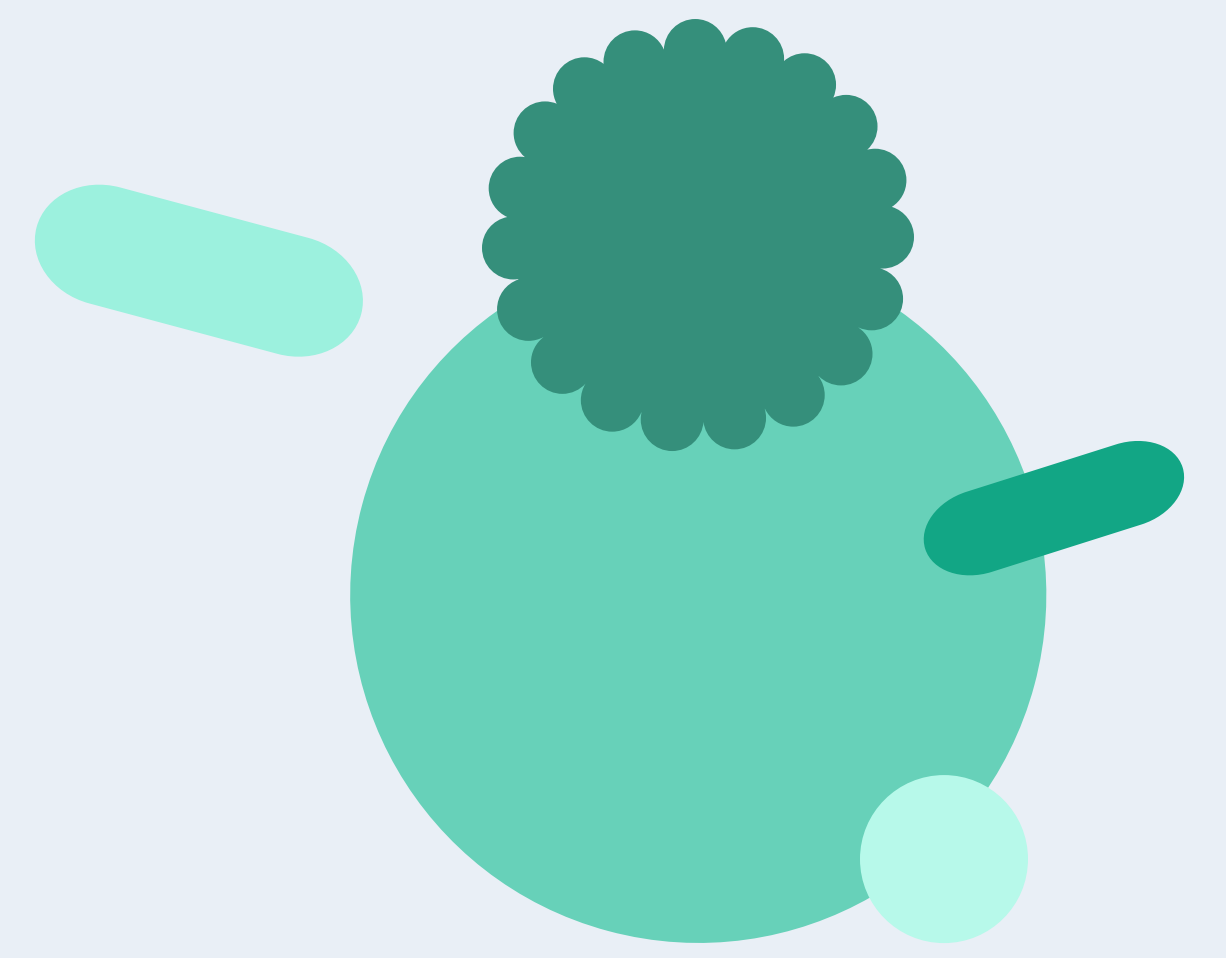


Hearing Impairment (HI) Fact Sheet



It is vital to ensure that students who are Deaf or have a hearing impairment have access to learning in your classroom. Students may wear hearing aids and use equipment such as loops or radio links, but these do not solve all their problems. Even if the hearing impairment is relatively mild, the student may use lip-reading to support their listening.

Good practice when teaching or supporting students with a hearing impairment:

- Face the person at all times when speaking – speak clearly at a measured but natural speed and encourage other students to do the same.
- Arrange lighting and seating so that everyone's face is visible and well lit.
- When speaking to the class, stand in a well-lit position, facing people but not in front of a window, where your face will be in shadow.
- If the student has a Communication Support Worker (CSW), liaise with them around room layout and positioning. They will need to be able to see everyone, and the student, in order to interpret everyone's contributions.
- Ensure that the student is always spoken to directly, and that conversation is not had with the CSW. Make sure all students in the class adhere to this too.
- Keep background noise to a minimum – and be aware that loud noises can be distressing when amplified.
- In class discussions, gesture towards the person who is speaking, ensure only one person speaks at a time, and repeat questions when giving answers.
- Prepare core notes for a student who depends on lip-reading – people can't lip-read and take notes at the same time.
- Don't demonstrate and speak at the same time if a student is lip-reading.
- Don't speak when students are reading – it's impossible to lip-read at the same time as reading; it may help to give written resources to students in advance of the lesson so they can read ahead and be prepared.
- Write new vocabulary on the board before using it – this helps everyone.
- Ensure you provide a context – it is difficult to lip-read if the context is not known.
- Use lots of visual support – diagrams, images, labels, key words etc.
- Provide subtitles for any video content.
- Prepare well in advance – well-structured lessons and presentations are much easier to understand.
- Be prepared to repeat what you've said if the student hasn't heard or lip-read; don't paraphrase it, say it exactly the same as the first time.
- Be aware of assistive technologies and how these can support the student.
- Manage group work carefully and remind other members of the group to indicate when they are speaking; don't assign the role of scribe to a student who needs to lip-read.
- Avoid startling a Deaf person who is working – approach them from the front or side.
- Take care not to turn your back or speak while writing on the board or standing at the computer.
- Be aware that listening and/or lip-reading can be very tiring – ensure there are some pauses or breaks when students are not required to listen.
- Many students with a hearing impairment are entitled to 25% extra time in exams and possibly a live speaker in oral exams; they will also need these arrangements in internal tests and mocks.

