

Inclusive provision for children with SEND in the early years

Physical and sensory – Hearing impairment (HI)

Identification	Expected arrangements to meet needs
<p>A hearing impairment (HI) is an impairment that affects a child’s ability to access auditory information (speech and sounds around them).</p> <p>HI can be in one or both ears and can be mild, moderate, severe or profound. A permanent or long standing HI would have an impact on a child’s attention and listening, language and communication and access to learning.</p> <p>A hearing loss is significant when a child:</p> <ul style="list-style-type: none"> • Has hearing loss which is not aided • Has a fluctuating hearing loss • Requires audiological equipment to support their listening e.g. hearing aid/s, cochlear implant, FM radio systems, etc. • Has difficulty adapting to environments with high levels of background noise • Misses out on incidental learning • Has difficulty with developing language and communication skills • Has difficulty with social interaction <p>A child with a hearing impairment may have difficulties with:</p> <ul style="list-style-type: none"> • Attention and listening • Language and communication • Early reading and number skills 	<p>High Quality Teaching:</p> <ul style="list-style-type: none"> • Developing a positive relationship with the child, i.e., knowing them as an individual and ensuring all practitioners are aware of their individual needs • Differentiated EYFS curriculum presented according to the child’s needs taking into account: <ul style="list-style-type: none"> ○ Level (i.e., focusing on the child’s learning outcomes extending their current skills through a small steps approach) ○ Pace (i.e., extra time for thinking and processing instructions, answering questions and completing activities) ○ Approach (i.e., multi-sensory which relates to the child’s everyday experience and takes into account the child’s interests with the use of practical age appropriate activities including use of ICT) ○ Output (i.e. a variety of ways to record learning, e.g., oral, photographic, video, etc.) • Making consistent use of visual cues to support children’s listening, attention and understanding, including objects, photographs/pictures, signs and symbols • Using visual timetables and first and then (or now and next) boards to support routines and transitions including unexpected changes • Simplifying language, e.g. using key vocabulary, short sentences and chunking and sequencing instructions • Increasing use of commenting and modelling and reducing use of questions • Checking understanding and reinforcing as required through repetition, rephrasing, explaining and demonstration • Teaching and reinforcing key vocabulary and developing word knowledge, e.g. using word webs • Expanding on what children say by adding 1-2 words, e.g. if a child says “car”, adult could say “Daddy’s car” • Providing opportunities to develop speaking and listening skills, understanding of emotions, social skills and friendships with other children through small group activities • Providing opportunities for pre-teaching, overlearning, reinforcing and generalising in language activities • Ensuring that the environment is organised, with well-defined areas and is labelled using photographs, pictures, symbols and words, i.e. a room layout that supports independent learning

- Making links across different areas of the curriculum and learning from everyday experiences
- Developing relationships with adults/peers
- Taking part in group discussions
- Understanding new vocabulary
- Learning new concepts
- Clarity of speech

- Supporting and differentiating play and learning both independently and with other children]
- Planning opportunities for practising skills and for making choices throughout the day/session
- Supporting involvement and active engagement from parents/carers
- Making consistent use of **rewards** and motivators for pupils appropriate to the child's interests and level of development
- Modelling, prompting and reinforcing children's **positive behaviour and interactions**, addressing possible underlying issues e.g. social anxiety and/or difficulties in understanding and/or communication

Meeting the child's additional sensory needs through:

- Providing appropriate areas in the room to support speaking and listening skills, i.e. a **quiet, distraction free area** where background noise is reduced, there are good room acoustics and the child is seated near the practitioner so they can improve listening and make sure the child can see lip patterns.
- Use of hearing equipment in the setting

SEN support - individual or small group support for at least 30 minutes per session. This could be broken down into smaller Chunks. Before applying for element 3 the expectation is that the SENCO and/or practitioners would carry out the following (if appropriate):

- Regular liaison with a qualified Teacher of the Deaf to support the child and practitioners to understand the impact of the child's hearing loss on the child's communication, language and learning and support to the child to become independent in their use of audiological (hearing) equipment through training, regular checks and monitoring. Support offered to settings from Hearing Support Team through planned group work, and 1:1 support in accordance with National guidelines (National Sensory Impairment Partnership Eligibility Criteria); ranging from annual, termly and weekly and multiple weekly visits.
- Advice to the setting on room acoustics in accordance to the child's audiological needs
- An assessment of child's SLCN (e.g. observations, play-based assessment, examples of child's language, checklists) leading to an appropriately targeted intervention programme; this should be planned in partnership with the child and their family and as advised by an outside agency where involved
- Individual and small group interventions, e.g. Fun Time, to teach SLC skills, e.g. attention and listening skills, understanding, speaking, social interaction skills, alternative communication skills, such as signing and/or lip reading
- Support to generalise speech and language skills taught as part of individual/small group programmes
- Child's baselines and subsequent progress accurately monitored and provision regularly reviewed and adjusted in line with their progress over a sustained period (usually for at least 2 terms) through the use of EYFS, Next Steps and Early Years Child Passport