

Physical and Sensory: Hearing Impairment (HI)

What it looks like	Strategies to support
<p>A hearing impairment (HI) is an impairment that affects a child's ability to access auditory information (speech and sounds around them). 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 & 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 	<ul style="list-style-type: none"> • Adapt the nursery surroundings to provide a suitable listening environment e.g. a quiet space for 1-1 listening activities, keeping the level of background noise lower when speaking to the HI child. Advice to the setting from the Hearing Support Team on room acoustics in accordance to the child's audiological needs. • Use relevant audiological (hearing) equipment e.g. hearing aids, cochlear implants, radio systems, following the advice provided by the specialist teacher. • Implement the child's educational advice provided by the specialist teacher e.g. strategies to support attention, listening and language development e.g. checking equipment, being near to the child when speaking to them, modelling language by rephrasing, carrying out listening/language activities planned by the Hearing Support Team • Liaise with specialist teachers/teaching assistants to support nursery staff to understand the impact of the child's hearing loss on communication, language, learning and social interaction skills. • Liaise with specialist teachers/teaching assistants to support to the child to become independent in their use of audiological (hearing) equipment through training, regular checks and monitoring. • Support will be offered to settings by the specialist teacher/teaching assistant in the form of training, planned group work and 1:1 support ranging from annual, termly, weekly and multiple weekly visits. • Use 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 (Makaton/BSL) • Give the child opportunities to generalise speech and language skills taught as part of individual/small group programmes • Ensure that staff attend relevant training e.g. 'Supporting children with hearing loss' run by the Hearing Support Team

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<ul style="list-style-type: none">• 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	