**Year 7 Onwards Checklist**

Hearing Needs

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| **The young person may need support for some of the following:** | | Occasionally | Sometimes | Most of the time | What OAP strategies have been used? |
| The child/young person may present with the following behaviours: | Does not respond when called |  |  |  |  |
| Needs to sit near a sound source or wants the volume turned up |  |  |  |  |
| Slow to react to, ignores or misunderstands instructions given to the class |  |  |  |  |
| Asks for frequent repetition of instructions |  |  |  |  |
| Frequently relies on and looks to peers for help |  |  |  |  |
| Gives inappropriate answers e.g. during discussions, or reluctant to speak freely/contribute |  |  |  |  |
| Tends to daydream, is listless or appears uninterested |  |  |  |  |
| Poor attention and listening skills and easily distracted |  |  |  |  |
| Watches the face of speaker closely (even pupils with mild hearing loss may need to rely on visual clues to help their comprehension, especially in noisy conditions) |  |  |  |  |
| Speaks quietly (common with conductive losses when the pupil’s own voice appears loud) |  |  |  |  |
| Speaks loudly or tends to shout (common with pupils who have a mild permanent loss, where their voice appears quiet to them) |  |  |  |  |
| Displays irritability, frustration and has frequent upsets |  |  |  |  |
| Presents with difficult or challenging behaviour in class and elsewhere e.g. assembly (a pupil who is not hearing may distract others through boredom) |  |  |  |  |
| Hearing/responsiveness appears to vary, and pace of learning fluctuates |  |  |  |  |
| Difficulties evident in basic subjects e.g. reading – confusion with phonics and sound discrimination |  |  |  |  |
| Discrepancies between verbal and practical areas of the curriculum, e.g. low scores in dictation work, oral mental maths, spelling tests |  |  |  |  |
| Delayed language development such as immature vocabulary and language structures; Unclear or slurred speech.  Speech ‘errors’ e.g. difficulties saying some sounds such as ‘s’, leaves consonants off the end of words, substitutes consonants like ‘prate’ for ‘plate’ |  |  |  |  |
| Prone to colds, coughs, ear infections which may result in frequent absences from school. Appears catarrhal and blocked up, a mouth breather.  Complains of earache, popping ears or fullness in the ear. |  |  |  |  |
| Discussion with family reveal a history of Deafness in the family |  |  |  |  |
| **The child may need support for some of the following:** | | | | | |
|  | Consider seating the child/young person near the front, facing the main speaker, no more than 2 meters away to facilitate their listening | | | | |
| Ensure you are facing the child/young person when speaking. Avoid talking at the same time as writing on the board. | | | | |
| Avoid seating the child/young person where there is noise from a corridor, busy room, room heater, chattering classmates or audio-visual equipment. Be aware of sounds from an open window that might impact their ability to hear. | | | | |
| Try to keep background noise to a minimum where possible. | | | | |
| The child/young person may not always hear the contributions of other pupils. Consider naming the pupil who is speaking then summarise what has been said to ensure understanding. | | | | |
| Allow time for the child/young person to respond – it may take them longer to process and understand what you have said. | | | | |
| Use visual aids to set the context of the lesson as much as possible. Give visual reinforcement of key words/new vocabulary and consider using closed captions/subtitles when using audio visual resources. | | | | |
| When using the interactive whiteboard try to keep some lighting in the room to enable the child/young person to access lip reading if needed | | | | |
| The child/young person may find listening more challenging when the class is working in groups. Be prepared to offer a quieter environment for their group to work in e.g. outside the classroom | | | | |
| **If you’re concerned about a child/young person’s hearing, discuss your concerns with the parents/carers who will need to speak to their doctor or health visitor about the child/young person seeing an audiologist. The audiologist should carry out a hearing test to confirm whether the child/young person has a hearing difficulty, and what the options are for managing it.** | | | | |