

**At least one child
in your class
could have a mild
hearing loss**



This can have a **major impact** on all aspects of a child's development, including language and literacy skills, working memory, attention and concentration, and social skills.

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A child with a mild hearing loss can miss
up to 50%
of what's being said in the classroom.

Less than half
of children with a mild hearing loss get five good GCSEs.

47%
of parents of a child with a mild hearing loss feel that their child is behind for their age.

But with the **right support** from professionals like you they can achieve as well as other children.

Mild hearing loss has a particularly big impact in the early years.

Adults with a hearing loss can sometimes 'fill in the gaps' of what they've not heard by thinking about the situation, drawing on past experiences and making an educated guess at what someone has said.

Younger deaf children can't do this because they haven't had the chance to build up a vocabulary or memory of what someone might say in a particular situation.

Signs of mild hearing loss in a child

Does not respond when called

Constantly asks for speech to be repeated

Watches faces/lips intently

Doesn't always follow instructions straightaway

Often misunderstands or ignores instructions

Makes little or no contribution to group discussions

Watches what others are doing before doing it themselves

Complains about not being able to hear

Often needs help from their friends

Tires easily

Talks too loudly or too softly

Becomes easily frustrated

Appears inattentive or as though daydreaming

Plays alone and doesn't engage with group social activities

Remember: mild hearing loss can fluctuate. Children may display some of the above signs on some days but not others.

What can you do to help a child with a mild hearing loss?

Many of these steps will benefit all the children you work with.

Reduce background noise as much as possible, for example: turn off any equipment – like overhead projectors and computers – when not in use. Shut the door if there is outside background noise.

Ensure communication is clear and effective.

- **Check that you have the child's attention before you start talking.**
- **Speak clearly and at your normal level and pace – speaking too slowly or exaggerating mouth patterns will make you harder to understand as it distorts speech.**
- **Make sure that the child can see your face clearly – putting something in front of your face or turning to write on the whiteboard will make it harder to hear and impossible to lip-read.**

Make the most of hearing technology, such as soundfield systems (which project the teacher's voice across the classroom). Be aware that some children may be reluctant to use hearing technology – gently encourage and support them.

Factor in plenty of breaks as children with mild hearing loss have to concentrate harder than their peers, which can lead to tiredness (more information at www.ndcs.org.uk/tired).

Check there has been a full assessment of the child's needs, relating to their hearing loss. Seek advice from a specialist Teacher of the Deaf on this.



More information



Always talk to the child's parents – they will have lots of ideas and suggestions.



Contact the local specialist education support service for further advice and support from a Teacher of the Deaf.



Access our resources at www.ndcs.org.uk/education_resources

- *Supporting the achievement of deaf children*
- *Creating good listening conditions for learning in education*
- Advice on the 'Assess, plan, do, review' cycle of support
- *Look, Smile, Chat* deaf awareness pack
- Video on supporting children with mild hearing loss

Any questions? We're here to help.

**Freephone Helpline: 0808 800 8880
helpline@ndcs.org.uk
www.ndcs.org.uk/livechat**

www.ndcs.org.uk



**Full references for this booklet
are available by emailing
informationteam@ndcs.org.uk**

The National Deaf Children's Society is the leading charity dedicated to creating a world without barriers for deaf children and young people.

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