Pupils with a Hearing impairment

The overarching priorities to improve the attainment of children with a hearing impairment have remained unchanged over many years: The best possible audiological support Good trained staffing levels and the staff are given good quality CPD

My specific suggestions are:

**Early intervention** – With reference to the publication by Scottish Sensory Centre ‘Scottish Standards for Deaf Children (0-3): Families and professionals working together to improve services’ the Government gives assistance and guidance to local authorities, and the services they provide, to implement and / or review these standards and recommendations. These standards show the crucial role of parents in their children’s language and communication development and how best to support them.

**National 4 and National 5** - Sensory Support teachers are given specific training to support pupils on National 4 and National 5 courses (for example the listening component in the National 4 Literacy). It would also be valuable to have the opportunity to meet with other sensory support teachers from all over Scotland. This could be a day conference where experiences could be shared and resources developed (perhaps co-ordinated by BATOD or SSC).

**Subtitling** – any video produced for educational purposes should be subtitled. Ideally there would be a national service that could subtitle videos to be used in schools.

**Nuance™ - New Dragon NaturallySpeaking 13** - to explore the possible use of this software in schools, colleges and universities. This software, designed to change speech into text, has been improving over the years and may now be able to provide ‘live’ subtitles. This might be researched by the CALL centre which is already in the process of considering this software in its ‘Talking in exams project’ relating to dyslexia.

**Mild hearing losses** - to review and produce national standards regarding assessment and support of pupils with mild and/or unilateral hearing losses (with reference to the article by Anne Marie Tharpe ‘Minimal Hearing Loss in Children: The Facts and the Fiction’)}
Research – to collate, make recommendations, provide training and resources regarding memory and hearing impairment. There has been research recently on this such as ‘Improving Deaf Children’s Working Memory through Training’ Terezinha Nunes, et al, International Journal of Speech and Language Pathology and Audiology, 2014 2, 51-66 (games developed from this research in conjunction with the NDCS). It would be valuable to have some national guidelines on the best programmes to help with auditory and working memory.

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