



SENCO Forum Training – Part 2

Name

STLS Sensory Service

2022

Dover District

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AIMS OF THE SESSION

- To experience learning with an Hearing Impairment (HI), Vision Impairment (VI) or multisensory impairment (MSI).
- To reflect on experiences and discuss strategies to support HI, VI and MSI learners in school.
- To learn about the documents to offer guidance for educational professionals.
- To learn about the referral system and support offered by the Specialist Teaching and Learning Service - Sensory Service.

WHY IS THIS IMPORTANT? INSTANCES OF HI AND VI

- There are over 45,000 deaf children living in the UK.
- 90% of deaf children are born to hearing parents.
- Four babies are born deaf everyday.

(RNID and NDCS)

- There are over 25,000 vision impaired children in the UK.
- Every day 250 people start to lose their sight.
- Only one in four registered blind or vision impaired people of working age are in employment.

(RNIB and My Voice)

NOW TAKE PART IN THE ACTIVITY:

- You are an HI learner in a science lesson
- Take down the dictation about Biodiversity and conservation .

WHAT DID IT FEEL LIKE?

- What are the barriers to listening and learning?
- What did it feel like when you were listening?
- What can you do to support your learners with a hearing loss?

Simulation of Hearing Loss



Common Infection



Ambient Noise



Reverberation



Mild Sensorineural Loss



All Factors Combined

Nelson, P.B. (1997). Impact of hearing loss on children in typical classroom environments. Acoustical Society of America 133rd Meeting Lay Language Papers (on-line)
www.acoustics.org/133rd/2paaa2.1.html

Supporting HI pupils in the classroom:

Can you improve the listening environment?

Soft furnishings, carpets & blinds reduce reverberation (sound bouncing around).

Switch off fans and projectors when not in use.



Insist on quiet before giving information and instructions.

Close doors when there is external noise. Consider using partitions in open plan classrooms.

Give preferential seating to the HI child, close to the source of the sound you want them to hear.

STRATEGIES FOR GENERAL CLASSROOM TEACHING

- Use good voice levels, clear speech, natural rhythm and intonation.
- Keep background noise & other distractions to a minimum (remember hearing aids increase the noise of everything).
- Use natural gesture, facial expression, signs and visual clues/resources where necessary to get message across
- Avoid walking and teaching
- Avoid writing on the board and talking
- Stand in good light if you are the speaker.



RECOGNISING SIGNS OF HEARING LOSS

- Does not respond when called
- Constantly says "what?" or 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 or activities or discussions
- Watches what others are doing before doing it themselves

RECOGNISING SIGNS OF HEARING LOSS

- Complains about not being able to hear
- Tires easily
- Talks louder or softer than expected
- Becomes easily frustrated
- Seems startled when people come into their line of vision
- Appears inattentive or as though daydreaming

SOME IMAGES TO REFLECT SOME ASPECTS OF VISION IMPAIRMENT ...



Normal



Nystagmus

Nystagmus







Normal Vision



**Vision with Age-related
Macular Degeneration (AMD)**

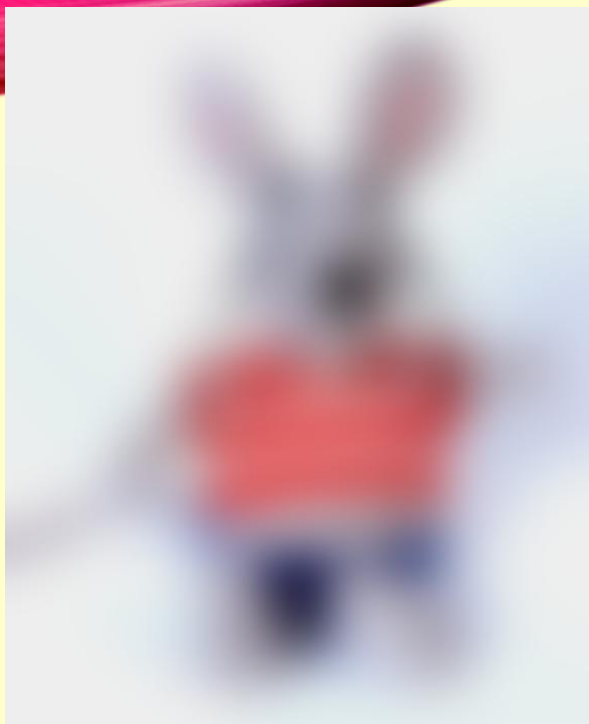






Profound

- No detail at all.
- Lots of verbal description and work on concepts and all materials presented in a tactile way.
- This vision may help a little with mobility but braille and a long cane would be needed.
- Would be registered as severely sight impaired (blind).



