

The Graduated Approach to SEN Support

Hearing Impairment



Foreword

Improving the outcomes for our children with Special Educational Needs & Disabilities (SEND) is at the heart of our **Inclusive Ambitions** to tackle key inequality issues in Kirklees. Investing in our learners and their families at the earliest opportunity will support us to help them achieve their best possible outcomes.

There are four broad areas outlined in the SEND Code of Practice (2015). They provide schools with an overview of the range of needs that should be planned for. The purpose of identification, however, is to work out what action the school needs to take, not to fit a learner into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

Sensory and/or Physical is one of the four broad areas of need as outlined in the SEND Code of Practice (2015).

Guidance is separated into the key high incidence needs within this broad area:

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Physical Impairment (PI)

This guidance is designed to support schools **identify** the strengths and needs of learners with a hearing impairment and suggests a range of **targeted provision** that may need to be in place for learners with special educational needs and disabilities at SEN Support.

It builds on the Kirklees description of Inclusive High-Quality Teaching which has been developed in the form of an audit tool to support mainstream schools evaluate the extent to which they can meet the requirements of learners with SEND within the day-to-day classroom context. It is this inclusive high-quality teaching which is expected to be in place for all learners, every day in every classroom.

It is important that this audit tool is utilised prior to considering this guidance; as the SEND Code of Practice (2015) states, 'additional intervention and support cannot compensate for a lack of good quality teaching' (para. 6.37).



What will this guidance help me with?

Some children and young people come to our schools with a hearing impairment already identified. However, as this may not always be the case, this guidance is designed to support schools in the early identification of the signs of a possible hearing impairment. It is also important to consider that individual learners often have needs that cut across other areas and their needs may change over time so it may also be appropriate to look at the SEN Support documents for other broad areas of need too.

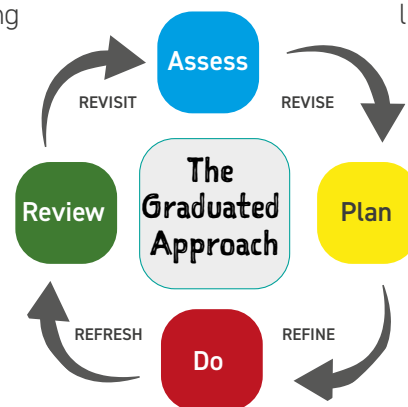
ASSESS

To support the ASSESS phase of the Graduated Approach, this document firstly provides a guide to supporting the early identification of the signs of a possible Hearing Impairment and what to do when those concerns arise. It then provides a guide to the next steps to consider when a diagnosis of a Hearing Impairment has been made in order to gain as clear a picture as possible as to the areas of targeted SEND provision they will require in the school context.

PLAN

It then suggests a range of targeted SEND provision which is additional to and or different from the universal offer of inclusive high-quality teaching for our learners at SEN Support with a hearing impairment. It is targeted because it is designed to address specific barriers to or gaps in learning that have been identified at the ASSESS phase of the Graduated Approach.

Targeted provision should be carefully planned, with clear expected outcomes



linked to provision. It may be planned to take place within or away from the classroom, possibly as an intervention led by a teacher or teaching assistant. If this is the case, schools need to:

- Have a clear justification for this being the best approach.
- Be clear as to the purpose of targeted provision.
- Discuss and agree the expected outcomes.
- Ensure teachers remain responsible and accountable for progress, even where learners are receiving targeted provision away from the classroom.
- Keep targeted provision under review as part of the graduated approach; including planning for alternative approaches or specialist advice where needed.

Schools will need a planning tool to record the targeted provision to be put into place, the outcomes sought and the progress made. It is for schools to determine their own approach to record keeping, but it may incorporate the use of provision mapping and an individual plan for the learner such as an IEP or MSP. It is vital that the learner and their parents/carers are also involved in making decisions about the type of targeted SEN provision that will be put into place and in the evaluation of the impact. Utilising Person Centred Approaches through the Graduated Approach will provide a rounded picture that is focused on what is important to and for the learner, from their perspective and from that of the people close to them.

This document also provides guidance for schools on the key elements that constitute good practice at the **DO** and **REVIEW** phases of the Graduated Approach.

The Conditions for Inclusion for Learners with SEND

For learners with SEND, their environment can have a profound impact upon their feelings of belonging and aspiration; the influence of school culture, ethos and attitudes of staff and peers are highly influential.

Everyday relationships and interactions with staff and peers form the fabric of each learner's school experience. Where these are positive and nurturing, our learners with SEND are far more likely to feel they belong and can thrive at school.

