



Audiology and Hearing Technology Policy

Community covered by this policy:	Pupils, parents/carers and all staff
Approved By:	Longwill Governing Body
Date:	August 2026
Next Review Date:	August 2027

Signed: _____

Date: August 2026

(Chair of Governors)

Signed:

Date: August 2026

(Headteacher)



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Longwill School Audiology and Hearing Technology Policy

1. Policy statement

Longwill School for Deaf Children recognises that effective audiological support is central to access, learning, communication, safety, participation and well-being. Hearing aids, cochlear implant sound processors, bone-conduction hearing devices, wireless remote microphone systems and associated accessories can reduce barriers when they are correctly fitted, consistently available, functioning and used as agreed.

Hearing technology is one part of a sign-bilingual and visually accessible environment. It does not replace British Sign Language (BSL), clear visual communication, good classroom acoustics, appropriate positioning, captions or other reasonable adjustments. The school respects each pupil's Deaf identity, communication preferences, clinical advice and right to be involved in decisions about their equipment.

School and home share responsibility for ensuring that agreed equipment is brought to school, checked, charged or supplied with working batteries, used appropriately, protected from avoidable loss or damage, and returned home. Appendix 1 records that shared agreement.

2. Purpose, scope and legal framework

This policy applies to pupils who use personal, NHS, implant-centre, local-authority or school-provided hearing technology and to everyone who supports them. It covers ear-level devices, external implant processors, bone-conduction devices, remote microphones/radio aids, receivers, chargers, batteries, retention accessories, monitoring equipment and soundfield systems.

The policy supports the school's duties under the Equality Act 2010, including the duty to make reasonable adjustments and provide auxiliary aids where required; the Children and Families Act 2014; the SEND Code of Practice; individual Education, Health and Care Plans; health and safety requirements; and current safeguarding, infection-control and data-protection requirements.

This policy does not replace clinical instructions, an individual audiology or cochlear implant plan, an equipment loan agreement, an EHCP or manufacturer guidance. Where there is a conflict, the school will seek advice from the relevant paediatric audiology, implant, educational audiology or Qualified Teacher of Deaf Children and Young People service.

3. Why audiology and hearing technology matter

Well-managed audiology helps pupils receive the access to sound that has been clinically assessed as appropriate for them. Consistent access can support spoken-language development, environmental awareness, listening, literacy, curriculum participation, social interaction and safety. It can also reduce the additional effort and fatigue caused by trying to listen through distance, background noise and reverberation.

Wireless remote microphone systems are particularly important in difficult listening environments because they transmit the speaker's voice directly to the pupil's hearing device. To provide benefit, the complete system must be compatible, correctly set up, functionally checked and used by trained adults. Pupil feedback remains essential: equipment that appears to be working may still sound uncomfortable, distorted or unhelpful to the user.

4. Core principles

- Every pupil will have equitable access to their agreed hearing technology and other communication support.
- Equipment will normally be available and used throughout the school day in line with clinical advice, the pupil's individual plan and the pupil's views.
- A pupil will never be shamed, punished or physically forced to wear equipment. Refusal, discomfort or repeated removal will be explored as possible signs of pain, malfunction, sensory need, fatigue, communication preference or anxiety, and will be shared with home and relevant specialists.
- Daily checks will be completed by a trained person using the method recommended for the particular device. Specialist electroacoustic or programming work will only be undertaken by an appropriately qualified or authorised professional.
- Equipment will be handled carefully, kept secure, clearly identified and returned to the correct pupil and family.
- Information will be shared promptly between pupil, home, school and relevant health or education professionals.

- Pupils will be supported, according to age and development, to understand their deafness, describe how equipment sounds and build independence in managing it.

5. Roles and responsibilities

5.1 Governing Body and Headteacher

- ensure that this policy, staffing, training, equipment-management systems and appropriate resources are in place;
- designate an Audiology and Hearing Technology Lead and ensure suitable cover arrangements; and
- monitor implementation, significant incidents and any barriers to pupils' access.

5.2 Audiology and Hearing Technology Lead

- maintain an up-to-date equipment inventory, individual instructions, emergency contacts and relevant loan information;
- coordinate staff training, daily-check systems, maintenance logs and handover arrangements;
- liaise with parents/carers, Qualified Teachers of Deaf Children and Young People, educational audiology, paediatric audiology and implant services;
- arrange or request specialist review when equipment performance, fit, comfort or benefit is in doubt; and
- audit practice at least termly and report concerns to the Headteacher.

5.3 Class teams and other staff

- know which equipment each pupil uses and where their individual instructions and backup arrangements are kept;
- complete or confirm the daily functional check, record concerns and make sure equipment is returned at the end of the day;
- wear and use remote microphones correctly, including muting during private conversations, toileting, staff discussion or whenever the pupil should not hear the transmitter;
- provide visual and sign-bilingual access at all times, including when technology is unavailable; and
- report discomfort, non-use, fault, loss or damage immediately to the named lead and parent/carer.

