

A PLACE TO START -

MAINSTREAM TRAINING PACK – HI CASE STUDY - ANYA

Date: February 2018

1. Introduction

Anya arrived from Eastern Europe into Year 5 with no paperwork. Only one family member, an uncle, spoke English. He told the school that hearing loss had been suspected at 18 months and her hearing aids were now many years old. She seemed to have little oral language in either Romanian or English. She seemed very withdrawn and unwilling to join in with social play, as well as lessons.

2. Strategy

The school SENCo immediately contacted the local Service for Sensory Impairment and the bi-lingual family development worker employed by them. The Teacher of the Deaf made an initial visit and arranged help for the family to register with their GP, a necessary precursor to having a hearing test and new aids, and gave advice to the school SENCo as to environmental, and teaching, practices that would help Anya.

After this advice and looking at the NatSIP website *Getting Started*¹ pages the school initiated a personal plan for Anya which included:

- making sure there was a member of staff who could undertake daily checks of her hearing aid
- talking to the class teacher and support staff about the importance of first getting Anya's attention before speaking to her
- making sure she had a clear view of their faces to help her lip-reading
- using visual aids as much as possible and chunking the lesson into small parts as she would soon tire
- allowing 'thinking time' as children with a hearing loss often have difficulties with short term working memory
- repeating other children's comments that she might not have heard
- talking about deaf awareness to her class and getting the children's support in reducing background noise
- developing 'buddies' in her class who would talk to her and support her at break
- working with local Health SaLT to agree key vocabulary and targets
- multi-agency meetings progressed to see if there was a need to start an EHCP.

¹ See <https://www.natsip.org.uk/getting-started>

3. Evaluation and Impact

- Baseline measurements with standardised tests had been taken when she arrived and future tests will help to ascertain her level of progress
- Anya had started to become much more involved in social interactions – often initiating conversations with children in her class
- Level of hearing loss was established as moderate and new hearing aids now worn
- TA now works on social and emotional development with small hearing peer group showing good signs of progress
- She now takes a full part in an EAL specialised intervention group and is fast developing English language.

4. Advice

- Continue the good work with further deaf awareness training for children and the staff of the school
- Continue involvement from the Sensory Service Teacher of the Deaf
- Now the new hearing aids are being used, the provision of a radio aid and/or soundfield system should be investigated
- Develop links with the family using a bilingual worker
- Look towards the need for access arrangements for the SATS in Year 6.

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