Positive relationships between teachers and peers and inclusive teaching practice, built upon established inclusive principles, are fundamental to improving outcomes for all learners.

- An inclusive culture that permeates policy and practice across all aspects of school life.
- An ambitious vision.
- Equality of opportunity across all aspects of school life.
- An understanding and application of the duty to make 'reasonable adjustments' across all aspects of school life.
- Alertness to possible unconscious bias that may lead to reduction in aspiration.

- Prioritising independence.
- Representation of positive role models with SEND through the curriculum, resources, visiting speakers.
- Ensuring learners with SEND are represented in all aspects of school life e.g. school plays, clubs, school councils, sports and music events.

Positive relationships between teachers and peers and inclusive teaching practice, built upon established inclusive principles, are fundamental to improving outcomes for all learners.

How might special educational needs present for a learner with a Hearing Impairment?

Hearing loss can impact significantly on many aspects of a learner's development, presenting as difficulties in one or more areas such as speech, language and communication, social communication, progress across the curriculum, engagement in extra-curricular school and community life, independence, self-esteem, confidence and identity. Many learners with a hearing impairment (HI) will require both reasonable adjustments and specialist support and/or equipment to access learning and wider school life so that they can know and feel they fully belong in school and are enabled to thrive.

There are different types of hearing loss including:

- Diagnosed fluctuating conductive hearing loss e.g. glue ear
- Diagnosed sensory neural hearing loss (permanent damage to the inner ear)

- Diagnosed unilateral loss (one-sided hearing)
- Diagnosed long term conductive loss (loss from the outer ear into the middle ear)

Conductive hearing loss is where sound waves are not passing fully to the inner ear; this affects the volume at which sound is heard.

Sensorineural hearing loss is where the cochlea is not processing the full frequency of sound. This is more impactful as the child is not just hearing at quieter levels but the messages sent to the brain are distorted.

The level of a child's deafness can be described in terms of their average decibel (dB) hearing level, or by the terms 'mild', 'moderate', 'severe' or 'profound'. Based on British Society of Audiology definitions of hearing loss, this is the decibel hearing level range is defined as:

mild (21–40 dB)

moderate (41–70 dB)

severe (71–95 dB)

profound (+95 dB)

Very few deaf children have no beneficial hearing as they may be able to hear some sounds at certain frequencies and loudness. The use of hearing aids or implants may enable them to hear more.

Sounds are made up of different frequencies and are measured in Hertz (Hz). It is the frequency of a sound that affects the pitch that it is heard at, therefore our learners with a hearing impairment may be able to hear sounds at some frequencies better than others.

If you have a learner in your school diagnosed with a hearing loss, their audiologist or specialist teacher will be able to give you more information about the level of their

hearing impairment and be able to explain the sounds that they can and can't hear.

If a hearing loss is diagnosed, a detailed assessment should ensure that the full range of an individual's strengths and needs are identified, not simply the primary need. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well evidenced SEN support targeted at their areas of difficulty.

The suggested targeted provision outlined within this guidance document, in addition to inclusive high quality teaching, as outlined in the audit tool, will support effective teaching and learning for this group of learners. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They are intended to guide schools as to the type of provision expected within the graduated approach to identifying and meeting special educational needs at SEN Support and should be delivered in accordance with a learner's assessed needs and agreed outcomes.



What is the role of the Qualified Teacher of the Deaf (QToD) ?

The role of the QToD varies depending on the needs of the children, families, settings and schools they are working with. The role of the QToD can include, but is not limited to:

Liaison

- Health care professionals, such as Ear, Nose and Throat (ENT) Consultants, Clinical Scientists, Audiologists, Health Visitors, Paediatricians, Speech and Language Therapists, and specialist organisations e.g. BDA, Deaf CAMHS
- Parents/carers, practitioners in early years settings, teachers and SENCOs in schools and 6th form colleges,
- Other professionals such as Educational Psychologists, Special Educational Needs and Disability Officers, Social Workers, Habilitation/Mobility Officers, Charity workers e.g. National Deaf Children's Society (NDCS).

Assessment

- Of children and young people's primary method of communication e.g. speech/BSL/SSE/Makaton,
- Of children and young people's underlying language levels, speech perception, phonological awareness as well as their development and learning in general,
- In relation to the suitability of specialist equipment to support a child/young person's access to education and the suitability of acoustic environments for their hearing needs,
- And identification of needs, outcomes and provision for children and young people as part of the statutory Education, Health and Care Needs Assessment process.

