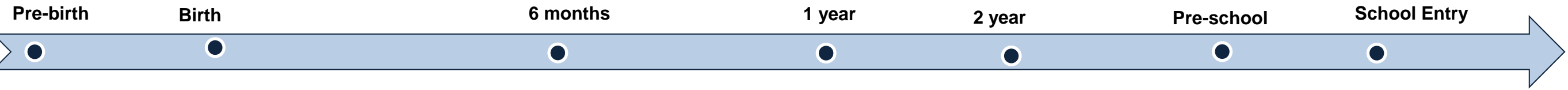


Hampshire Universal Audiology Pathway for children up to 7 years – Identification and Referral



Midwifery

Antenatal screening (> 28 wks pregnancy)
Identification of congenital conditions which may impact on hearing

NIPE
New-born Blood Spot Screening
New-born Hearing screening Programme
Personal Child Health Record (PCHR) issued

**0-19 Public Health Nursing
HV/SN**

Antenatal contact
Identify family history of hearing loss.

New Birth Visit
(by day 14)

Postnatal contact
(6-8wks)

HR1 Health Review
(9-12 months)
ASQ3 & ASQSE assessment

HR2 Health Review
(24-27 months)
ASQ3 & ASQSE assessment

3.5 yr communication to families in preparation for school

School entry communication to families in the term before starting school in Sept

Advice and support available through Hampshire Healthy Families; ChatHealth, Channel Mum, Wessex Healthier Together
Discussion regarding hearing at each universal contact with targeted work through Universal Plus and Partnership Plus service offer

GP / Practice Nurse

Postnatal check
(6-8-weeks)

Immunisations at: 2, 4, 12 months, 3yrs and 4 months

Can be first point of contact for health concerns which may be pre-cursor for or indicate hearing loss

Early Years

Early Years Foundation Stage (EYFS) for all children in early years provision

Community support

Family Information and Services Hub, Library, Play Groups,

Whole System Approach

Family Support

Environment

Workforce

Identification

Interventions & Resources

Universal

All parents and carers:

- will be supported with current information and resources by teams identified on page 1
- will be able to make proactive choices with respect to their child's needs

Creating a positive home learning environment:

- signposting to evidence based resources such as:
 - [Hungry Little Minds](#)
 - [Chat, Play, Read](#)
 - [Tiny Happy People](#)
 - [Local library service](#)

Professionals working with children:

- a shared understanding from health and education workforce about common signs and indication of hearing loss using the following resources:
 - hearing loss – information for early years staff
 - hearing loss – information for primary school staff
 - hearing loss – information for parents

Early identification of children with hearing loss:

- to enable timely support and intervention
- use evidence based tools such as Ages and Stages Questionnaire (ASQ) to support with early identification

Refer to your local Audiology Service for referral route. Self-referral available in some areas or referral via GP or Health Visitor may be required.

Health

[0-19 Public Health Nursing](#)
Baby Talk and Toddle Talk Programmes

ChatHealth: Text messaging service for parents and carers

ChatHealth 0-5: Text 07520 615720

ChatHealth 5-19: Text 0750 7332417

[Wessex Healthier Together](#)

[Hampshire health in Education Settings](#)

[Solent Children's Therapy Service](#)

[Hearing developmental milestone observations as per PCHR](#)

Education

E-learning taster modules via Moodle

Specialist Teacher Advisory Service for Hearing Impairment (STAS HI) training course:

<https://www.hants.gov.uk/stas>

Direct support for children referred by an Audiologist

Hampshire Family Support Service
Tots Talking Programme

[Hampshire County Council Family Support Service](#)

Targeted

Parents and carers of children with hearing loss:

- will have access to additional specialised support by teams identified on page 1
- will be supported to make choices and access services in a timely way

Support with creating a positive home learning environment to meet specific needs:

- liaison between home and early years / school environment to ensure an optimum learning environment for the child is achieved

Professionals will support by:

- taking a joined up approach from both health and education
- developing knowledge and skills to support
- staff in education settings will be confident and competent to deliver targeted interventions to support children and adapt the learning environment to meets learning needs

Early identification will enable:

- liaison with parents and carers, education setting and health to co-ordinate action and interventions to support the child
- assessment and early intervention to support school readiness

Children's Hearing - Information for Early Years Professionals

Hearing loss can affect children's development in a number of different ways. Please see information below for pointers as to things to look and listen out for and advice about what to do if you have any concerns.

