



The Hearing Team

Information for Schools
and Families

Sensory Support Service



Local Offer



Griffins is the hub of the Sensory Support Service, Hearing Impairment and Vision Impairment teams.

The Sensory Support Service Hearing Impairment (SSSHI) consists of three teams, providing a continuum of support for children and young people with a diagnosed hearing loss.

The SSSHI teams support children and young people (0-19 years) with a diagnosed hearing loss, working with their families, the educational setting and other professionals.

The wellbeing and needs of the Deaf child lie at the heart of these vibrant teams. All the Teachers of the Deaf (ToD) train regularly to keep abreast of new research and technology in the field of Audiology and Deaf Education.

Our aim is to provide a high quality service for the children and young people through innovative practice, working in partnership with partners, providers and families. We will work together to achieve the best educational and social-emotional outcomes for our children and young people.

The “voice” of the child and young person and their family are central to the work that we do. We ensure that they are informed and empowered to make appropriate choices. The holistic approach is of paramount significance and is essential to the development of young people as they prepare for adult life.

The Peripatetic Hearing Team supports children 0-19 years and works with families and schools from diagnosis.

The Primary Deaf Base at Griffins supports children 3-11 years who require a specialist placement. The child is on roll and integrates at Darrick Wood Infant and Nursery Schools or Darrick Wood School.

The Deaf Centre, the secondary Base for HI at Darrick Wood School, teaches and supports children and young people 11-18 years with an EHC Plan who require a specialist placement.

Access to the SSSHI

This Service will only accept referrals from Community Audiology, ENT or Tertiary Audiology Clinics. Each referral will be individually reviewed, and ToD support and involvement is guided by the National Sensory Impairment Partnership's (NatSIP) Eligibility Framework.

Our Offer to Schools

Children are visited at their school as guided by the NatSIP Eligibility Framework. The ToD will contact the placement to arrange a visit. The ToD will support staff with teaching, learning and audiological management strategies.

A Learning and Inclusion Plan (LIP) is provided with audiological information and recommendations for reasonable adjustments to allow equitable access to the learning environment.

A memo is provided for school staff following the visit, noting key information and advice.

Schools can contact the Hearing Team at any time (during term-time) for advice and support regarding issues related to hearing loss.

The ToD works in partnership with the parent, Audiology, school, and other associated professionals, and will offer bespoke support to the child, family and placement at all transition points, e.g. preschool to school.

What we offer schools

Educational:

- Advice and support for the implementation of classroom management strategies to enable optimum access to learning and activities
- Strategies on how to overcome barriers to learning
- Guidance for raising awareness on hearing loss and Deaf Friendly schools
- Suggestions on resources for class teachers and support staff
- Advice on access arrangements for exams at primary and secondary level
- One-to-one or small group teaching as required
- Specialist tutorials for the child or young person to understand their hearing loss, teaching audiology and Hearing Aid management, as well as supporting the understanding of Social Emotional Mental Health (SEMH) issues surrounding hearing loss

Audiology/Acoustics:

- Advice and support on managing the classroom acoustic environment
- Educational advice regarding the effects of hearing loss and the importance of using prescribed audiological equipment
- Guidance using specialist Audiological Equipment, e.g. Soundfield Systems/ Radio Aids
- Training on how to manage the child's Hearing Aids/Cochlear Implants

Assessment:

- ToD assessments are carried out, as appropriate, to track speech accessibility and language development. This data is shared with the school to inform planning and teaching
- Monitoring and tracking of academic progress
- Advice on referral to other professionals
- Advice for Education Health and Care Plan/Pupil Resource Agreement, if appropriate

Social and Emotional:

- Monitor and provide advice on social and emotional development linked with hearing loss and Deaf Identity
- Organise focussed social events and activities (including Healthy Minds) for HI-CYP and parents during the course of the academic year. These allow HI-CYP in mainstream schools to meet and socialise with other HI-CYP with a hearing loss, reducing feelings of isolation and confusion over Deaf Identity. Please encourage your pupil to attend

Training:

- Deaf Awareness Training and how to meet legal requirements is provided to staff, pupils and associated professionals (free of charge). Please discuss with your ToD
- BSL courses at Griffins and the Deaf Centre at Darrick Wood School (free of charge except exam fees)

Schools' Responsibilities

To ensure best outcomes for the HI-CYP by:

- Attending Deaf Awareness training so as to develop an understanding of hearing loss, its impact on academic, social and emotional development
- Ensuring the HI-CYP is using their hearing aid/ CI/ Radio Aid optimally (if appropriate)
- Following and implementing ToD advice and strategies as outlined in the LIP
- Using Deaf Friendly strategies, modifying teaching and making reasonable adjustments to address the needs of the child or young person
- Managing the acoustics of the learning environment to ensure there is equitable access to learning
- Ensuring that the HI-CYP has a designated SEN staff member who is responsible for the well-being of the HI-CYP. The HI-CYP is aware of this member of staff and will contact them should the need arise
- Ensuring the HI child's SEMH is carefully monitored and that they feel safe in their learning and social environment

- Providing an appropriate room to enable the child to engage optimally in ToD assessments and one-to-one sessions
- Providing information to Sensory Support Service's Hearing Team as requested to ensure best outcomes for the child or young person (e.g. End of Year results, questionnaires, Pupil SEN Provision Map)
- Contacting the ToD immediately should any concerns arise linked to hearing, behaviour, social and emotional, and academic learning

As successful young adults with a hearing loss we will be able to:

- Share space and interact with people around us in comfortable and positive ways
- Know how to build connections that help us make and keep friends
- Problem solve
- Successfully learn during group work in the classroom
- Feel okay about ourselves and our hearing loss

Contact Details



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