

Practical Approaches to Support Inclusion – Deaf/Hearing Support

Description of Needs	Strategies to support teaching	Hints and Tips	Examples of outcomes to work towards
<p>Quality First Teaching</p> <p>The child or young person (CYP) has needs which following initial assessment from Sensory Team are managed well in a mainstream class setting with Quality First Teaching and appropriate reasonable adjustments.</p> <p>The CYP may have:</p> <ul style="list-style-type: none"> • a hearing loss in one ear (unilateral) • Recurring/fluctuating conductive hearing loss which may be associated with middle ear infections, glue ear, temporary perforated eardrums • mild hearing loss (between 20-40dBHL) in both ears (bilateral) • grommets or hearing aids. <p>Description of need:</p> <ul style="list-style-type: none"> • find it difficult to follow spoken information and attend to speech, • have difficulty in participating, appear quiet, dreamy, 	<p>Quality First Teaching</p> <ul style="list-style-type: none"> • Pupil is monitored by SENCO/class teachers with advice and minimal involvement of Sensory Team (Monitoring Caseload). <p>Equipment</p> <ul style="list-style-type: none"> • hearing aid(s), if issued, need to be worn, checked and working. (key adult identified to support with this). • NB hearing aids, work best at a distance of 1-2m and amplify all surrounding sound, meaning listening will be difficult for the child in background noise and at a distance from the speaker. <p>Seating position/Teaching Position</p> <ul style="list-style-type: none"> • a seating position close to the front of the class (ideally within 2 metres) • the seating position must allow the pupil to clearly see the faces and lip patterns of people who are speaking (teacher and peers if possible), e.g. avoid speaking 	<p>Equipment</p> <ul style="list-style-type: none"> • Is the hearing aid inserted correctly? https://www.youtube.com/watch?v=7u-zt6yOP8Y • Is the hearing aid whistling when cupped in hand? If not, change the battery. • Is the earmold clean and is the tubing free from wax? If not, remove it from the hearing aid, wash in warm water with mild soap and dry. Replace on hearing aid. <p>Seating position/Teaching Position</p> <ul style="list-style-type: none"> • Where do you tend to stand in the classroom? • Are you close to the child when speaking (approx. 2 metres) and in their line of vision for most of the time for example when turning to work on whiteboard? • Is the child sitting as close to the front as possible but can they turn to see their peers talking? 	<ul style="list-style-type: none"> • X accepts and uses amplification device/s as directed by an adult • X can ask an adult for help with their device/s. • X knows and can indicate when amplification devices are not working. • X can insert and remove their hearing device • X can troubleshoot minor issues with their device/s independently • X can keep their device/s in good working order without adult support. • X wears amplification devices consistently • With adult support, X can sit in the best position in class • X can explain where is best for them to sit. • X can ask to move to a better position.

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<p>distracted, demanding or disruptive.</p> <ul style="list-style-type: none"> • be withdrawn and wait for visual cues from others in the class • find it difficult to listen/hear when there is background noise • do not hear clearly in group discussion activities • have unclear speech • appear to listen/hear some of the time • be experiencing difficulty in acquiring phonics skills. 	<p>whilst turning round or walking around whilst talking, ensure good classroom lighting</p> <p>Access to and understanding of spoken Information</p> <ul style="list-style-type: none"> • gain the child's attention before instructions are given • present speech at a normal pace and volume • identify the person who is speaking • repeat/summarise/rephrase all spoken information and contributions from around the class • give regular summaries of key points particularly if there is a topic change • discreetly check with the pupil that they are following/ understanding when class begin tasks • discreetly check the child can follow spoken information from around the class if for example reading aloud or doing 'round the class listening games'. 	<ul style="list-style-type: none"> • If sitting on the carpet have you allocated a place for them close to you? • Do you tend to walk around? Remember to move back to stand in front of them to speak if you have walked away. <p>Access to and understanding of Spoken Information</p> <ul style="list-style-type: none"> • Imagine you can only hear your own side of a conversation clearly (e.g. when hearing one part of a telephone conversation) Ensure you relay the other spoken information so the pupil can hear it clearly. • Consider how best to support the child when reading around the class – e.g. buddy to track where the reader is up to • When doing round the class listening games repeat the last person's comment so that the child can follow and knows where the game is up to • Allow trusted friend/buddy to sit with pupil so that they can check in with them if they are unsure. 	<ul style="list-style-type: none"> • X knows when someone is speaking to them. • X can recognise when they haven't heard. • X can recognise when they haven't understood • X can ask for repetition. • X can ask a speaker to look at them.

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	<ul style="list-style-type: none"> • avoid putting music on in the background while teaching activities are ongoing. <p>Good Listening Conditions</p> <ul style="list-style-type: none"> • background noise kept to a minimum (including closed classroom door, keeping the pupil away from noise sources etc) • instructions given when the class is quiet after gaining pupil's attention • speech to be presented at a normal pace and volume, e.g. avoid whispering or shouting • key words/ information presented in the written/visual form as well as verbally where appropriate; • visual teaching methods such as demonstrations, illustrations, visual aids. 	<p>Good Listening Conditions</p> <ul style="list-style-type: none"> • Stand in your classroom and listen to the background noise at different times of the day e.g. during lessons, times when others are in the playground, packing up times etc This noise will all be amplified by the child's hearing aid and when many are talking can sometimes be as loud as trying to listen with a vacuum cleaner in the background. • Example of listening with high-frequency loss in background noise. https://soundcloud.com/user-861258119/standard-classroom-low-level-chat-hearing-loss/s-Wx758 <p>Work out how you can reduce the noise levels for example:</p> <ul style="list-style-type: none"> • Speak to the class about why noise levels need to be kept low • Use whiteboard apps to help such as • Silent Light App • Too Noisy Pro • Move HI pupil to quieter area during group work • Close windows and doors • Turn heaters/fans off when talking • Think of how to improve the acoustics of the room e.g. soft furnishings, blinds • Before giving instructions ensure the class is quiet, you are facing the student and that they 	<ul style="list-style-type: none"> • X knows that some places are harder to listen in and can ask for support. • X can identify a room with poor/good acoustics and let staff know • X knows the impact that background noise has on my listening. • X can ask for help to minimise background noise.

