Parents and carers, children and young people, local authority, health, early years providers, schools, further education, voluntary and community sector working together to raise understanding and improve outcomes for children and young people with additional and Special Educational Needs and Disability (SEND)

Hearing impairment
Understanding needs and what to do

Part of the Cambridgeshire Local Offer

‘One front door to information on education, health and care provision’

A working guide. Latest update 6.12.16
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We appreciate your comments about what is good about this resource and what could be improved. Please contact the Special Educational Needs and Disability Strategic Development Manager, Teresa Grady at teresa.grady@cambridgeshire.gov.uk

A working guide. Latest update 6.12.16
Introduction

A Local Offer

The Hearing Impairment offer is part of the wider Cambridgeshire Local Offer (www.cambridgeshire.gov.uk/send). It sets out information on provision for vulnerable groups including those with Special Educational Needs and Disability (SEND) 0-25 years.

We are committed to providing easy access to information for parents, carers and professionals who may not be specialist in this field. All Local Authorities are required to produce their Local Offer. A Local Offer has two main purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available

- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents, carers and service providers in its development and review.

We have included the services with whom the child and family may come in contact in health; the local authority; early years settings; schools; Further Education (FE); training; employment and the voluntary and community sector. This is to ensure children and young people and their families can experience a ‘joined up’ approach placing them at the centre of planning and decision making.

We describe how needs are first identified and how they can be supported by providers of universal services. Further information is included on access and eligibility to specialist provision; assessments; wider support for the family and transition into adulthood.

The Hearing Impairment offer is being developed with support from young people; parents and carers and partners across services. It remains open to development in response to changing needs and dialogue with all interested parties.
Our vision

The outcomes that we want for all children and young people are set out in the Special Educational Needs and Disability (SEND) Commissioning Strategy. They are:

- Being happy, confident and healthy.
- Having friends and a peer group
- Being ready for and doing well at school
- Having a job and able to pursue interests
- Being as independent as possible, and supported to have choices
- Being safe

‘We want children and young people with special educational needs and disability (SEND) to achieve well in their early years, at school and in college; find employment, lead happy and fulfilling lives; and have choice and control over their support.’

Our commissioning approach is focused around three important features. These are:

- personalisation (the child and the family being equal partners in all that we plan and do),
- integration (the local authority services, health, social care, educational settings and the voluntary and community sector working effectively together), and
- localism (ensuring that high quality provision is designed and delivered locally).

Other strategies that are closely linked are:

- Emotional Well-being and Mental Health Strategy
- Think Family – www.cambridgeshire.gov.uk/thinkfamily
- Accelerating Achievement Strategy
- Transforming Lives (Adult Social Care)
- Building Family Resilience (Looked After Children Strategy)
How can parents, carers and young people get involved with strategic planning of provision?

If you would like to ‘have your say’ and become more involved in reviewing and developing provision for children and young people with additional and special educational needs and disability (including speech, language and communication needs), please see information on forthcoming events and workshops for parent carers on our Local Offer events page. We include reports from these events and what has happened as a result on the Developing the local offer page. You can also leave comments and queries on the Local Offer webpages at localoffer@cambridgeshire.gov.uk

All parents of sensory impaired children and young people are currently invited to meetings by letter or email. Dates of meetings and events will be available at www.cambridgeshire.gov.uk/visionsupport or www.cambridgeshire.gov.uk/hearingsupport

Governance

Provision for sensory impairment is always under review and being developed. The governance of this is through the Children and Families Joint Commissioning Board and the SEND Performance and Commissioning Board.

The accuracy of the information on sensory impairment provision published in this resource; and the timely response to comments from parents; carers; young people; partners from health; early years; schools; further education; employment and the voluntary and community sector is managed through the Local Offer Working Group. Membership of this group includes representatives from Pinpoint parent carer forum; Health Designated Clinical Officer (DCO); Local Authority Special Educational Needs (SEND) Specialist Services; SEND Strategy and Commissioning; SEND Information Advice and Support Service (SENDIASS); and the Family Information Service.
Broad categories of needs

Children and young people with additional and special educational needs and disability are all individuals with their own set of strengths and difficulties. They do not fit into boxes. It can be useful, nevertheless, in terms of identifying the type of support that will best meet their needs to talk about four broad categories of need. Below are the four categories of needs referred to in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015):

**Communication and Interaction**
Including:
- Speech Language and Communication;
- Autistic Spectrum

**Cognition and Learning**
Including:
- Moderate Learning Difficulties;
- Severe Learning Difficulties;
- Profound and Multiple Difficulties;
- Specific Learning Difficulties such as dyslexia; dyscalculia; developmental co-ordination disorder

**Social Emotional and Mental Health**
Including:
- Withdrawal and isolation; Challenging disruptive or disturbing behaviour;
- Mental health needs such as anxiety, depression, self-harming, eating disorders;
- Attention Deficit Disorder (ADD);
- Attention Deficit Hyperactivity Disorder (ADHD);
- Attachment disorder

**Sensory**
Including:
- Vision impairment
- Hearing impairment

It is important to note that children may have needs in more than one area.
What do we mean by Sensory Impairment?

Sensory impairment is when one or more of your senses e.g. sight or hearing is reduced or damaged. Many sensory impaired children have sight or hearing loss from birth but some acquire it later on.

There are three very distinct groups within sensory impairment:

- Visually impaired people – they have a medically diagnosed eye condition that cannot be fully corrected by wearing glasses;
- Hearing impaired people – they are unable to hear sounds either totally or partially;
- Deafblind people – they have a combination of both hearing and sight impairment but not necessarily a total loss of one or both senses. The terms dual sensory impaired and deafblind are generally accepted as inter-changeable.

What do we mean by hearing impairment?

Hearing impairment is a medically diagnosed hearing loss that cannot be fully corrected by using hearing aid technology. This document refers to children and young people with a hearing loss or who have a hearing impairment or who are deaf and uses these terms interchangeably. The hearing loss may affect one ear (unilateral loss) or both ears (bilateral loss). This loss may be described as mild, moderate, severe or profound and can be temporary or permanent depending on the initial cause.

**Mild Hearing Loss.**

When a child’s or young person’s hearing test results are between 21 and 40dB they have a mild hearing loss. Without hearing aids they can probably hear everything people say to them if they are in a quiet room, but will have trouble hearing if there is lots of noise or if the person speaking is far away.

**Moderate Hearing Loss.**

When a child’s or young person’s hearing test results are between 41 and 70dB they have a moderate hearing loss. Without hearing aids they may be able to hear when someone is
talking to them if they are in a quiet environment. However, they will need people to speak clearly.

**Severe Hearing Loss.**
When a child’s or young person’s hearing test results are between 71 and 95dB they have a severe hearing loss. Without hearing aids they probably can’t hear someone speaking but they may hear some loud sounds like a dog barking or drums.

With hearing aids they can usually follow spoken conversation with one person in a quiet room but probably use lip-reading, gestures and sign language when there is a lot of background noise or in groups. They can also tire more easily because of the concentration they will need to follow what is being said.

**Profound Hearing Loss.**
When a child’s hearing test results are 95dB or higher their hearing loss is classed as a profound hearing loss. Without hearing aids or cochlear implants they cannot hear someone talking to them, but may sometimes hear or feel very loud sounds such as a lorry passing in the street. With their hearing aids or cochlear implants and practice they may be able to follow spoken conversation with one person in a quiet room but will need to use lip-reading, gestures and sign language to make communication easier, especially when there is lots of background noise or they are in groups.

**Causes of Hearing Loss.**
Hearing loss happens when sound signals do not reach the brain.
The type of hearing loss depends on where the sound signals get stuck.

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**Sensorineural hearing loss**

This happens if the sensitive hair cells inside the cochlea are damaged, or as a result of damage to the auditory nerve.

Sensorineural hearing loss can be caused by:

- the genes you inherit – some people may be born deaf or become deaf over time because of a genetic abnormality
- viral infections of the inner ear – such as mumps or measles
- viral infections of the auditory nerve – such as mumps or rubella
- Ménière's disease – where a person suffers with vertigo, spells of hearing loss, tinnitus and the feeling of a blockage in the ear
- acoustic neuroma – a non-cancerous (benign) growth on or near the auditory nerve
- meningitis – an infection of the protective membranes that surround the brain and spinal cord
- encephalitis – inflammation of the brain
- multiple sclerosis – a neurological condition affecting the central nervous system (brain and spinal cord)
- a head injury
- an autoimmune condition
- malformation of the ear
- stroke – where the blood supply to the brain is cut off or interrupted

**Conductive hearing loss.**

Conductive hearing loss is usually caused by a blockage, such as having too much ear wax, a build-up of fluid in the ear (glue ear), or an ear infection.

Conductive hearing loss can also be caused by:

- a perforated ear drum – where the eardrum is torn or has a hole in it
- otosclerosis – an abnormal growth of bone in the middle ear which causes the inner hearing bone (the stapes) to be less mobile and less effective at transmitting sound
- damage to the hearing bones from injury, a collapsed ear drum or conditions such as cholesteatoma
- swelling around the eustachian tube – caused by jaw surgery or radiotherapy for nasal and sinus cancer
- malformation of the ear
- Eustachian tube dysfunction
- something becoming trapped in the ear (a foreign body)

Conductive hearing loss is usually temporary and can often be treated with medication or minor surgery.

