

# **Threshold Descriptors**

## **Hearing Impairment**

**S4.5**

Range	Hearing Impairment Descriptor	Assessment and Planning	Grouping for Teaching	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 hearing aids</li> <li>Possible difficulty with listening, attention, concentration, speech, language and class participation</li> <li>Auditory Processing Disorder/Auditory Neuropathy</li> <li>May have additional language/learning difficulties associated with hearing loss</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of setting's assessments.</li> <li>Possible use of speech audiometry and other specialist tools to assess access to spoken language in class</li> <li>Language assessments as and when appropriate</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> </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 curriculum.</li> <li>Teaching methods which facilitate access to the curriculum, social/emotional development and class participation</li> </ul>	<ul style="list-style-type: none"> <li>Main provision by practitioner in setting.</li> <li>Advice on effects of hearing loss, classroom management and possibly assessment arrangements</li> <li>If necessary, one to one specialist support</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> </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>Hearing aids and may have radio aid</li> <li>Some difficulty accessing spoken language, likely language delay</li> <li>Difficulty with listening, attention, concentration and class participation</li> <li>Auditory Processing Disorder/Auditory Neuropathy</li> <li>May have additional language/learning difficulties associated with hearing loss</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Part of setting's assessments</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> <li>Language assessments as and when appropriate</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 curriculum.</li> <li>Possible differentiation by presentation and/or outcome</li> <li>Opportunities for explanation, clarification and reinforcement of lesson content and language</li> <li>Specific interventions for English, communication and maths</li> </ul>	<ul style="list-style-type: none"> <li>Main provision by practitioner in setting.</li> <li>Advice on effects of hearing loss, classroom management and assessment arrangements</li> <li>If necessary, one to one specialist support</li> <li>Possible input from non-education professionals eg SALT</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> </ul>

Range	Hearing Impairment Descriptor	Assessment and Planning	Grouping for Teaching	Curriculum & Teaching Methods	Resources
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>• Hearing aids and radio aid</li> <li>• Speech clarity likely to be affected</li> <li>• Difficulties with attention, concentration, confidence 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 assessments.</li> <li>• Will 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> <li>• Language assessments as and when appropriate</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 Curriculum</li> <li>• Differentiation by presentation and/or outcome</li> <li>• Regular opportunities for explanation, clarification and reinforcement of lesson content and language</li> <li>• Specific interventions for English, communication and maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Main provision by college practitioner with advice from deaf support and other educational and non-educational professionals inc. SALT as appropriate</li> <li>• Additional adults with appropriate training under the direction of the teacher and deaf support to: <ul style="list-style-type: none"> <li>– reinforce lesson content</li> <li>– deliver modified curriculum tasks</li> <li>– support language development</li> </ul> </li> <li>• Opportunities to meet deaf peers and adults</li> <li>• Electro-acoustic assessment of auditory equipment</li> <li>• Provision of personal FM systems and soundfield systems</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</li> <li>• Significant difficulty accessing spoken language and therefore the curriculum</li> <li>• Speech clarity affected</li> <li>• Difficulties with attention, concentration, confidence and class 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 young people</li> <li>• Involvement of education and non-education professionals as appropriate</li> <li>• Language assessments as and when 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 class 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>• Possible differentiated curriculum</li> <li>• Differentiation by presentation and/or outcome personalised to learners' identified needs</li> <li>• Opportunities for explanation, clarification and reinforcement of lesson content and language</li> </ul>	<ul style="list-style-type: none"> <li>• Main provision by school practitioner with support /1-1 from deaf support and advice from education and non-educational professionals inc. SALT as appropriate</li> <li>• Additional adults, under direction of the class teacher and deaf support, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1</li> <li>• Access to deaf adults and peers</li> <li>• Specialist support staff with appropriate BSL/communication skills</li> <li>• Electro-acoustic assessment of auditory equipment</li> <li>• Provision of personal FM systems and soundfield systems</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	<p>Profound permanent hearing loss</p> <p>BSL first language user</p> <p>Hearing aid and radio aid or cochlear implant</p> <p>Unable to access spoken language and therefore the curriculum</p> <p>Speech clarity significantly affected</p> <p>Significant difficulties with attention/concentration</p> <p>Confidence and class participation</p> <p>Auditory processing disorder / auditory neuropathy</p> <p>Complex needs and severe developmental delay in addition to a hearing impairment</p>	<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> <li>Will require modification to the presentation of assessment</li> <li>Modification of speech audiometry to assess access to spoken language in class</li> </ul>	<p>Specialist provision for example out of authority placement in:</p> <p>Non maintained provider for the deaf</p> <ul style="list-style-type: none"> <li>Ongoing opportunities for 1:1 support focused on specific IEP targets</li> <li>Frequent opportunities for small group work / 1-1 based on identified need</li> <li>Particular attention to seating, lighting and acoustics</li> <li>Frequent opportunities for small group work / 1-1 based on identified need</li> </ul>	<ul style="list-style-type: none"> <li>Differentiated curriculum in all areas according to need</li> <li>Differentiation by presentation and/or outcome personalised to pupils identified needs</li> <li>Opportunities for explanation, clarification and reinforcement of lesson content and language</li> </ul>	<ul style="list-style-type: none"> <li>Provision by resident teacher of the deaf and advice from other professionals as needed</li> <li>Additional adults, under direction of the class teacher/deaf support worker supports learner working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1</li> <li>Access to deaf adults and peers</li> <li>Specialist support staff with appropriate BSL/communication skills</li> <li>Electro-acoustic assessment of auditory equipment</li> <li>Provision of personal FM systems and soundfield systems</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>