Causes of hearing loss in children

There are a number of reasons why a child may have a hearing problem, including temporary hearing loss from a common illness such as a cold. As a professional within an education setting, you will be aware of each child's behaviour and character as well as their ongoing development. Hearing loss can present in different ways for each child however there are some common signs for you to look out for:

- Red ears in babies and/or pulling at their ears
- Does not respond when called
- Constantly says "what?" or asks for speech to be repeated
- Delayed speech, language and communication development
- Watches faces/lips intently
- Does not always follow instructions straightaway
- Often misunderstands or ignores instructions
- Makes little or no contribution to group or activities or discussions
- Watches what others are doing before doing it themselves
- Complains about not being able to hear
- Tires easily
- Talks louder or softer than expected
- Becomes easily frustrated
- Seems startled when people come into their line of vision
- Appears inattentive or as though daydreaming

A mild or slight hearing loss may be difficult to identify. Children may respond to questions easily when asked one-to-one and in a quiet environment whilst not responding to questions asked at a distance and to the whole class. Temporary hearing loss can fluctuate, meaning that children may display some of the signs above on some days but not others so consider if this is new or if it has been going on for some time.

What to do if you are concerned about a child's hearing

If the child has sudden hearing loss or if it is associated with them feeling unwell, please advise their parent/carer to seek advice from the GP immediately.

It is worth discussing your concerns with the child's parent/carer, is this something which they have noticed also? You may be able to make some small changes within the setting and at home that will help. You can also discuss making a referral to the local audiology department where a hearing test can be arranged to confirm whether the child has a hearing loss.

What you can do to help

Below are some top tips which you could start to use immediately:

① Make sure communication is clear and effective

- Check that you have the child's attention before you start talking
- Speak clearly and at your normal level and pace – speaking too slowly or exaggerating mouth patterns will make you harder to understand as it distorts speech
- Make sure the child can see your face clearly – good lighting, and facing the child when speaking, makes it easier for them to hear you and follow your lip patterns
- Make your teaching as visual as possible by using photos, graphics and other visual aids
- Encourage turn-taking and speaking one at a time during group work

② Reduce background noise as much as possible

- Turn off any equipment, like overhead projectors and computers, when not in use
- Shut the door if there is outside background noise
- Use soft furnishings and fabrics to help improve acoustics

③ **Make the most of hearing technology** such as soundfield systems (which allow your voice to be heard clearly and equally across the classroom). Be aware that some children may be reluctant to use hearing technology – gently encourage and support them.

④ **Factor in plenty of breaks** as children with mild hearing loss have to concentrate harder than their peers, which can lead to tiredness (more information at www.ndcs.org.uk/tired).

Where to find further information

The child's Personal Child Health Record (red book)

[National Deaf Children's Society \(NDCS\)](#)

[Audit tool](#)

[Wessex Healthier Together](#)

Children's Hearing - Information for Primary School Professionals

Hearing loss can affect children's development in a number of different ways. Please see information below for pointers as to things to look and listen out for and advice about what to do if you have any concerns.

Causes of hearing loss in children

There are a number of reasons why a child may have a hearing problem, including temporary hearing loss from a common illness such as a cold. As a professional within an education setting, you will be aware of each child's behaviour and character as well as their ongoing development. Hearing loss can present in different ways for each child however there are some common signs for you to look out for:

- Does not respond when called
- Constantly says "what?" or asks for speech to be repeated
- Watches faces/lips intently
- Does not always follow instructions straightaway
- Often misunderstands or ignores instructions
- Makes little or no contribution to group or activities or discussions
- Watches what others are doing before doing it themselves
- Complains about not being able to hear
- Tires easily
- Talks louder or softer than expected
- Becomes easily frustrated
- Seems startled when people come into their line of vision
- Appears inattentive or as though daydreaming

A mild or slight hearing loss may be difficult to identify. Children may respond to questions easily when asked one-to-one and in a quiet environment whilst not responding to questions asked at a distance and to the whole class. Temporary hearing loss can fluctuate, meaning that children may display some of the signs above on some days but not others so consider if this is new or if it has been going on for some time.

