

Identification & Diagnosis

According to the national deaf children's society (no date) hearing loss occurs when parts of the ear is not working. The ear converts sound into signals and vibrations for the brain. Nerve deafness is normally when permanent hearing loss happens, whereas conductive deafness is where the sound cannot pass through often as a result of a blockage. CDC (2023) suggests that deafness or hearing loss is identified at a hearing screening which normal happens around birth. Deafness can be identified at birth but sometimes does not develop until later on in a person's life. recognising signs in deafness and hearing loss include:

- Frustration
- Withdrawn
- Red ears/ear pulling
- Changes in behaviour
- Speech and communication difficulties
- Speech and language delay
- Not responding to name
- Music or tv turned up loud

Full hearing tests are done by audiologists to assess the amount of hearing loss though a auditory brain response test. Which tests the brains response to sound.

The behaviour audiometry evaluation checks a child's behaviour respond to sound.

Strategies

The Welsh government (2022) states the new ALN system support children from 0-25. The legislation framework ensures all children with ALN are supported in reaching their full potential. All children are entitled to an IDP, individual development plan which is a plan of the child's support strategies. the legislation and frameworks put children at the centre of the learning and education. A learning difficulty is recognised in comparison to someone else of the same age.

Cardiff and vale of Glamorgan (2021) states inclusion is important for a child centred approach, it supports the children with ALN in achieving the UNCRC rights of the child. The 7 principles a practitioner should follow when supporting planning and delivery include-

- Dignity
- Participation
- Non- Discrimination
- Best interests
- Transparency and accountability
- Independence and indivisibility,
- Life, survival, and development

The environment also plays a vital role in support an inclusive approach for children with ALN – deafness and hearing loss. This is by ensuring the environment is accessible for all children and is equipped and set out to suit the needs of the children. Have defined areas such as and accessible environments include visual aids, lighting, quiet corner and sensory area.

Royal association for deaf people (no date) states that sign language is a visual way of communication, it combines a mixture of facial expressions, body language, and gestures as a form of communication. British sign language is used in the UK as a form of communication, the British sign language is not a copy of English it has it own complex structures and grammar. However, British sign language is not uniform across the different local areas therefore it could lead to some misinterpretation.

Barries

National deaf children's society states that deafness in children does not always have a cause and it can sometimes be as a result of a disability or syndrome or sometimes deafness can be caused by genetics. Deafness resource centre (no date) states children can be exposed to challenges in education.

This can include..

Language delays which puts an impact on social and emotional development and skills. Which has a knock on effect on children's learning and other child interaction because of the language barrier.

Teacher and practitioners often lack the training awareness and resources to support children with ALN which poses an impact onto children's education and development. Children with heading loss or deafness need specialized support and resources to support them in their education, if the needs are not met it leads to a attainment gap. Early on intervention supports the child and reduces the impact of delays and negative outcomes. Staff having inadequate training and awareness results in poor quality resources and interventions being provided.

Simson (2017) suggests that staff having the training and awareness needed around deafness can improve educational and social achievement for children which will reduce the education attainment gap.

Deafness

ALN

Additional learning needs refers to someone that has a learning difficulty or disability that puts them behind someone of their age. Snap Cymru (No date).

Deafness refers to someone who has a loss of or no hearing in their ear means parts of their ear may not be functioning effectively. National deaf children's society (no date)



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Conclusion

To conclude hearing loss and deafness occurs when pears of the ear stop working effectively.

Signs to look our for in a child include, frustration, misunderstanding, speech delay and changes in behaviour.

Tests such as the hearing screening, behaviour audiometry evaluation test. and the additory brain response test.

Barriers in education of a deaf child can include limitation on resources and poor interaction as a result of communication delays.

The new ALN system supports children with their rights in having IDPs to make their support a requirement.

British sign language supports children as another form of non verbal communication, it gives children the access to communication and interaction through, body language, facial expressions and hand signs.

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Good afternoon I am Apryl Lewis-James, I will be discussing ALN (Additional learning needs) and covering deafness in depth, looking at barriers and support strategies. Snap Cymru (No date) States that additional learning needs refers to people who have a learning difficulty or a disability which makes it more difficult to learn compared to children their age. According to the National deaf children's society (No date), Deafness and hearing loss is when one or more parts of someone ear does not work effectively.