Teaching

- Babies/young children and their families at home; children in early years settings; children in schools and 6th form colleges,

- Practitioners in early years settings and teachers/support staff in schools and colleges to model strategies and approaches to enable them to effectively support individual children and young people,
- Maximising residual hearing e.g. lipreading, use of assistive technology,
- Communication and interaction strategies,
- Social and emotional support related to hearing loss including the role of deaf identity,
- The Personal Understanding of Deafness programme to enable the learner to become knowledgeable about all aspects of deafness and the support that is available at different stages of life.

Advice

- To parents, carers and families to enable them to understand the nature of their child's hearing impairment and understand how to support all aspects of their child's development and learning, at home and in the community,
- To staff in settings to enable them to understand the nature and impact of a child's hearing impairment and consider how to modify and adapt their environment, the activities and learning opportunities on offer in their setting, their access to the learning and social opportunities and how best to support them,
- To children and young people in relation to their hearing impairment, developing their skills as independent learners and to support and encourage them to develop skills to advocate for themselves and develop a positive self-image and prepare for life beyond school,
- To schools and 6th form colleges regarding access arrangements for tests and exams.
- To schools providing staff training in areas such as Deaf Awareness and Makaton/BSL/SSE

Assess

THE GRADUATED APPROACH

- SENCo, teacher(s) and key staff meet regularly to keep the analysis of strengths and needs under review to ensure support is matched to need.
- Parent/carer and learner views support the analysis of strengths and needs - conversations with are carried out with sensitivity and honesty.
- Use of detailed National Curriculum and individualised assessment tools in relation to specific descriptors may be necessary to identify strengths, gaps in and barriers to learning to inform planning.
- Specialist SEND services can be contacted where a school requires further guidance around understanding the learner's strengths and needs and approaches to support.



Although most learners with a hearing impairment will have been identified in the early years of life, there may be some who are as yet not identified

SENCOs can work with teachers to use this guide when they are raising concerns around a possible HI.

Important contextual guidance

- The NDCS suggest that if you work in the early years or a primary school, there is a high chance that a learner in your care will have an undiagnosed hearing loss.
- A mild or slight hearing loss can be difficult to identify. Children may respond to questions easily when asked one-to-one and in a quiet environment whilst at the same time not respond to questions asked at a distance and to the whole class.
- Temporary hearing loss can fluctuate, meaning that children may display some of the signs on some days but not others.
- It is important to view listening not just in terms of whether speech has been heard but whether it has been perceived and understood.
- A study by Coventry University, funded by the Nuffield Foundation, found that 25 per cent of its young participants who had reading difficulties showed mild or moderate hearing impairment, of which their parents/carers and teachers were unaware.
- <https://www.nuffieldfoundation.org/news/screen-children-with-reading-difficulties-more-thoroughly-for-hearing-problems-says-new-report>

Assess

Common signs of hearing loss

What do our observations tell us?

Incorporates guidance from National Deaf Children's Society	Unlike the learner	Sometimes like the learner	Typical of the learner	NOTES
	Frequently says "what?" or asks for speech to be repeated			
Watches faces/lips intently				
Doesn't always follow instructions straightaway				
Often misunderstands or ignores instructions				
Makes little or no contribution to group activities or discussions				
Watches what others are doing before doing it themselves				
Complains about not being able to hear				
Tires easily				
Talks louder or softer than expected				
Becomes easily frustrated				
Seems startled when people come into their line of vision				
Appears inattentive or as though daydreaming				
Slower communication and language development, with reduced vocabulary and understanding of words and concepts				
Difficulties with listening skills, such as processing spoken language and accessing certain speech sounds or less well developed listening skills				
Difficulties maintaining attention and concentration during activities which include a lot of lipreading and listening				
Delayed literacy skills and difficulties with grammar and spelling				
Challenges with working memory and auditory memory				
Difficulties with multitasking e.g. carrying out an activity while listening or lip-reading				
Difficulties around incidental learning – deaf learners may have a smaller or reduced knowledge of the world because they struggle to pick up what others are saying				

Assess

Common signs of hearing loss

What do our observations tell us?

Social skills – deafness may cause difficulties with friendships, everyday social situations and responding appropriately in unfamiliar and new situations

Unlike the learner	Sometimes like the learner	Typical of the learner	NOTES

A note about GLUE EAR

Glue ear usually causes a temporary hearing loss. Eight out of ten children will experience glue ear before the age of 10.