What to do if you are concerned about a child's hearing

If the child has sudden hearing loss or if it is associated with them feeling unwell, please advise their parent/carer to seek advice from the GP immediately.

It is worth discussing your concerns with the child's parent/carer, is this something which they have noticed also? You may be able to make some small changes within the setting and at home that will help.

You can also discuss making a referral to the local audiology department where a hearing test can be arranged to confirm whether the child has a hearing loss.

What you can do to help

Below are some top tips which you could start to use immediately:

① Make sure communication is clear and effective

- Check that you have the child's attention before you start talking
- Speak clearly and at your normal level and pace – speaking too slowly or exaggerating mouth patterns will make you harder to understand as it distorts speech
- Make sure the child can see your face clearly – good lighting, and facing the child when speaking, makes it easier for them to hear you and follow your lip patterns
- Make your teaching as visual as possible by using photos, graphics and other visual aids
- Encourage turn-taking and speaking one at a time during group work

② Reduce background noise as much as possible

- Turn off any equipment, like overhead projectors and computers, when not in use
- Shut the door if there is outside background noise
- Use soft furnishings and fabrics to help improve acoustics

③ **Make the most of hearing technology** such as soundfield systems (which allow your voice to be heard clearly and equally across the classroom). Be aware that some children may be reluctant to use hearing technology – gently encourage and support them.

④ **Factor in plenty of breaks** as children with mild hearing loss have to concentrate harder than their peers, which can lead to tiredness (more information at www.ndcs.org.uk/tired).

Where to find further information

www.ndcs.org.uk/primary-education

www.ndcs.org.uk/secondary-education

[Audit tool](#)

For a video with tips on supporting children with a mild hearing loss (go to www.youtube.com/user/ndcswebteam and search for 'mild')

[Wessex Healthier Together](#)

Can your child hear? Information for parents and carers

Hearing loss can affect your child's development in a number of different ways. Please see information below for pointers as to things to look and listen out for and advice about what to do if you have any concerns.

Causes of hearing loss in children

There are a number of reasons why a child may have a hearing problem, including temporary hearing loss from a common illness such as a cold. As a parent/carer you will be aware of your child's usual behaviour and character; hearing loss can present in different ways for each child however there are some common signs for you to look out for:

- Changes in behaviour for example becoming withdrawn or frustrated
- Red ears in babies and/or pulling at their ears
- Delayed speech and communication development.
- Mishearing and mispronouncing words
- Not hearing what is going on if there's background noise
- Not responding when called
- Problems with concentrating, tiredness and frustration that affects their behaviour
- Difficulties with reading and learning
- Wanting the volume of the TV higher than other members of your family

What to do if you are concerned about your child's hearing:

If your child is at school or attends an early years setting, it is worth discussing your concerns with your child's teacher/key person. You may be able to make some small changes at home and within the setting that will help. They can advise on how to make a referral to the local audiology department where a hearing test can be arranged to confirm whether your child has a hearing problem.

If your child has sudden hearing loss or if it is associated with them feeling unwell, please contact your GP.

Where to find further information

Your child's Personal Child Health Record (red book)

ChatHealth: Advice service run by 0-19 Public Health Nursing TEXT: 07520 615720

[Hampshire Healthy Families](#)

[Wessex Healthier Together](#)

[NHS Choices](#)

[National Deaf Children's Society \(NDCS\)](#)

Top Tips

Below are some top tips which you could start to use immediately:

- Reduce background noise where possible. Try turning off the TV and radio during play activities
- Gain your child's attention before giving them an instruction by calling their name, getting to their level
- Try to always be face to face with your child so that they can see you are talking to them
- Use visuals as much as possible to help them understand. These may be simple gestures, Makaton signs, pictures or objects
- Introduce soft furnishings where possible (e.g. cushions, rugs) to help reduce and soften environmental and background sounds such as chairs dragging along the floor, drawers shutting etc.