**Management Plan for Pupils with a Unilateral Hearing Loss**

**Name:**  **Dob:**

This pupil has a unilateral hearing loss (hearing loss affecting one ear only), which may require the use of a hearing aid. Most pupils with a unilateral hearing loss who do not have additional needs, make progress on a par with their typically hearing peers. However, they may still have difficulties understanding speech in presence of background noise and may not be able to locate the direction of where sounds come from. This makes group conversations much more difficult and tiring. It can also have implications on the pupil’s safety for example when crossing the road. Any concerns about the child’s hearing or issues related to the hearing aid use should be shared with parents/carers and the child’s audiology clinic.

**ALL staff including supply cover teachers should be aware of the pupil’s hearing loss and follow the advice provided in this management plan.**

**Hearing aids (cross out or delete this section if the pupil has not been prescribed a hearing aid).**

* The hearing aid should be worn at all times unless the hospital has given other instructions. If it is not working, not in school, or lost, please ask the school SENCO to contact parents/carers.
* Hearing aids amplify **ALL** background noise so there may be noisy environments in which the pupil finds it uncomfortable or difficult to listen. Hearing aids may also cause listening fatigue – some pupils with unilateral hearing loss may need rest breaks.
* Younger or vulnerable pupils should have their hearing aid checked by a designated adult. Ask parents/carers to show you how to remove and attach or insert the hearing aid.
* To check if a hearing aid is working, place it in a cupped hand. The hearing aid should be whistling or vibrating slightly when you speak. If it is not, you may need to replace the battery.
* Older pupils should be able to report any issues and replace the battery independently (supervised to ensure safety around button batteries).
* The pupil may carry spare batteries with them – please check to ensure safety.
* **Please ensure safety around button batteries as these can be fatal if swallowed!**

**Depending on the type of their hearing loss, pupils with a unilateral hearing loss may use a *bone conduction hearing aid* or *behind the ear hearing aid*.**

**Bone Conduction Aids**

* Bone conduction hearing aids can be worn on a soft or a hard headband, some are attached to a surgically fixed abutment (BAHA), others attached to glasses (Spectable aid) or even worn on a sticky pad behind the ear (ADHEAR).
* These aids work by picking up sound and converting it into vibrations. The vibrations are then passed to the inner ear bypassing the outer and middle ear.
* In order for a bone conduction aid to work well, the headband must be worn with tension meaning they can be tight and uncomfortable. The pupil may need breaks when working independently on a task.

**Behind the Ear Hearing Aids**

* The body of the hearing aid is worn behind the ear, while the earmould needs to be positioned in the ear. The aid should not make a noise when worn. If it is, ask the pupil to gently push the earmould in to create a tight seal.
* Condensation or wax in the tubing or earmould will reduce the effectiveness of the aid and should be cleared promptly using a puffer or a little brush. Older pupils should be able to use it independently.





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| **Background noise** | Background noise can make listening and understanding speech particularly difficult for pupils with a hearing loss, which is why background noise must be reduced to a minimum at all times, especially during lessons. To do this, you must:   * Keep classroom doors (and windows) closed. * Monitor and control levels of noise when pupils are working in groups or pairs. * Be mindful of noisy equipment in the classroom which may make it difficult for the pupil to listen e.g., computers, fans and printers. Switch them off when not in use. * Ensure that there is access to a quiet area with good listening conditions for phonics, listening activities and group work. * Wind noise during PE/outdoor lessons may be challenging. Please ensure the pupil is positioned close to teacher so that s/he can access instructions and information. |
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| **Facilitating lip-reading**  **(30% to 40% of English speech sounds can be lip-read!)** | Whilst speaking, the teacher or other pupils should:   * Gain the pupil’s attention before speaking. * Face the pupil while speaking. Avoid speaking whilst turning your back to write on the whiteboard. * Avoid standing with your back to a window, where backlight may obscure the view of your face and mouth. * Keep your mouth clear of obstructions. Covering your mouth with your hand or papers (for example) will make it difficult to lip-read. * Stay still whilst talking |
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| **Supporting understanding** | * Repeat, reinforce and rephrase important points. * Use illustrations, video clips with subtitles or real objects to demonstrate new vocabulary or key concepts. * Visual clues will help to clarify speech sounds that are missed. * Please check that the pupil understands what has been said using open questioning. * In group discussion repeat or rephrase other pupil’s contributions – especially when the pupil ’s view of the other pupil is obstructed. |
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| **Audio and**  **visual equipment** | * Don’t turn your back on the pupil whilst speaking to write on the whiteboard. * Try not to stand where the image might project on to your face. * DO NOT switch all the lights off. Leave some on if possible so that your face is not in shadow and lip-reading can still occur. * Use of headphones may be problematic – check with parents or contact us for advice * Use subtitles for all video presentations, be prepared if transcripts are required in the absence of subtitles |
| **Picture1** |