For more information on Hearing Loss please visit [http://www.nhs.uk/Conditions/Hearing-impairment](http://www.nhs.uk/Conditions/Hearing-impairment)

A working guide. Latest update 6.12.16
What does the data tell us?

To help understand the provision needed for children and young people of Cambridgeshire with hearing impairment, partners in the local authority, health and parent representatives jointly looked at information available from the school census data; Chi Mat; LAIT; RAISEon line. They have studied 1) trends and 2) compared the outcomes for children and young people with national and statistical neighbours.

<table>
<thead>
<tr>
<th></th>
<th>Cambridgeshire</th>
<th>All Pupils</th>
<th>Hearing loss</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Cambs</td>
<td>England</td>
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<tr>
<td>Cohort (2014/15 academic year)</td>
<td>82,130</td>
<td>8,438,145</td>
<td>183</td>
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<tr>
<td>Source. January 2015 school census and DfE SFR 16/2015</td>
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<tr>
<td>Percentage of Children/Young People with a Statement/EHCP</td>
<td>2,848 (3.5%)</td>
<td>State Funded Schools: 1.6%</td>
<td>68 (37.2%)</td>
</tr>
<tr>
<td>Source. January 2015 school census and DfE SFR 25/2015</td>
<td></td>
<td>All Schools: 2.8%</td>
<td></td>
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<tr>
<td>Percentage that are LAC (looked after) (LA LAC placed in any LA)</td>
<td>0.4%</td>
<td>0.6%</td>
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<tr>
<td>Source. DfE LAIT and ICS</td>
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<tr>
<td>Achievement at KS2 compared to hearing/sighted peers</td>
<td>Combined Key Stage 2 Reading, Writing and Maths outcomes in Cambridgeshire (78% L4+) are 2ppt below the level seen nationally (80%); performance in Cambridgeshire rose by 2ppt compared with a 1ppt rise nationally.</td>
<td>In 2015, the performance of children with Hearing Impairments improved by 23ppt to 63% and it is now 7ppt above the level of their peers nationally (a 2ppt rise to 56%). Note that pupil numbers are very small.</td>
<td></td>
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<tr>
<td>L4+ Reading, Writing &amp; Maths</td>
<td>DfE SFR 47/2015 and internal Cambridgeshire pupil results data</td>
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<tr>
<td>Achievement at KS4 compared to hearing/sighted peers</td>
<td>The proportion of Cambridgeshire pupils achieving 5+ GCSE grades A*-C including English and Maths (59%) is above the level seen nationally in state funded schools¹ (57%); performance in Cambridgeshire rose by 3ppt compared with no change nationally.</td>
<td>In 2015, the performance of children with Hearing Impairments improved (60%) and it is now 19ppt above the level of their peers nationally (a 5ppt rise to 41%). Note that pupil numbers are very small and that outcomes in 2014 were suppressed due to the very small cohort size.</td>
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<tr>
<td>5+ GCSE grades A*-C including English and Maths</td>
<td>DfE SFR 01/2016 and internal Cambridgeshire pupil results data</td>
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<tr>
<td>NEET figures compared to national figures (2014)</td>
<td>2014: 16-18 year olds: 3.6%</td>
<td>2014: 16-18 year olds: 4.7%</td>
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<tr>
<td>Source. DfE LA Data Matrix</td>
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<tr>
<td>Absence percentages for school age pupils (2014/15 academic year)</td>
<td></td>
<td>4.0</td>
<td>5.7%</td>
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<tr>
<td>Primary Phase</td>
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<td>4.0</td>
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<tr>
<td>Secondary Phase</td>
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<tr>
<td>Source. DfE LA Data Matrix, DfE SFR 10/2016 and ICS</td>
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¹ Note that that only state funded schools submit the full range of pupil characteristic data. At KS4 national attainment across all schools is lower with only 53.8% 5+ GCSE grades A*-C, including English & Maths but in the primary phase national outcomes for ‘all schools’ and ‘state funded schools’ are in-line.

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0-5 years
First concerns – universal provision

All babies will have a newborn hearing screen offered at birth or shortly afterwards by the National Health Service. Any babies diagnosed from this screen with a permanent hearing loss or a temporary hearing loss will be monitored and/or provided with appropriate treatment by their local audiology service.

Your local Audiology Service can be found by visiting http://www.nhs.uk/Service-Search/Audiology/LocationSearch/2029. However, to request a hearing test you should contact your local GP.

Some children can have a hearing impairment even if they have passed the early screening. It is often a parent or family member who will be the first person to realise that a child or young person has a difficulty. They may be concerned that their child is not developing language as others the same age or in a similar way to older siblings.

If you have worries about your child’s hearing at any age, talk to your health visitor or GP for them to arrange referral to the appropriate audiology service

When should there be concerns?
In young children, the following are all possible warning signs that there may be a hearing impairment:

- Language delay
- Not responding to sudden noises
- Not turning to name
- Sitting very near the TV or needing the sound turned up loud to hear it.
- Unclear speech
- Difficulties in communication
- Frustration/challenging behaviours

Who can parents talk to about concerns?
If parents have concerns about their child’s hearing they can talk to any of the professionals in the local area with who they are in contact such as the child’s:

- Health visitor

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Health Visitors; children centre workers; early years practitioners and teachers in nursery classes, provide for all children. This is called **universal provision**. All providers of universal provision are required to make reasonable adaptations to ensure their provision is accessible. To do this they will listen, and respond, to parents’ concerns and aspirations. They will observe the child over time and, with the family, make plans to address and overcome the child’s difficulties.

They can support and advise parents and carers in a variety of ways and signpost to additional help in the community

Two very important checks that health visitors and practitioners in children centres, playgroups and teachers in nursery classes will refer to are:

- The Two Year Old Health Check and Record
- The Early Years Foundation Stage Profile

These checks will indicate if the child is developing and learning in-line with their peers. If it is possible that there may be underlying issues such as a hearing impairment, the parent will be advised to take their child for a hearing test. The child’s GP will arrange a referral to the audiology service.

The two checks are now referred to as the Integrated 2 Year Old Review in Cambridgeshire. Integrating health and education reviews gives a more complete picture of the child through drawing together the detailed knowledge of how the child is learning and developing day to day at their educational setting with the expertise of the child’s health visitor at the health review, along with parents' views and concerns about their child’s progress. The checks are carried out separately but the findings are looked at together and a package of any follow up support required for family can be delivered by multiple agencies, depending on the needs identified.
The **Two Year Old Health Check and Record** and the **Early Years Foundation Stage Profile** describe the next 'step' to be reached by the child and what actions need to be taken by all to help the child to get there. The actions required will vary from child to child depending on their particular needs. The impact of these actions will be monitored.

Whether a hearing loss is temporary (e.g. caused by Glue Ear) or whether the child may have an enduring hearing impairment that may require a hearing aid, it is essential that all practitioners who are in contact with the child adapt what they do so as to ensure inclusion.

### Guidance and resources for practitioners working with children 0-5 years

<table>
<thead>
<tr>
<th>0-5 years guidance and resources</th>
<th>How to find</th>
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<tbody>
<tr>
<td>Monitoring Protocol for deaf babies and children</td>
<td><a href="http://www.councilfordisabledchildren.org.uk">www.councilfordisabledchildren.org.uk</a></td>
</tr>
<tr>
<td>National Deaf Childrens Society</td>
<td><a href="http://www.ndcs.org.uk">www.ndcs.org.uk</a></td>
</tr>
<tr>
<td>Cambridge and Huntingdon Deaf Children's Society</td>
<td><a href="http://www.ndcs.org.uk/chdcs">www.ndcs.org.uk/chdcs</a></td>
</tr>
<tr>
<td>Cambridgeshire Family Support Group</td>
<td>Email: <a href="mailto:Hearing.Support@cambridgeshire.gov.uk">Hearing.Support@cambridgeshire.gov.uk</a></td>
</tr>
</tbody>
</table>

Here are some examples of the resources available:

- Understand your child’s deafness
- My baby has a hearing loss
- Use your early years professionals
- Think about communication
- Get educational support
- Financial support
- Be playful
- Get the whole family involved
- Contact other families
- Resources for children
- Early Support: Information about deafness and hearing loss (2013)

If the child is diagnosed with a hearing loss, for which a hearing aid is fitted, they will be referred to the Sensory Support Service, Hearing Support Team. If this happens, a Qualified
Teacher of the Deaf will contact child-minders, playgroup or nursery school staff to arrange a visit to advise on suitable support. They may also support the parent/carer in the home in fitting and maintaining hearing aids, support and monitor language developments, and liaise with other agencies when needed.

**Top tips for child-minders and practitioners working in playgroups and nurseries**

The National Deaf Children’s Society booklet ‘Supporting the achievement of hearing impaired children in early years settings’ outlines ways childminders and early years practitioners can support the learning and development of children with hearing impairment.

This is available from [www.ncds.org.uk](http://www.ncds.org.uk)
0-5 years
Additional needs – targeted provision

The practitioners in children centres and teachers in nursery classes working with the young child and family will put the child and parents at the centre of the child's learning and have high expectations of the educational standards children with hearing impairment can achieve.

