**Hearing Impairment High Quality Universal Provision**

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| **How will you keep my child safe and cared for**   * Setting to collect clear and concise information about individual children prior to admission, including specific questions about parental concerns * Information on children’s needs shared with all relevant staff. * Adults to consider noise levels in the environment and make appropriate provisions for children with Hearing Impairment as advised by Sensory Impairment Service * Recognition of specific impact and challenges to early development that a hearing impairment may cause. * Awareness raising discussion with other children in setting to facilitate a better understanding of a hearing impairment. * Policies acknowledge that differentiation may be needed to take account of the individual needs of children * 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),Ear Foundation . |
| **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. * Basic classroom management strategies should be put in place using the Supporting Achievement of Hearing Impaired children in early years settings materials and guidance available from the National Deaf Children’s Society(NDCS) www.ndcs.org.uk * 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, repeating and rephrasing language reinforcing and practising key words and using visual cues, objects and Makaton when appropriate. * Refer to the Knowsley SEN Graduated Response document * Request advice from specialist Teacher for the Hearing Impaired |
| **How will I / you know my child is making progress?**   * Settings support parents/carers to obtain clinical assessment when a hearing impairment is suspected. * Key staff are aware of referral procedures to other agencies including health, education and social care. |

**Hearing Impairment SEN Provision**

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| **How will you keep my child safe and cared for?**   * High quality universal provisional in place * The setting promotes active involvement of HI children providing opportunities to make a positive contribution and develop self-esteem and independence. * The setting takes care to ensure that the hearing impaired child is not isolated and has equal access to all activities. * Clear guidance and process for staff and children to manage specialist equipment. * Personal Evacuation Plan for child with hearing impairment to ensure their safety in the event of a fire, e.g. flashing lights. * 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.   * Support children with HI in the outdoor environment to ensure accessibility and that they are safe. |
| **What activities, adult interactions and support will be provided to help my child learn?**   * Qualified teachers of the hearing impaired work with SENCO/Key person /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   + t modification of resources according to Individual needs   + Communication support * 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, if supplied and are used consistently and appropriately by all the team. * Additional adult support for trips following appropriate risk assessment procedures e.g. visits to a farm. * All practitioners working with child with HI to ensure deafness is not a barrier to learning and development ;-   + Emphasise key words   + Use of visual clues, objects, Makaton or British Sign Language (BSL) where appropriate following advice from specialist teacher’s for hearing impaired and SLT   + Adults to consider the noise levels in the environment and make appropriate provision for children with HI. * Individualised learning opportunities may be necessary to address specific needs and routines and may include:-   + extra time to practise and reinforce language and communication   + 1-1 support   + Additional adult directed activities to model language and communication skills   + EHCP application if appropriate * Provide extra support for social interaction with peers. * All staff to access Deaf Friendly training and all children to be supported by staff in how to appropriately communicate with the child with HI |
| **How will I / you know my child is making progress?**   * Play plan 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 teacher of hearing impairment will support the setting in how to assess the child’s l use of their residual hearing and how to further develop their speech language and communication skills * Relevant clinical/audiological information is gathered and informs on-going assessments and interventions |