

Sefton SEN and Inclusion Service

Hearing Needs Termly Plan and Review of Progress - January 2020

Pupil:	School & Year:	QToD & allocation:	Stage of Code of Practice:
Gwendolyn (Gwen) Vials Moore	St Nicholas Y1	M. Dutton 1 hour monthly	EHCP + High Needs Funding
Date of Birth:	Home Language:	TA	TA support 2 x individual sessions daily & in class
Details of hearing loss:			
<p>Gwen has Downs Syndrome and has complex medical needs. Gwen's gross motor skills are delayed, although Gwen is able to walk around, she can fall from time to time which can cause her distress.</p> <p>Gwen has a visual impairment and needs to wear glasses.</p> <p>Gwendolyn also has a bilateral moderate conductive hearing loss which affects the transmission of sound to the inner ear. She frequently has fluid "glue" in her middle ear so her hearing level might vary.</p>			
<p>When no glue ear is present Gwen will be able to hear speech in quiet conditions. When it is noisier, she will find it hard to separate the sound of the speech she needs to listen to from the noise.</p> <p>When glue ear is present without a hearing aid Gwen can hear the presence of sound, but may have difficulty in understanding all the detail, especially in background noise or from a distance.</p>			
<p>A Bone Conducting Hearing Aid (Contact-mini) should be used to maximise Gwen's ability to hear and help include her in classroom life and access to the curriculum. It can send a consistent signal to the inner ear, bypassing the outer ear and ear canal and middle ear. However, it should be remembered that technological aids cannot restore a normal hearing experience, and some sounds may still not be heard. It is important that her BCHAs are checked daily and is worn on a tight band.</p>			
<p>Gwen's listening experience and cognitive ability both impact on her language development. However, it should be borne in mind that Gwen will have difficulty hearing some sounds within the speech range, especially discriminating quieter consonant sounds such as Z, P, H, Ch, Sh, K, G, F, V, Th and consonant blends.</p>			
<p>Even when Gwen can see lip patterns, some sounds will look the same, e.g. P & B, T & D.</p>			

Concentration levels may vary, and Gwen may tire easily, so she may miss important instructions and information

In group/class discussions Gwen may have difficulty following changes of speaker.

Gwen needs 1 to 1 help to develop her communication skills using both voice and signs. Gwen's language development is very delayed compared to that of her peers.

Quality First Strategies

- Reduce background noise where practical, e.g. keeping doors closed, minimising children's loud talking, use a soft surface under noise making toys where possible.
- Ensure the adult is close to Gwen and at her eye level.
- Ensure the light is on the adult's face and that they do not stand in front of a window or any strong light, which silhouettes the face and makes lip-reading more difficult.
- Speak in a normal voice and at normal speed, using the usual wide intonation patterns used when talking to young children.
- Ensure Gwen is watching before you speak.
- Keep your sentences short.
- Provide as many visual clues, objects and pictures as possible to give the context especially when changing to a new topic.
- Provide opportunities for Gwen to have conversations.
- Provide regular opportunities for role play with a variety of themes to experience conversations in different contexts.
- Whenever possible check that Gwen has understood. It is important to correct errors in understanding before they become fixed.

This should be focused on the practising of skills 'in situ' helping Gwendolyn to make the link between what she is experiencing and what she is learning. It should provide the revisiting/overlearning of skills previously thought learned.

- Try not to walk around the room whilst talking.

Additional strategies

- Use signs to support the key words of the sentence.
- Accept Gwen's expressive use of sign and remodel it with the spoken language too.
- Provide one-to-one sessions to build her vocabulary and conversation skills.
- Have a defined quiet area for working 1: 1.
- Encourage other pupils to speak clearly, one at a time and use signs to support their words if known.

Targets for Autumn Term 2019						
Area for development	Strategies	Support needed to ensure progress is made			Evaluation	Next Steps
		School	Home	Hearing Needs Team		
Independent use of amplification: To wear in her hearing aid every day at school.	Adult to check the hearing aid is working and help Gwen to put on her hearing aid.	Feel the vibration of the hearing aid daily. Change the battery if necessary.	Take her to audiology appointments. Routinely change the battery. Check the hearing aid is vibrating daily and secure on the head band. Encourage her to wear the hearing aid all waking hours	Liaise with audiology. Check hearing aid monthly.	Gwen wears her hearing aid all the time in school.	Gwen to attempt to put her hearing aid on.

		except when in the bath, shower or swimming.		
Listening: To discriminate pairs of the 6 Ling sounds.	Adult to say the Ling sounds (mmm, ooo, ahh, eee, shh, sss), Gwen to repeat and point	In quiet 1:1 session adult use Ling picture cards, sit immediately behind Gwen.	<p>Provide the pictures and demonstrate use. Check once a month.</p> <p>Gwen can discriminate the Ling sounds by listening (without looking) in quiet conditions.</p>	<p>To discriminate the Ling sounds from a metre away in quiet conditions</p> <p>To discriminate between 3-syllable words and one syllable words.</p>
Communication: Gwen to continue to develop an understanding of language to the three key word level and beyond	<p>Adults to speak in simple sentences where the context is clear & use 'child directed speech', that is: a wide intonation range, enthusiastic interest, and all information given in 'small chunks'</p>	<p>In quiet 1:1 session adult to practice the words & signs. Discuss picture books.</p> <p>Encourage Gwen to use the words she knows and signs that she knows.</p>	<p>Provide Blacksheep Verb picture boards & pictures. Demonstrate signs to staff & be videoed.</p>	<p>Gwen is able to find the correct picture from a group of 12 pictures where 3 familiar ideas are used.</p> <p>To continue to develop an understanding of language to the three key word level and beyond with a wider range of vocabulary.</p>

			Gwen to be given a choice of two things / actions that she responds to with words. Gwen to lead the pairs game using familiar words. Discuss some picture books.	If Gwen does not want to do something she will say "No..." She can explain "... sore".	To be able to sort group of words into categories.
Gwen will be able to communicate her thoughts and needs through the use of sign and verbalisation	Adult should accept her spoken words positively, often echoing her words and where possible follow her request or comment.	Provide a visual timetable. Discuss what is "Now .../ then...." Gwen ahead of the change.	Provide & play picture lotto of subject -verb combinations.	Gwen has settled into the class routine and will usually do the expected work.	To use some simple subject verb sentences with 10 different verbs, and begin to understand "who?" "what is he /she doing?"
Cognition & Learning Gwen will develop her pretend play skills	Adults to provide a story background to set up a varied range of settings for the role play area.	Use role play area within classroom and adults provide play commentary.	Adults to join in some of Gwen's role play.	Gwen has experienced playing in "the house", "a shop" and	To develop some sequences of actions in her role play.
Gwen will be able to match and sort objects according to shape and colour	Adults to use descriptions of objects in everyday conversations.	Sort groups of objects.	When discussing pictures describe colours and shapes.	Gwen can name the primary colours.	Gwen will learn to read 10 written words by sight.

<p>Social & Emotional</p> <p>Gwen will display an emerging understanding of emotions and ability to respond to adult requests</p>	<p>Adults to use intonation patterns that clearly match the mood of the person / character.</p>	<p>Gwen understands “Happy / sad/ cross”.</p>	<p>Gwen to understand “surprise, worry,”</p>
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Progress made in academic year 2019-20					
	Starting Point	Expected End point	Exit Point Autumn	Exit Point Spring	Exit Point Summer
Reading	30-50 months 62%				
Writing	30-50 months 34%				
Maths	22-36 months 70%				