

Introduction

HIs are identified as an additional learning need that impacts pupils’ ability to participate in educational experiences (NDCS, 2022c). Additionally, Felman (2018) describes HIs as the partial or complete inability to hear which are classified in different stages, *mild, moderate, severe, or profound*. Finch (2020) highlights that with early interventions (EIs) in place, pupils can be given correct strategies to support their learning (Victory, 2022).

Barriers

Hear for You (2020) acknowledge the environment is influential to the receptive process of their learning and retainment. The arrangements of the classroom such as the lighting, seating plan, visual and auditory distractions can impact pupils’ experiences and academic outcomes. Moreover, workstations near windows with high volumes of noise and carpet flooring can cause barriers to pupils’ engagement in learning (Guardino and Antia, 2012).

However, when practitioners do not acknowledge the arrangements as potential barriers, it fails to support pupils’ rights, negatively affecting developmental progression. This affects the pupils intellectually, emotionally, and socially (Kigotho, 2016). The possibility of pupils with HIs experiencing additional barriers to communication is high if the pupils’ educational provision does not meet their additional learning needs. The pupils face barriers to knowledge and understanding of society through language, providing further difficulties to socially participate with other peers, resulting in isolation and loneliness (NDCS, 2021).

This implies that the classroom environment is of significance to pupils with HIs learning.

Identifying and diagnosing

Bornstein (2018, p.1) believes the process of early identification and diagnosis of HIs are significant to pupils needs, ensuring the EIs can promote the pupils cognitive, emotional and language development from regression.

Cochlear (2022) convey pupils may show signs through delayed speech further impacting the pupil to become frustrated or withdrawn from activities (CDC, 2021). Additionally, Hornsby *et al.* (2014) implies pupils concentration levels may be affected and become tired very easily.

However, many signs can indicate other ALNs, therefore may not always be a straightforward diagnosing process and further testing is required (Victory, 2022). Therefore, NHS (2021) have routine hearing tests available in Wales for babies after birth and to pupils in later childhood to ensure the risk of misdiagnosed and untreated HIs are reduced.

NDCS (2022b) express the benefit of identification and diagnosis promotes accuracy of professionals needed to support the pupils in learning. The Teacher of the Deaf (ToD) would be one of the most important professionals involved in the pupils’ educational environment following from the diagnosis. Similarly, the Welsh Government (2014) highlights early identification and diagnosis as the umbrella to EIs.

Conclusion

Identification and diagnosis are key for the multidisciplinary team to implement EIs to provide a stimulating, high-quality provision. It is clear, barriers within pupils’ learning environment can be very common. However, to reduce the risk of developmental regression, strategies are in place to ensure social inclusion can be accomplished.

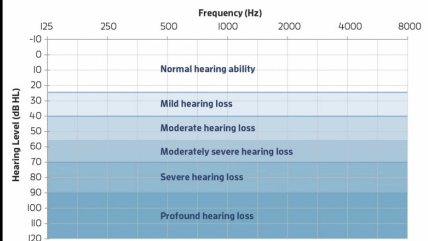
Strategy

The Assistive Listening Device (ALD) is an effective strategy used within the learning environment to promote pupils understanding (Phonak, no datea).

Phonak (no dateb) highlights enhanced hearing benefits the pupils understanding, supporting developmental growth and influencing the pupils’ progression in communication skills (Wagner-Skinner, 2018).

Similarly, Nelson, Poole, and Muñoz (2013) clarify pupils’ concentration and behaviour have made significant improvements. The strategy eliminates environmental barriers, providing access to social inclusion (Greenway and Rees-Edwards, 2021).

However, Rekkedal (2014) recognises limitations can apply when implementing ALDs. Pupils of Early Years depend on professionals to include ALDs during learning. Therefore, it is professionals’ responsibility to empower the use of ALDs, ensuring effective working order to provide pupils with high-quality and inclusive provision.



(Source: Clason, 2020).

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