



Wessex Primary School

POLICY DOCUMENT - HEARING RESOURCE BASE
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On school website	Yes
This policy has been impact assessed against race, gender and disability and no adverse impact has been identified	



POLICY DOCUMENT - HEARING RESOURCE BASE

Introduction

This policy outlines the purpose, nature, organisation and management of the Hearing-Resource Base (HRB). It reflects the view of the teaching staff as well as other members of staff and was drawn up as a result of staff discussion. The implementation of this policy is the responsibility of everyone who works at the school and will be monitored by the Head teacher. The effectiveness of the policy will be monitored regularly and it will be reviewed regularly.

The Resource

The children in the whole school HRB have daily access to the Teacher of the Deaf and Teaching Assistants. The school has undergone acoustic improvement work to ensure that the pupils are learning in advantageous acoustic conditions. All children who are part of the HRB have an EHCP primarily for their hearing impairment ranging from moderate to profound loss. Children wear hearing aids or have cochlear implants and use radio aids in school.

Admission Criteria for Hearing Impaired Children

A pupil offered a place in the Resource would be expected to be a child:

- whose primary disability is a moderate to a profound loss
- who possesses an appropriate EHCP
- who requires provision or oversight for the entire school week from a specialist teacher of the deaf
- who would benefit from inclusion within a mainstream environment
- who would benefit from an oral communication provision.

Placement of a pupil at the Resource must take account of:

- parental preference
- the efficient education of the other children with whom the pupil would be educated
- the efficient use of resources
- spaces available within the Resource not exceeding 4 children per year group.

The efficacy of the placement will be reviewed regularly by way of the usual annual reviews of the EHCP and other formal or informal reviews. There will be no presumption that a pupil will retain the placement for the whole of his or her Primary School education.

Admissions to the Resource will be determined by the Head of Children's Services, in consultation with the Headteacher of Wessex Primary School and the Head of the Sensory Consortium Service and anyone else whose advice from time to time be thought helpful.

Method of Communication

The HRB uses an oral/aural approach to communication. The children are encouraged to make optimum use of their aided hearing in order to speak, write and understand spoken and written English.

In order to promote an optimum ability to listen there are regular opportunities for each child to take part in listening games/activities either individually or in groups.

The children's spoken language is developed through natural conversation and role play. There are regular opportunities for this throughout the week in the quiet environment of the HRB without the interference of background noise. The children work in the HRB as frequently as their individual language development requires, either in small groups or individually.

Management of Audiological Equipment

Because the HRB is an oral/aural unit, it is extremely important that post-aural aids, radio aids and cochlear implant processors are carefully managed. All types of aids for each child are checked daily using visual and listening checks. All types of hearing aid and radio aids are also electro-acoustically checked using a test box, and radio aids are balanced. Children with hearing aids and cochlear implant processors visit various audiology services to have their equipment checked regularly.

Class Teachers, Teaching Assistants and the Teachers of the Deaf are all involved in checking or monitoring that all aids are working correctly throughout the day. However, as the children mature, they are encouraged to increasingly take more responsibility for managing their aids. By the end of KS1 children are encouraged to be able to put on their hearing aids/cochlear implants and radio aids, turn their hearing aids/cochlear implants and radio aids on/off and to report any faults. This independence is developed in KS2.

Inclusion

Inclusion of the hearing impaired children into the mainstream classes is both social and functional. With support the children have access to the Foundation Stage and the National Curriculum. This may involve working in the mainstream class without extra adult support or it may mean working in the class with the support of the TA or Teacher of the Deaf. Subjects or activities involving discussion may involve reverse integration i.e. a group of hearing children working with a hearing impaired child in the HRB, where there are favourable listening conditions. Work can be differentiated either by input given or outcome expected/achieved.

Depending upon each child's language development, inclusion for some curriculum areas may not be beneficial and the child will need to be withdrawn for individual work in the HRB. The child may also need to be withdrawn for extra language work to compensate for the difficulties of learning language skills with a hearing impairment.

The children are encouraged to be as independent as possible of adult support. In order for this to happen it may mean that sometimes the adults who work with the hearing impaired children work with others in the classroom whilst at the same time unobtrusively monitoring the activities of the hearing impaired child.

Planning and Assessment

Each child has an EHCP which is reviewed annually. It identifies targets for language development and other areas that need attention.

Support from the TA and the teacher of the Deaf takes into account the needs of each child, for withdrawal and support in the mainstream class. We consider the child's voice when setting targets and timetabling his or her support.

The Teacher of the Deaf has copies of the teachers' plans for the schemes of work being followed, which enables inclusion to take place more smoothly.

Assessment is continuous through Annual Reviews, SALT and the assessment procedures of the school. Progress and concerns are discussed with other professionals at meetings.

Contact with External Agencies

The children have sessions with a speech and language therapist or assistant. These sessions are planned in conjunction with the Teacher of the Deaf. The speech therapist is consulted in the reviewing and planning of targets and also invited to Annual Review Meetings.

The Teacher of the Deaf organises Annual Reviews for each child, inviting parents and professionals who are involved with the pupil to submit reports and to attend the meeting. At this Annual Review the pupil's progress and support is discussed and targets set for the forthcoming year.

The Teacher of the Deaf receives copies of audiological review reports from the hospital, which take place at least annually. This alerts the school to any change in the nature of the hearing loss or any changes needed to the hearing aids. Contact is made with the audiology services of the relevant hospitals if and when necessary.

There are annual reviews which take place between the school, AfC and Sensory Consortium to discuss the role and development of the HRB

Contact with Parents

Regular communication with parents is maintained through either the child's home school book or phone. Parents are also invited to parent's meetings where children's progress, attainment and targets are discussed and reviewed, and to Annual Reviews where their child's progress is discussed more broadly. Visits to children's homes may take place when appropriate and translators are used if necessary. Parents are always welcome to join in activities at school and are encouraged to take an active role in supporting their child.

Training

The Teachers of the Deaf provide deaf awareness training to staff and pupils. The Teacher of the Deaf is also available when necessary to discuss problems or concerns class teachers may have about teaching the curriculum to hearing impaired children.

When a new member of staff becomes involved with a hearing impaired child, the Teacher of the Deaf gives training as a matter of priority.

HRB staff attend specialist courses such as those that may be organised by the Sensory Consortium or the audiology departments of the CI Hospitals supporting the children. In addition there are termly visits from the Educational Audiologist at RBWM Sensory Consortium providing audiological training and support with equipment.

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