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| **Seating** | * A pupil with a unilateral hearing loss needs to sit towards the front of the group, at a point close to the teacher **with their *normally hearing* ear towards his/her partner**. Seating plans should be made to ensure this is achieved consistently in all lessons. * S/he must face the teacher and have an unobstructed view of the teacher. * Where possible, s/he needs to be able to see the other pupils if they are contributing to the lesson. |
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| **Swimming lessons** | * Hearing aids are not waterproof and must not be used while swimming. * A visual signal to stop and attend to the teacher may need to be used in addition to all the guidelines listed above. * Consider allocating swimming buddies. * Refer to the [NDCS guidelines.](https://www.ndcs.org.uk/our-services/services-for-professionals/deaf-friendly-youth-activities/making-swimming-deaf-friendly/tips-for-deaf-friendly-swimming/#:~:text=Ask%20the%20child%20their%20preferred%20communication%20method%20in,%28kneel%20or%20sit%20on%20the%20poolside%20if%20needed%29). * Ensure pupil is close to person giving instructions on the way to/from the pool. |
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| **Specific subject and situation advice** | * **English, Maths and Humanities etc.** Remember to add subtitles whenever a video clip is watched. Where possible provide printed text for pupil to read along rather than extended periods of listening to another person reading out loud. * Consider providing lists of key vocabulary with definitions ahead of new topics * Pupil should not be expected to listen, lipread and take notes at the same time. Provide notes or allow quiet time to make notes after instructions given * **Music** - Can the pupil access listening tasks? * **Modern Foreign Languages-** Ensure pupil has best auditory access at all times and access to lip pattern including in assessments. * **Science-**If appropriate consider providing a glossary * **Homework instructions** – Please give these in a written form or place on school system accessible to pupils and parents. Avoid giving verbal instructions whilst pupils are packing away belongings * **Assemblies –** consider seating position of the pupil and his/her class. * **PE-** Sports halls are generally very reverberant (echoey). Ensure pupil is close to and facing the person giving instructions. If the pupil is last to start or stop an activity, consider it is likely to be due to poor auditory access. |
| Editable School Timetable Template |

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| **Deaf Awareness Training** | * All staff working with a pupil diagnosed with a hearing loss, should complete Deaf Awareness in Education online training module produced by the Hearing Support Team. It is available on A2E website\* - online courses tab. It should take approximately 1 hour. Certificate of completion is available to download or print upon completion. \**If A2E is not available, please check Local Offer website – Hearing Support Team - courses* |
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| **Exam Access Arrangements** | * Please make sure that the pupil is practising now for any special exam considerations. These should be applied to any informal and formal examinations, especially for subjects such as Modern Foreign Language involving listening assessments * Any further considerations should be assessed by the SENCo with evidence   For more information, ensure that you visit the JCQ website at <https://www.jcq.org.uk/exams-office/access-arrangements> |
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| Sponsored image | * If you would like to access more information, register with the National Deaf Children’s Society – UK’s largest charity for deaf children. In addition to a wide range of information, National Deaf Children’s Society also provide a free telephone helpline. For details visit: [www.ndcs.org.uk](http://www.ndcs.org.uk) * You may also wish to explore BID Services, a local charity who offer support for people who are deaf, hard of hearing, visually impaired or have a dual sensory loss. For details please visit: [www.bid.org.uk](http://www.bid.org.uk) |