Support listening and communication

Listening is critical to language acquisition and learning.

Design classroom acoustics to reduce reverberation and other sources of background noise. This supports students who have difficulties hearing and processing language as a result of Otitis Media (glue ear), auditory processing difficulties, attention difficulties, English as second language, and permanent hearing loss.

The acoustic design of the classroom affects the intelligibility of speech through reverberation (echoes) and the absorption of sound. You can monitor classroom sound levels using a **safe sound indicator**. Ensure your design meets **DQLS standards for acoustics**.

Plan to minimise background noise:

- inside the classroom (such as the noise of computers, heating and ventilation systems, fish tanks, and students in the classroom)
- outside the classroom (such as traffic noise, playground noise, noise from other classrooms, rain).

Consider assistive listening systems, such as sound loops and soundfield systems.