Young children with a permanent hearing loss may sometimes require periods of specially adapted targeted provision to 'catch up' with their peers. Parents and professionals will work with the child to identify suitable next steps matched to their needs. Before and after measures will be taken to check that the support has been effective and that the child is making progress.

The support the Hearing Support Team offers will include:

- Monitoring a child’s use of their hearing and listening skills.
- Checking hearing aids and radio aids are working properly.
- Signed communication if appropriate.
- Assessing children’s communication skills and giving advice on developing language.
- Direct teaching and modelling of language with the child.
- Supporting the effective use and management of hearing aids/cochlear implants at home and in early years settings

Parents and carers should also be informed about

- local support groups
- ways to help their child at home

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0-5 years
Complex and severe needs – specialist provision

Most young children who have a mild or temporary hearing loss will, respond to the type of high quality differentiation and adaptations that the practitioners in the community working with them (e.g. children centres and nursery classes) can offer. A small number of young children, however, with more severe, complex, and enduring needs will require additional highly specialist support. There children are likely to have Special Educational Needs and Disability (SEND)

Specialist provision is determined by the child’s individual needs. It may be delivered one to one or a part of a group with children with similar needs. It is not necessarily continuous. There may be breaks in which the impact is reviewed before another period of support.

The adaptations and support expected at universal level will continue when children receive specialist support

Further specialist advice and support is available from the health service and/or the local authority. Please use the links below to find out more about their offer; eligibility; contact details and access route. Services are expected to work together in a joined up way with the child and family at the heart of planning action.

- Local Authority SEND Specialist Services Hearing Support Team

Information on Local Authority services can be found at www.cambridgeshire.gov.uk/send

- National Health Service (NHS) Audiology Team
- National Health Service (NHS) Speech and Language Therapy Team

Information on Health services can be found at www.cambscommunitieservices.nhs.uk

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Support in the home

Children and families with the highest level of need may be eligible for support in the home. The family of a child with significant hearing impairment will be offered home visits from the local authority SEND Specialist Services Hearing Support Team. They will contact the family within 48 working hours of a referral being made from the hospital audiology department. For more information see www.cambridgeshire.gov.uk/hearingsupport

The first visit often involves a lot of listening to what the family have to say about what has happened so far. The Qualified Teacher of the Deaf will:

- Ensure you have up-to-date information about involvement from Audiology, and clarify your understanding of this
- Explore the Teacher of the Deaf’s role and our work with other services
- Request parental permission to share information
- Note any details given by parent regarding child’s likes/dislikes/behaviour/communication
- Reassure parents regarding their communication with their child
- Inform parent about the Family Support Group meetings if appropriate
- Discuss the Early Support Monitoring Protocol for Deaf Babies. This is available from http://councilfordisabledchildren.org.uk/what-we-do/our-networks/early-support/early-support-resources

Evidence-based actions (provision)

To find out more about evidence-based actions (targeted and specialist) that early years settings can offer to support hearing impairment please see:

- The local authority resource booklet ‘Improving Outcomes for Children with Additional Needs’
A support group for parents, grandparents, carers and siblings of deaf children aged 0-5yrs is offered by the SEND Specialist Services Hearing Support Team. This is an opportunity for adults and children to meet, share experience and support each other for information on dates and venues please www.cambridgeshire.gov.uk/hearingsupport and our leaflet on useful contacts, activities and groups or email: hearing.support@cambridgeshire.gov.uk

More information on other useful organisations can be found in the Family Information Directory at www.cambridgeshire.gov.uk/families

**Inclusion in schools**

Schools are expected to provide an inclusive environment for all children, including those with sensory needs. They must make adaptations to ensure children and young people find their schools accessible. The Department of Education (DfE) *'The Equality Act: Advice and Guidance for Schools'* clearly sets out these requirements.

![Image of the Equality Act 2010 and schools]

To meet the needs of children and young people with sensory impairments schools may need to ensure that they follow the guidance in the following documents produced by the Hearing Impairment Team.

- **Supporting Deaf Children in mainstream schools**
- **Unilateral Hearing Loss advice for teachers**
- **Classroom strategies to support children with hearing impairment**

These documents can be downloaded from www.cambridgeshire.gov.uk/hearingsupport

With additional actions (provision) in place in mainstream schools tailored to the needs of individual children and young people and with outside advice from health and local authority A working guide. Latest update 6.12.16
services provided as and when needed, it is expected that most children and young people with hearing impairment will have their needs appropriately met in their local mainstream school. Other than in exceptional circumstance this is usually the preferred option for the child or young person.

5-16 years
First concerns – universal provision

For the majority of deaf children their hearing loss will have been identified through the New Born Hearing Screen. This will have triggered support from health and local authority services. Sometimes, however, a child’s hearing difficulties are not diagnosed until the child starts school or even later on in secondary school. Hearing loss in this age group could be caused from a progressive hearing loss or some treatments and medicines, such as radiotherapy for nasal and sinus cancer, certain chemotherapy medicines or certain antibiotics can also damage the cochlea and the auditory nerve, causing sensorineural hearing loss.

People with diabetes, chronic kidney disease and cardiovascular disease are also at increased risk of hearing loss.

When should there be concerns?

Parents may feel that their child is struggling or does not respond in the same way as others their own age, or the school may observe signs or hearing difficulties. The following things might be signs of hearing impairment in a child or young person:

A child or young person may:

- need the volume to be turned up on TV
- need increased use of visual cues
- make slow progress
- need to look at a persons’ face in order to understand what they are saying or have increased eye contact
- avoid being in groups or noisy situations
- be quieter than other children
- become more easily frustrated
- only concentrate for short times

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• seem to ignore you
• not say some words clearly
• not know where a sound is coming from
• not follow instructions
• show a change in their social behaviour

Who can parents talk to about concerns?

If a parent or carer of a school-age child has concerns about their hearing they should talk to their GP, school nurse, class teacher or subject teacher. A young person can approach any of these professionals themselves.

It is important that all those who work with children and young people are alert to 'hidden' or ‘underlying’ difficulties and respond early by adapting the environment and teaching accordingly. School are required to track the learning and development of all pupils. If there is an unexplained change in the child’s progress or behaviour or they do not make the same progress as others despite suitable support, then hearing impairment should be considered. Parents know their children best, and it is important that all professionals listen and understand when parents express concerns about their child’s development. They should also listen to and address any concerns raised by the children and young people themselves.

All those who work with children and young people need to be alert to emerging difficulties and respond early by identifying and removing barriers to learning and development. They can support and advise parents and carers in a variety of ways and signpost to additional help in the community.

Parents and carers will be invited to give permission for information about their child to be shared between health and education professionals so that a common understanding and approach to their needs is adopted.

Schools are well-placed to observe children day-to-day and identify early signs of possible hearing impairment that are impacting on their achievements. Schools are required to track the learning and development of all children/young people. Careful tracking will show if the child is developing and learning in line with their peers. This enables schools to set realistic, but challenging, goals with the child against national expectations. Some important stages that schools will measure against are:

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• Early Years Foundation Stage Profile
• Phonics Screening Check (Year 1)
• Key Stage 1 Assessments (Year 2)
• Key Stage 2 SATS (Year 6)
• GCSE and other qualifications at Key Stage 4. (Year 11)

Between these stages, schools will carefully monitor if the child is on track by looking at:
• Termly whole school tracking of attainment in subjects.
• Termly attendance data
• Fixed term exclusions
• Life skills such as participation, self-esteem; independence

**What will they do?**

If hearing impairment is suspected then school or school nurse will advise the parent or carer to make an appointment to see their GP. The GP will if necessary make a referral for a hearing test at the audiology department. For more information on hearing tests please follow the link at NHS Choices on hearing tests -
http://www.nhs.uk/conditions/Hearing-tests/Pages/Introduction.aspx

**Parent and carers**

If you have concerns, your child’s school or GP will be able to signpost you to further information and support in the local area such as from voluntary and community parent support groups. Information can be found on the Cambridgeshire Local Offer at www.cambridgeshire.gov.uk/send

**Universal provision in schools**

The provision that is available to all children in schools and other educational settings is called universal provision. Schools are required to create a teaching and learning environment that enables all children to access learning, participate fully in the life of the school and community and develop the wider skills needed to for adult life. They are

A working guide. Latest update 6.12.16
expected to have an appropriate level of expertise to support children with hearing impairment needs and remove barriers to learning. This will require making adaptation to teaching and learning. The adaptations required will vary from child to child and over time, depending on their particular needs.

High quality teaching is expected in all schools. High quality teaching is important for all children and young people but it is essential for those with additional and special educational needs.

High quality teaching can be recognised by:

- Highly focused lesson design with sharp objectives;
- High demands of pupil involvement and engagement with their learning; High levels of interaction for all children/young people;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for children/young people to talk both individually and in groups;
- An expectation that children/young people will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate children/young people.

Information on how individual schools identify and meet the needs of children and young people with hearing impairment can be found on their website. Each school must publish this information. It is known as the School's Information Report.

The local authority have worked with schools to create a tool-kit to help them prepare and test the quality of their Schools Information Report. 

View the local offer tool-kit for schools

This is available on www.cambridgeshire.gov.uk/send

Guidance and resources for school-age children

There are a wide range of excellent resources available to schools and other partners to develop understanding, knowledge and skills that will best support children and young people with hearing impairment.

