



**NOVA PRIMARY ACADEMY
DEAF HUB TRAINING
FOR ALL SCHOOL STAFF
PRINCIPLES FOR TEACHING DEAF PUPILS**

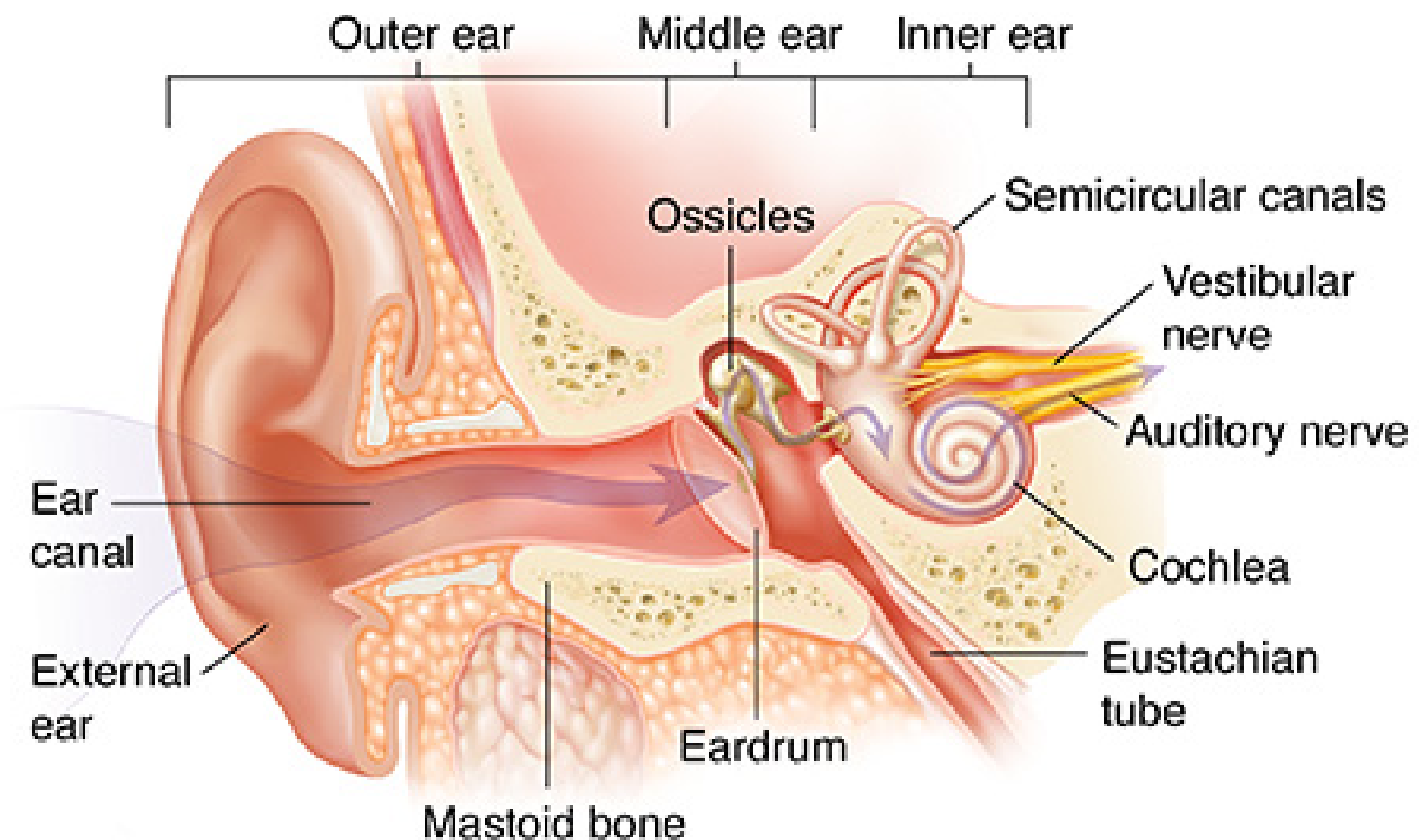


Outcomes for sessions

- Learn about deafness (different levels of hearing loss and communication level and mode)
- Key vocabulary and updated terms of language
- Learn how the learning environment may affect a Deaf child
- To gain an understanding of how deafness may impact social and emotional development and how to support the child with independence
- Deaf friendly strategies and support for planning and teaching

