



Threshold Descriptors

HEARING IMPAIRMENT

(to be used with FS2, KS1 - KS4 pupils only)

S3-5

Range	Hearing Impairment Descriptor	Assessment and Planning	Grouping for Teaching	Curriculum & Teaching Methods	Resources
1	<ul style="list-style-type: none"> Mild/unilateral, sensori-neural/conductive hearing loss which may be temporary or permanent in nature May have hearing aids Possible difficulty with listening, attention, concentration, speech, language and class participation Auditory Processing Disorder/Auditory Neuropathy May have additional language/learning difficulties associated with hearing loss 	<p>Assessment</p> <ul style="list-style-type: none"> Part of setting's and Key Stage 1 to 4 assessments. Possible use of speech audiometry and other specialist tools to assess access to spoken language in class Language assessments as and when appropriate <p>Planning</p> <ul style="list-style-type: none"> Settings curriculum plans include individual/group targets Parents/carers involved regularly and support targets at home. 	<ul style="list-style-type: none"> Mainstream setting Attention to seating, lighting and acoustics 	<ul style="list-style-type: none"> Full inclusion within Key Stage curriculum. Teaching methods which facilitate access to the curriculum, social/emotional development and class participation 	<ul style="list-style-type: none"> Main provision by practitioner in setting. Advice on effects of hearing loss, classroom management and possibly assessment arrangements Electro-acoustic assessment of auditory equipment Possible provision of soundfield systems Specific deaf related training opportunities for staff Termly or annual visit from Teacher of the Deaf (ToD)
2	<ul style="list-style-type: none"> Bilateral, moderate hearing loss which is sensori-neural, permanent conductive or mixed in nature Hearing aids and may have radio aid Some difficulty accessing spoken language, likely language delay Difficulty with listening, attention, concentration and class participation Auditory Processing Disorder/Auditory Neuropathy May have additional language/learning difficulties associated with hearing loss 	<p>Assessment</p> <ul style="list-style-type: none"> Part of setting's and Key Stage 1 to 4 assessments May require modification to the presentation of assessments Use of speech audiometry and other specialist tools to assess access to spoken language in class Language assessments as and when appropriate CAF initiated <p>Planning</p> <ul style="list-style-type: none"> Curriculum plan reflects levels of achievement and includes individually focused IEP targets Parents/carers involved regularly and support targets at home. 	<ul style="list-style-type: none"> Mainstream setting Attention to seating, lighting and acoustics Opportunities for 1:1 and small group work 	<ul style="list-style-type: none"> Full inclusion within Key Stage curriculum. Possible differentiation by presentation and/or outcome Opportunities for explanation, clarification and reinforcement of lesson content and language Specific interventions for speaking, listening and teaching of phonics (Key Stages 1 and 2) 	<ul style="list-style-type: none"> Main provision by practitioner in setting. Advice on effects of hearing loss, classroom management and assessment arrangements Possible input from non-education professionals eg SALT Electro-acoustic assessment of auditory equipment Possible provision of soundfield systems Specific deaf related training opportunities for staff Half termly or termly visit from Teacher of the Deaf (ToD)

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

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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>Assessment:</p> <ul style="list-style-type: none"> • As in Range 2 plus systematic application of assessment tools for deaf children • Involvement of education and non-education professionals as appropriate • Will require modification to the presentation of assessment • Modification of speech audiometry to assess access to spoken language in class <p>Planning:</p> <ul style="list-style-type: none"> • Curriculum plan closely tracks levels of achievement and all IEP targets are individualised, short term and specific • Parents/carers involved regularly and support targets at home. 	<p>Specialist provision</p> <p>e.g.: Local authority resourced provision, non maintained school for the deaf</p> <ul style="list-style-type: none"> • Ongoing opportunities for 1:1 support focused on specific IEP targets • Frequent opportunities for small group work / 1-1 based on identified need • Particular attention to seating, lighting and acoustics. 	<ul style="list-style-type: none"> • Differentiated curriculum in all areas according to need • Differentiation by presentation and/or outcome personalised to pupils identified needs • Opportunities for explanation, clarification and reinforcement of lesson content and language 	<ul style="list-style-type: none"> • Provision by resident teacher of the deaf and advice from other professionals as needed • Additional adults, under direction of the class teacher/ToD, supports pupil working on modified curriculum tasks, provides regular opportunities for small group work and daily opportunities for 1:1 • Access to deaf adults and peers • Daily to weekly access to qualified ToDs • Specialist support staff with appropriate BSL/communication skills • Electro-acoustic assessment of auditory equipment • Provision of personal FM systems and soundfield systems • Specific deaf-related training opportunities for staff • Access to a quiet room for small group and 1:1 sessions • Specialist support staff with appropriate signing/communication skills • Specific deaf-related training opportunities for staff • Access to a quiet room for small group and 1:1 sessions