5.4 Parents and carers

- send prescribed or agreed personal equipment to school each day in working order, charged or with suitable batteries and accessories;
- follow clinical guidance for home use, cleaning, charging, safe storage and appointments;
- tell school promptly about changes to equipment, settings, comfort, hearing levels, clinical advice or repair arrangements;
- provide labelled cases, chargers, consumables or backup equipment where these have been issued for school use; and
- work with school and the issuing service to resolve faults, loss, damage or repeated non-use.

5.5 Pupils

Pupils will be supported, in a way appropriate to their age, communication and development, to use equipment as agreed; tell an adult if it is uncomfortable or not working; handle it carefully; use its storage case; avoid swapping equipment with others; and build independent checking and self-advocacy skills.

5.6 Audiology, implant and specialist education services

Clinical and specialist services retain responsibility for assessment, fitting, programming, authorised repairs and specialist verification within their remit. School staff will not change clinical programmes, gain levels, mapping or other specialist settings unless expressly trained and authorised. The school will facilitate visits, share functional information with consent and implement agreed recommendations.

6. Daily management and functional checks

A named trained adult will complete or confirm a check at the beginning of each school day and again whenever equipment is changed, reconnected or suspected to be faulty. The pupil's own report is part of every check. The check will be recorded using Appendix 2 or an equivalent secure school system.

- Confirm that all expected devices, receivers, transmitters and accessories are present and belong to the correct pupil.
- Visually inspect for cracks, moisture, damaged tubing, blocked earmoulds or microphone ports, loose connections and secure battery doors or retention parts.

- Check battery status or charge and power the device on. Replace school-held consumables only where staff have been trained and authorised.
- Carry out the manufacturer-, audiology- or implant-team-recommended listening or status check using the correct monitoring equipment where supplied.
- Connect and test the complete remote microphone/radio-aid system, checking pairing, signal and the pupil's response.
- Check fit and comfort without forcing the device. Ask the pupil, using accessible communication, whether the sound is clear and comfortable.
- Record and report any concern. Put alternative access arrangements in place until the problem is resolved.

7. Use throughout the school day

Equipment will be used across lessons, assemblies, group work, break and lunch, clubs, visits and journeys where this is part of the pupil's agreed plan and it is safe to do so. Staff will consider distance, noise, reverberation, speaker position and the need for more than one microphone. Technology will be connected to multimedia or classroom systems only using approved methods.

Equipment may need to be removed for water activities, charging, sleep, contact sport, a risk-assessed activity, discomfort or clinical reasons. The pupil's plan will state safe storage and alternative communication arrangements. Removal will be for the shortest appropriate time and equipment will never be left unsecured on transport, in changing areas or in an unattended public place.

Remote microphones must be positioned as trained, normally close to the speaker's mouth. They must be muted or switched off when the wearer is not addressing the pupil, during private or sensitive conversations and whenever transmitting would compromise dignity, confidentiality or safeguarding.

8. Care, storage, hygiene and battery safety

- Hands will be clean and dry before equipment is handled. Personal ear-level devices, earmoulds and retention parts will not be shared.
- Equipment will be cleaned and dried only in accordance with manufacturer and clinical instructions. Liquids, sprays, solvents and unapproved tools will not be used.
- When not in use, equipment will be switched off where appropriate and kept in its labelled protective case or designated secure charging/storage location.
- Chargers and leads will be visually checked, positioned to avoid trip and fire risks, and used only with compatible equipment.
- Spare and used button or coin batteries will be counted, stored securely away from pupils and disposed of through the agreed safe route. Battery compartments and tamper-resistant locks will be checked where provided.
- Suspected swallowing or insertion of a button/coin battery is a medical emergency. Staff will call 999 and follow the school's emergency and first-aid procedures without waiting for symptoms.

9. Faults, loss, damage and repair

Staff may undertake only the basic troubleshooting for which they have been trained, such as checking power, charge, battery, tubing, visible blockage, connection, pairing, restart or an approved consumable. Staff must not open sealed equipment, improvise repairs, use unauthorised parts or alter clinical programming.

A fault, loss or breakage will be reported immediately to the Audiology and Hearing Technology Lead and the parent/carer, and to the issuing service in line with its agreement. The school will record what happened, search promptly where appropriate, protect remaining equipment and provide accessible alternatives. A backup device will be used only if supplied or approved for that pupil.

Responsibility for repair or replacement will follow the ownership or loan agreement, insurance arrangements and the circumstances of the incident. The school will investigate avoidable loss or damage occurring in its care. The Home-School Agreement does not remove any legal right, liability or complaint route.