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Whether a hearing loss is temporary (e.g. caused by Glue Ear) or if a child has an enduring hearing impairment that requires a hearing aid, it is essential that class and subject teachers and other professionals of universal provision adapt what they do so as to ensure inclusion.

Strategies to support children and young people with a hearing impairment will need to be used on a daily basis to ensure that high quality teaching is fully accessible. These should be discussed with the child or young person and personalised. Below are some examples frequently recommended by children and young people and those who work with or support them.

**Guidance and resources for schools and other settings**

<table>
<thead>
<tr>
<th>School-age guidance and resources</th>
<th>How to find</th>
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<tbody>
<tr>
<td>National Deaf Children’s Society</td>
<td><a href="http://www.ndcs.org.uk">www.ndcs.org.uk</a></td>
</tr>
<tr>
<td>Cambridge and Huntingdon Deaf Children’s Society</td>
<td><a href="http://www.ndcs.org.uk/chdcs">www.ndcs.org.uk/chdcs</a></td>
</tr>
<tr>
<td>Cambridgeshire Family Support Group</td>
<td>Email: <a href="mailto:Hearing.Support@cambridgeshire.gov.uk">Hearing.Support@cambridgeshire.gov.uk</a></td>
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</tbody>
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Here are some examples of the resources available:

- Assess, plan, do, review presentation
- Supporting the achievement of hearing impaired children in early years settings
- Supporting the achievement of deaf children in primary schools
- Supporting the achievement of deaf children in secondary schools
- Supporting the achievement of deaf children in secondary schools: a summary
- Supporting the achievement of deaf children in secondary schools video clips
- Supporting the achievement of deaf young people in further education
- Supporting the achievement of hearing impaired children in special schools

**Tops tips for workforce in schools and other settings**

The following practical suggestions aim to help mainstream teachers ensure that all children, and especially those who have a temporary or permanent hearing loss, can listen and learn effectively in their setting.

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1. **Consider seating arrangements**
   - think about the distance a deaf child is from you when you are delivering the lesson. They will need to see your face for lip reading.

2. **Reduce noise from outside the school by:**
   - closing windows
   - trying to place a class with a deaf child as far as possible from any noise source (for example, not next to a playing field, road, building works, etc.).

3. **Reduce noise from within the school by:**
   - closing doors
   - putting up displays in corridors and halls, especially including fabric in their construction.

4. **Reduce noise in the classroom by:**
   - thinking about sound control during lessons
   - using fabric on displays and display tables
   - seating the deaf child away from noise sources (for example, not next to heating/ventilation systems, etc.)
   - sticking soft pads on the bottom of chair and table legs
   - using a soundfield system if available
   - turning off equipment when not being used (for example, IWB projector)
   - providing quiet areas

If you have a child or young person in your class with hearing impairment consult the SEND Specialist Services Teaching Team Teacher of the Deaf on how to ensure the best use is made of any hearing equipment such as hearing aids or cochlear implants.
   - check hearing equipment is functioning
   - find out how to troubleshoot any problems
   - learn how to use a radio aid where one is supplied
   - develop the ability of pupils to manage their own equipment

For a simulation of what a noisy classroom with poor acoustics sounds like to a deaf child, visit: [www.ndcs.org.uk/simulation](http://www.ndcs.org.uk/simulation)
### Actions to remove barriers to learning

<table>
<thead>
<tr>
<th>Action</th>
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<tbody>
<tr>
<td>Stand within 2 metres of him or her</td>
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<tr>
<td>Make sure he or she can see your face</td>
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<tr>
<td>Use visual information.</td>
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<tr>
<td>Reduce noise in the background</td>
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<tr>
<td>Check the child/young person has understood</td>
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<tr>
<td>Ensure the child/young person is seated in a good listening place.</td>
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<tr>
<td>Ask the child/young person what helps them.</td>
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</table>

Further information can be found on the following leaflets produced by SEND Specialist Services Hearing Support Team:

- **Supporting Deaf Children in mainstream schools**
- **Unilateral Hearing Loss advice for teachers**
- **Classroom strategies to support children with hearing impairment**

These documents can be downloaded from [www.cambridgeshire.gov.uk/hearingsupport](http://www.cambridgeshire.gov.uk/hearingsupport).

If the child is diagnosed with a hearing loss, for which a hearing aid is fitted, they will be referred to the Sensory Support Service, Hearing Support Team. If this happens a Qualified Teacher of the Deaf will contact the school or setting to arrange a visit to advise on suitable support. They may also support the parent/carer in the home in fitting and maintaining hearing aids, support and monitor language developments, and liaise with other agencies when needed.

Each child or young person with hearing impairment has different strengths and needs. Below are some actions that are typically taken by staff in schools. It is not intended that they are all used all the time. The actions should be discussed regularly with the child or young person in context of the particular learning situation.

If difficulties persist despite high quality teaching and suitable adaptations to remove barriers to learning being consistently in place (as above), the school may suggest that the child or young person requires some **Targeted Provision**.
5-16 years
Additional needs – targeted provision

Class and subject teachers working with the young child and family will put the child and parents at the centre of the child’s learning and have high expectations of the educational standards children with hearing impairment can achieve.

Young children with a hearing loss may sometimes require periods of specially adapted targeted provision to catch up with their peers. Parents and professionals will work with the child to identify suitable next steps matched to their needs. Schools will have information on their ‘catch-up’ provision on their websites. Before and after measures will be taken to check that the support has been effective and that the child is making progress.

It is important that the actions (targeted provision) address a specific outcome for the child or young person; are time-limited; and that ‘before’ and after’ measurements are taken to check that the actions have been effective and that the child is making progress.

Practitioners in schools and parent carers are well placed to observe the child in different situations and notice what they are good at, what they find difficult and what support works best.

If the parent the carer is already in contact with the Hearing Support Team they may suggest that they allow them to share information with the school or setting (or shares it themselves) so that an all-round picture can be captured and appropriate learning support arranged.

In most cases, carefully targeted provision over a period of time will enable a child to ‘catch-up’ with their peers. Their progress should be monitored to ensure progress is sustained. Parents and carers should also be informed about

- local support groups
- ways to help their child at home

The adaptations and support expected at **universal** level will **continue** when children receive **targeted** provision.

A working guide. Latest update 6.12.16
5-16 years
Complex and severe needs – specialist provision

Most young children who have a mild or temporary hearing loss will, respond to the type of high quality differentiation and adaptations that schools and setting can offer. A small number of children, however, with more severe and permanent hearing impairment will require additional highly specialist support. There children are likely to have Special Educational Needs and Disabilities (SEND)

Specialist provision is determined by the child's individual needs. It may be delivered one to one or a part of a group with children with similar needs. It is not necessarily continuous. There may be breaks in which the impact is reviewed before another period of support.

The adaptations and support expected at universal level will continue when children receive specialist support

Further specialist advice and support is available from the health service and/or the local authority. Please use the links below to find out more about their offer; eligibility; contact details and access route. Services are expected to work together in a joined up way with the child and family at the heart of planning action.

A working guide. Latest update 6.12.16
• **Local Authority SEND Specialist Services Hearing Support Team**

Information on Local Authority services can be found at [www.cambridgeshire.gov.uk/send](http://www.cambridgeshire.gov.uk/send)

• **National Health Service (NHS) Audiology Team**

• **National Health Service (NHS) Speech and Language Therapy Team**

Information on Health services can be found at [www.cambscommunityservices.nhs.uk](http://www.cambscommunityservices.nhs.uk)

**Support in the home**

In some cases, families of school age children with the highest level of need may be eligible for support in the home. The family of a child with significant hearing impairment may be offered home visits from the local authority SEND Specialist Services Hearing Support Team. The team will contact the family within 48 working hours of a referral being made from the hospital audiology department. For more information see [www.cambridgeshire.gov.uk/hearingsupport](http://www.cambridgeshire.gov.uk/hearingsupport)
A resource to support conversations between parent and teacher

**Early Concerns**
The parents, young person or teacher have noticed that ........

**What will the teacher do in the classroom?**
In the classroom the teacher will ensure that........

---

**Support and interventions**
Over the next *(number of weeks)* the teacher will deliver (or oversee the delivery) of ....

This is so that *(name)* will then be able to........

---

**Home**
To support this at home parents could........

---

**Hearing Impairment**

---

**We will meet again on *(date)* to measure progress and plan next steps**
16-25 years
Identifying and supporting needs

Although it might be expected that most hearing loss needs are picked up at an earlier age, this is not always the case. Professionals working in the 16-25 years age range should consider the possibility of ‘hidden’; ‘missed’ or ‘newly emerging’ hearing loss.

When should there be concerns?
If the young person

- asks for volume to be turned up on TV
- needs increased use of visual cues
- makes slow progress
- needs to look at your face in order to understand or have increased eye contact
- avoids being in groups/noisy situations
- is quieter than other children
- becomes more easily frustrated
- only concentrates for short times
- seems to ignore you
- doesn’t say some words clearly
- doesn’t know where the sound is coming from
- doesn’t follow instructions
- shows a change in their social behaviour

If there are concerns regarding hearing over the age of 16, please consult your GP to discuss referral to the audiology service.