However, it could also be a permanent hearing loss. Over half of deaf children become deaf during childhood rather than at birth. This usually happens in the first three years of life. Any hearing loss, even if it's temporary or mild, can have a big impact, particularly in the early years when children are developing their speech and language skills. (NDCS guidance)

What to do when concerns arise

Discuss any concerns that you may have with the family.

Record your observations to share with parents/carers and professionals.

Where appropriate, speak with the learner and find out their views.

Family can ask their GP for a referral to the local audiology clinic for a hearing assessment.

School can also refer to audiology clinic via a school-based referral school nurse can also do this.

NB: The Teacher of the Deaf cannot undertake a hearing assessment; this is a medical assessment that can only be carried out at an Audiology Clinic.

Undiagnosed hearing loss can cause or contribute to a learner's speech and language delay, difficulties learning and reading and difficulties communicating and socialising with others. Consider a referral for a hearing test if a learner is being referred to other professionals, such as a speech and language therapist.

This guidance is designed to support schools identify the individual learner's strengths and key areas of need that require support to be planned for when a diagnosis of a hearing impairment has been made, but it can also be used at any stage, for example, as needs change or at key points of transition. It should be used in collaboration with the learner, family, teacher(s), support staff, drawing on the expertise of specialists involved with the learner, the qualified teacher of the deaf, SaLT, teacher(s), support staff

Assess

Identifying the Strengths and Needs of Learners with a Hearing Impairment

Next steps when a diagnosis of a Hearing Impairment has been made

Key areas to consider <i>Incorporates guidance from the National Sensory Impairment Partnership (NatSIP)</i>	NOTES
What is the effect of the hearing impairment on learning e.g. any sounds, frequencies that might be hard to hear?	
What degree of specialist input is needed e.g. Teacher of the Deaf, specialist teaching assistant?	
Is direct speech and language therapy required and, if so, how frequently?	
Are there strengths in some areas, including extra-curricular?	
What steps need to be taken to aid listening in the different educational settings e.g. FM system, sound field system, improved acoustic conditions?	
What support is needed to ensure optimal use of hearing/listening equipment in school e.g. daily checks by staff needed, battery changing?	
What are the implications for other activities outside of lessons?	
What specific teaching strategies and support are required within the class, playground, activities or at home e.g. Makaton/BSL/SSE, notetakers, small group support to develop social interaction and language skills?	
Do staff who are working with the learner have the appropriate skills and knowledge?	
What advice and training for whole school/class teacher/support in class is required? This could include the learning environment, specific teaching approaches, equipment and/or adaptations.	
What implications does this have for adaptations to teaching? e.g. does the learner require longer processing time?	
Are any additional resources required to achieve the targets e.g. radio aids, laptop, iPad?	
Is there a gap between the learner's cognitive ability and speech, language and communication development? If so, what additional support will be put in place to close the gap and when and how will these be reviewed?	

Assess

Identifying the Strengths and Needs of Learners with a Hearing Impairment

Next steps when a diagnosis of a Hearing Impairment has been made

Key areas to consider <i>Incorporates guidance from the National Sensory Impairment Partnership (NatSIP)</i>	NOTES
Are there any underlying general or specific learning difficulties?	
What access arrangements are needed? Do they reflect the learner's normal way of working?	
What is required to help the CYP develop as an independent learner?	
Are expectations sufficiently high and challenging?	
Are there other school factors that require addressing, such as improving the acoustic quality of classrooms, use of equipment such as a sound field system, quiet rooms, use of videos and subtitles, pre and post tutoring?	
Is the CYP showing any behaviours of concern?	
Is there any pattern to this behaviour, e.g. time of day, during particular curriculum lessons/ activities? Could this be linked to their hearing impairment or are there other possible causes? What strategies/approaches need to be put in place?	
If significant absences/exclusion, what are the reasons and to what extent are they linked to the learner's HI? Can steps be taken to reduce them? If so, what?	
Have the other members of staff in school had equality and disability training?	
Have the other learners had equality and disability training?	
Is harmful, intimidating or coercive behaviour from peers a concern? If so how is it to be addressed?	
Is the learner accessing after school/community activities? If not, how can this be encouraged? What support is required to ensure full participation e.g. communication support worker?	
Is school transport an issue? Can this be resolved?	
What strategies can be used to improve social and emotional independence and resilience?	
If little or none, what support/training is needed to help the family understand hearing impairment and respond in a way that will help their child achieve the identified outcomes?	
Is there a need for any education personnel to be involved? If so, in what capacity?	

