**S.E.a.T.S.S.**

Specialist Education and Training Support Service (Sensory Team – Hearing Impairment)

91 Ray Lodge Road

Woodford Green

Essex IG8 7PG

If you have any queries or want any advice please contact us by emailing **SEATSS@redbridge.gov.uk**

If you do not have access to email and need advice please phone us on **07780 164239**

**High Frequency Hearing Impairment**

**Facts:**

* The child has good hearing in the lower frequencies but poor hearing in the high frequencies.
* Most consonant sounds are mid or high frequency. Therefore, consonant sounds will be heard only faintly or not at all by children with a high frequency hearing loss.
* This leads to a deceptive type of hearing loss where the child can hear **that** people are talking but will often not understand **what** is being said because of the missing high frequencies. For example, a phrase such as “have a nice day” will be heard as “a-a-eye-ay.”
* Hearing aids will help a child with high frequency hearing loss but will not necessarily be able to restore all the missing sounds.
* Lip reading will be crucial in helping the child work out which consonants are being used.

**Implications:**

* The child may have delayed language development such as a limited vocabulary, omission of word endings.
* Their speech intelligibility may be adversely affected by the high frequency loss.
* They may become more tired due to the constant level of concentration required to listen to incomplete speech and guess appropriate meanings.
* It is even harder to hear in background noise as high frequency sounds such as s, f, sh and th are also the quietest speech sounds.

**General strategies:**

* Ensure all those interacting with the child are aware of the hearing loss and its implications.
* Ensure that the hearing aids are worn consistently all day.
* Speak clearly but don’t shout or over-enunciate.
* Ensure you have the child’s attention before starting to speak.
* Help them to lip read by facing them when you speak and not covering your mouth.
* Don’t stand in front of a window as this will put your face into shadow.
* Support spoken language with visual clues whenever possible, especially in the early years.
* Keep background noise to a minimum so the child can hear the key message more clearly.

**Extra strategies for school staff:**

* The child should be seated close to the teacher and to one side, so that they can see both the teacher and their classmates.
* If a radio aid system has been provided, ensure it is used consistently and appropriately.
* Reiterate what other pupils say during class discussion.
* Check the pupil has understood instructions and key points.
* Additional language support may help a child with a limited vocabulary.
* Help the child learn topic and general vocabulary using written and visual cues.
* During group work allow the child’s group to work in a quieter space whenever possible.
* Be aware that they will find it difficult to access information presented through video or audio. Try to use subtitled versions, make notes, or repeat/summarise the information orally.