due to auditory neuropathy</li> <li>• CI functioning as profound hearing loss</li> </ul> <p><b>Description of need:</b></p> <ul style="list-style-type: none"> <li>• The CYP presents with a range of issues and an accumulation of layered needs, which could include mental health, relationships, behavioural, physical, medical, sensory, communication &amp; cognitive</li> <li>• A CYP who because of their permanent deafness cannot fully access spoken language</li> <li>• May be a BSL first language user</li> <li>• Speech clarity is significantly affected</li> </ul>	<p><b>Group 1-4 plus:</b></p> <ul style="list-style-type: none"> <li>• Long term involvement of educational and non- regular risk assessments to consider risks to self and others</li> <li>• Completion of assessments for consideration at SEND Panel</li> <li>• All professionals agree that the CYPs needs can only be met with additional resources</li> </ul>	<p><b>Group 1-4 plus:</b></p> <ul style="list-style-type: none"> <li>• Main provision by class/subject teacher with support and advice from education and non-educational professionals as appropriate</li> <li>• Reduced curriculum if appropriate</li> <li>• Specialised modification of all teaching and learning styles and resources</li> <li>• Provide a personalised learning experience</li> <li>• Manage access arrangements for internal and external examinations and assessments on advice from QTHI</li> <li>• Provide an appropriate listening environment</li> </ul>	<p><b>Group 1-4 plus:</b></p> <ul style="list-style-type: none"> <li>• Requires additional staff support to access learning in a specialist setting/ mainstream due to high level of vulnerability presented by the CYP</li> <li>• Specialist teaching where significant delayed language development and significantly delayed literacy skills focusing on both learning curriculum and social skills throughout the school day</li> <li>• Facilitate production of differentiated materials in accordance with the advice from STS</li> <li>• Adult support to access an individualised curriculum</li> <li>• Individual intervention to develop communication skills, spoken language or BSL</li> <li>• Pre- and post-teaching of vocabulary and concepts to allow the CYPs to fully access the curriculum</li> <li>• Access to a multi-sensory curriculum</li> <li>• BSL communicators (Signature Level 3 minimum) to provide access to the curriculum and social interaction if needed</li> <li>• Intensive rehabilitation programme after cochlear implantation</li> </ul>

**\*Prime areas of learning and development:**

1. Communication and language
2. Physical development
3. Personal, social and emotional development

**Specific areas of learning and development:**

1. Literacy
2. Mathematics
3. Understanding the world
4. Expressive arts and design