Who can a young adult talk to if they want advice and support?
If a young adult has concerns they can talk to any of the professionals with whom they are already in contact e.g.

- GP
- Tutor at Further Education institute
- Voluntary and community support groups
- Manager at the young adult’s place of work or apprenticeship
Further Education Institutions

The government has produced general guidance for Further Education institutions and all those who work with young adults 16-25 with Special Educational Needs and disability and their families should have regard to.

Planning ahead

Useful guidance and resources are available for young people 16 years and over with additional and special educational needs to help make decisions and plan ahead.

Moving On

The Local Authority has produced a list of post-16 courses available to children with SEND. Moving On – Options for school leavers with additional needs.

The booklet is available on www.cambridgeshire.gov.uk/preparingforadulthood

The Papworth Trust

The Papworth Trust has useful information for teenagers, adults and their families with additional needs.

For more information visit: www.papworthtrust.org.uk

Transfer to adult services

Most children with hearing impairment, will have their needs addressed appropriately in their younger years and will not need continuing support from adult services. Early intervention is essential. It has been proven that if the right support is received at the right time this will have the best impact on achievements in adult life. For young people, however, with the most significant and enduring needs the following teams will become involved:

Preparing for Adulthood Additional Needs team

A working guide. Latest update 6.12.16
The local authority **Preparation for Adulthood Additional Needs team** will become involved when the young person is in Year 9 (14 years) if they have a level of enduring special educational needs and disability that will require support in adulthood. Referrals may be made to the Learning Disability Service.

Information on the team, the support they can provide and eligibility can be found on the local offer web pages or at [www.cambridgeshire.gov.uk/preparingforadulthood](http://www.cambridgeshire.gov.uk/preparingforadulthood)

**Learning Disabilities Partnership Young Adults Team (18 years plus)**

The Learning Disability Partnership Young Adults Team (LPDYA) is a countywide team, which supports people with a learning disability to lead as full and independent a life as possible. The team is part of the wider Learning Disability Partnership that brings together social care and health professionals in integrated teams.


**Adult Social Care**

Support may be available from Adult Social Care if eligibility criteria are met. For further information, please visit [www.cambridgeshire.gov.uk/careandsupport](http://www.cambridgeshire.gov.uk/careandsupport)

For details of Sensory Support Services within Adult Social Care, please see [www.cambridgeshire.gov.uk/info/20172/deaf_hearing_loss_and_vision/631/hearing_and_visual_impairment](http://www.cambridgeshire.gov.uk/info/20172/deaf_hearing_loss_and_vision/631/hearing_and_visual_impairment)
Assessment

Your child's hearing may be checked by your local National Health Service's Audiology Department. This may happen at different ages as shown below:

- **Within a few weeks of birth** – this is known as newborn hearing screening and it's often carried out before you leave hospital after giving birth. This is routine for all children and even those having a home birth will be invited to come to hospital to have this.

- **At around eight months to one year old** – a follow-up to the newborn hearing screen may be required at this time for some children.

- **From eight months to two and a half years of age** – you may be asked whether you have any concerns about your child's hearing as part of a review of your child's health and development, and hearing tests can be arranged if necessary.

- **At around four or five years old** – most children will have a hearing test when they start school, this may be conducted at school or an audiology department depending upon where you live.

Your child's hearing can also be checked at any other time if you have any concerns. Speak to your GP or health visitor if you're worried about your child's hearing and they will refer you to your local audiology department.

**Local Authority SEND Specialist Services Hearing Team**

**Monitoring learning and developmental progress**

The SEND Specialist Services Sensory Support Team has a range of specialist assessments that are used at regular intervals throughout the child's education to monitor progress in all areas of development for deaf children.

Assessments are used to help us to identify targets for your child's development and monitor progress. There are many factors that can influence the progress of a deaf child.

These factors include:

- age at diagnosis
- age at and type of early intervention
- aetiology (cause)
- the presence of other disabilities
- age at fitting of hearing technology

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• consistent use of prescribed technology
• nature of parental interaction

For additional information on the many types of assessments available please view the National Deaf Children’s Society booklet:
The Sensory Support Team’s guide to levels of support.

The Sensory Support team use a “caseload weighting” system as a guide to how much support a child receives from the Sensory Support Team. This is only a guide and through discussion and agreement with the family, child and educational setting the level of actual support may be more or less than the chart may indicate.

Cambridgeshire Hearing Support Service model for caseload weighting for children aged 0-16 years who have a permanent hearing loss

Name: __________________________ Date: __________

Is child’s hearing loss greater than 70dB in the better ear? (Severe & Profound loss)

Is the child preschool with a hearing loss of 41-70dBA in the better ear? (Moderate loss)

Is the child school age with a hearing loss of 41-70dB in the better ear? (Moderate loss)

Is there a significant language delay?

Is this a transitional period?

Are external exams imminent?

Is there a TA allocated to the child?

Does the child use a radio aid?

Are external agencies involved?

Consistent hearing aid user?

Refuses to wear them?

Does the child have a hearing aid(s)? (e.g. aided for mild / unilateral loss)

Weekly visit (frequency may vary slightly as child gets older)

Weekly / fortnightly visit

Half-termly/Termly visit

Weekly / Fortnightly visit

Fortnightly/Monthly visit

Fortnightly/Monthly visit

Half-termly visit

Half-termly/Termly visit

Half-termly/Termly visit

Termly visit

Paper Annual after input with child/family/school

A working guide. Latest update 6.12.16
A working guide. Latest update 6.12.16

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Does the child have a unilateral loss but no hearing aid?  

- **No**
  - Consistent hearing aid user?  
    - **No**
      - Refuses to wear them?  
        - **Yes**
          - Paper Annual after input with child/family/school
        - **No**
  - **Yes**
    - Biannual/Annual visit

- **Yes**
  - Paper Annual. NB Phone call & paper info to family on diagnosis. Contact with school SENCo on school entry

---

Justification for increased or decreased visit frequency attached?  

| YES | NO |
Cambridgeshire Hearing Support Service model for caseload weighting for children aged 16-25 years with a permanent hearing loss

Name: ___________________________ Date: ____________

Is young adult's hearing loss greater than 70dB in the better ear? (Severe & Profound loss).

- no

Is the young adult's hearing loss between 41-70dB in the better ear? (Moderate loss)

- yes

Consistent hearing aid user (with or without FM) in mainstream school?

- yes
  - Half Termly/Termly visit
- no
  - Initial transfer visit/advice and then 'On Request'

Consistent hearing aid user in further education?

- yes
  - Termly/Biannual visit
- no
  - Initial transfer visit/advice and then 'On Request'

Consistent hearing aid user in mainstream school?

- yes
  - Termly/Biannual visit
- no
  - Initial transfer visit/advice and then 'On Request'

Consistent hearing aid user in further education?

- yes
  - Paper Annual after input with student/family/college
- no
  - Biannual/Annual visit (Newly diagnosed young adults may need more regular visits initially)

Consistent hearing aid user?

- yes
  - Paper Annual after input with child/family/school
- no
  - Paper Annual after input with student/family/college

Refuses to wear them?

- yes
  - Biannual/Annual visit (Newly diagnosed young adults may need more regular visits initially)
- no
  - Paper Annual after input with child/family/school

Does the young adult have a hearing aid(s)? (e.g. aided for mild / unilateral loss)

- yes
  - Biannual/Annual visit (Newly diagnosed young adults may need more regular visits initially)
- no
  - Paper Annual after input with child/family/school

Does the young adult have a unilateral loss but no hearing aid?

- yes
  - Paper Annual. NB Phone call & paper info to family on diagnosis. Contact with college on entry
- no
Cambridgeshire Hearing Support Service model for caseload weighting for children who have special needs in addition to their hearing loss

Name: ___________________________ Date: ________________

Is child’s hearing loss greater than 70dB in the better ear? (Severe & Profound loss).

no

Is the child preschool with a hearing loss of 41-70dBA in the better ear? (Moderate loss)

no

Is the child school age with a hearing loss of 41-70dB in the better ear? (Moderate loss)

Consistent hearing aid user? yes

Half Termly/Termly visit
(frequency may vary with individual need and age)

Consistent hearing aid user? yes

Half Termly/Termly visit

Consistent hearing aid user? yes

Termly/Biannual visit

Radio Aid user? yes

Half Termly visit

Consistent hearing aid user? yes

Paper Annual after input with child/family/school

Consistent hearing aid user? yes

Biannual/Annual visit
(Newly diagnosed children may need more regular visits initially)

Consistent hearing aid user? yes

Paper Annual after input with child/family/school

Refuses to wear them? yes

Consistent hearing aid user? yes

Paper Annual after input with child/family/school

Refuses to wear them? yes

Consistent hearing aid user? yes

Paper Annual. NB Phone call & paper info to family on diagnosis. Contact with school SENCo on school entry

Justification for increased or decreased visit frequency attached? 

YES 

NO

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Other professionals whom your child may have seen for a referral may include Ophthalmology, ENT, Genetics and Paediatricians. Children with a hearing impairment who require hearing aids will be fitted with appropriate hearing aid technology which is compatible with the range of specialist equipment available from local education services.

If your child does not have a hearing impairment but you are concerned at any point regarding their hearing levels, please contact your health visitor or your GP to arrange a referral to the appropriate audiology service.

