

# Hearing Impairment

A hearing impairment refers to a partial or full loss of hearing. This can be a permanent loss of hearing or temporary caused by conditions such as glue ear.

## Recognising signs of a hearing impairment

- Does not respond to name when called.
- Constantly says "what?" or asks for speech to be repeated.
- Watches faces/lips intently.
- Doesn't always follow instructions straightaway or may misunderstand instructions.
- Makes little or no contribution to group activities.
- Talks louder or softer than expected.
- Becomes easily frustrated.
- Seems startled when people come into their line of vision.
- Appears inattentive or as though daydreaming.

## Strategies / Interventions.

- **Ensure that communication is clear and effective** -make sure that you have the child's attention before you start talking, speak clearly and at your normal level and pace and make sure that the child can see your face clearly.
- **Reduce background noise as much as possible** - close the door if there is any noise outside.
- **Joint attention and shared attention** – communicating about and showing interest in the child's immediate environment and what they are interested in.
- **Conversational turn taking** – responding to the child's gestures and noises through mirroring and copying and then waiting for them to respond to you.
- **Visual, tactile and auditory cues** – using a range of touch, natural gesture, sign, facial expression and vocal cues to engage and respond to the child.
- **Intersubjectivity and reciprocity** – responding in a sensitive and appropriate manner to the child's communication from the earliest possible time.
- **Pre-learning** – when introducing a new topic, share information prior to formal teaching so the child is familiar with the language and content.



**Links to EYFS - CLL, PD, PSED, LIT, MATHS, KU, EAD .**

**SEND Code of Practice.  
SEMH, P&S.**

## Parental Section: Using strategies at home.

- Stimulate all your child's senses, sight, touch, hearing, and smell, e.g. hanging a mobile above their bed or a mirror by the side of it.
- Allow the child to take and manage risks in their play.
- Allow your child time to use visual cues around the room to process information.