

# Graduated response in school for children with Hearing Impairment (HI).

*(Each suggestion at each range is in addition to that available at the previous range)*

<b>Range 1</b>	Descriptor	Mild hearing loss in one or both ears – doesn't necessarily need a hearing aid. Possibly temporary.
	Provision	<ul style="list-style-type: none"> <li>✓ Quality first teaching</li> <li>✓ Attention to seating, lighting, acoustics</li> <li>✓ Advice from Support Team for Deaf Children (STDC) and hospital audiologist</li> </ul>
<b>Range 2</b>	Descriptor	Permanent moderate hearing loss. May need use of hearing aid. Listening, attention, concentration, speech and language could be affected.
	Provision	<ul style="list-style-type: none"> <li>✓ Quality first teaching</li> <li>✓ Possibility of small group work</li> <li>✓ Attention to seating, lighting, acoustics</li> <li>✓ Possible use of speech audiometry and other specialist tools</li> <li>✓ Visits and advice from STDC for parents and school and further support if needed</li> </ul>
<b>Range 3</b>	Descriptor	Permanent hearing loss. Requires use of a hearing aid and a radio wave. Difficulty with listening, attention, concentration and class participation. Likelihood of language delay.
	Provision	<ul style="list-style-type: none"> <li>✓ Quality first teaching</li> <li>✓ Small group work and opportunities for 1:1 support</li> <li>✓ Attention to seating, lighting, acoustics</li> <li>✓ Use of speech, audiometry and other specialist tools</li> <li>✓ Assessments modified to reflect the needs of the child</li> <li>✓ Regular visits, advice and continued support for parents and school from STDC</li> <li>✓ Annual checks on hearing equipment</li> <li>✓ Visits and advice from Teachers of the Deaf (TOD)</li> <li>✓ Specific interventions for speaking, listening and teaching of phonics.</li> <li>✓ Possible involvement of other non-educational professionals</li> </ul>