

Hearing Impaired Additionally Resourced Provision

Opened in 2003 due to an increase in demand for Hearing Impaired Provision in Bucks, the HI ARP is funded by Bucks CC for those with such a need on their Education Health and Care Plan. It is a 6 placement ARP and offers a total communication approach for students with a hearing loss across the spectrum from moderate to profound.

The school is recognised for its appropriate environment, whole school deaf awareness and effective teaching strategies; so many students who do not have an Education Health Care Plan, and are not placed in the ARP attend the school as mainstream students.

The ARP has a Specialist Teacher of the Deaf who has an additional qualification in Deaf Education, as well as Learning Support Assistants who have a greater understanding of hearing impairment and appropriate communication strategies.

Common misconceptions about HI

- *Deaf people use sign language, if they don't, how do they communicate?*

Only a small percentage of the total deaf population use British Sign Language as their first method of communication. Currently none of our students use sign language, all use spoken English. Staff working in the HI ARP have experience with sign language and are able to provide sign support in lessons if students need it. We have a profoundly deaf role model who comes in weekly to develop the students signing skills.

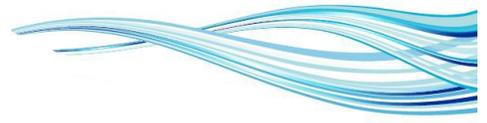
- *A deaf person's speech is hard to understand.*

This is not applicable to every deaf person. Speech intelligibility is dependent on access to speech and the exposure to it during the early stages of speech acquisition. We have a specialist Speech and Language Therapist who specialises in working with hearing impaired students; she is on site 1 day a week.

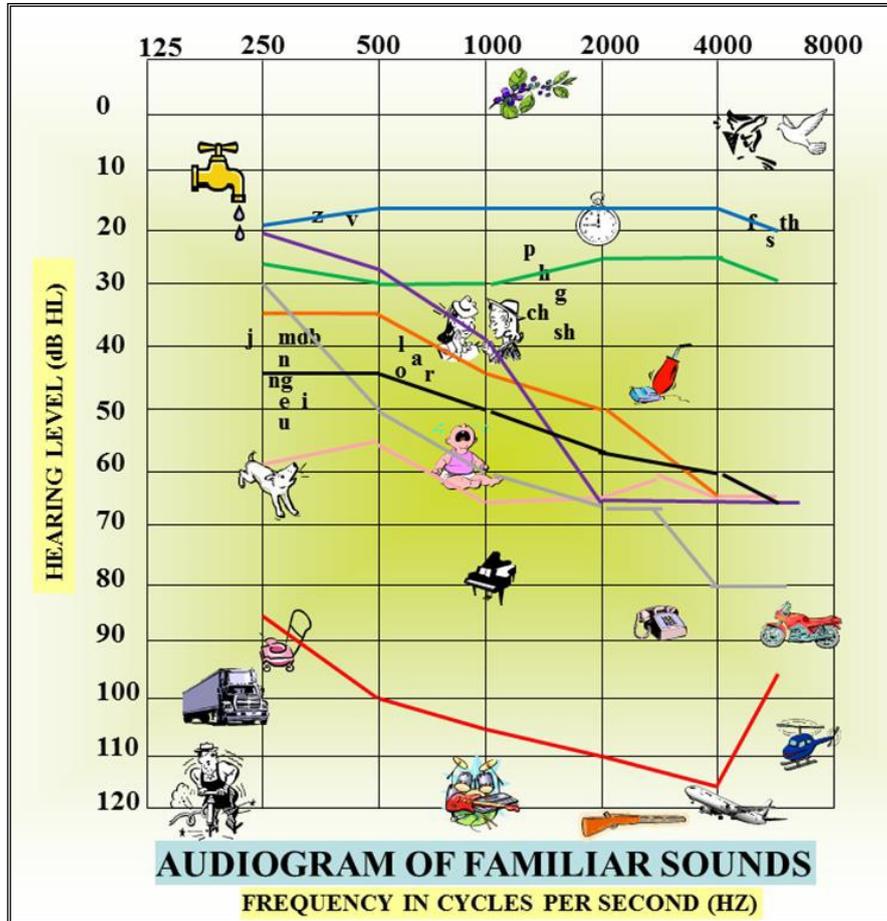
- *Deaf people cannot achieve.*

As with any student, in the right conditions and with a supportive environment, a student can achieve. Achievement is relative and proportionate to the child, so at SWR we appreciate progress where progress is not typically measured. SWR HI-ARP students have been very successful and all work towards GCSE Maths, English and Science as a minimum with many working towards a Progress 8 measure of qualifications.

Some students have a direct access microphone system that they use in lessons. The teacher wears the mic and transmitter and the audio signal is input straight into the students own audiological equipment. A large proportion of teaching rooms at SWR have been acoustically treated to improve the listening environment. All staff have deaf awareness training when they start and continue to receive regular updates and key information throughout the year.



Below is an audiogram with an example of the hearing losses of the students in the ARP.



*The audiogram above shows the average hearing threshold of each student. Anything **above** their line, they **cannot** hear. Anything **below** they **can** hear,

Cochlear Implant

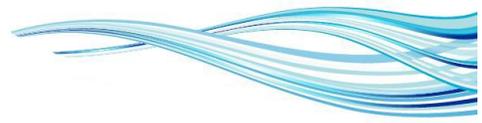


Hearing Aid



Above are pictures of the two main forms of personal audiology equipment that students in the ARP may have.

A hearing aid amplifies sound through the whole ear, whilst a cochlear implant converts sound to electrical signals and passes it along the nerves to the brain for processing, bypassing the outer and middle ear mechanisms



Communicating with Deaf Children

Do	Don't
Speak clearly and naturally. Use an expressive face.	Speak too slowly or shout.
Get their attention before you start talking.	Walk around when you are talking.
Face them when you are talking. This allows them to lip read.	Speak through lots of background noise.
Use visual cues. Point to what you are talking about.	Take forever to get to the point. Be more direct.
Make sure they know if the topic of conversation has changed.	Cover your mouth whilst you are talking.
Make sure you are in a well-lit environment.	Stand with your back to a window – this will cause a shadow on your face.
Ask them to repeat what you have said to check they have heard the information.	Present for long periods of time – lip-reading and active listening is tiring.
When others in the class give input, repeat what they have said.	Give up. If the student is struggling to understand explain in a different way.
Keep classroom noise low.	Shout when wearing the FM system.
Use the FM system.	Forget to mute the FM.
Create a positive listening environment.	

For further information please contact:

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