

## **Lambeth Graduated Approach – Physical & Sensory – Hearing Impairment**

**Chapter 6 of the SEN Code of Practice outlines 4 broad areas of need:**

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

**This Threshold document refers to Sensory and/or physical needs—Hearing Impairment**

**6.34** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf blind children and young people is available through the Social Care for deaf blind Children and Adults guidance published by the Department of Health.

SEND Status	DESCRIPTOR HEARING IMPAIRMENT	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
<p><b>LEVEL 1</b></p> <p><i><b>Nursery/Class or Subject Teacher identification, assessment and meeting the needs</b></i></p> <p><i><b>Not on SEN Register</b></i></p>	<p>The CYP experiences needs which are managed well in a mainstream class</p> <p><i><b>Description of need:</b></i></p> <ul style="list-style-type: none"> <li>• A CYP who has a reoccurring conductive deafness. This may be associated with middle ear infections, glue ear, temporary perforated eardrums. This CYP may:</li> <li>• appear dreamy, disruptive, distracted and demanding</li> <li>• find it difficult to listen and attend to speech</li> <li>• be withdrawn and wait for cues from others in the class</li> <li>• find it difficult to listen in background noise</li> <li>• not hear clearly in a group situation</li> <li>• have unclear speech</li> <li>• give the impression of being able to listen when s/he wants to!</li> <li>• have some vocabulary delay</li> <li>• be experiencing difficulties acquiring</li> </ul>	<ul style="list-style-type: none"> <li>• GP/Health Visitor/School Nurse involvement and referral for hearing test</li> <li>• EYFS monitoring and review</li> <li>• Schools key stage 1 to 4 assessments.</li> <li>• Monitoring of CYP's response to positive feedback.</li> <li>• Observations by Teacher / class TA /KS Coordinator.</li> <li>• Advice and support from the parents.</li> <li>• Information from the child re their opinions and preferred strategies using person centred approaches.</li> <li>• The nursery/school is proactive in identifying individual needs and monitors that action is taken.</li> <li>• Risk assessment where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• The nursery/class/subject teacher is held to account for the learning and progress of the CYP in the mainstream class</li> <li>• Quality First Teaching meets the needs of all pupils and includes: <ul style="list-style-type: none"> <li>✓ Flexible grouping arrangements.</li> <li>✓ Some differentiation of activities and materials, Differentiated questioning</li> <li>✓ Use of visual, auditory and kinaesthetic approaches.</li> <li>✓ Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> </ul> </li> <li>• Resources and displays that support independence.</li> <li>• Environmental considerations are made to meet the needs of all CYPs e.g. the listening environment taking into account seating, lighting and acoustics.</li> <li>• An understanding that the hearing impairment may have a wider impact on a</li> </ul>	<ul style="list-style-type: none"> <li>• The nursery/school can demonstrate an inclusive ethos that supports the learning and wellbeing of all pupils</li> <li>• The wider curriculum promotes positive examples of diversity</li> <li>• A broad and balanced curriculum is planned for all pupils</li> <li>• Emotional well-being tools and materials are available and used in school</li> <li>• Anti-bullying is routinely addressed and pupils are confident in reporting incidents</li> <li>• Appropriate differentiation of task and teaching style.</li> <li>• Provision of an inclusive PE curriculum, including arrangements for Sports Day where appropriate.</li> <li>• Opportunities for social interaction between peers and the wider community of the school may need to be engineered to bolster</li> </ul>	<ul style="list-style-type: none"> <li>• The school employs additional adults to support the needs of all pupils e.g. Midday Supervisors, TAs</li> <li>• All staff including TAs and MSAs have up to date job descriptions and are included in whole school appraisal systems.</li> <li>• All staff have received training on differentiation and understand how to support accessing all children to learning tasks</li> <li>• Whole school CPD has included information on conductive hearing loss</li> <li>• School staff access Local Area training to keep informed on meeting the needs of CYPs.</li> <li>• Staff make use of a wide range of resources, including those produced within the Local Area, to inform their inclusive</li> </ul>

