

# Hearing Impairment Form

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## Version 2 (Pre-prepared Support Allocation Matrix)

<b>Name:</b>	<b>Date of Birth:</b>	<b>ToD:</b>
<b>Educational placement:</b>		<b>Date:</b>

### Hearing loss reference table

The British Society of Audiology descriptors have been adopted for hearing loss. These descriptors are based on the average hearing threshold levels at 250, 500, 1000, 2000 and 4000 Hz in the better ear (where no response is taken to have a value of 130 dBHL).

Mild hearing loss	Unaided threshold 21-40 dBHL
Moderate hearing loss	Unaided threshold 41-70 dBHL
Severe hearing loss	Unaided threshold 71-95 dBHL
Profound hearing loss	Unaided threshold in excess of 95 dBHL

Please use the MSI form if a CYP also has vision impairment.

NB In the following criterion tables the 'Comments' box allows the entry of any information which may have guided the option selection.

<b>Criterion 1: Degree of HI (using British Society of Audiology descriptors)</b>		<b>Score</b>
<b>a</b>	Does not meet the minimum unaided threshold for classification of hearing loss. (Do not continue with the completion of this form)	<b>0</b>
<b>b</b>	Unilateral/Fluctuating conductive HI	<b>3</b>
<b>c</b>	Mild HI/CI functioning as mild HI	<b>6</b>
<b>d</b>	<ul style="list-style-type: none"> <li>Moderate longstanding conductive HI/Moderate HI/CI functioning as moderate HI</li> <li>Mild HI with conductive overlay/Unilateral HI with conductive overlay</li> <li>Neo-natal conductive HI and throughout early years/Functional moderate loss due to auditory neuropathy</li> </ul>	<b>8</b>
<b>e</b>	<ul style="list-style-type: none"> <li>Severe HI (including significant high frequency)/CI functioning as severe HI</li> <li>Moderate HI with conductive overlay/Functional severe loss due to auditory neuropathy</li> </ul>	<b>10</b>
<b>f</b>	Profound HI/Profound functional loss due to auditory neuropathy/CI functioning as profound HI	<b>12</b>
<b>Comments</b>		<b>CYP Score</b>

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Criterion 2: Additional factors relating to HI		Score
a	No relevant additional factors	0
b	Late diagnosis of presumed congenital, permanent HI which continues to impact on language development – period from presumed onset: 6 mths – 2 yrs	2
	– period from presumed onset: over 2 years	5
c	Continuing assessment of HI required e.g. fluctuating condition, deteriorating/degenerative/progressive loss	5
d	Recently acquired permanent HI (within the last 6 months)	5
Comments		CYP Score

Criterion 3.1: Impact of the CYP's HI on language and communication development		Score
a	Expected/better than expected progress in language without the need for further management strategies or service monitoring	0
b	Expected progress given appropriate management strategies and service monitoring and advice	4
c	Language and communication require targeted support from the service in order for the learner to make expected progress and to access the curriculum	8
d	Learner is making less than expected progress, or is at risk of making less than expected progress, and requires a high level of intensive support from the service	14
Comments		CYP Score

Criterion 3.2: Impact of the CYP's HI on access to learning and the curriculum (particularly English, mathematics and science)		Score
a	Expected/better than expected progress that does not need additional input	0
b	Less than expected progress	4
c	Significantly less than expected progress	6
Comments		CYP Score

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## Version 2 (Pre-prepared Support Allocation Matrix)

Criterion 4: Use of personal hearing aids or cochlear implant		Score
<b>a</b>	No additional assistive listening technology required	<b>0</b>
<b>b</b>	Learner uses personal aids/CI/other technology at home and/or in educational placement in a way that enables the child or young person to make good progress and achieve good outcomes	<b>2</b>
<b>c</b>	Learner uses personal aids/CI/other technology effectively and consistently but does not independently manage personal aids/CI/other technology	<b>4</b>
<b>d</b>	Learner uses personal aids/CI/other technology reluctantly/ineffectively/inconsistently or does not use prescribed amplification and this affects access to the curriculum	<b>6</b>
<b>e</b>	Learner recently issued with personal aids; use of equipment still being assessed/established	<b>8</b>
<b>f</b>	Learner has received CI within the last two years	<b>8</b>
<b>Comments</b>		<b>CYP Score</b>

Criterion 5.1: Training and mentoring requirement		Score
<b>a</b>	Key staff/parents/carers have knowledge and understanding of the impact of HI on all key areas	<b>0</b>
<b>b</b>	Key staff/parents/carers require additional or continuing training and/or mentoring on HI and use of specialist equipment	<b>6</b>
<b>c</b>	Key staff/parents/carers new to HI and require initial intensive training and/or mentoring	<b>8</b>
<b>d</b>	Key staff/parents/carers need a high level of ongoing intensive training from the service e.g. to develop signing/note taking skills	<b>10</b>
<b>Comments</b>		<b>CYP Score</b>

