

Deafness and Hearing Impairment

Universal provision

How will you keep my child safe and cared for?

- ◇ Setting signpost families to the Local Offer for information from specialist agencies/support groups e.g. National Deaf children's Society, Royal National Institute for the Deaf (RNID), Nottingham deaf awareness.

What activities, adult interactions and support will be provided to help my child learn?

- ◇ SENCO aware of the guidance and support around supporting deaf children available from other agencies e.g. Sensory team, and the referral procedure.
- ◇ Setting to act on advice provided by specialist support relating to appropriate low level differentiation.
- ◇ Key person must ensure that every child's learning and care is tailored to their hearing impairment needs and responsible for supporting the child in care and wearing of hearing aid (if issued.)
- ◇ Staff aware of how the curriculum can be differentiated for deaf children and plan appropriately. To include for example,
 - ◇ Adults simplifying their language, emphasising key words and using visual cues, objects and Makaton when appropriate.
 - ◇ Adults to consider noise levels in the environment and make appropriate provisions for children with deafness.

How will I / you know my child is making progress?

- ◇ Settings support parents/carers to obtain medical assessment when a hearing impairment is suspected.
- ◇ Key staff are aware of referral procedures to other agencies including health, education and social care.

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Special Educational needs provision

How will you keep my child safe and cared for?

- ◇ Personal Evacuation Plan for child with deafness to ensure their safety in the event of a fire, e.g. flashing lights.
- ◇ Clear guidance and process for staff and children to manage specialist equipment.
- ◇ The setting takes care to ensure that the deaf child is not isolated and has equal access to all activities.
- ◇ Signposting to family support within the Local Offer for information from specialist organisations, for example Sensory and Physical Team, National Deaf children's Society, RNID, the Ear Foundation and other voluntary organisations.

What activities, adult interactions and support will be provided to help my child learn?

- ◇ Qualified teachers of the hearing impaired work with SENCO/Key worker /setting to facilitate the child's access to the Early Years Foundation Stage (EYFS). This may include,
 - ◇ Advice on use of hearing aids and other equipment
 - ◇ Significant modification of resources according to Individual needs
- ◇ EYFS planning shared with the qualified teacher of HI to enable resources i.e. signs to be shared to support the learning.
- ◇ Where adaptations to the learning environment may be necessary. Advice should be sought from a qualified teacher of the hearing impaired i.e. amplifications systems where supplied and are used consistently and appropriately by all the team.
- ◇ Additional adult support for trips e.g. visits to a farm.
- ◇ All practitioners working with child with HI to modify language accordingly e.g.
 - ◇ Simplify their language
 - ◇ Emphasise key words
 - ◇ Use of visual clues, objects, Makaton or British Sign Language (BSL) when appropriate
 - ◇ Adults to consider the noise levels in the environment and make appropriate provision for children with Hearing Impairment .
- ◇ Individualised learning opportunities may be necessary to address specific needs and routines and may include,
 - ◇ extra time,
 - ◇ 1-1 support
- ◇ Provide extra support for social interaction with peers.
- ◇ All children to be taught how to communicate with the child with HI in his/hers preferred mode of communication.

How will I / you know my child is making progress

- ◇ Targets relating to HI will be included and identified support and strategies implemented across all sessions. Progress of these monitored regularly.
- ◇ Following a diagnosis, specialist support will assess the child's functional use of hearing, to include observations of child in context.
- ◇ Relevant clinical/audio logical information is gathered and informs on-going assessments.