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

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

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

**Mild Hearing Impairment**

**Facts:**

* Many children can suffer from a mild hearing loss. Sometimes this may be temporary and in other cases it may be permanent.
* The most common cause of temporary, mild hearing loss is “glue ear,” in which case the hearing may fluctuate from day to day. It can often be improved by medication or grommet surgery.
* A child may also have permanent mild hearing loss resulting from damage to their middle or inner ears.
* Sometimes children with mild hearing impairment are given hearing aids to help them hear more clearly.

**Implications:**

* The child may appear dreamy, disruptive, demanding or be withdrawn and wait for the cues from others.
* They will have difficulties hearing when there is background noise and will not hear clearly in group situations.
* They may have unclear speech and delayed language - a limited vocabulary, for example.
* They may find it difficult to learn and develop their phonic skills.
* The child may give the impression of being able to “listen when they want to.”

**General strategies:**

* Ensure all those interacting with the child are aware of the hearing loss and the possible intermittent nature of it.
* If the child has hearing aids, ensure that they are worn consistently, ideally throughout their waking hours.
* Speak clearly but don’t shout or over-enunciate.
* Ensure you have the child’s attention before starting to speak and use a natural, interesting voice to maintain attention.
* 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.
* Reiterate what other pupils say as the child may not be able to hear pupils who are not sitting nearby.
* Check the pupil has understood instructions and key points.
* Additional language support may help a child with a limited vocabulary.
* During group work allow the child’s group to work in a quieter space whenever possible.