IDENTIFICATION AND DIAGNOSIS

According to the NDCS (no date) Deafness and hearing loss happens when parts of the ear are not working. The ear has 2 functions, it can hear sound and the ear will convert the sound into signals for the brain to understand, the ear also supports balance. Nerve deafness is hearing loss within the inner ear which is a result of the cochlea not working properly. This is a type of permanent hearing loss. Conductive deafness is where the sound cannot pass through the outer and middle of the ear into the inner ear, often because of blockages such as fluid or wax. It is often referred to as glue ear and can be common in young children. Most of the time it is temporary hearing loss but can sometimes be permanent.

The national deaf children's society Deafness (no date) states that Children can have hearing loss as a result of nerve and conductive deafness and its most common for hearing loss to be in just one ear rather than 2 this is referred to as single sided deafness (SSD). It is rare to have no useful hearing, most children will have some kind of sounds or vibrations based on different noise levels and with the support of hearing aids or implants it can result in children being able to hear more sounds.

CDC (2023, B) suggests that Hearing loss and deafness is often identified during newborn hearing screening, identification from early on in a child's life can help maximise their ability of hearing and identifying sounds. Children with severe hearing loss may be given cochlear implants around the age of 12 months. Deafness can be apparent at birth, or it can often develop later on in a child's life. deafness can be identified through signs and tests. To identify and recognise deafness in children there are often signs to look out for such as, changes in their behaviour children may become frustrated and withdrawn. Red ears or ears pulling can be a sign often of mild hearing loss. Difficulty with speech and communication, this could be delayed, or often mishearing and misunderstanding words and language used by others. Children not responding when their name is being called or have difficulty hearing, understanding, and concentrating in loud environments, as well as having the sound turned up loud when watch or listening to something.

Cardiff and vale of Glamorgan (2021) states that The additional learning needs and education tribunal act states that legislation create a framework to ensure that children needs are identified early on to ensure support is put into place quickly to allow children to reach their full potential. Inclusion should allow children need to be met to allow them to participate, engage and benefit from education, making learning fully accessible and inclusive for all children.

CDC (2023, b) suggests that Deafness can affect a child's speech, communication and social interaction. A hearing screening can be used to identify if a child has a hearing loss. The screening on takes a few minutes to produce a result. Babies should have a hearing screening before they are 1 month old. The screening is often done whilst they are still in hospital before going home. If a baby is to fail their hearing screening a follow up full screening would take place within 3 months after the initial test. Childrens hearing is then tested before they start school, or if there is a concern about hearing anytime between babies and the child starting school a test should be completed.

CDC (2023) states that A full hearing test is carried out if a child or baby fails the hearing screening. The full hearing test is carried out by an audiologist and they will evaluate the amount of hearing loss. There is a number of different type of tests that can be carried out, but the main one is the Auditory brain response test (ABR) test. This checks how the brain will response to sound and does not rely on a child's response behaviour to produce an outcome. This focuses on the inner part of the ear. The behavioural audiometry evaluation checks a child's response to sound, it will also monitor their behavioural changes to sound.

BARRIERS

NDCS (no date) suggests that Causes of deafness in children can not always be identified, however deafness can sometimes be as a result of a disability or syndrome. Difficulties in birth and premature babies can also develop heading loss. Deafness can be caused by genetics within the family. Infections and medical treatments for other symptoms can also result in temporary or permanent heading loss.

Deafness resource centre (no date) states that Children with hearing losses in education are exposed to challenges. Children can develop a speech and language delay which can impact on their social and emotional learning and interaction with other children, they may find it more difficult to communicate and connect to other children as there is a communication barrier. Children can find academic work challenging and teachers

often struggle to support children with ALN due to lack of awareness and training. Children who are deaf or with hearing loss experiences lack of support and specialised resources to support them in education. Early intervention is vital to reduce the impact of delays, however the lack of support for early intervention produces a barrier which results in children not getting the early support leading to long term negative outcomes. Staff often lack awareness and understanding of deafness resulting in inadequate resources being purchased and poor allocation of ALN specialised resources.

Simpson 2017 suggests that staff having training in deafness and hearing loss is important in ensuring that the correct and effective support is put in place for the child's specific needs. However often the services offered to children are not available or used incorrectly. Staff often feel they are not adequately equipped to support children with hearing loss. Deaf awareness training for staff supports the children in not falling behind in school and can improve the attainment gap. There is a difference in resources and language used in mainstream schools compared to specialized schools. Staff question inclusion in mainstream schools if the resources to support the children are not available.

