

Sensory and Physical

What you might see:

You might see a child who:

does not always respond when spoken to, including when their name is called.

appears to find it difficult to focus or engage when the environment is noisy (e.g. busy classroom, group work, lunchtimes).

often seems to misunderstand spoken instructions or needs information repeated or simplified.

spoken language appears behind that of peers, or their speech is unclear and difficult to understand.

may become frustrated, withdrawn, or disengaged when trying to communicate with adults or peers.

moves very close to books, objects, or screens to see them clearly.

shows reduced participation in conversations or group activities with peers.

appears to become tired or fatigued more quickly than peers, particularly during listening-heavy activities.

sometimes arrives at the setting or school without their prescribed hearing equipment.

wears hearing aids or cochlear implant processors but may require reminders or support to use them consistently.

Hearing Loss

What you can try:

- Ask Parent Carers to speak to their GP if a child does not have hearing equipment. If hearing loss is confirmed, make a referral to the Hearing Support Team.
- Make sure any hearing equipment provided by audiology is worn every day and is working properly (for example, charged batteries and clean ear moulds).
- Encourage and praise the child for wearing their hearing equipment.
- Get the child's attention before speaking to them and make sure they can see your face. Do not cover your mouth when talking.
- Create a good listening environment by seating the child near the front and where they can clearly see the adult and any visual resources.
- Remember the child may rely on lipreading and visual cues. Face the child when speaking and avoid moving around the room while talking.
- Reduce background noise where possible by considering room acoustics, lighting, and seating.
- Keep the child away from noise sources such as windows, corridors, fans, or projectors.
- Give instructions clearly and slowly. Allow time to check the child has understood what to do.
- Use visual support alongside spoken language, such as pictures, objects, subtitles, transcripts, and visual timetables.
- Teach new words and ideas in advance and revisit them afterwards, especially in core subjects.
- Use assistive listening equipment such as radio aids or remote microphones every day, if advised by the Teacher of the Deaf.
- Provide listening breaks when needed to reduce tiredness.
- Put Speech and Language Therapy support in place where appropriate, working together with SALT.
- Keep regular contact with Parent Carers to support learning at home and school, for example by sharing key words or vocabulary lists.
- Share positive information and resources about hearing loss and being deaf to promote understanding and confidence.