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The Hearing Team

Information for Schools and Families

(SEPTEMBER 2019)

SENSORY SUPPORT SERVICE



Sensory Support Service - Hearing Impairment

Local Offer

The Sensory Support Service Hearing Impairment (SSSHI) consists of three teams, providing a continuum of support for children and young people with a diagnosed hearing loss

Griffins is the hub of the Sensory Support Service, Hearing Impairment and Vision Impairment teams.

The Sensory Support Service HI teams support children and young people (0-19 years) with a diagnosed hearing loss, working with their families, the educational setting and other professionals.

The wellbeing and needs of the Deaf child lie at the heart of these vibrant team. All the Teachers of the Deaf (ToD) train regularly to keep abreast of new research and technology in the field of Audiology and Deaf Education.

Our aim is to provide a high quality service for the children and young people through innovative practice working in partnership with partners, providers and families. We will work together to achieve the best educational and social-emotional outcomes for our children and young people.

The “voice” of the child and young person and their family are central to the work that we do. We ensure that they are informed and empowered to make appropriate choices. The holistic approach is of paramount significance and is essential to the development of young people as they prepare for adult life.

The Peripatetic Hearing Team supports children 0-19 years.

The Primary Deaf Base at Griffins supports children; 3-11 years; who have an EHC Plan and a specialist placement at Darrick Wood Infant and Nursery Schools or Darrick Wood Junior School.

The Secondary Base for HI, the Deaf Centre, at Darrick Wood School supports children and young people; 11-18 years, who have an EHC Plan and a specialist placement at the secondary school.

As successful young adults with a hearing loss we will be able to:

- Share space and interact with people around us in comfortable and positive ways
- Know how to build connections that help us make and keep friends
- Flexibly problem solve
- Successfully learn during group work in the classroom
- Feel OK about ourselves and our hearing loss

The Ear
Foundation



Schools' Responsibilities

To support best outcomes for the HI-CYP by:

- Attending Deaf Awareness training so as to develop an understanding of hearing loss, its impact on academic, social and emotional development
- Ensuring the HI-CYP is using their hearing aid/ CI/ Radio Aid (RA) optimally (if appropriate)
- Following and implementing ToD advice and strategies as outlined in the LIP
- Using Deaf Friendly strategies, modifying teaching and making reasonable adjustments to address the needs of the HI-CYP,
- Managing the acoustics of the learning environment to ensure there is equitable access to learning
- Ensuring that the HI-CYP has a designated SEN staff member who is responsible for the well-being of the HI-CYP. The HI-CYP is aware of this member of staff and will contact them should the need arise
- Ensuring the HI child's SEMH is carefully monitored and that they feel safe in their learning and social environment
- Providing an appropriate room to enable the child to engage optimally in ToD assessments and one-to-one sessions
- Providing information to Sensory Support Service's Hearing Team as requested to ensure best outcomes for HI-CYP (e.g. End of Year results, questionnaires, SEND HI Support Plan, Pupil SEN Provision Map)
- Contacting the ToD immediately should any concerns arise linked to hearing, behaviour, social and emotional, and academic learning



Access to the SSSHI

This Service will only accept referrals from Community Audiology, ENT or Tertiary Audiology Clinics. Each referral will be individually reviewed and ToD support and involvement is guided by the National Sensory Impairment Partnership's (NatSIP) Eligibility Framework.

The Team have an Open Door policy for general advice on hearing loss.

Schools can refer to Community Audiology at the Phoenix Centre directly.

A referral form can be found on Fronter or ☎ 0208 315 4676

Our Offer to Schools

Children are visited at their school as guided by the NatSIP Eligibility Framework. The ToD will contact the placement to arrange a visit. The ToD will support staff with teaching, learning and audiological management strategies.

A Learning and Inclusion Plan (LIP) is provided with audiological information and recommendations for reasonable adjustments to allow equitable access to the learning environment.

A memo is left at the end of the visit, noting key information and advice. A visit slip is left for parents, which the pupil is asked to take home.

Schools can contact the Hearing Team at anytime (during term-time) for advice and support regarding issues related to hearing loss.

The ToD works in partnership with the parent, Audiology, school and other associated professionals.



What we offer schools

Educational:

- Advice and support for the implementation of classroom management strategies to enable optimum access to learning and activities
- Strategies on how to overcome barriers to learning
- Guidance for raising awareness on hearing loss and Deaf Friendly schools
- Suggestions on resources for class teachers and support staff
- Advice on access arrangements for exams at primary and secondary level
- One-to-one or small group teaching as required
- Specialist tutorials for the HI-CYP to understand their hearing loss, teaching them audiology and Hearing Aid management, as well as helping them to understand Social Emotional Mental Health (SEMH) issues surrounding their hearing loss

Audiology/Acoustics:

- Advice and support on managing the classroom acoustic environment
- Educational advice regarding the effects of hearing loss and the importance of using prescribed audiological equipment
- Guidance using specialist Audiological Equipment, e.g. Soundfield Systems/ Radio Aids (RAs)
- Training on how to manage the child's Hearing Aids/Cochlear Implants

Assessment:

- Teacher of the Deaf assessments are carried out, as appropriate, to track speech accessibility and language development. This data is shared with the school to inform planning and teaching
- Monitoring and tracking of academic progress
- Advice on referral to other professionals
- Advice for EHCP/PRA, if appropriate

Social and Emotional:

- Monitor and provide advice on social and emotional development linked with hearing loss and Deaf Identity
- Organised focussed social events and activities (including Healthy Minds) for HI-CYP and parents during the course of the academic year. These allow HI-CYP in mainstream schools to meet and socialise with other HI-CYP with a hearing loss, lessening the feeling of isolation and confusion over Deaf Identity. Please encourage your pupil to attend

Training:

- Deaf Awareness Training and how to meet legal requirements is provided to staff, pupils and associated professionals (free of charge). Please discuss with your ToD
- BSL courses at Griffins and the Deaf Centre at Darrick Wood School (free of charge except exam fees)

