**Graduated response-Classroom ideas to support Children and Young People who are d/Deaf or hearing Impaired.**

**Indicators of a possible hearing loss**

* Does not respond when called - carries on talking or continues an activity when rest of class has stopped eg may be the last to line up at playtime
* Misunderstands or ignores instructions
* You may think she ‘hears when she wants to’ and deliberately turns ‘a deaf ear’
* Doesn’t pick up information from overheard conversations
* Inattentive and daydreaming, distracted, demanding, disruptive, withdrawn, insecure, confused, frustrated…
* Behaviour problems
* Complains of not being able to hear
* Often asks for & needs repetitions - says pardon? what ? eh? a lot
* Requires repeated explanations and thinking time
* Watches faces/lips closely to lip-read
* Waits for cues from others…watches what others are doing first and then copies (without proper understanding) or asks them for help
* May misread social situations, may be isolated in the playground – poor social adjustment
* Says yes and nods his head when asked if he understands
* Finds it difficult to listen and attend to speech – attention problems – distracted and distracting others
* Finds it hard to hear in a group so makes little or no contribution to group / classroom discussions
* Finds it difficult to hear in background noise
* Reluctant to speak- nods/shakes head instead of yes or no
* Speaks very softly
* or shouts and has an unduly loud voice
* Tries to control and dominate conversation through talking so he doesn’t have to listen
* Has a delay in developing speech, language & communication skills
* Has unclear speech / a speech impediment … lacks clarity, slurs words, immature/incorrect pronunciation
* Has difficulties acquiring phonics
* May miss out or misinterpret unstressed words in speech (pronouns he/she, auxillary verbs is/was, prepositions in/on, and a/an/the)
* Misses off word endings eg incorrect plurals and verb tenses (jump/jump***s***/jump***ed***/jump***ing***)
* Has ‘cracked the code’ of reading but doesn’t understand what he reads due to delay in vocabulary & syntax - poor comprehension skills - can read a book at a higher level than he can understand

**At home …**

* Wants the tv turned up louder
* Has difficulties using the phone
* Needs his name called a number of times when out of sight and he can’t lip-read eg when he is upstairs
* Doesn’t respond as well in noisy situations eg in the street or at the supermarket
* Needs lots of repetition
* Ask the parents…

**Typical Issues**

* Delay in starting to speak
* Reduced vocabulary
* Unclear speech and delay in development of speech sounds
* Missing out ‘little words’ – the unstressed ones
* Using simple grammatical forms eg tense
* Difficulties with figures of speech and non-literal language
* Concentration fatigue

**Levels and examples of support**

* SEN Support/MyPlan
* Advice, support provided by the Service for Deaf and Hearing Impaired Children – will include regular teaching from a Teacher of the Deaf, provision of a radio aid,
* may include specialist TA support
* Consultancy support from Educational Psychology / /Early Years Inclusion Team/Speech & Language Therapy

**The NDCS says:**

* Hearing aids and cochlear implants allow most wearers to hear quiet speech in ideal listening situations. However, most speech is heard in less than ideal listening situations and there are times when a child may find it difficult to hear and listen, such as when:
* . there is unwanted background noise
* sounds are echoing around the room (reverberation)
* there is a distance between the person who is speaking and the deaf child

**Important things to remember**

* Charge the radio aid every night and check it is working
* Make sure both you and the child are wearing the aid
* Use the mute button appropriately
* If more than one HI child is in the same class, group, assembly etc they can all be switched to one microphone. Make sure they switch back afterwards!

**Access to the Curriculum**

* Communication **may** **include** the use of sign supported English (SSE) and finger spelling
* **Attention will need to be paid** to seating position in classroom and the listening environment.
* **Attention will need to be paid** to use of audiological equipment
* May require a radio aid to access learning in mainstream classes.
* **Differentiation** will be required across the curriculum

**Inclusive Strategies**

* Consideration of seating position
* Consideration of environmental factors that promote good listening and watching conditions
* Consistent and appropriate use of any audiological equipment provided (may include a radio aid), including a programme of regular equipment checks
* Use of visual and practical aids to support new learning
* Teaching that takes into account language delay: a targeted approach to teaching new vocabulary; breaking down information into smaller chunks; repeating and rephrasing information; checking understanding through careful questioning.
* Literacy teaching to take into account CYP’s ability to hear specific speech sounds and the need for a holistic approach to teaching reading
* Use of subtitles for any video content of lessons
* Advice from specialist teacher is implemented in the classroom .
* 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.
* Flexibility of groupings allows for buddy support / good role models / focused teaching.
* Opportunities provided for CYP to work one-to-one or in a small group in a quiet listening environment
* An ethos that promotes a positive attitude to deafness
* Exam access arrangements – additional time, ‘live’ speaker for any speaking and listening elements
* Annually updated learner profile in place to support full access and inclusion.
* A school termly monitoring system should be in place to assess CYP needs, identify outcomes, monitor and evaluate progress.

**Top Tips for Speaking**

* Face the person
* Stand still
* Make sure the person is ready to listen
* Call his/her name
* Leave space between you so they can see you clearly
* Speak clearly
* Speak normally – don’t shout, whisper, speed up or slow down
* Speak one at a time
* Tell them the topic
* Explain things more
* Repeat if they haven’t understood
* Have light on your face, not behind
* Use a gentle touch on the shoulder or wave to get their attention
* Let your friend see your face. It helps to lip-read.
* If you are reading to the class, lower your book.
* It’s harder to hear in noise and when further away from the speaker.
* Remember to be quiet when your Teacher talks.
* Let your friend sit closer to the teacher – leave a space.
* It’s harder to hear in the hall, gym, playground, dinner hall
* Your friend may not hear everything that is said.
* This may lead to you misunderstanding each other – so, check they heard you properly

**Please remember if you have any questions, you can contact us at:**

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