

Sensory Impairment – Hearing Impairment

Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. Some pass the hearing screen tests in school, but are subsequently labelled lazy or disruptive because mild hearing loss has gone undetected. Deafness alone is not defined as a special educational need. Those with a significant loss may communicate through sign language such as British Sign Language (BSL) instead of, or as well as, speech.

How YOU can help your child:

Encourage your child to feel confident enough to tell people about their deafness and their communication needs. You could practise this at home so that your child will feel comfortable enough to do the same at school when it is required. If your child feels that a teacher or other member of staff is not deaf aware and they are not able to access lessons or activities, this will help them feel confident enough to explain this to the teacher or other member of staff as necessary.

Encourage your child to be confident that they know about rules and regulations such as doing homework, school uniform, use of mobile phones and arriving at lessons on time. Help your child to understand these rules and what may happen if they have trouble keeping to the school rules. Independence should be gained at a pace that is appropriate to each child or young person, but at secondary school many children will start to want to feel more independent than they were at primary school.

Encourage them to develop their interests, let them discover themselves and learn to do things for themselves at the appropriate times. Being more independent will help your child to enjoy life at TCS.

At Charter we work hard to help your child succeed by:

In many cases, children with HI can learn in the typical classroom – provided they have appropriate support in place including:

- **Appropriate communication techniques.**
Some deaf children do have limited residual hearing and may be able to benefit from assistive technologies such as a personal radio aid. For others with no residual hearing the use of spoken language will not be effective. In such cases the most appropriate support may be a BSL qualified support assistant.
- **Appropriate classroom accommodations.**
Deaf children make extensive use of visual information, so it is very important to seat the child in a location where he or she can clearly see any visual content being presented.
- **Supportive technologies.**
Text-to-speech and speech-to-text technologies can provide support. As the student grows older, the ability to quickly and accurately interpret and produce spoken language can make a huge positive difference in a child's life.

We have external professional help from Southwark LA Hearing Support with regular visits from a Teacher of the Deaf

Teachers and those who will be working with your child have ongoing training and support necessary to help them in their work with HI.

The teacher is organised and plans work so that your child can follow the curriculum fully and isn't disadvantaged. This may include using a range of strategies and approaches and adapting materials in advance for use in class.