



## **Threshold Descriptors**

# **HEARING IMPAIRMENT**

**(to be used with Nursery Education Funded Children only)**

## **S2-3**

Range	Hearing Impairment (Nursery) Descriptor	Assessment and Planning	Groupings for Learning	Curriculum & Teaching Methods	Resources
1	<ul style="list-style-type: none"> <li>Mild/unilateral, sensori-neural/conductive hearing loss which may be temporary or permanent in nature</li> <li>May have some form of hearing aid</li> <li>Possible difficulty with listening, attention, concentration, speech, language and class participation</li> <li>Auditory Processing Disorder/Auditory Neuropathy</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of setting's and Early Years Foundation Stage assessments.</li> <li>Possible use of speech audiometry and other specialist tools to assess access to spoken language in class as determined by the Teacher of the Deaf (TOD).</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Settings curriculum plans include individual/group targets</li> <li>Parents/carers involved regularly and support targets at home.</li> <li>Early Support Monitoring Protocol for Deaf Babies and Children</li> </ul>	<ul style="list-style-type: none"> <li>Mainstream setting</li> <li>Attention to seating, lighting and acoustics</li> </ul>	<ul style="list-style-type: none"> <li>Full inclusion within Early Years Foundation Stage Curriculum</li> <li>Teaching methods which facilitate access to the curriculum, social/emotional development and group participation</li> </ul>	<ul style="list-style-type: none"> <li>Main provision by Early Years Foundation Stage practitioner</li> <li>Advice from Teacher of the Deaf (ToD) on effects of hearing loss, managing the environment and possibly assessment arrangements</li> <li>Termly or annual visit from ToD</li> <li>Electro-acoustic assessment of auditory equipment</li> <li>Possible provision of soundfield systems</li> <li>Specific deaf related training opportunities for staff</li> <li>1 to 1 support from ToD if appropriate</li> <li>Possible provision of technical equipment to enhance access to learning</li> </ul>
2	<ul style="list-style-type: none"> <li>Bilateral, moderate hearing loss which is sensori-neural, permanent conductive or mixed in nature</li> <li>Some form of hearing aid and may have radio aid</li> <li>Some difficulty accessing spoken language, likely language delay</li> <li>Difficulty with listening, attention, concentration and group participation</li> <li>Auditory Processing Disorder/Auditory Neuropathy</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of setting's and Early Years Foundation Stage assessments with reference to Monitoring Protocol for Deaf Babies and Children and other assessments as approp.</li> <li>May require modification to the presentation of assessments</li> <li>Use of speech audiometry and other specialist tools to assess access to spoken language in the setting.</li> <li>Common Assessment Framework (CAF).</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>Curriculum plan reflects levels of achievement and includes individually focused IEP targets</li> <li>Parents/carers involved regularly and support targets at home.</li> </ul>	<ul style="list-style-type: none"> <li>Mainstream setting</li> <li>Attention to seating, lighting and acoustics</li> <li>Opportunities for 1:1 and small group work</li> </ul>	<ul style="list-style-type: none"> <li>Full inclusion within Early Years Foundation Stage Curriculum</li> <li>Possible differentiation by presentation and/or outcome</li> <li>Opportunities for explanation, clarification and reinforcement of activity content and language</li> <li>Specific interventions for speaking, listening and teaching of phonics</li> </ul>	<ul style="list-style-type: none"> <li>Main provision by Early Years Foundation Stage practitioner</li> <li>Advice from Teacher of the Deaf (ToD) on effects of hearing loss, managing the environment and assessment arrangements</li> <li>Half termly - termly visits from ToD</li> <li>Possible input from non-education professionals e.g. Speech and Language Therapist (SALT).</li> <li>Electro-acoustic assessment of auditory equipment</li> <li>Specific deaf related training opportunities for staff</li> <li>1 to 1 support from ToD if appropriate</li> <li>Possible provision of technical equipment to enhance access to learning</li> </ul>