10. Training, records and specialist review

Staff who handle or use equipment will receive practical training at induction, when a pupil or device changes, and through refresher training at least annually. Supply, cover, lunchtime, transport and visit staff will receive the information needed for their role. Only competent and authorised staff will carry out checks or maintenance tasks.

The school will keep proportionate, secure records of equipment issued, daily checks, faults, repairs, loss/damage, training, specialist recommendations and parent communication. Audiological and health information will be shared only with those who need it to support the pupil, in accordance with data-protection and safeguarding requirements.

The effectiveness and use of each pupil's remote microphone system will be reviewed with the pupil, family and relevant specialist at least annually and sooner if need, equipment or listening environments change. Specialist electroacoustic checks and programming will be undertaken at the frequency recommended by the responsible service.

11. Monitoring and review

The Audiology and Hearing Technology Lead will review daily-check records, unresolved faults, repeated non-use, lost learning time, training compliance and incidents at least termly. Findings and required actions will be reported to the Headteacher. The policy will be reviewed annually or sooner following significant change, incident or updated guidance.

Relevant sources include the Equality Act 2010 advice for schools; the SEND Code of Practice; current NHS and manufacturer guidance; the 2025 Quality Standards for Assistive Listening Technology published by the National Deaf Children's Society with the Assistive Listening Technology Working Group; and current government guidance on button and coin battery safety.

12. Related policies and documents

This policy should be read with the current versions of:

- SEND Policy, SEN Information Report and individual EHCPs;
- Accessibility Plan and Equality Information and Objectives;
- Supporting Pupils with Medical Conditions Policy;
- Safeguarding and Child Protection Policy;
- Health and Safety, First Aid and infection-control procedures;
- Data Protection Policy and privacy information;
- Educational Visits Policy and individual activity risk assessments;
- equipment loan agreements, individual audiology/implant instructions and manufacturer guidance; and
- Complaints Policy.

Appendix 1: Home-School Hearing Equipment Agreement

This agreement records how school, home and the pupil will work together so that hearing equipment is available, working, used appropriately and cared for. It should be completed when equipment is introduced or changed and reviewed at least annually.

Pupil name: _____

Year group / class: _____

Named school Audiology and Hearing Technology Lead: _____

Audiology / implant / specialist education contact: _____

Equipment covered by this agreement

Equipment / accessory	Make / model	Serial or asset number	Owner / issuing service

The school agrees to

- provide trained staff, complete and record agreed daily checks, and ensure cover arrangements;
- use the equipment throughout the school day as agreed and use remote microphones correctly;
- protect, store and return equipment and accessories carefully;
- tell home promptly about discomfort, refusal/non-use, faults, missing parts, loss or damage;
- carry out only trained basic troubleshooting and refer clinical or specialist work appropriately; and
- provide BSL, visual communication and other access arrangements whenever equipment is unavailable or insufficient.

Parents / carers agree to

- send the agreed personal equipment to school every day in working order, charged or with suitable batteries and required accessories;
- keep equipment labelled, clean and safely stored at home, follow clinical guidance and attend appointments;
- provide chargers, cases, consumables or backup devices where these have been issued for school use;
- tell school promptly about changes to equipment, hearing, comfort, settings, appointments, repairs or clinical advice;
- encourage agreed use at home and school while listening to the pupil's experience; and
- work with the school and issuing service to resolve faults, loss, damage or repeated non-use.

The pupil agrees, with support appropriate to their age and development, to

- use the equipment as agreed and tell an adult if it is uncomfortable, unclear or not working;
- handle it carefully, use the correct case or storage place and not swap equipment with another pupil; and
- take increasing responsibility for checks, charging and self-advocacy when ready.

We understand that this agreement supports shared care. It does not transfer ownership, replace the issuing service's loan terms or clinical advice, or remove any legal right or liability.

Role	Print name	Signature	Date
Parent / carer			
School representative			
Pupil (where appropriate)			

Agreement review date: _____

Appendix 2: Equipment Record and Daily Check

Pupil name: _____

Class: _____

Usual equipment and accessories: _____

Secure storage / charging location: _____

If equipment fails, contact: _____

Approved backup / alternative access: _____

Daily check

Check	Outcome / action / notes	Initials
All expected equipment and accessories present		
Visual condition, tubing, moulds, ports and connections		
Power, battery / charge and secure battery door		
Recommended listening / status check completed		
Remote microphone / radio system connected and tested		
Pupil confirms sound and fit are comfortable		
Fault reported and alternative access arranged if needed		

Date: _____

Equipment returned / handed over to: _____

End-of-day concerns communicated to home: _____

Fault / loss / damage record

Date / time	What happened / equipment affected	Action and person informed	Resolved / initials