Severe

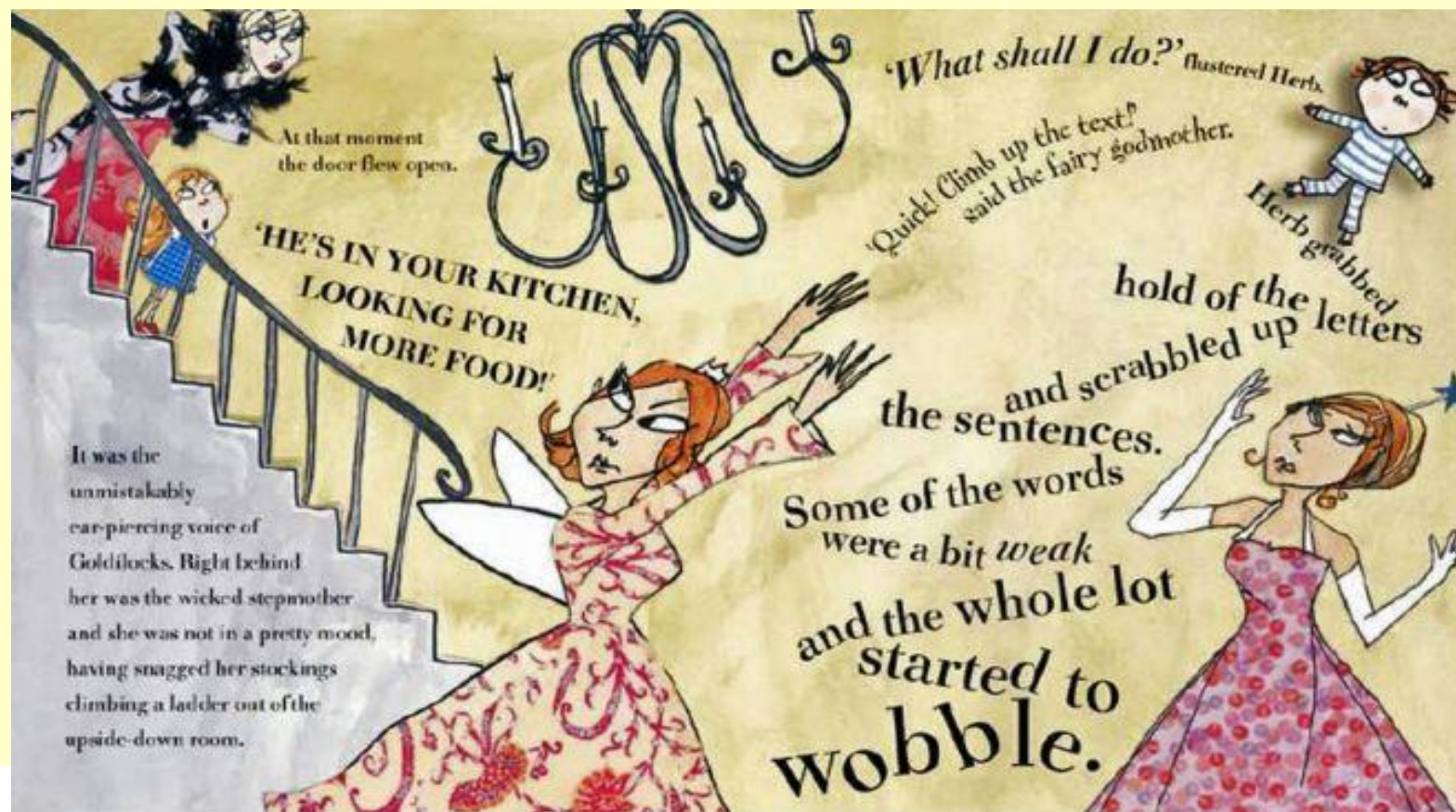
- Can you make out the image yet?
- Still no detail, no facial expression, only really colours apparent.
- Print would need to be very large, lots of modification of materials and activities.
- Would also be registered as severely sight impaired.



Moderate

- A bit clearer now but still some detail difficult to make out like the teeth.
- Facial expressions will be tricky and the child will need support with social relationships.
- Enlarged print and modified materials will be necessary.
- At least termly visits would be needed and would likely be registered as sight impaired (partially sighted).

IN PRACTICE, WHAT DO YOU THINK TO THIS PICTURE?



RECOGNISING SIGNS OF VISION LOSS

1. They tend to close one eye during activities like reading or watching TV.
2. They bump into objects.
3. They avoid activities that require near vision (reading, homework, computer use) or distance vision (sports, other recreational activities).
4. They tell you that their eyes are tired or they have a headache.
5. They rub their eyes a lot.
6. They seem sensitive to light.