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Criterion 5.2: Transition support (i.e. change of placement)		Score
a	Transition not currently relevant to the CYP	0
b	Low contribution required as the service is confident that the learner can make a successful transition with minimal additional support	3
c	Moderate contribution requiring enhanced transition arrangements	5
d	High contribution required as a high level of training is needed and the learner requires a high level of support from the service to make a successful transition	8
<b>Comments</b>		<b>CYP Score</b>

Criterion 6: Support for effective use of specialist equipment by the learner and key staff (e.g. radioaid/soundfield systems)		Score
a	No additional assistive listening technology required	0
b	Low level of support needed to check and support the independent use of specialist equipment and awareness of functioning e.g. 3 x per year	2
c	Moderate level of support needed to check and support the independent use of specialist equipment and awareness of functioning e.g. hearing aid testing 6 x per year	6
d	High level of support needed e.g. at least monthly equipment checks and support for the independent use of equipment and for combining the technologies required, or for a new user of equipment	8
<b>Comments</b>		<b>CYP Score</b>

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<b>Criterion 7: Physical learning environment (following a learning environment audit by ToD). NB factors affecting the quality of the acoustic and visual environment are outlined in the Appendix at 2.4</b>		<b>Score</b>
<b>a</b>	Learning environment which meets appropriate acoustic and visual standards for HI pupils and supports inclusive learning for the HI learner	<b>0</b>
<b>b</b>	Learning environment which supports inclusive learning for the HI learner and which will include reasonable adjustments in relation to acoustics, lighting and visual reinforcement (e.g. audio-visual multimedia support)	<b>2</b>
<b>c</b>	Learning environment which supports aspects of inclusive learning for the HI learner and which will include some reasonable adjustments in relation to acoustics, lighting and visual reinforcement (e.g. interactive whiteboards; visual reinforcement to help the learner to adapt to different learning environments e.g. in secondary settings)	<b>5</b>
<b>d</b>	Learning environment which needs considerable improvement to meet acoustic standards (e.g. highly reverberant, high level of noise – background and external, poor lighting and inadequate technology for visual/sound reinforcement)	<b>8</b>
<b>Comments</b>		<b>CYP Score</b>

<b>Criterion 8: Impact of the CYP's HI on personal, social and emotional learning</b>		<b>Score</b>
<b>a</b>	No/minimal impact on personal, social and emotional learning	<b>0</b>
<b>b</b>	Low level of impact upon the development of personal, social and emotional learning skills	<b>2</b>
<b>c</b>	Moderate level of impact upon the development of personal, social and emotional learning skills	<b>4</b>
<b>d</b>	High level of impact upon the development of personal, social and emotional learning skills (e.g. CYP displays a low level of emotional resilience requiring a high level of additional support; long term support required for emotional/personal/social learning needs)	<b>6</b>
<b>Comments</b>		<b>CYP Score</b>

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<b>Criterion 9: Additional factors relating to family support (e.g. acceptance of HI; family speaks English as an additional language; LA as corporate parent)</b>		<b>Score</b>
<b>a</b>	No additional factors relating to family support	<b>0</b>
<b>b</b>	Family requires a low level of additional support	<b>2</b>
<b>c</b>	Family requires a moderate level of additional support	<b>4</b>
<b>d</b>	Family requires a high level of additional support	<b>6</b>
<b>Comments</b>		<b>CYP Score</b>

<b>Criterion 10: Multi-agency liaison/role (including Safeguarding)</b>		<b>Score</b>
<b>a</b>	Minimal multi-agency liaison/role requirement	<b>0</b>
<b>b</b>	ToD contributes to multi-agency working for learner	<b>2</b>
<b>c</b>	ToD contributes to multi-agency working for learner with complex support needs	<b>4</b>
<b>d</b>	ToD is the keyworking professional identified for EY/school aged/post-16 learner	<b>6</b>
<b>e</b>	ToD is the keyworking professional for learner with complex support needs requiring a high level of liaison and joint working with other professionals	<b>9</b>
<b>Comments</b>		<b>CYP Score</b>

# Hearing Impairment Form

## Version 2 (Pre-prepared Support Allocation Matrix)

### SCORING SUMMARY SHEET

<b>NAME OF CYP:</b>
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CYPSCORETABLE

Criterion	Score
1	
2	
3.1	
3.2	
4	
5.1	
5.2	
6	
7	
8	
9	
10	
<b>Total Score</b>	

PRE-PREPARED 2015 SUPPORT ALLOCATION MATRIX

Total Score Range	Support Category	Support Allocation
70% and above	A1	2 or more visits per week
50 – 69%	A2	Weekly
40 – 49%	A3	Fortnightly
30 – 39%	B1	Monthly
25 – 29%	B2	Twice termly (3 term year)
20 – 24%	C1	Termly (3 term year)
15 – 19%	C2	Twice yearly visit
5 – 14%	C3	Annual check or visit
Less than 5%	NFA	Off caseload

**Evidence underpinning any professional adjustment made to the CYP's matrix support allocation:**