

Inclusive Learning Vision for Inclusion



HEARING IMPAIRMENTS

One in five children have some sort of hearing impairment. The term hearing impairment is a generic term used to describe all hearing loss (mild, moderate, severe or profound) and can be classed as 'conductive' (sound has difficulty in passing through the outer or middle ear), or 'sensory' (the cause of deafness is in the cochlea or hearing nerve).

It is often mistakenly assumed that all hearing disorders have the same characteristics i.e. hearing all sounds as if through cotton wool. But children may have 'high frequency' or 'low frequency' hearing loss.

Both vowels and consonants are made up of a mixture of frequencies, but consonants are mainly high frequency.

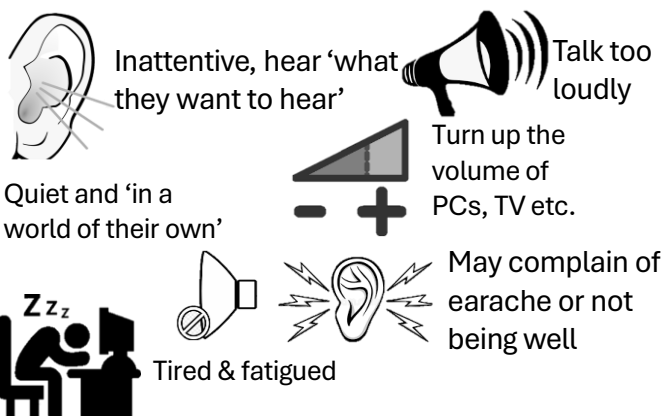
Students may have hearing loss in one or both ears.

Some students may have a transmitter, and it is important that this is worn in the correct position. The student will be able to show you the correct position or you can see me for training.

Please remember you have it on while speaking to other students or staff.











CHALLENGES WITH HEARING IMPAIRMENTS

Children with a HI may have difficulty in picking out the 'target' sound from background noise, even in 'normal' noise situations in a classroom. Feeling tired from strain of concentrating and listening for long periods. Delayed speech/language and communication. Show poor self-confidence and avoid social situations.



- Say 'pardon', 'what?' more than usual
- Look to classmates for a lead about what to do and copy actions
- Don't react to certain noises
- Mispronounce certain sounds/words
- Respond incorrectly to questions
- Make mistakes when carrying out instructions

STRATEGIES TO SUPPORT HEARING IMPAIRMENTS

	Check they are seated in an appropriate position		Make sure students can see your face
	Talk in a normal voice at normal speed		Provide a list of: Vocabulary Context Visual Cues
	Check that any aids are working		Regularly check understanding. Hearing loss can cause ambiguity
	Add subtitles to multimedia where appropriate		Allow for the use of assistive technologies
	Give written prompts, note key information		Allow to move or turn to see others who are talking

BEING INCLUSIVE IS A WHOLE SCHOOL APPROACH