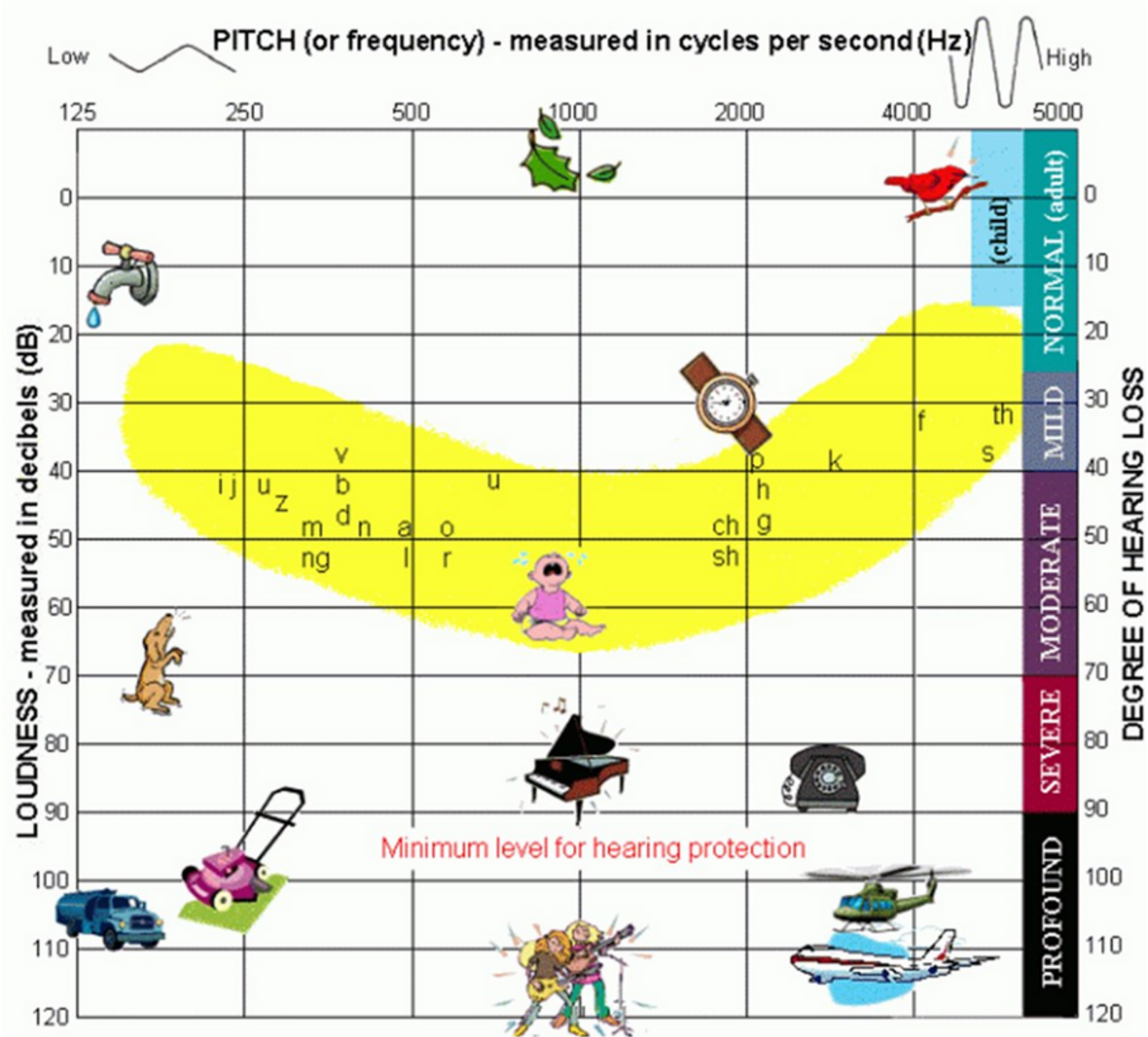
Types of hearing loss

There are three main types of hearing loss.