STRATEGIES

According to Welsh government (2022) ALN has a new system which supports children and young people from 0 up to 25. The ALN legislation framework ensure that all children and young people with ALN are supported to allow them in gaining their full potential. All children and young people with ALN are entitled to an IDP (Individual development plan) which sets out support and strategies to best support the child which is known as Additional learning provision (ALP).

Cardiff and vale of Glamorgan (2021) suggests that the Inclusion for all guidance to ensure all children are supported in Pembrokeshire, though a child centre approach, the guidance support all settings to meet children's individual needs in all types of settings. To support inclusion for children with ALN in a setting based on the UNCRC right of the child, a child's right based approach framework is designed to be used by practitioners when planning and delivering provision and strategies for children. The 7 principles they should follow include, dignity, participation, non-discrimination, best interests, transparency and accountability, independence and indivisibility, life, survival and development.

Welsh government (2022) states that A person with ALN under the ALN act is seen to have a disability and/or learning difficulty which requires them to need support such as additional learning provision. The disability or learning difficulty can be recognised by a significant learning difficulty in learning in comparison to a child of the same age. A disability which could prevent or obstruct their ability to access education or facilities in a mainstream setting. The Legislations and frameworks put children at the heart of all plans and support ensuring their needs are met.

Cardiff and vale of Glamorgan (2021) Environments play a role in ensuring an inclusive approach, ensuring environments are accessible for all children is important to meet the needs of the child, visuals aids, lighting, quiet corners, defined areas, sensory and appropriate resources are accessible for children throughout the day to support their development and support inclusion for all children. Children with hearing loss require a change in the environment to best support them and ensuring they have a positive outcome from the environment. children with hearing loss should still having a sense of belonging and the environment should also support their learning and development. Support strategies can be put in place to ensure that children's learning and development is positive, accessible and meaningful. Awareness and training of staff is important to allow for other means of communication, such as nonverbal communication. Nonverbal communication can include British sign language, the use of visuals like pictures or hand gestures. Body language is important to support a child in gaining better understanding. Adjusting the environment Is important, such as reducing background noise, ensuring there is enough lighting for children to see visuals and adjusting the room to allow the child to have a clear view of children or staff at all times to support nonverbal communication.

According to the Royal association for deaf people (no date) Sign language is a visual method of communicating. It combines, facial expressions, body language and gestures. British sign language known as BSL is used as a method of communication. British sign language has it own grammar, vocabulary and sentence structure. It uses a combination of, lip patterns, hand shapes, facial expressions, and body language. It is not equivalent to English, and the signed language is made up of difference structure and grammar. A barrier of sign language is that it is not uniform across the UK or world, it had different variations in different places meaning that it can sometimes be mis interpreted. British sign language is important in education as it allows children to gain access to an education, it supports inclusion for children allows them to access for the same equal opportunities as others leading to a less attainment gap and better outcomes for children with hearing loss and deafness. British sign language also supports children with their cognitive development as

well as cultural differences as it allows others to have appreciation for the deafness community. Communication skills is an important factor of British sign language as it gives people who are deaf or have loss of hearing to be able to communicate and supports them in skills which they develop for life.

CONCLUSION

To conclude, identifying and recognising deafness in children its key to look out for signs such as, changes in behaviour may cause children to become frustrated and withdrawn. Red ears or ears pulling can be a sign often of mild hearing loss. Difficulty with speech and communication, this could be delayed, or often mishearing and misunderstanding words and language used by others. Children can find academic work challenging and teachers often struggle to support children with ALN due to lack of awareness and training. Children who are deaf or with hearing loss experiences lack of support and specialised resources to support them in education. Support strategies can be put in place to ensure that children's learning and development is positive, accessible and meaningful. Awareness and training of staff is important to allow for other means of communication, such as nonverbal communication. Nonverbal communication can include British sign language, the use of visuals like pictures or hand gestures.

Thank you for your time to listen, Do you have any questions?

Linsey- How can an adult support a child with hearing loss?

An adult can support children with deafness or hearing loss by being open and supportive, of their way of communication. Offering a child visual support and allow time for them to respond can be supportive. Supporting the child in learning and understanding sign language and non-verbal communication as well as having training and awareness. (Welsh Government 2019)

Claire- What made you want to explore deafness?

There is not enough awareness and support surrounding deafness, a colleague of mine recently went on a deaf awareness course and on feeding back it made me aware the importance of deaf awareness. It allows children and adults to improve the quality of their education and increase opportunities and inclusion. University of Leeds no date