	<p>phonic knowledge and skills</p> <ul style="list-style-type: none"> <li>performing within age expectations overall</li> </ul>		<p>CYP's social and emotional well-being despite the apparent lack of obvious impairment. The CYP may also be vulnerable to bullying or have low self-esteem.</p> <ul style="list-style-type: none"> <li>Awareness that a CYP may need more time to complete tasks and that equality of access may mean that they need to do some things differently.</li> <li>Use of teaching strategies that develop the independent learning of the CYP</li> </ul>	<p>self-esteem and confidence.</p> <ul style="list-style-type: none"> <li>Consideration to CYP's learning style.</li> <li>School trips which are planned well in advance and take into consideration the needs of the CYP.</li> <li>Other school pastoral interventions could include: <ul style="list-style-type: none"> <li>Meeting and Greeting</li> <li>Circle Time</li> <li>Peer mentoring</li> <li>Buddy systems</li> <li>Restorative Practice</li> <li>ELSA support</li> <li>Lunch clubs</li> </ul> </li> </ul>	<p>practice e.g. referring to the graduated approach tables</p> <ul style="list-style-type: none"> <li>Quality First Teaching.</li> <li>Whole school inclusion policies and practice implemented consistently.</li> <li>Staff can access training on glue ear and conductive hearing loss</li> </ul>
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SEND Status	DESCRIPTOR HEARING IMPAIRMENT	ASSESSMENT AND PLANNING	TEACHING & LEARNING STRATEGIES	CURRICULUM/ INTERVENTIONS	RESOURCES (including staffing)
<p><b>LEVEL 2</b></p> <p>-</p> <p><b>Additional Needs requiring SEN SUPPORT</b></p>	<p>CYP has identified needs</p> <p><i>Description of need:</i></p> <ul style="list-style-type: none"> <li>CYP has a long term conductive loss, mild sensory neural deafness or unilateral deafness (they may or may not have hearing aids).</li> </ul>	<p>Level 1 plus:</p> <ul style="list-style-type: none"> <li>Observations by SENCO.</li> <li>Use of a structured observation profile to target differentiation including IEPs with SMART targets that are reviewed and updated regularly.</li> </ul>	<p>Level 1 plus:</p> <ul style="list-style-type: none"> <li>Information about the CYP's difficulties is shared with relevant staff, in partnership with parents.</li> <li>Individual targets agreed and monitored, following discussion with CYP and parents, to share advice on</li> </ul>	<p>Level 1 plus:</p> <ul style="list-style-type: none"> <li>Access to some small group support to ensure catch-up/reinforcement of lessons taught to whole class.</li> <li>Group work to be planned and tailored to meet identified need</li> </ul>	<p>Level 1 plus:</p> <ul style="list-style-type: none"> <li>Support/advice from SENCO</li> <li>needs are highlighted to all staff with advice on support strategies provided and monitored by the SENCO/HI Advisory Teacher.</li> </ul>