If you would prefer to speak to someone you can contact Hearing Support Team on 01223 728 310.
Assessing additional, complex needs

If the needs of the child and family are seen to be significant and there are other unmet complex needs, a **Early Help Assessment (EHA)** is the appropriate route to bring together the support of various services around the child and family.

**What is an Early Help Assessment (EHA)?**

An **Early Help Assessment (EHA)** is a way of gathering information to assess the needs and plan responses for children and young people and their families. Any professional with whom the family is in contact such as the GP, Health Visitor; early years setting or school staff may initiate an Early Help Assessment. A **Think Family** approach underpins this way of working. It ensures that any professionals involved work, in a joined-up way, with the child and family at the centre. A ‘lead professional’ is identified. For these children and young people, it is likely to include input from one or more of the following: NHS Audiology or relevant health team or the local authority **SEND Specialist Services Hearing Support Team or** in some cases, the NHS **Community Paediatrician**.

**Think Family**

The Think Family approach is being embedded across all local authority Children and Family services and Health services for those who work with children, young people and their families. If the needs of the child and family are seen to be significant and there are other unmet complex needs, an **Early Help Assessment (EHA)** is the appropriate route to bring together the support of various services around the child and family.
Early Support 0-5 years

In the most significant, complex cases and probably life enduring cases in the 0-5 age range the Early Help Assessment may immediately progress to assessment and support through the **Early Support 0-5 years programme**. Children and families with the highest level of need, will be supported by a team of specialist who will work with the whole family to assess and meet need over time. This may include home visits from the Local Authority **SEND Specialist Services Team**

For more information on Early Support 0-5 years please see [www.cambridgeshire.gov.uk/early-support](http://www.cambridgeshire.gov.uk/early-support)
Communication Modes

There are many different communication options available for a child or young person with a hearing loss. The Qualified Teacher of the Deaf will discuss with the child and family or young person which method may be best suitable depending on a number of factors. The choice however is always the family’s and is also dependent on the age of the young person.

The Local Authority have published a Hearing Impairment Communication Policy. This is available on www.cambridgeshire.gov.uk/hearingsupport

Below is a brief description of these various communication modes.

Oral Method
This method of communication uses speechreading (lipreading) and the child’s or young person’s residual hearing for the development and production of speech. The hope is that the child will then be able to communicate effectively with hearing individuals.

Cued Speech Method
This method supports lip-reading by having the speaker use hand gestures while speaking to help the listener see the differences between similar looking sounds on the speaker’s lips.

Manual Communication Methods
Manual methods of communication use a child’s or young person’s ability to communicate through visual stimuli such as fingerspelling and sign languages.

British Sign Language (BSL) uses positions and gestures made with the hands, body and facial expressions to convey abstract concepts as with any spoken language. It is a recognised language and has a distinct grammatical structure which is different to spoken and written English.

Signed Supported English (SSE) uses many of formal BSL signs while maintaining the English word order and grammar so as to develop a child’s ability to read and write English.

Fingerspelling augments most sign language systems by using handshapes to code the letters of the alphabet as well as numbers. Words (i.e., proper names, places, etc.) are then spelled out by using these individual letter codes.
Total Communication (TC) Method
This is when a child or young person is supported to use any and all communication methods necessary to facilitate language acquisition. This system, which typically uses signs in English word order, may include: speech, fingerspelling, manual signs, gestures, speechreading, cued speech and augmentation of residual hearing.

Augmentative and alternative communication (AAC)
This includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas.

Within the Sensory Support Team we offer support using whichever methods will best meet the needs of the child, and recognizing that these needs can change. This can include British Sign Language, Sign Supported English, Visual Phonics and Communicate in Print.

Auxiliary Aids
Each child or young person is seen as an individual and their needs would always be discussed with families and other professionals to ensure that the right equipment is used. There is a range of different specialist equipment and software that can benefit deaf children of all ages, supporting their development, independence, improving communication and overcoming issues caused by background noise.

APPS
There are some apps, software or websites that can support language and communication development. These apps are available on Apple, Android, Windows or Blackberry and could have real benefits in everyday life. For more information on available apps please visit the National Deaf Childrens Society website; http://www.ndcs.org.uk/family_support/technology_and_products/apps_for_deaf_young_people/

Hearing aids, cochlear implants and other implantable devices
The Audiologist may advise that your child may benefit from a hearing aid or cochlear implant. All NHS supplied hearing aids are digital and if provided by the NHS are free of charge.

NHS hearing aids include:
- behind-the-ear (BTE) hearing aids; these have an open tube or earmould that sits inside your ear and the rest sits behind your ear

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bone-anchored hearing aids (BAHA); these are a type of bone conduction hearing aid, which require a permanent surgical implant in the bone behind your ear

- CROS (contralateral routing of signals) and BiCROS hearing aids; these are for people with hearing in only one ear and work by transmitting sound from the side with no hearing to your hearing ear

Cochlear implants.

A **cochlear implant (CI)** is a surgically implanted electronic device that provides a sense of sound to a person who is profoundly deaf or severely hard of hearing in both ears. Cochlear implants bypass the normal hearing process; they have a microphone and some electronics that reside outside the skin, generally behind the ear, which transmits a signal to an array of electrodes placed in the cochlea, which stimulate the cochlear nerve.

For more information on the above devices please visit the following websites:


http://www.cuh.org.uk/addenbrookes/services/clinical/emmeline_centre/emmeline_centre_index.html

**How can children and young people access technologies?**

Additional technologies may be available from the Social Care services to support deaf children in their everyday lives. These include:

- Alerting devices – to alert a child if a fire alarm goes off or a doorbell rings
- Alarm clocks – amplified or vibrating clocks
- Phones – with amplification settings or textphones
- TV loops/listeners – to make it easier to hear the TV.

For further information please contact the Social Worker for the Deaf Service on 01354 750 048 or ask your Teacher of the Deaf for a referral.

**What technology is available from the Local Authority Sensory Support Team?**

The Sensory Support Team (part of SEND Specialist Services) may feel that your child would benefit from using a Radio Aid. Radio Aids, are supplied and maintained by the Sensory Support Team and are used widely in schools and educational establishments to help deaf children hear their teachers and other students better. A radio aid consists of a transmitter
(used by the person who is talking) and a receiver (used by the deaf child/young person). A microphone picks up the speaker’s voice. The sounds are then transmitted by radio waves to the receiver.

In some cases an application for an IT assessment may be made to the Local Authority’s Educational IT department for funding for equipment such as an iPad to support language and communication. The Sensory Support Team will discuss this possibility with you, the child/young person and setting if they feel there is a need for additional IT equipment.
Special Educational Needs

A Graduated Approach
Hearing impairment is one of the recognised areas of Special Education Needs and Disability (SEND) identified by the SEND Code of Practice 0-25 (2014). It sits within the larger area of sensory impairment. This does not mean that all children and young people who present with hearing impairment have special educational needs – but it may be the case.

A child or young adult is said to have special educational needs if they require provision that is additional to or different from that available to others of a similar age despite high quality teaching and support that is differentiated and personalised. Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

If it is suspected that a child or young person has (or may have) special educational needs then the parents and child or young person will be invited by the professionals whom they see regularly (such as the health visitor, early years provider, class or subject teacher or college tutor) to meet to plan how they will work together to reach the goals to which they aspire. Alternatively parents or a young person with concerns can approach any of the professionals with whom they are in contact. The child or young person’s strengths as well as difficulties will be taken into account and supported. The local authority has prepared a list of recommended early assessment or screening tools to help identify needs and plan what needs to happen. View recommended assessments for schools on www.cambridgeshire.gov.uk/send

If a child or young person will need provision additional or different to that which is available to their peers then they will be placed on SEND Support. A cycle of ‘Assess, Plan, Do, and Review’ will be started. Decision will be made together and actions shared. The length and regularity of the cycle depends on the needs of the child and family or young person at the time. This is called the graduated approach in the SEND Code of Practice 0-25 (2014). Children and young people and their parent carers will be central to this process. Most children and young people on SEND Support will make accelerated progress and will not always need to receive SEND Support. A very small number of children and young people who have severe and complex needs and who do not, over time, respond to additional support and actions, may need an assessment for an Education, Health and Care Plan. Parent carers or young people who would like more information should speak to any professional with whom they are in regular contact and who is currently delivering SEND Support to the child or young person. e.g. a class or subject teacher; early years practitioner

A working guide. Latest update 6.12.16
or tutor in Further Education. Further information on eligibility for an assessment for an Education, Health and Care assessment can be found at [www.cambridgeshire.gov.uk/ehcplan](http://www.cambridgeshire.gov.uk/ehcplan) or by contacting the SEND Information and Advice Service (SENDIASS) on 01223 699 214.

The table below show the role of schools (or other educational settings) and other professionals from health and the local authority, work together to support children with speech, language and communication special educational needs.