- **Conductive-** It occurs when sound can not travel through the outer and middle ear. It can be caused by obstructions in the ear canal or problems in the middle ear. The most common one is glue ear where fluid builds up in the middle ear and grommets can be help to overcome this hearing loss. This is normally a temporary hearing loss. However, in some cases it may be permanent.
- **Sensory Neural hearing loss-** This is mainly caused by damage to the hairs within the cochlear. It is a permanent hearing loss which may be present at birth or caused by illness such as meningitis.
- **Mixed hearing loss-** It is a combination of conductive and sensory neural hearing loss. Some children may have a mild hearing loss but may develop glue ear at the same time which will then make the hearing loss more severe during this period.
- It is important to have an understanding of the level and type of hearing loss the child has and what aids and technology they use. Every child is completely different and will use different technology and aids to support their hearing loss.

Levels of deafness and hearing impairments



- Even with a mild hearing loss some speech sounds will be difficult for a person to hear.
- A child with severe or profound hearing loss will not be able to access speech sounds.

[The following link gives you an idea of the different types of hearing loss and how it sounds. https://www.youtube.com/watch?v=Va1wrnsMve0](https://www.youtube.com/watch?v=Va1wrnsMve0)

The technology used, for example, hearing aids, cochlear implants and radio aids are not a cure for hearing loss and every child benefits differently from the use of aids and technology. It does not restore hearing and will never replace the natural hearing sound.

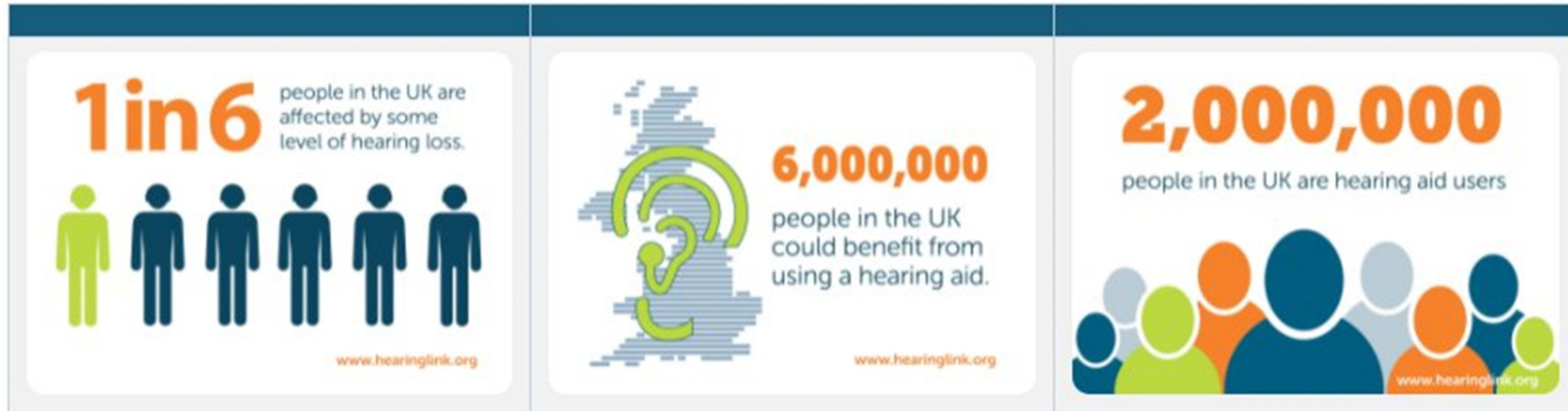
Hearing loss statistics in the UK

It is estimated that there are approximately 11 million people in this country with a hearing loss which makes it the second most common disability in the UK.