<p><i>Nursery/Class or Subject Teacher identification, assessment and meeting the needs with support of Nursery or School SENCO</i></p> <p><b>Add to SEN Register</b></p>	<ul style="list-style-type: none"> <li>• Difficulty acquiring phonic knowledge is impacting on other areas of learning development</li> <li>• Hearing loss is impacting on attention and concentration in whole class sessions</li> <li>• May be difficult to understand speech</li> <li>• Can be frustrated/give up when not understood</li> <li>• Hearing difficulty impacting on social skill development</li> <li>• Regular high quality teaching and differentiation at Level 1 is not supporting catch-up</li> <li>• Performance in some areas drops just below age expected</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assessment and planning with HI Advisory Teacher</b></li> <li>• Pupil involved in setting and monitoring their own targets.</li> <li>• Parents involved in identification of need, and regularly involved.</li> <li>• Parents know how to support targets at home.</li> <li>• An Individual Education Plan may be written (in consultation with parents) to share advice on successful strategies e.g. seating arrangements, position in classroom, preferred learning style.</li> <li>• Use of speech audiometry and other specialist assessments to determine access to spoken language in the classroom.</li> <li>• School trips are planned well in advance and take into consideration the needs of the CYP</li> </ul>	<p>successful strategies and set targets.</p> <ul style="list-style-type: none"> <li>• Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills.</li> <li>• Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings and is not necessarily needed for learning e.g. preparing visual supports</li> </ul>	<p>and includes good role models.</p> <ul style="list-style-type: none"> <li>• Teaching problem solving skills.</li> <li>• Learning tasks differentiated by task and outcome to meet individual needs.</li> <li>• Teaching assistance is targeted towards access and is not necessarily needed for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional adults routinely used to support flexible groupings.</li> <li>• Access to targeted small group work with class TA for catch-up/reinforcement activities</li> <li>• Access to intervention group work with TA, Learning Mentor or ELSA (Emotional Literacy Support Assistant).</li> <li>• School staff access Local Area training regarding meeting the needs of CYPs.</li> <li>• Time for scheduled meetings with parents on a regular basis.</li> <li>• School may consult the Specialist HI Advisory teachers for advice on best practice.</li> <li>• Additional adult (e.g. Midday Supervisor/TA) for focused support during unstructured times e.g. lunchtime supervision/targeted extra-curriculum activities, supervision in the playground.</li> </ul>
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<p><b>LEVEL 3</b></p> <p><b>Additional Needs requiring SEN SUPPORT</b></p> <p><i>Nursery/Class or Subject Teacher identification, assessment and meeting the needs with support of Nursery or School SENCO</i></p> <p><b>Add to SEN Register</b></p>	<p>The CYP has identified needs which require additional specific provision or specialist advice</p> <p><b>Description of need:</b></p> <p>A CYP who is not making expected progress in some areas as a result of their deafness, this could be due to a persistent conductive loss, unilateral deafness, mixed loss.</p> <p>This CYP may be affected by issues of 'being different' which may have an impact on his/her social and emotional wellbeing.</p> <p>A CYP who may have auditory processing problems.</p> <p>The CYPs deafness could co-exist with other secondary needs.</p>	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> <li>• Environmental audit using School Access/Equality Strategy.</li> <li>• Consideration to refer to Early Help if appropriate.</li> <li>• Risk assessments of novel situations to inform adaptations incl. educational visits.</li> <li>• Specialist assessments e.g. HI Advisory Teacher, Educational Psychologist, SALT.</li> <li>• Individual targets are agreed and monitored following discussion with CYP and parents. There is a commitment to developing independence with steps planned and agreed</li> <li>• Careful reviewing of needs before transition at key stages e.g. starting pre-school, primary, secondary, post 16, adult life.</li> <li>• Assessment of expressive and receptive language (English/BSL) in</li> </ul>	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> <li>• Manage access arrangements for internal and external examinations and assessments.</li> <li>• Awareness of social and emotional aspects of disability.</li> <li>• Established communication strategies to facilitate communication and to assess learning.</li> <li>• Modified and adapted PE lessons as required.</li> <li>• Opportunities to develop vocabulary, particularly specialist subject specific and technical vocabulary.</li> <li>• Access to a differentiated curriculum.</li> <li>• Use of equipment to access the curriculum.</li> </ul>	<p><i>Level 1 and 2 plus:</i></p> <ul style="list-style-type: none"> <li>• Regular/daily small group teaching of social skills.</li> <li>• Peer awareness as part of inclusion approach in school.</li> <li>• Teaching assistance is targeted towards the supply of teaching and learning resources.</li> <li>• Short term small group and/or individual intervention, to develop specific areas of curriculum access as identified by the class/subject teacher or Advisory Teacher for HI teacher, following a programme designed or recommended by that professional.</li> <li>• Short-term small group intervention to develop listening skills, language and phonic skills.</li> <li>• Use of assistive listening devices.</li> <li>• a detailed time limited programme,</li> </ul>	<p><i>Level 1 and 2 plus</i></p> <ul style="list-style-type: none"> <li>• Time for formal meetings with parents on a regular basis.</li> <li>• Time for meetings with the Specialist Teacher.</li> <li>• Allocate appropriate space for visiting professionals to work with individual CYPs, taking into account safeguarding issues.</li> <li>• Access to STT parent groups.</li> <li>• Consult with the Advisory Teacher for HI when recruiting staff to work with a named CYP.</li> <li>• Adult intervention targeted at specific curriculum areas or specific social times.</li> <li>• School will ensure that key information is passed on at times of transition and, where appropriate, will consult with the Hearing Support Team.</li> <li>• Awareness raising for staff about the educational implications of a temporary deafness and</li> </ul>

		<p>conjunction with SALT to inform target setting.</p> <ul style="list-style-type: none"> <li>• Health Care Plan including: <ul style="list-style-type: none"> <li>✓ Risk assessment criteria</li> <li>✓ Moving and Handling</li> <li>✓ School visit risk assessment</li> <li>✓ Swimming risk assessment</li> <li>✓ Emergency evacuation</li> </ul> </li> <li>• SEND Support Plan for close scrutiny of educational progress tracking</li> <li>• TAs are routinely included in planning and or/are provided with lesson plans and learning objectives in advance of the lesson to ensure their input is effective</li> </ul>		<p>intervention personalised timetable and/or resource.</p>	<p>strategies to facilitate access in the classroom.</p> <ul style="list-style-type: none"> <li>• Provision of assistive listening devices where appropriate.</li> <li>• Use of LA resources e.g. <ul style="list-style-type: none"> <li>✓ Time to Talk – available on loan</li> <li>✓ Hear-Say Language programme</li> <li>✓ NDCS language programme</li> <li>✓ Colour coding</li> <li>✓ Ginger – early language development</li> <li>✓ NDCS phonics guidance</li> <li>✓ Franks Barnes literacy</li> </ul> </li> <li>• Advice on use of ICT to access the curriculum. Equipment and software loans may be available.</li> <li>• Access to deaf peer groups and deaf adults.</li> </ul>
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