

## **Recognising and Managing Conductive Hearing Loss at Home**

### **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- Can be withdrawn and wait for cues from others in the class .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 that your child is attending and listening. Call his name first
- Don't Shout! Use normal speech and intonation
- Remember reprimands and warnings are loud; your child may turn and see an angry or worried face, yet praise and loving sounds are quiet and may not be heard. Your child may not turn to see your loving face
- Be aware of the problems of directional sound
- Check family seating at the table, can he see everyone?
- Check your child is aware, following and involved in the conversations
- Be aware of fluctuating hearing in each ear and at different times of the year. Look out for the signs of the condition
- Make sure the Early Years setting is aware
- See your GP, especially if it is persistent
- He may not 'overhear' like other children and so spend that extra time talking 'one to one' about what is going to happen. Spend time talking through what you did in the day
- Reiterate what others have said
- Listen to him and value his contributions
- Manage background noise- kitchen appliances and TV



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>