However, as an invisible disability, it so often goes unnoticed, making it easier for those living with hearing loss to be ignored or forgotten.

- 1 in 6 of the UK adult population is affected by hearing loss.
- 8 million of these are aged 60 and over.
- 6.7 million could benefit from [hearing aids](#) but only about 2 million people use them.
- About 900,000 people are severely or profoundly deaf.
- About 12,000 people in the UK use [cochlear implants](#).
- Many people with hearing loss also have [tinnitus](#) which affects 1 in 10 adults. They may also have [balance difficulties](#).
- Hearing loss is associated not only with mental health conditions (see below) but also with numerous physical health conditions such as diabetes, cardiovascular disease, anaemia, chronic kidney disease, rheumatoid arthritis, sleep apnea, [balance problems](#) and an increased risk of falls. Please visit our page on [causes of hearing loss](#).





Hearing loss and deafness in the future

The number of people with hearing loss is increasing. Estimates suggest that by 2035, about 15.6 million people in the UK will have hearing loss - that's one in five of the population.

If nothing is done to address lower employment rates for those with hearing loss, by 2031 the UK economy will lose £38.6bn per year in potential economic output.

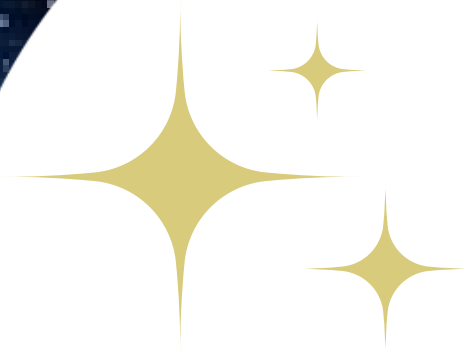
By 2030, adult onset hearing loss will be in the top ten of disease burdens in the UK above cataracts and diabetes as measured by disability life adjusted years.

Words describing deafness and hearing loss



Generally accepted definitions are as follows:

- Deafened - people who are born with hearing and have lost most or all of their hearing later in life.
- Hard of hearing - people who have lost some but not all hearing.
- Deaf (lower case 'd') - people who have hearing loss; they may be born deaf or become deaf. They mix well in the hearing world and may communicate orally and may also be users of sign language.
- Deaf (upper case 'D') - refers to people who are members of the Deaf community and who communicates almost exclusively with sign language.
- Hearing impaired - anyone with any level of hearing loss.
- Acquired hearing loss - people who were born with hearing but have lost some or all of their hearing.
- Congenital hearing loss - born with hearing loss which may become progressively worse



Hearing-impaired – This term is no longer accepted by most in the community but was at one time preferred, largely because it was viewed as politically correct. To declare oneself or another person as deaf or blind, for example, was considered somewhat bold, rude, or impolite. At that time, it was thought better to use the word “impaired” along with “visually,” “hearing,” “mobility,” and so on. “Hearing-impaired” was a well-meaning term that is not accepted or used by many deaf and hard of hearing people.

For many people, the words “deaf” and “hard of hearing” are not negative. Instead, the term “hearing-impaired” is viewed as negative. The term focuses on what people can’t do. It establishes the standard as “hearing” and anything different as “impaired,” or substandard, hindered, or damaged. It implies that something is not as it should be and ought to be fixed if possible. To be fair, this is probably not what people intended to convey by the term “hearing impaired.”

Every individual is unique, but there is one thing we all have in common: we all want to be treated with respect. To the best of our own unique abilities, we have families, friends, communities, and lives that are just as fulfilling as anyone else. We may be different, but we are not less.

What’s in a name? Plenty! Words and labels can have a profound effect on people. Show your respect for people by refusing to use outdated or offensive terms. When in doubt, ask the individual how they identify themselves.



Possible barriers that deafness may cause:

- Every deaf child is different and the level of deafness can affect a child's access to learning in different ways.
- Deaf children do not learn incidentally in the same way as their hearing peers do. This can affect their language development and their level of understanding of language.