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3	<ul style="list-style-type: none"> <li>• Bilateral moderate/severe or severe permanent hearing loss with no additional learning difficulties or moderate permanent hearing loss with additional language/learning difficulties</li> <li>• Significant difficulty accessing spoken language and therefore the curriculum</li> <li>• Additional language delay associated with hearing loss</li> <li>• Form of hearing aid, radio aid or other technical equipment</li> <li>• Speech clarity likely to be affected</li> <li>• Difficulties with attention, concentration, confidence and group participation</li> <li>• Auditory Processing Disorder/Auditory Neuropathy</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Part of setting's and Early Years Foundation Stage assessments with reference to Monitoring Protocol for Deaf Babies and Children and other assessments as approp.</li> <li>• May require modification to the presentation of assessments</li> <li>• Use of speech audiometry and other specialist tools to assess access to spoken language in class</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Curriculum plan reflects levels of achievement and includes individually focused IEP targets</li> <li>• Parents/carers involved regularly and support targets at home</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream class</li> <li>• Regular opportunities for 1:1 and small group work based on identified need</li> <li>• Attention to seating, lighting and acoustics</li> </ul>	<ul style="list-style-type: none"> <li>• Full inclusion within Early Years Foundation Stage Curriculum</li> <li>• Differentiation by presentation and/or outcome</li> <li>• Regular opportunities for explanation, clarification and reinforcement of activity content and language</li> <li>• Specific interventions for speaking, listening and teaching of phonics</li> </ul>	<ul style="list-style-type: none"> <li>• Main provision by Early Years Foundation Stage practitioner with direct support from ToD and other educational and non-educational professionals inc. SALT as appropriate</li> <li>• Monthly to Half termly visits from ToD</li> <li>• Additional adults with appropriate training under the direction of the practitioner and ToD to: <ul style="list-style-type: none"> <li>– reinforce activity content</li> <li>– deliver modified tasks</li> <li>– support language development</li> </ul> </li> <li>• Possible opportunities to meet deaf peers and adults e.g. linking with another setting</li> <li>• Electro-acoustic assessment of auditory equipment</li> <li>• Provision of personal FM systems and other technical equipment</li> <li>• Specific deaf-related training opportunities for staff</li> <li>• Access to a quiet room for small group and 1:1 sessions</li> </ul>
4	<ul style="list-style-type: none"> <li>• Bilateral moderate/severe or severe/profound permanent hearing loss</li> <li>• Additional language/learning difficulties associated with hearing loss</li> <li>• Hearing aids and radio aid or cochlear implant or other technical equipment</li> <li>• Significant difficulty accessing spoken language and therefore the curriculum</li> <li>• Speech clarity affected</li> <li>• Difficulties with attention, concentration, confidence and group participation</li> <li>• Auditory Processing Disorder/Auditory Neuropathy</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• As in Range 2 plus systematic application of assessment tools for deaf children</li> <li>• Involvement of education and non-education professionals as appropriate</li> </ul> <p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific</li> <li>• Parents/carers involved regularly and support targets at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstream settings with flexible grouping arrangements</li> <li>• Ongoing opportunities for 1:1 support focused on specific IEP targets</li> <li>• Frequent opportunities for small group work based on identified need</li> <li>• Particular attention to seating, lighting and acoustics</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated curriculum</li> <li>• Differentiation by presentation and/or outcome personalised to pupils identified needs</li> <li>• Opportunities for explanation, clarification and reinforcement of activity content and language</li> </ul>	<ul style="list-style-type: none"> <li>• Main provision by Early Years Foundation Stage practitioner with advice and direct support from ToD and advice from education and non-educational professionals inc. SALT as appropriate</li> <li>• Additional adults, under direction of the Practitioner/ToD, supports child working on modified tasks, provides regular opportunities for small group work and daily opportunities for 1:1</li> <li>• Weekly to fortnightly input from ToD</li> <li>• Access to deaf adults and peers e.g. linking with another setting</li> <li>• Key person with appropriate BSL/communication skills</li> <li>• Electro-acoustic assessment of auditory equipment</li> <li>• Provision of personal FM systems and other technical equipment</li> <li>• Specific deaf-related training opportunities for staff</li> <li>• Access to a quiet room for small group and 1:1 sessions</li> </ul>

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5	<ul style="list-style-type: none"> <li>• Profound permanent hearing loss.</li> <li>• BSL first language user.</li> <li>• Some form of hearing aid or cochlea implant.</li> <li>• Unable to access spoken language.</li> <li>• Speech clarity significantly affected.</li> <li>• Significant difficulties with attention/concentration.</li> <li>• Lacks self confidence.</li> <li>• Reluctance/difficulties interacting with peers.</li> <li>• Auditory processing disorder/auditory neuropathy.</li> <li>• May have other SEN as well as hearing impairment.</li> </ul>	<p>As above plus:</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Application of assessment tools for deaf children.</li> <li>• Involvement of specialists as appropriate.</li> </ul> <p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• Curriculum planning personalised to meet needs.</li> <li>• Parents/carers regularly involved and support targets at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist provision with deaf peers.</li> <li>• Daily 1 to 1 intervention.</li> <li>• Frequent small group work based on identified need.</li> <li>• Particular attention to seating, lighting and acoustics.</li> </ul>	<ul style="list-style-type: none"> <li>• Personalised curriculum.</li> <li>• Opportunities for explanation, clarification and reinforcement of new concepts and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Main provision by Early Years Foundation Stage practitioner with advice and direct support from ToD and advice from education and non-educational professionals inc. SALT as appropriate</li> <li>• Additional adults, under direction of the Practitioner/ToD, supports child working on modified tasks, provides regular opportunities for small group work and daily opportunities for 1:1</li> <li>• Weekly input from ToD</li> <li>• Access to deaf adults and peers e.g. linking with another setting</li> <li>• Key person with appropriate BSL/communication skills</li> <li>• Electro-acoustic assessment of auditory equipment</li> <li>• Provision of personal FM systems and other technical equipment</li> <li>• Specific deaf-related training opportunities for staff</li> <li>• Access to a quiet room for small group and 1:1 sessions</li> <li>•</li> </ul>