Assess

Identifying the Strengths and Needs of Learners with a Hearing Impairment

Next steps when a diagnosis of a Hearing Impairment has been made

Key areas to consider <i>Incorporates guidance from the National Sensory Impairment Partnership (NatSIP)</i>	NOTES
Does the family attend audiology appointments as required? If not, are there any family factors that result in the learner failing to attend? If so, how are these to be addressed?	
What support does the family require to help their child develop age-appropriate or near age-appropriate language?	
What support do parents/carers need to enable them to support the child to develop skills, particularly in language, literacy and maths? How can parents/carers be involved in supporting their child and what support do they need to be able to do this?	
Does the learner and their family meet up with other hearing-impaired children and their families? If not, what opportunities in and out of school are there? e.g. encouraging events that promote social interaction with other deaf children and young people.	
Are parents/carers aware of organisations that might help e.g. the National Deaf Children's Society?	

Plan

Planning for targeted SEN SUPPORT that is additional to and/or different from inclusive high quality teaching

- Teacher(s) and SENCO agree, in consultation with the learner and their family, the outcomes they are seeking, the targeted SEN provision to be put in place to address gaps in and barriers to learning to accelerate progress and development.
- Support and intervention are based on reliable evidence of effectiveness and provided by practitioners with relevant skills and knowledge.
- All teachers and support staff who work with the learner are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Supply staff are provided with clear information about the key needs and adjustments required for the learners with SEND they will be teaching.
- A clear date for review is set.
- Advice from specialists is shared with all relevant staff and families; SENCO checks that it is fully understood and planned for.
- Any related staff development needs should be identified and addressed.
- Schools can determine their own approach to record-keeping to record provision made at SEN Support and its impact on the learner's progress, e.g. Provision Map/IEP/MSP.
- Guidance for families is provided showing how they can offer support for learning and development at home.

The suggested provision will support effective teaching and learning for this group of learners. The curriculum approaches and strategies detailed are not prescriptive or exhaustive. They are designed to guide schools and should be delivered in accordance with the learner’s needs and agreed outcomes. All support arrangements should begin with listening to the needs and views of the learner and their family and follow advice from the Qualified Teacher of the Deaf.

<div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Plan</div> <h2 style="text-align: center;">Hearing Impairment</h2> <p style="text-align: center;">Description of the range of targeted provision for Learners at SEN Support</p> <p style="text-align: center;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p>	In Place	Impact of Targeted Support			<div style="border: 1px solid black; border-radius: 50%; padding: 2px; display: inline-block;">Review</div> <h2 style="text-align: center;">COMMENTS</h2> <p style="text-align: center;">Questions to consider: Which support needs to continue? Is more time needed to see impact in some areas? Is further assessment needed?</p>
Environment					
Individual work area(s) which are modified for the learner eg. quiet/minimal distractions, visual aids, work basket system.					
Arrange seating for the learner e.g. facing the class teacher, away from busy, noisy areas such as sink and cloakroom or resource cupboard, underneath a projector.					
Learners may be taught in a quiet environment for some lessons where appropriate.					
Think about lighting and windows and ensure they have a clear view of the teacher to pick up non-verbal cues.					
Use of environmental visual aids e.g. individual carpet spots, drawer labels, lining up spots, classroom noise level.					
Time out/movement breaks/respice areas to help regulate sensory needs and emotions.					
Adaptions for the learner at lunch times, assemblies and leaving class (early or during breaks) to avoid sensory overload.					
A quiet safe area of the school to retire to as required.					
Socialise with peers away from the noise of communal areas – dinner hall.					
What adaptations can be made to enable learners to comfortably access and enjoy wider school events such as discos, school plays etc.					

