

# Core Standards for SEND for Swindon

## Guidance Materials

### Swindon Core Standards for SEND

#### 3.4.2 Hearing Impairment

##### Universal Provision

A child/young person with a hearing loss should have reasonable adjustments made through Universal Provision and Quality First Teaching/high quality teaching which enable them to access the curriculum and participate fully. For instance, they should have access to:

- carefully considered placement within the classroom to minimise distractions, to support listening, to ensure adequate and appropriate lighting and a direct line of sight for the child to the teacher/support staff
- a calm, quiet learning environment where due attention had been given to reducing background noise so as to support listening, attention and communication
- a quiet work area if needed
- visual supports for teaching and organisation, for instance a visual timetable and visual prompts for instructions
- appropriate focused adult support as needed to check understanding of instructions and teaching
- a Buddy/befriender system or similar at play and lunch times to support social inclusion and H&S
- an adult who understands and can support with managing and troubleshooting hearing aids

##### Identification of SEN

A pupil may have a Special Educational Need if their hearing loss impacts on their access to the curriculum and/or causes a barrier to their learning or their ability to communicate their needs or interact successfully with others and if the support required is additional to or different from that which would normally be expected for pupils of the same age. A child or young person would be identified as having a Special Educational Need under the area of Hearing Loss if they regularly require support in order to be able to:

- access the curriculum and engage with activities
- hear and understand teaching and instructions
- communicate their thoughts or needs successfully
- interact successfully with others

##### SEN Support

A child at SEN Support level with a hearing loss should have access to:

- a referral to the Advisory Teacher of the Deaf (should be considered)
- an allocated adult to ensure that hearing aids/cochlear implant processor (where these are used) are working and being used properly.

##### High Needs

As a guide, a child or young person may be identified as having High Needs in the area of Hearing Impairment if they:

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- have bilateral severe/profound sensory neural hearing loss
- *have* permanent or longstanding (>12m) bilateral Conductive hearing loss (moderate or worse) ○
- have a cochlear implant – new user within last 2 years or undergoing assessment or awaiting surgery
- have hearing aids that are not well tolerated
- have little or no benefit from hearing aids
- have more than a 12 month delay in expressive language/speech development,
- have more than a 12month delay in receptive language (understanding)
- use BSL as their first language
- EAL at home in conjunction with a diagnosed hearing loss
- their deafness inhibits access to curriculum and/or learning
- their deafness inhibits social interactions
- they had a late diagnosis of (presumed congenital) Sensory Neural deafness (>2yold)
- they have progressive sensory neural deafness (getting worse over time, irrespective of degree of loss)
- they are a Radio Aid (or other Assistive Listening Device) user
- have a diagnosis of Auditory Neuropathy Spectrum disorder (ANSD)

### Provision at High Needs

The provision that a child or young person with High Needs under the area of hearing impairment requires will be outlined in their Education, Health and Care Plan (EHCP). Details of EHC assessment and plans are contained within the 'Guidelines for Considering and Initiating an EHC Needs Assessment 2020'.