

## Other sources of support

**NDCS** provides a range of publications aimed specifically at people working with deaf children, young deaf people and their families. Publications can be viewed online and downloaded electronically, or they can be obtained by contacting NDCS - [www.ndcs.org.uk](http://www.ndcs.org.uk)

Publications include

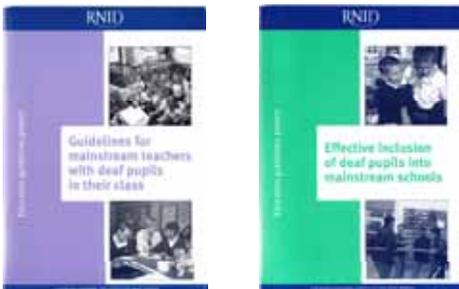
- Glue Ear
- Deaf Friendly Nurseries and Pre-schools
- Deaf Friendly Schools



**RNID** provides a range of materials on strategies, guidelines and resources that facilitate the inclusion of deaf children.

Publications include

- Guidelines for Mainstream Teachers with deaf pupils in their classes
- Effective inclusion of deaf pupils into mainstream schools
- Using ICT with deaf pupils



BRITISH ASSOCIATION OF TEACHERS OF THE DEAF



**Do you:  
work with a deaf child?  
need professional backup?**

BATOD provides:

Website - [www.BATOD.org.uk](http://www.BATOD.org.uk)  
- members' area  
- recent information

Magazine (5 per year)  
Journal (4 per year)  
Conferences  
Workshops  
CPD Courses  
Professional advice  
Classroom resources  
Regional groups  
Special Interest Groups  
Support network

Mainstream Teacher - Learning Support Assistant -  
Teaching Assistant - Special Support Assistant -  
Communication Support Worker - Communicator -  
Nursery Nurse - Intervenor

**you are invited to  
join BATOD today**

**visit [www.BATOD.org.uk](http://www.BATOD.org.uk)**

**email [membership@BATOD.org.uk](mailto:membership@BATOD.org.uk)**

BRITISH ASSOCIATION OF  
TEACHERS OF THE DEAF



## Can he hear you?

Why hasn't  
he learnt to  
read yet?

Why doesn't he  
speak clearly?

He's always  
looking at  
the other  
children's  
work

He's a daydreamer

He could  
do better



He's lazy

He can hear when  
he wants to...

## Background

- Every Local Authority (LA) has a provision for deaf\* children and young people.
- The 'Sensory Support Service' or 'Hearing-Impaired Service' staff have an additional qualification to teach deaf children and are able to offer advice on all aspects of hearing impairment and especially classroom support.
- The majority of teachers will, at some point in their careers, have a hearing-impaired child or young person in their class.
- Hearing impairment, if not managed effectively, can affect language and literacy development.
- It can also be detrimental to the development of listening skills.
- It is vital that teachers are aware of the need to implement compensatory strategies and to look at the suitability of teaching methods to ensure these children achieve their potential.
- For many young children the hearing loss may be associated with bouts of 'glue ear', a temporary but nevertheless debilitating condition if not managed effectively.
- For others the hearing loss may be a permanent condition, possibly requiring hearing aids or a cochlear implant to access speech.

For many teachers this may feel very daunting.

### What can you do to help?

### Who is there to help you?

\* The term 'deaf' is used to cover the whole range of hearing loss.

## Does s/he have a hearing loss?



*Have you considered whether the child may have a hearing loss?*

Do you have a child in your class who:

- seems to daydream a lot of the time?
- checks what other children are doing before starting on a task?
- frequently says 'what?' or 'pardon?'
- appears to be rude or stubborn or has become grumpy or withdrawn?

Children with a hearing loss become easily tired and frustrated with the effort of trying to listen, especially against the background noise in many classrooms.

A child with a mild, moderate or fluctuating hearing loss can have difficulties with

- listening and responding
- language development
- literacy
- curriculum access
- behaviour.

Many children with a diagnosed hearing loss are likely to be wearing hearing aids, a cochlear implant and/or a radio aid. They will probably have Teacher of the Deaf (ToD) support. These children may have difficulties with

- speech
- listening and responding
- language development
- literacy
- curriculum access
- behaviour.

## What help can you get?

If you think a child in your class has a hearing loss

- talk to the parents
- discuss with your SENCo
- contact the LA Support Service for advice.

The LA Support Service will be able to give advice in the following areas

- nature and implications of the child's deafness
- strategies to support the child
- raising awareness of management of the listening environment
- deaf awareness
- regular monitoring of audiological equipment
- school accessibility planning
- target setting, monitoring and review.

### The first port of call

Have you talked to the parents? They should be your first port of call if you have concerns about any child who may have a hearing impairment .

ToDs in general do not do hearing assessments. If a child has a possible hearing loss then you should talk to the parents first, recommend an appointment with their GP who in turn will refer the child to (probably) community paediatric audiology. Upon confirmation of a hearing loss then the Service would be involved.

Find out from your school SENCo where your LA Sensory Service is based and what support they offer or if you would like advice on making your school more 'deaf friendly'.