



Telford & Wrekin
Co-operative Council



Sensory Inclusion Service

6th Floor Darby House Lawn Central

Telford TF3 4JA

Tel: 01952 385269

e-mail: SENDandInclusion@telford.gov.uk



How to support a child with Glue Ear in your setting

- ❖ Due to the nature of glue ear, hearing levels can fluctuate. Pass on any concerns or observations about the child's hearing to their parent/carer.
- ❖ Child should be sat towards the front of the classroom, to one side, so that they have a clear view of their teacher/the speaker and their peers. They may use lip-reading to support their listening, so will need a clear view of lip patterns.
- ❖ Before talking to the child, make sure they are looking at you and that they have a clear view of your face.
- ❖ Be careful not to stand in front of a light source (e.g. a window) as this will put your face in shadow and could obscure your face/make it hard to lip-read.
- ❖ Some sounds may be more difficult for the child to hear. Use visual cues to support understanding:
For example, when teaching phonics, show the written representation of the sound. Also make sure the child is looking at the lip pattern and repeat the sound in quiet conditions. Speak clearly but do not shout/exaggerate the sound as this will distort the sound and could change the lip pattern.
- ❖ Reduce background noise where possible. Background noise is not always children talking it could be: noise from outside an open window; noise from a fan or projector; noise from shuffling of seats or tapping of pens.
- ❖ When involved in group work, the child's group could work outside of the classroom in a quiet room or area.
- ❖ Repeat other children's contributions during class discussions so that the child can hear and access these via the teacher.
- ❖ The child may benefit from opportunities to work in a quiet room or area for intervention work.
- ❖ Check understanding regularly by asking open questions.