RECOGNISING SIGNS OF VISION LOSS

7. Their eyes tear up for no apparent reason.
8. They hold books unusually close to their face.
9. They lose their place as they read.
10. They use their finger to guide their eyes along the page.
11. They sit very close to TVs or computer screens.
12. They squint or tilt their head to see better.

LINK TO PRACTICE

Can you think how some of these things might affect life at school for a child or young person?

How can you support with these things?

We can help!

MULTI-SENSORY IMPAIRMENT/DEAFBLINDNESS – WHAT TO CHECK FOR

- Its very unlikely! But...
- MSI/Deafblindness = vision impairment AND hearing impairment
- Vast majority of cases are referred from VI/HI teachers
- However, learners don't have to have a VI and HI teacher to be MSI
- Be alert for learners responding to sensory input in a way which doesn't 'fit' with their overall profile
- Find out whether this response differs in different contexts, e.g. home, outside, with peers....

MSI – IF YOU'D LIKE FURTHER ADVICE

- Speak to the learner's VI/HI Specialist Teacher
- Contact the MSI Co-Ordinator:

Hannah Downs

hdowns@valence.kent.sch.uk

07989 671120

THE ROLE OF THE SPECIALIST TEACHING AND LEARNING SERVICE FOR HI, VI OR MSI

- We follow guidelines issued by the National Sensory Impairment Partnership (NatSIP) in the support we offer SI pupils in Kent. We provide advice and support for all families, settings and schools where a child has a diagnosed sensory impairment. We visit CYP in homes, settings and schools where there is at least a moderate bilateral loss.
- If you are concerned a child has an undiagnosed HI, VI or MSI, a referral for a hearing and/or sight test should be sought from the family GP.
- Where a child has a sensory impairment but does not require specialist intervention from our service, we can discuss concerns and signpost schools to the Mainstream Core Standards for Hearing Impairment, Visual Impairment and MSI.

How to refer to the Sensory Service

Phone for advice or ...

We have an open referral system – anyone can refer!

Requests for Professional consultation and intervention - Teaching & Learning Service
(stlsvalence.com)

CONTACT DETAILS FOR HI

- West & North Kent – Sue Holder, HI Coordinator - Referrals Tel: 07825 013351 or email sholder@valence.kent.sch.uk
- East & South Kent – Jo Clarke, HI Coordinator - Referrals Tel: 07825 380152 or email jclarke@valence.kent.sch.uk
- Clare Taylor, Hearing Impairment Coordinator – Training Tel: 07540 677036 or email ctaylor@valence.kent.sch.uk

CONTACT DETAILS FOR VI

- Jennie Russell, Visual Impairment Coordinator - Referrals Tel: 07795 151364, Email jrussell@valence.kent.sch.uk
- Lisa Bell, Visual Impairment Coordinator - Training Tel: 07917 224205, Email lbell@valence.kent.sch.uk



Specialist Teaching and Learning Service (stlsvalence.com)



REQUESTS FOR PROFESSIONAL CONSULTATION AND INTERVENTION



Form PCI 1S & 2S

	Form PCI 1S Request for Professional Consultation and/or Intervention for Sensory Impairment		
<p>All requests for intervention for sensory impairment must include up-to-date clinical information of the child or young person's hearing and/or vision.</p> <p>This request must include the completed parental agreement to engage section (pages 3 and 4).</p>			
For Hearing Impairment please send to: Ann Vickers County Co-ordinator for HI, Meadowfield School, Swanstreet Avenue, Sittingbourne, Kent ME10 4NL	For Visual Impairment please send to: Jennie Russell Visual Impairment Coordinator, The Beacon School, Park Farm Road, Folkestone, Kent CT19 5DN	For MSI/Deafblind please send to: Suzanne Wilkins Head of Sensory Service, Valence School, Westerham Road, Westerham, Kent TN16 1QN	
1. Please tell us about the child or young person:			
Forename	Surname	Gender Male/Female	Date of Birth
Address		Ethnicity	Language
Postcode		Child in Care?	Child in Care - Local Authority
Correspondence Address if different		Yes / No	
Postcode			
2. Please provide contact details of the parent/carer:			
Full Name	Address		Relationship to Child/Young person
	Postcode:	Telephone	
Full Name	Address		Relationship to Child/Young person
	Postcode:	Telephone	
3. Please provide contact details of the Pre-School or School the child or young person attends:			
Pre-School/School name	Address:		National Curriculum Year (if applicable)
	Postcode	Telephone	
4. What are the main concerns?			
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Any further questions?