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<div style="display: flex; justify-content: space-between; width: 100%;"> <div style="width: 20%; height: 20px; background-color: red;"></div> <div style="width: 20%; height: 20px; background-color: orange;"></div> <div style="width: 20%; height: 20px; background-color: green;"></div> </div>					
Staffing for targeted support					
In-class support to facilitate language and communication with peers as required.					
Targeted support for unstructured parts of the day e.g. start and end of school day, breaks, lunchtimes and trips out of school.					
Specific staffing arrangements and skills such as use of Makaton/BSL/SSE to supplement delayed or limited spoken language.					
A responsive adult to provide additional support in class where necessary, to enable social coaching opportunities and individual support where necessary and in a timely fashion, such as when the learner is starting to become dysregulated.					
Targeted work with teacher or support staff on a small-group basis as advised by the Teacher of the Deaf.					
May need intensive hearing, speech and language rehabilitation following hearing aid fitting or cochlear implant surgery.					
Playground and lunchtime staff to be aware of the difficulties the learner may have playing with others without the necessary communication skills and be able to help the learner cope in this environment e.g. offering choice of activities, engineered social opportunities through buddy systems, offering support to mediate, regular use of key targeted vocabulary related to routines, facilitate and extend social interactions as appropriate, provide respite areas such as an indoor space.					
Targeted support may also include unstructured parts of the day eg. start and end of school day, breaks, lunchtimes, clubs and trips out of school.					
Curriculum Approaches and Strategies					
A curriculum which takes account of the learner's strengths, is developmentally appropriate, targeted to address their communication and interaction needs, emotional regulation and sensory needs and promotes their independence.					

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Alternative qualifications at KS4 if the learner is not able to access GCSE e.g. Entry Level Certificates in English, Maths and Science, ASDAN or similar life skills qualifications.					
The timing and duration of learning activities is adjusted to the learner’s needs with regular breaks as needed.					
Learning materials are modified, visually simplified and adapted to the learner’s learning preferences.					
Pre/Post-teaching of subject specific curriculum, vocabulary and concepts.					
Visual supports are used to support the learner’s organisational skills, e.g. visual timetables, schedules, to do list, exemplars of work, visuals are used to support verbal/ written instructions).					
Support for word finding difficulties such as word maps, word wheels and visual word banks for topic-related vocabulary.					
Learning taught in class is generalised into real life situations e.g. teaching money is linked with shopping.					
Subtitles are used with DVD and online content.					
Peer support and sensitive grouping/pairing is in place for a range of activities.					
Alternative methods of recording including mind-mapping, story boards, voice recorders, videos, digital photography.					
Individualised rewards and motivators are used intrinsically as part of the interventions offered.					
Language and communication - Following advice from SaLT where involved					
Adults adapt their language and communication to the specific needs of the learner e.g. ensuring instructions are brief, using repetition, giving the learner plenty of time to respond, keep listening times short.					
Good reinforcement of learner’s verbal contributions.					

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Use of Makaton/BSL/SSE to supplement delayed or limited use of spoken language.					
Verbal communication to be supported visually as much as possible e.g. signs, symbols, pictures, gesture, modelling, practical demonstration, pictures/objects of reference.					
Small group directed work on areas such as listening skills, vocabulary development, comprehension and speaking skills incorporating grammar.					
Small group support to directly teach conversational skills, taking turns, reading social cues e.g. listener boredom.					
Spoken language support focusing upon the specific needs of the learner, boosting vocabulary until part of the learners's productive vocabulary.					
Use augmented methods of communication where appropriate e.g. Makaton/BSL/SSE, PECS with the support of outside agencies with training in this area.					
A programme of social communication skills, which is developmentally tailored and delivered according to needs e.g. small group – one to one work.					
Teaching support to develop the skills needed to work within social groups. Consideration is given to the size of the group, the aim of the group and roles within the group.					
Emotional Wellbeing					
Provide opportunities for learners to gain the language to express their concerns.					
Provide opportunities for learners to talk about their hearing impairment.					
Use 'Circle of Friends' technique to support the learner's social inclusion and relationship building.					
Support learner's strengths and interests to develop their relationships with peers.					
Engagement from school staff with the Personal Understanding of Deafness programme delivered by the Teacher of the Deaf which is followed up and embedded with the learner.					
Support the learner in developing a sense of deaf identity e.g. by making time and supporting them in meeting other learners with a hearing impairment.					

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<p>If the learner is experiencing significant mental health difficulties and has a severe or profound hearing loss they may meet the criteria for a Deaf CAMHS referral; often quicker and more able to meet their needs than a referral to mainstream CAMHS.</p>					
Equipment – Specialist equipment should be checked by the QToD					
<p>Modified or adapted materials enable access to learning activities.</p>					
<p>Staff have a positive approach toward the use of amplification and the use of hearing aids is supported.</p>					
<p>Radio aid or soundfield systems are in place if required.</p>					
<p>Place to securely store and charge the system and keep it well maintained with support overtime to enable the learner to become independence in using the system.</p>					
<p>System in place to organise appropriate regular checks on specialist equipment (ToD can oversee this and show staff how to do this on a day to day level). Promote learner to take greater responsibility over time for this equipment, under guidance. Be aware this is not just the ToD responsibility.</p>					
<p>Augmented communication aids, IT and specialist adapted equipment is used to support a learner in all aspects of schooling where appropriate e.g. Ipads with specialist App to support the young person to communicate with others.</p>					
Learner and Family Centred Approaches					
<p>Use of a home school communication system so that school and families are aware of and can share current challenges and successes.</p>					
<p>Consideration is given to how parent/carer and learner views will be sought and shared effectively as well as ensuring family members are able to process all relevant information presented to them in a timely manner, particularly before planning and review meetings.</p>					
<p>Agreed consistency of approaches between home and school to support learning and development.</p>					