Main barriers are :

- Language development
- Words and sounds
- Written English
- Limited vocabulary
- Social inclusion



Know the child's needs and mode of communication



- Every child is different so it is vital to have a realistic knowledge of the child and their background.
- The children may use a combination of communication modes, not only one mode to support them. Many deaf children do use their hearing and voice to some level.
- 40% of deaf children do have additional needs.
- Only 20% of deaf children use British sign language and it is important to find out what language they use at home.
- Work alongside the teacher of the deaf and speech and language therapist.
- It is vital to have high expectations for deaf children and to pitch the language used to the right level for the child.

Top tips for communicating in the classroom



MAKE

- Make sure you have the child's attention before starting to speak to them



DON'T SHOUT

- Don't shout! This distorts your lip pattern and may be an uncomfortable volume for the child.



USE

- Use gestures and facial expressions to aid understanding.



USE

- Use visual aids when possible.



DON'T TALK

- Don't talk for long periods of time as this is very tiring for a child who is lip reading or relying on translation.



ENCOURAGE

- Encourage other children to put their hand up and to speak one at a time.
- When more than one person is speaking at a time it makes it far more difficult for the child to understand.



USE

- Use equipment correctly for example sound fields and radio aids



Top tips for positioning in the classroom.



Try not to move around when you are talking as it makes it difficult for the child to see and follow.



Don't stand with your back to a window or in direct sunlight.



Don't speak as you are writing on the board, as the child is unable to see your face and the sound is distorted.



Make sure the child sits near to the teacher (near the front of the classroom) but it is important that they can see other pupils and the translator if required.

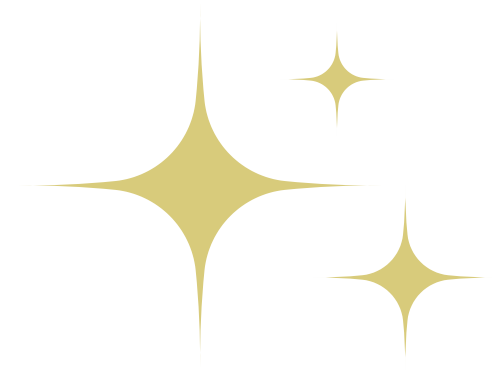


Write key words on the board and give lots of visual resources.

Supporting the deaf child in an education setting.

- Use visual materials as much as possible.
- Give context to a subject or conversation so the child can follow the conversation.
- Display key vocabulary using illustrations if possible or signed communication print.
- Pre and post teaching to reinforce and prepare for what is going to be learnt. Can be done with a TA or TOF.
- Share the planning with the member of support staff in advance.
(very important for preparing resources, pre teaching and also giving that member of staff, time to look into it further if needed to break down and for differentiation.)
- Allow the child time to process and re-phrase when necessary.
- Check understanding (ask them to explain to you).
- Repeat contributions from peers so they are not missing out on incidental learning from others.
- Keep instructions clear, short and visual where possible.
- Ensure a good listening environment- Limit noises as much as possible and use equipment effectively.





Being aware of listening.

- Listening through hearing support devices e.g hearing aids and lip reading requires a lot of concentration and can become very tiring. Make sure listening breaks are given and not to talk for long periods of time without giving the child a break.
- Listening to CD's can be difficult, children with a moderate to profound hearing loss will not be able to access this material so a live speaker/ soundfield system will be more effective.
- Video material should have subtitles where possible to support the access of this material.

Social and emotional impact and inclusive support.

- Be aware that the child may be missing out on social interaction and find friendships difficult due to misconceptions and communication.
- They may feel isolated and different from the other children around them.
- Make sure peers and staff are deaf aware to help support in all areas.
- Try and promote independence- Support the child in learning about the technology and resources they use and how they can express their own needs. Work with them so they are managing their own equipment where possible. Encourage the child to communicate for themselves, do not speak for them.

