

## Hearing Support Service – Profile Grid

Name	School	DoB	Year Group	Gender: M / F	Statement / EHC Plan
HS Indicators - Highlight as appropriate: Green-occasional, Yellow-frequent, Red-constant					

Profile		Possible Interventions			
Code	Indicators	School	Service	Health	Other Agencies
Pre	<ul style="list-style-type: none"> <li>• Child has delayed speech and language</li> <li>• Child misses or misinterprets key information</li> <li>• Child may use a loud voice when vocalising / speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher to inform SENCO of concerns</li> <li>• SENCO/Class teacher to share concerns with parents/carers</li> <li>• SENCO to advise parents / carers to visit G.P. for a hearing test referral.</li> </ul>	<ul style="list-style-type: none"> <li>• No involvement from the service at this stage until a diagnosis of a hearing loss has been received from Health services</li> <li>• Advice can be sought from the service via telephone or email</li> </ul>		
A	<ul style="list-style-type: none"> <li>• <b>Hearing needs can be managed in mainstream</b></li> <li>• Sensorineural, mild bilateral hearing loss</li> <li>• Sensorineural, unilateral hearing loss</li> <li>• Temporary conductive hearing loss with no additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO to refer to HSS with medical information attached.</li> <li>• SENCO to confirm that the school/setting is deaf friendly</li> <li>• SENCO to ensure that staff are aware of the need and adopt the appropriate strategies. E.g appropriate seating in classroom to maximise learning opportunities.</li> <li>• SENCO, in consultation with the service, to monitor the quality and impact of curriculum access</li> </ul>	<ul style="list-style-type: none"> <li>• To interpret medical information and advise on the implications to parents/school</li> <li>• To observe and assess their functional hearing /language development on an annual basis or by request</li> <li>• To advise and provide training for Class Teacher/SENCO on strategies to support a deaf friendly setting</li> <li>• No hearing aids issued</li> <li>• Support from the Teacher of the Deaf to advise and monitor progress,</li> </ul>	Liaise with audiology clinic as appropriate	
B	<p>As per indicators for Profile A plus:</p> <ul style="list-style-type: none"> <li>• Hearing aids/bone conduction hearing aid have been issued</li> <li>• Working below ARE /Working with targeted support to achieve ARE targets</li> <li>• Uses a range of strategies to communicate</li> </ul>	<p>As per Profile Code A plus:</p> <ul style="list-style-type: none"> <li>• SENCO to arrange access to ToD, specialist TA, SALT, Educ Psych Service and other external agencies according to need</li> </ul>	<p>All the above plus:</p> <ul style="list-style-type: none"> <li>• To monitor progress on a regular basis as required</li> <li>• To advise on intervention strategies with school based teaching/support staff</li> <li>• To monitor and check hearing aid use/management</li> <li>• To advise and issue specialist technology as appropriate</li> <li>• To observe and assess their functional hearing</li> <li>• To observe and assess their language acquisition</li> <li>• Annual listening and language assessments / report</li> <li>• To provide regular INSET to school / support staff</li> </ul>	SALT advice and programmes provided	
C	<ul style="list-style-type: none"> <li>• Sensorineural, bilateral, moderate hearing loss</li> </ul>	<p>As per Profile Codes A &amp; B plus:</p> <ul style="list-style-type: none"> <li>• SENCO to ensure additional adult intervention is in place as</li> </ul>	<p>All the above plus</p> <ul style="list-style-type: none"> <li>• Monitor on a regular basis as required</li> <li>• To support additional adult intervention in conjunction with the SENCO</li> </ul>	Individual SALT programme	

