Submission from Catherine Brookes, Longniddry Primary School

Children with a hearing impairment struggle with language acquisition (obviously dependent on their hearing loss and quality of language environment they are in). It is a language delay and not a language deviation. To help reduce the delay they need quality time (one to one) with a trained teacher of the deaf (TOD) on a regular basis. The trained teacher needs to share this work with school staff members. There needs to be input from SALT (speech and language) and SALT and TOD need to share their programme of work. This should not be seen as best practice but as what should happen for every child. This does happen sometimes but other times resources just do not allow it to happen.

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