<div style="float: left; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-bottom: 5px;">Plan</div> <h2 style="text-align: center; margin: 0;">Hearing Impairment</h2> <p style="text-align: center; margin: 0;">Description of the range of targeted provision for Learners at SEN Support</p> <p style="text-align: center; margin: 0;"><i>This should be <u>in addition</u> to Inclusive High-Quality Teaching</i></p>	In Place	Impact of Targeted Support			<div style="float: right; border: 1px solid black; border-radius: 50%; padding: 2px 5px; margin-bottom: 5px;">Review</div> <h2 style="text-align: center; margin: 0;">NOTES</h2> <p style="margin: 0;">Questions to consider:</p> <p style="margin: 0;">Which support needs to continue?</p> <p style="margin: 0;">Is more time needed to see impact in some areas?</p> <p style="margin: 0;">Is further assessment needed?</p>
<p>Parent/carers are made aware of changes to school timetable so that they can help prepare their child at home.</p>					
<p>As appropriate to age and stage, support to develop learner's self-advocacy in order to support their growing understanding of their own strengths and needs and the aspirations and outcomes they are working towards.</p>					
<p>Signpost families to further guidance and support through the Local Offer e.g. The Early Support Service and also to courses designed for parents/carers.</p>					

Additional areas to plan for

Access Arrangements

Access Arrangements are pre-examination adjustments based on evidence of the learner's need and their normal way of working.

Approved Access Arrangements and reasonable adjustments are in place for internal school tests, mock exams and external examinations.

Access arrangements considered as standard for a CYP with an EHCP with hearing impairment as a primary need: 25% extra time, a separate room and a reader if the learner's reading age is sufficiently low to support this. Other access arrangements such as 50% extra time and an oral language modifier should be discussed with the learner's Teacher of the Deaf.

Access Arrangements are planned for at the earliest opportunity to enable learners to be fully able to utilise these approaches as part of their 'normal way of working'.

Preparing for Transition

Planning meetings are arranged with the learner, their family along with key staff from the current and receiving setting/school/college. Where needed, create a transition plan detailing the support required to enable a successful transition. This may also involve specialist advice and guidance.

Preparing for Adulthood

This means preparing our learners for the next phase of Education/Employability, Independence, Community Inclusion and to be Healthy. Preparation for this can start from the earliest years. See the SENCo and Professional Information and Resources page of the Local Offer for further guidance including recommended outcomes to be planning for from Early Years to Post 19 across the four broad areas of need.

Support, appropriate to the learners' age and stage, to enable them to develop an understanding of their needs and communicate them to others along with a growing awareness of the adjustments they need to successfully access, participate and achieve in lessons and school life. This may include the meeting of Deaf adults/role models

Creative approaches are used to embed preparing for adulthood activities in the curriculum, everyday activities outside the classroom and where needed, through targeted provision. See PfA guidance on The Local Offer.

A broad, experiential curriculum is offered to support the learner toward their next stage of education, employment or training which takes into account their strengths and interests enabling progression toward employment/adult education or community learning.

This may include alternative qualifications pathways.

Guidance: Staff skills to support learners with a Hearing Impairment

- Staff are aware of the impact hearing loss can have on speech, language and communication, social communication, progress across the curriculum, engagement in extra-curricular school and community life, independence, self esteem, identity and confidence.
- All staff should be aware that they have a duty to make reasonable adjustments for all learners with a HI.
- They know how to adapt teaching to enable the learner with SEN in this area to access and participate and achieve in their lessons.
- All key staff know how to use hearing and listening equipment in school.
- Engagement from school staff with the Personal Understanding of Deafness programme (delivered by the ToD).
- Subject leaders and Heads of Department use monitoring activities to ensure learners with a HI are fully accessing, participating and achieving in their subject area.