	<ul style="list-style-type: none"> <li>• Permanent conductive hearing loss</li> <li>• Hearing aids issued</li> <li>• Working below ARE /Working with targeted support to achieve ARE targets</li> <li>• Vocabulary gaps</li> <li>• Language and communication require targeted support for learner to access the curriculum</li> <li>• Significant difficulty with expressive/receptive language skills</li> </ul>	<p>necessary (not necessarily full time)</p> <ul style="list-style-type: none"> <li>• SENCO to ensure links established with relevant partner agencies</li> <li>• Individual SALT programme implemented</li> <li>• SENCO to ensure assessments (or appropriate assessment data) is in place, recorded and shared with Teacher of the Deaf/Service</li> <li>• SENCO to ensure highly differentiated resources in class</li> </ul>	<ul style="list-style-type: none"> <li>• To advise and train support staff and teachers on teaching strategies – on-going</li> <li>• To advise on differentiating the curriculum</li> <li>• To teach and advise on specialist technology as appropriate</li> <li>• To contribute to Multi-Disciplinary Team meetings and Annual Reviews.</li> <li>• To write report for Education Health Care and SEN Support Plans</li> <li>• To explain to parents/ teachers the impact of the deafness</li> <li>• To link with other professionals and carry out joint-visits as necessary/appropriate on-going</li> <li>• To advise on access arrangements for tests/exams</li> <li>• Attend audiological reviews at the clinic</li> </ul>	Additional links established to agreed partner agencies	
D	<ul style="list-style-type: none"> <li>• Sensorineural, bilateral severe to profound hearing loss</li> <li>• Late identification of a moderate hearing loss (2 years from presumed onset)</li> <li>• Hearing aids or cochlear implant</li> <li>• Inconsistent use of hearing aids/Radio aid</li> <li>• Significant language delay (2-3 yrs below expected for age)</li> <li>• Need for signing to support Curriculum access</li> <li>• Speech the preferred mode of communication</li> <li>• High level of family need</li> <li>• May have a SEN Support Plan / EHC Plan</li> </ul>	<p>As per Profile Codes A – C plus:</p> <ul style="list-style-type: none"> <li>• SENCO to arrange support needs - 1:1 basis (not necessary full-time), in liaison with service</li> <li>• SENCO to ensure that the right level of effective home/school contact is in place</li> </ul>	<p>All the above plus</p> <ul style="list-style-type: none"> <li>• Regular visits to the setting</li> <li>• To interpret general curriculum requirements</li> <li>• To advise on differentiating the curriculum</li> <li>• To contribute to Support Plans and Annual Reviews</li> <li>• Attend Multi-Disciplinary Team &amp; Family Service Plan meetings</li> <li>• Deaf awareness with peers and school staff</li> <li>• Pre and post tutoring sessions</li> <li>• Learning environment adaptations to support inclusive learning</li> <li>• <b>Consideration for specialist provision</b></li> </ul>	<p>Individual SALT programme</p> <p>Deaf CAMHS involvement Health agencies involvement</p> <p>E. P. Service Involvement</p>	
E	<p>As per indicators for Profiles A – D plus</p> <ul style="list-style-type: none"> <li>• Sensorineural, bilateral severe to profound hearing loss</li> <li>• Inconsistent use of Hearing aids or cochlear implant</li> <li>• Significant language delay (3 yrs. or more below expected for age)</li> <li>• <b>EHC Plan in place</b></li> <li>• Additional vulnerabilities/needs</li> </ul>	As per Profile codes A - D	<p>All the above plus</p> <ul style="list-style-type: none"> <li>• <b>SPECIALIST PROVISION</b></li> <li>• To consider referral for additional funding</li> <li>• A differentiated language programme delivered by a Teacher of the Deaf and Specialist TA/EYE</li> <li>• A daily listening programme</li> <li>• Lessons in acoustically treated teaching rooms.</li> <li>• Individual and small group teaching sessions</li> <li>• Access to deaf peers</li> <li>• BSL teaching sessions</li> <li>• Daily monitoring of hearing aid/cochlear implant use</li> </ul>	<p>Individual SALT programme</p> <p>E. P. Service Involvement</p> <p>Deaf CAMHS involvement Health agencies involvement</p>	

	<ul style="list-style-type: none"> <li>• BSL preferred mode of communication</li> <li>• Reliant on visual skills</li> <li>• Family requires high level of additional support</li> <li>• High level of liaison and joint working with other professionals</li> </ul>			Occupational Therapy involvement	
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**N.B:** Auditory neuropathy is a complex diagnosis with indicators in A, B, C, D or E. Discuss with a Teacher of the Deaf.  
 For a mixed hearing loss i.e. conductive and sensorineural, use the hearing levels mild, moderate, severe or profound as the indicator  
**N.B:** A hearing loss can be progressive

Code: ARE – Age related expectations

<b>AGREED SUPPORT PACKAGE</b>	<b>ADDITIONAL INTERVENTIONS</b>
<b>THOSE PRESENT</b> (document to be distributed to professionals present)	<b>Date of this review</b>
	<b>Date of next review</b>