Recognising and Managing Conductive Hearing Loss in the Early Year’s Setting

Recognising the signs:
- May appear dreamy, disruptive, distracted or demanding
- “Can listen when he wants to!”
- Can be withdrawn and wait for cues from others in the class . . . or even opt out
- May have delayed language
- May have unclear/immature speech
- May have weak vocabulary
- May have difficulty acquiring phonics
- Can find it difficult to follow in a group situation
- May have difficulty locating who is talking
- May find it difficult to hear when there is background noise
- May find it difficult to concentrate and attend for long periods of time

Managing:
- Check all the children are attending and settled before you start. Call his name but don’t shout
- Make eye contact and smile
- Speak clearly
- Use running speech, clear context and normal intonation
- Use visual aids and props to maintain focus
- Don’t constantly move around when talking
- Be aware of light source in class
- Manage background noise
- Use the “one person talks at a time” rule
- Point out who is talking
- Have good classroom management routines
- Establish a rule of attending and listening
- Check in particular, the child who has a cold or seems distracted. Call his name and smile
- Repeat or reiterate what children say
- Check seating position- towards front but at side
- Help children see your face and your expressions
- Be aware hearing can fluctuate
- Be aware of poor acoustics and their impact

Information about the SENSS local offer is available at: https://www.oxfordshire.gov.uk/cms/content/services-support-children-learning
Further strategies and resources available at: https://www.oxfordshire.gov.uk/cms/public-site/early-years-sen-toolkit