### Roles: Health, Local Authority, schools and settings

<table>
<thead>
<tr>
<th>Roles</th>
<th>School or setting</th>
<th>Local authority</th>
<th>Health</th>
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<tbody>
<tr>
<td></td>
<td>Early Years Settings</td>
<td>SEND Specialist Services</td>
<td>Speech and Language Therapists</td>
</tr>
<tr>
<td></td>
<td>Mainstream Schools and Academies</td>
<td>Children’s Centres</td>
<td>Occupational Therapists</td>
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<tr>
<td></td>
<td>Special Schools</td>
<td>Locality Teams</td>
<td>Paediatric Service</td>
</tr>
<tr>
<td></td>
<td>Hospital Schools</td>
<td>Looked After Children</td>
<td>Child and Adolescent Mental Health Service (CAMHS)</td>
</tr>
<tr>
<td></td>
<td>Independent School</td>
<td>Statutory Assessment and Resourcing Team (START)</td>
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<tr>
<td></td>
<td>Further Education</td>
<td>Disability Social Care</td>
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<tr>
<td></td>
<td>Training Apprenticeship</td>
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<table>
<thead>
<tr>
<th>Universal</th>
<th>All children and young people</th>
<th>• Early identification and response to SEND</th>
<th>• Advice and signposting to parents and young people form school nurses, Health Visitors, and GPs</th>
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<tr>
<td></td>
<td></td>
<td>• High quality teaching;</td>
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<td></td>
<td></td>
<td>• Adaptations to remove barriers to learning (Equality Act 2010)</td>
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<td></td>
<td></td>
<td>• An inclusive environment and ethos</td>
<td></td>
</tr>
<tr>
<td>SEND Support</td>
<td>Children and young people with special educational needs (SEN) but not an Education, Health and Care plan.</td>
<td>• Training opportunities for early years settings, schools, colleges and Further Education from specialist services</td>
<td>As above and also:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Support and advice on evidence based practice and interventions to meet the needs of children and young people and their families who meet thresholds for involvement.</td>
<td>• Training opportunities in for schools colleges and parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Short term intervention programmes aimed at helping the child/young person catch up with their peers.</td>
<td>• Personalised interventions to meet the needs of children and young people and their families who meet thresholds for involvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Medium and longer term intervention programmes to address specific needs.</td>
<td></td>
</tr>
<tr>
<td><strong>Education Health and Care (EHC) plans</strong></td>
<td><strong>As above and also:</strong> Joined up working with the child/young person, family and all professional partners to ensure delivery and monitoring of the EHC plan</td>
<td><strong>As above and also:</strong> Joined up working with the child/young person, family and all professional partners to ensure delivery and monitoring of the EHC plan</td>
<td><strong>As above and also:</strong> Joined up working with the child/young person, family and all professional partners to ensure delivery and monitoring of the EHC plan</td>
</tr>
</tbody>
</table>

Children and young people with statutory provision - specified in an EHC plan
Wider support

Parents and carers have told us that it is very important to know what wider support is available for their child and the family. They stressed the value of being put in contact with other parents of children with special educational needs and disability as early as possible. This included drop in coffee mornings at the nursery, school or clinic and events held by local parent forums and the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)

A full description of provision for children with additional and additional or special educational needs and/or disability is published in the Cambridgeshire Local Offer which can be found at www.cambridgeshire.gov.uk/send Some examples of provision from the local authority, Health, social care and voluntary agencies are listed below.

If you have any queries about the support available please do not hesitate to contact the provider or phone the Special Educational Needs and Disability Information, Advice and Support Service on 01223 699 214.

The Children's Hearing Services Working Group (CHSWG)
This is a multi-disciplinary group, which involves both professionals and parents. Its role is to take the lead in monitoring and developing integrated service delivery for hearing impaired children and their families.

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<tr>
<th>📩</th>
<th>01223 728 124</th>
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<tbody>
<tr>
<td>⌂</td>
<td><a href="mailto:hearingsupport@cambridgeshire.gov.uk">hearingsupport@cambridgeshire.gov.uk</a></td>
</tr>
<tr>
<td>🌐</td>
<td><a href="http://www.cambridgeshire.gov.uk/hearingsupport">www.cambridgeshire.gov.uk/hearingsupport</a></td>
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</tbody>
</table>

Parent to parent support

Parents tell us that meeting other parents of children with special educational needs or disability to talk with can be invaluable. Any professionals who are in contact with the family e.g. via a school or early years setting; GP surgery; or at the point of diagnosis in a speech and language clinic, should check that the parent knows how to get in contact with other parents or support groups in the area.
### Pinpoint

Pinpoint is a Cambridgeshire charity supporting and informing parents of children with special educational needs, disabilities or additional needs. It is run for parents by parents. Pinpoint holds regular events and meetings for parents of children of all ages with any disability or additional need, including hearing impairment. Parents can get involved in shaping services and developing information for parents, as well as meet other parents in a similar situation.

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<tr>
<th>📞</th>
<th>01480 499 043</th>
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<tbody>
<tr>
<td>📧</td>
<td><a href="mailto:information@pinpoint-cambs.org.uk">information@pinpoint-cambs.org.uk</a></td>
</tr>
<tr>
<td>🌐</td>
<td><a href="http://www.pinpoint-cambs.org.uk">www.pinpoint-cambs.org.uk</a></td>
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### Contact a Family

Contact a Family is a national charity for families with disabled children.

They provide information, advice and support and bring families together so they can support each other.

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<tr>
<th>📞</th>
<th>0808 808 3555</th>
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<tbody>
<tr>
<td>📧</td>
<td><a href="mailto:helpline@cafamily.org.uk">helpline@cafamily.org.uk</a></td>
</tr>
<tr>
<td>🌐</td>
<td><a href="http://www.cafamily.org.uk/">http://www.cafamily.org.uk/</a></td>
</tr>
</tbody>
</table>

### Parent Partnership Service providing Cambridgeshire’s SEND Information, Advice and Support Services (SENDIASS)

SENDIASS offer confidential and impartial advice and support to make sure that parents, carers and young people get information and guidance on SEND matters, eligibility and entitlements.

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<tr>
<th>📞</th>
<th>01223 699 214</th>
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<tbody>
<tr>
<td>📧</td>
<td><a href="mailto:pps@cambridgeshire.gov.uk">pps@cambridgeshire.gov.uk</a></td>
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<tr>
<td>🌐</td>
<td><a href="http://www.cambridgeshire.gov.uk/pps">www.cambridgeshire.gov.uk/pps</a></td>
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</tbody>
</table>
The Disabled Children’s Early Help Team supports disabled children and young people to develop the skills to Prepare for Adulthood, to access community activities, to increase independence skills and to do enjoyable activities away from their main carers. This is achieved through an allocation of early help funding that can be used for agreed activities or support. These activities or support will provide the carer with a short break.

For more information on short breaks please see the Cambridgeshire Short Break Duty Statement on www.cambridgeshire.gov.uk/short-breaks or contact the Disabled Children's Early Help team on 01480 379 800 or email dceh@cambridgeshire.gov.uk

### Activities and groups for children and young people

The following websites and groups can provide information on activities, support and events across Cambridgeshire for children and young people with additional needs or disabilities including autism:

<table>
<thead>
<tr>
<th>Who/ What</th>
<th>Contact details</th>
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</table>
| Societies, Clubs and Information Point (SCIP) | www.cambridgeshire.gov.uk/scip  
Email: scip@cambridgeshire.gov.uk  
📞: 01480 379 827 |
| Pinpoint | www.pinpoint-cambs.org.uk  
Email: information@pinpoint-cambs.org.uk  
📞: 01480 499 043 |
| Cambs.net | www.cambridgeshire.net |
If parents/carers are worried about their child and think that they are not developing in the same way as children of a similar age, they can speak to a health visitor or family worker at a local Children's Centre. Further information, addresses and contact details can be found at www.cambridgeshirechildrenscentres.org.uk/

Children’s Centres may offer the following:

- health services – midwives and health visitors
- family support services – trained staff who can support, advise and provide information
- family events and activities
- early years education/child care and advice about costs
- employment, training and benefits advice
- information for parents/carers and families

Information on venues and contact details is available at local Children’s Centres or on www.cambridgeshire.gov.uk/childrenscentres

Benefits and other financial help

Parents and carers of a child with special educational needs and disability, including speech, language and communication needs may be entitled to benefits to help with the extra costs as a result of their needs. These include the Disability Living Allowance (DLA), Personal Independence Payment (PIP) (for over 16s), Carer’s Allowance and Child Tax Credit.

Gov.uk (www.gov.uk) contains up-to-date information about all welfare benefits.

Contact a Family offer benefits advice & information on conditions & support groups - www.cafamily.org.uk/.
**Independent living and housing**

**Housing and independent living**

Supported housing is managed by District Councils; support provided varies between schemes. General information is available from the relevant district council.