Do

Do

- All staff working with learners with a HI are familiar with the individual support plan in place and work together with parents/carers to consistently implement agreed strategies and interventions according to the plan.
- The teacher remains responsible for all decisions relating to teaching and support with guidance from the SENCO where needed.
- Where an intervention involves group or one-to-one teaching away from the main class or subject teacher, they retain responsibility for the learner.
- The class or subject teacher remains responsible for working with the learner on a daily basis, giving as much teaching attention to the learner as to any other.
- Teachers work closely with any teaching assistants or specialist staff involved, to keep under review the impact of support and interventions and how they can be linked to classroom teaching, making any necessary adjustments along the way.
- Teachers regularly monitors the progress the learner is making in relation to the targeted support they receive.



Review

Review

- Teacher(s), SENCo, any specialists already involved, the learner, their family and key support staff are involved in the review of provision made at SEN Support and its impact on the learner's progress.
- Review meeting with families happen at least 3 times a year. A focus is always given to both attainment and progress from starting points.
- Outcomes of the review are recorded and shared with families.
- Where there is a shared view that a learner continues to make little or no progress or where they continue to work at substantially low levels despite high quality teaching and evidence-based targeted SEN Support delivered by appropriately trained staff, outside agencies may be called upon.

Description of targeted provision for learners with complex needs, possibly requiring an EHCP

Learners will have needs related to their hearing impairment that **severely affect their access to the curriculum and many aspects of school life**. The additional/different component will describe a **highly personalised** level of provision to meet the learner's needs, possibly across more than one broad area of need. This will utilise many elements of inclusive high-quality teaching and the additional and /or different provision outlined in the SEN Support section above at a **greater level of intensity and quantity in a highly personalised manner tailored to the individual learner**.

This may look like:

- A **highly personalised and developmentally appropriate curriculum** which takes account of the learner's strengths, is accessible and targeted to address the learner's current needs and promotes their independence and life skills.
- A **significant level of adult support** to adapt and deliver the curriculum.
- **Specialist techniques and resources** used by **well-trained, highly-attuned adults** to deliver the curriculum.
- Significant level of support may also be required at **unstructured times of the day**.
- All support should follow advice from the **Qualified Teacher of the Deaf (QToD)**.

This is not intended as a 'criteria' or 'threshold' to being able to request an EHC Needs Assessment, rather it outlines a description of targeted provision for learners with complex needs who may require an EHCP that the LA will give consideration to at EHC Needs Assessment request, and subsequent decision to issue an EHCP.



Where a learner has an EHCP, what are our additional responsibilities within the Graduated Approach?

Following an EHCP being issued, the Graduated Approach's Assess, Plan, Do, Review cycle should continue to be a process of refining our understanding of the learner's needs and of reviewing how well the provision outlined in the plan is supporting progress toward the agreed outcomes as the learner grows and develops.

Utilising Person Centred Practices continues to be the best approach to gather, share information and plan and review provision.

In addition to the Assess, Plan, Do, Review actions outlined in the SEN Support section above, it will also be important to consider the following:

ASSESS

Outside agency involvement may continue to be sought as outlined in the EHCP or as required to support further analysis of SEND.

PLAN

Teacher(s) and SENCO should agree, in consultation with the learner and their parents/carers:

- The smaller-step targets towards meeting outcomes detailed in the EHCP e.g. these may be termly or half termly, depending on the learner.
- Preparing for Adulthood outcomes should be planned for.
- Records of progress are regularly updated.
- How and when the provision as outlined in Section F will be put in place over the week / term.
- How and when any therapeutic provision in Section G will be timetabled in.
- Liaison with social care teams as part of Section H provision.

- All key staff working with the learner know how to implement strategies and support, as outlined in the EHCP.

DO

All key staff working with the learner implement strategies and support, as outlined in the EHCP.

The teacher remains responsible for all pedagogical decisions relating to the direction of teaching and support even where a learner requires significant adult support to meet their needs.

The teacher gives as much teaching attention to the learner with an EHCP as to any other learner.

REVIEW

Teacher(s), SENCO, the learner, their family and key support staff should continue to be involved in the review of provision and its impact on the learner's progress on a termly basis and formally at the Annual Review.

The Annual Review of the EHCP must take place within 12 months of the issue of the final Plan and then within 12 months of any previous review. Annual Reviews must focus on the learner's progress towards achieving the outcomes specified in the EHCP and consider whether these outcomes and supporting targets remain appropriate.

All reviews taking place from Year 9 at the latest and onwards must include a focus on preparing for adulthood, including employment, independent living and participation in society. This transition planning must be built into the EHC plan. Interim or emergency reviews can be held at any time.

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