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<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>Contact details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridgeshire County Council</td>
<td>General information on housing and links to district councils</td>
<td><a href="http://www.cambridgeshire.gov.uk/careandsupport">www.cambridgeshire.gov.uk/careandsupport</a></td>
</tr>
<tr>
<td>Cambridgeshire County Council</td>
<td>General information on housing for young people</td>
<td><a href="http://www.youthoria.org">www.youthoria.org</a></td>
</tr>
</tbody>
</table>

**Living near Local Authority borders**

Families living near Local Authority borders may find that some services will be provided by one Local Authority and other services by another. The Cambridgeshire Local Offer at [www.cambridgeshire.gov.uk/send](http://www.cambridgeshire.gov.uk/send) will be the ‘front door’ into information from Education, Health and Social Care in Cambridgeshire and other Local Authorities from which children and young people from Cambridge with SEND and their families can access support. The Local Offer Directory allows you to search for information by topic or location. By putting in a home postcode parents (or professionals on their behalf) can access this information. If parents would prefer to speak to someone please phone the Families and Childcare Information helpline on 0345 045 1360

Professionals working with a family who is receiving support from more than one Local Authority must ensure that communication channels are clarified and agreed between the family and other professionals. A lead professional should be identified who can coordinate the work of those involved. The lead professional could be an Early Years practitioner, Health Visitor, School SENCo, Speech and Language Therapist, a chosen advocate of the family or any other professional with whom the family is in regular contact. This person may change over time and any changeover should be planned in advance so that families do not have to repeat the same information and so that there is no loss of continuity.
Transitions

Preparing for times of change
Transitions (times of significant change) can be difficult for all children and young people but can be especially so for those special educational needs and disability including hearing impairment. The professionals working alongside the child or young person and their family will identify ongoing and new needs prior to the transition and ensure support arrangements are in place.

Below are some points of change that will need special consideration:

- into Reception
- into Key Stage One
- from primary to secondary school
- into Key Stage Four
- into further education
- to a new teacher or support professional
- to a new school
- to independent living
- to training or employment
- to adult services

We have listened to children and young people with special educational needs, including hearing impairment and their families and those who work with and support them. They recommend the following guidance at times of change of phase of education:

- prepare well in advance, even several years beforehand for a move to further education, training or employment
- ensure that parents and young people have enough information to make informed choices
- ensure information on strengths, difficulties and effective support is shared in advance with all those who will be contact with the child or young person
- plan the first weeks following change very carefully and ensure the child or young person has a ‘buddy’ and named member of staff or work colleague to support them any issues that may arise.
• ensure channels of communication with parents are agreed e.g. home-school booklet, email contact, mobiles. Pre-empt and address any possible difficulties that might be foreseen due the child or young person’s particular type of needs.
• Use structured approaches to conversations with children, young people and families – as part of excellent communication at all times.

Other times of transition, or change that will need careful consideration and possibly specialist support include:
• moving to a new home
• moving in or out of hospital care
• moving in or out of Looked After care
• through a change in family circumstance
• through bereavement

Parents and young people are invited to discuss these changes with the professionals who they are most in contact with (e.g. the visitor, GP, school nurse, children’s centre worker, early years setting or school’s Special Educational Needs Coordinator (SENCo) or college learning support staff). They will work alongside the child or young person and family to plan actions to help them through the changes. They will also be able to signpost to any other specialist support where relevant. Information on specialist support at these of change can be found on the Cambridgeshire Local Offer www.cambridgeshire.gov.uk/send

For information on transition events run by Pinpoint please see their website www.pinpoint-cambs.org.uk or contact them by email at information@pinpoint-cambs.org.uk or telephone 01480 499 043.

**Transition support for children and young people with a hearing loss.**

At different stages in your child’s life additional support and guidance is available for your child and you. The aim is that we work with you and the school/setting to navigate challenging times such as moving from home to a pre-school setting. We call these transition periods and use a grid as a guide for support. The Sensory Support Team will support you, your child and your child’s school/setting through transition periods this includes starting pre-school or nursery, starting school (primary and secondary) and moving on at 16.

Further information on preparation for adulthood and transition to post 16 education, employment and training can be found in the section 16- 25 years.

www.cambridgeshire.gov.uk/preparingforadulthood
Transfer to adult services

When a young person with a hearing impairment reaches 18 years old and they have a level of enduring special educational needs and disability that meets eligibility criteria for support in adulthood, they will transfer to adult services.

For information on the adult specialist services for hearing impaired people please go to www.cambridgeshire.gov.uk/careandsupport

For further information:

Email: careinfo@cambridgeshire.gov.uk

Telephone: 0345 045 5202

All children who have previously been diagnosed with a permanent hearing impairment and have been regularly monitored by a National Health Service Audiology Team will be seen in the Audiology Clinic under the ‘Transition Service’. This service aims to prepare teenagers and young adults for transitioning at the appropriate time to adult services in order to meet their work and educational needs. There is no standard age at which this will take place after the age of 16 years; this is determined on an individual basis as per the needs of the teenager/young adult.

If there are concerns regarding hearing over the age of 16, please consult your GP to discuss referral to the appropriate audiology service
Training and support for professionals

The workforce in the local authority

With the help of parents, carers and professional partners, the local authority have developed a set of Additional and Special Educational Needs and Disability Competencies (the knowledge and skills expected of the local authority workforce who work with children, young people and families) These are reflected in the local authority induction programme for new staff and in continuing professional development. In addition, services organise in-house and external training tailored to the needs of their service e.g. Social Care, Locality Teams, Looked After Children and Specialist SEND Services.

The workforce in schools, early years, Further Education (FE) and other settings

The local authority Special Educational Needs and Disabilities (SEND) Specialist Services provide a range of professional services for children and young people and families in a wide variety of educational and community settings. A multi-professional service (consisting of psychologists and educational professionals) offer schools and settings a bespoke approach to removing barriers to learning (including academic, social and emotional barriers)

Additionally SEND Specialist Services, offer a range of packages that schools and settings can commission. They work collaboratively with schools, drawing upon theory and research of ‘what works’ to develop an understanding of complex situations. The current offer can be found at www.cambridgeshire.gov.uk/learntogether

Further information about the support to schools and settings from SEND Specialist Services can be obtained by contacting the numbers below:

East Cambs and Fenland area 01353 612 802
Huntingdon area 01480 373 470
South Cambs and City area 01223 728 311

All schools, settings and colleges working with deaf children supported by the Sensory Support Team will be offered Deaf awareness training.
Parent carer programmes

A support group for parents, grandparents, carers and siblings of deaf children aged 0-5yrs is offered by the SEND Specialist Services Hearing Support Team. This is an opportunity for adults and children to meet, share experience and support each other for information on dates and venues please www.cambridgeshire.gov.uk/hearingsupport and our leaflet on useful contacts, activities and groups or email: hearing.support@cambridgeshire.gov.uk

Social and Emotional Needs of deaf children

Children’s social and emotional development is crucial to promoting emotional health and well-being, raising standards and enabling individuals to develop and achieve their full potential. The key to this is a whole Sensory Support Team approach based on shared values and reflected in all other initiatives and developments within the Sensory Support Team.

A growing evidence base indicates that a D/deaf child with good mental health and emotional well-being:

- Has an appropriate level of independence and feels able to influence the world around them
- Has positive and warm relationships with others
- Is resilient and able to bounce back from setbacks and move on from negative experiences
- Has the language and communication skills to be able to express and understand their emotions
- Acknowledges their hearing loss and is confident in dealing with any challenges they may face
- Develops a positive self-identity as a D/deaf young person
- Has greater educational and work success

Aim

Our aim is to ensure that there is a cohesive and effective response to developing social, emotional and behavioural skills across the whole service

Core Principles for Developing Good Practice

- Policies are consistent and complimentary
- There is an ethos of collaboration
- D/deaf children and young people and their families are fully involved in the support they receive and the development of services
• Learning is a positive experience for all pupils, and a key goal is developing pupils' interest in and capacity for learning
• All teachers are teachers of social and emotional development and provide pupils with frequent opportunities to develop their social and emotional skills
• Social and emotional development has a high status in the service and staff are trained to ensure their confidence to deliver programmes and implement policy
• All adults model appropriate behaviours that promote social and emotional skill development
• There is a clear pathway of support for each D/deaf child with teachers knowing which services to refer to and how - services include the Deaf Support Workers and Deaf Child and Adolescent Mental Health services (CAMH).
• Referrals to the Deaf Support Workers are logged appropriately and data used to inform future service provision.

Success Criteria

We know that we are achieving our aim when pupils:

• Are able to label the parts of the ear
• Are able to explain how sound travels through the ear
• Are able to look after their hearing technology themselves
• Can understand their audiogram and describe their hearing loss
• Are able to tell other people how best to communicate with them
• Are able to describe the support they would like in the classroom
• Are able to communicate how they are feeling
• Complete an annual LIFE or My World and results are used to inform support
• Complete an annual pupil support questionnaire and results are used to inform support
• Are referred to the Deaf Support Worker if and when appropriate
• Are referred to Deaf CAMH if and when appropriate

All policies within the service support social and emotional development and this is reflected in service development planning
And finally

This document is intended as an initial guide to provision for hearing impairment needs in Cambridgeshire. For further information and wider topics relating to Special Educational Needs and Disability, we invite you to refer to the Cambridgeshire County Council website [www.cambridgeshire.gov.uk/send](http://www.cambridgeshire.gov.uk/send) or if you would prefer to speak to someone, please see the contact details in the box below.

We welcome your thoughts and comments on provision for Cambridgeshire children and young people with hearing impairment and their families. We are keen for young people, parents, carers and professionals across services to become involved in decision making about current and future provision. To find out some of the many ways to get involved please go to [www.cambridgeshire.gov.uk/send](http://www.cambridgeshire.gov.uk/send) or contact one of the services at the end of this section.

We look forward to hearing from you

We appreciate your comments about what is good about this resource and what could be improved. Please contact the Special Educational Needs and Disability Strategic Development Manager, Teresa Grady at teresa.grady@cambridgeshire.gov.uk