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	<p>Group Work</p> <ul style="list-style-type: none"> to be moved to a quieter area if possible when doing paired or group work pupils to indicate who is speaking and to speak one at a time; to be moved to a quieter area where possible, for listening-demanding activities such as phonics Reading groups/reading around the class ensure the pupil can follow what is being said/read in reading groups or when pupils are being asked to read around the class 	<p>are looking at you. You may want to use a general class signal that the pupil is familiar with (e.g. clapping, requesting attention) or use the child's name.</p> <ul style="list-style-type: none"> Can you provide key words and new vocabulary to pupils – e.g. on the whiteboard or in an individualised way to HI pupil? This will reinforce the new word which may not be heard accurately. Can you provide pictures, diagrams demonstrations to HI pupils. This may link them in instantly to what is being discussed if they are unsure. <p>Group Work</p> <ul style="list-style-type: none"> Do you have a seating area that is quieter within your teaching area or a teaching assistant who supports in class who could take the pupil and their group to work in a different room so that the noise of many pupils talking at one is not amplified through hearing aids? Discreetly discuss with HI pupils how they would like their peers to indicate who is speaking when working in a group situation so that they know who is talking and can look at their face to supplement their listening. Please ensure classmates know that they must speak one at a time in group work so that the HI pupil can follow the conversation. Reading groups/reading around the class 	<ul style="list-style-type: none"> X can follow a conversation in a small group X can tell peers about their hearing levels X can ask for repetition X can use strategies to repair conversations (confirmation, clarification, repetition) X can ask a speaker to look at them X can ask peers to speak one at a time X can explain why it is difficult to hear in background noise and

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	<ul style="list-style-type: none"> Watching, listening and writing things down Give additional time when in conversation so pupil can watch (lip-read), listen and process what is being said then answer Give more time to watch (lip-read)/listen, process what has been said then look down and write down before you move onto the next point. <p>Audio Visuals</p> <ul style="list-style-type: none"> use of audio resources and DVDs may need additional support, e.g. chunking the information, summarising each part, delivering 	<ul style="list-style-type: none"> Ensure group reading tasks takes place in quiet listening conditions Make sure that each reader is identified if or that the order they are going to read is clear before you start. Ask a buddy to track where the group is up to in the text so that the child does not lose their place Watching, listening and writing things down When asking questions of pupils with a hearing loss make sure that you leave enough time for them to watch your face/listen and then process what you have said before they answer you Consider times in the classroom when you ask pupils to listen and look away from your face at the same time as writing or doing an activity e.g. spelling activities – they write as you talk, making notes, highlighting areas of work, watching demonstrations while you talk things through, doing craft activities. Make sure that you give time to watch then write or repeat so that the child can watch first then write the second time. Consider whether a separate teaching area/member of staff is needed. <p>Audio Visuals</p> <ul style="list-style-type: none"> Does the pupil use lipreading to supplement their listening? If so cartoons and voice-overs on DVDs and videos and interactive whiteboard activities will put them at a disadvantage. 	<ul style="list-style-type: none"> explain what will make listening easier X has the confidence to address and discuss misunderstandings In good listening conditions X can follow a text being read out loud or ask for support to track the text if needed. X can explain the implications of hearing levels and implications in the classroom. X can ask for adult support if they are not able to hear spoken information X is confident to explain their needs X can ask for subtitles to be used. In good listening conditions X can detect phonemes through listening and lipreading In good listening conditions X can detect

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	<p>all instruction and discussion about the DVD in good lighting.</p> <p>Phonics</p> <ul style="list-style-type: none"> • Equipment checked and working • Use of a phonics programme that is accessible to a child with a hearing loss • Understanding of phonemes that a child may find difficulty in hearing, discriminating between depending on their thresholds of hearing • Quiet listening conditions • Multi-sensory approach • Lots of repetition and reinforcement • Ongoing close monitoring of progress to determine whether teaching methods are appropriate/accessible • Ensure tasks DO NOT involve having to listen to phonemes and write at the same time. 	<p>Consider other ways that you can present this information.</p> <ul style="list-style-type: none"> • Use subtitles where appropriate. <p>Phonics</p> <ul style="list-style-type: none"> • Think about how the sounds of the programme you use are presented. This needs to be a person so that the child can see the face clearly and supplement their listening with lipreading – i.e. not a cartoon that will put the child at a disadvantage • Do you know which sounds the child has difficulty hearing? For example, a child with a high frequency hearing loss will have difficulty hearing /f, s, th/ • Is the area that you teach phonics in noisy? Do the children learn in a large group? Do they participate e.g. by calling out or chanting sounds? These sounds can be ‘smudged’ so that they are more difficult to hear clearly for a child with a hearing loss. • In group work ensure ground rules are set for speaking one at a time. • Can you provide extra visuals for child with hearing loss – e.g. actions to represent phonemes, gestures/actions to demonstrate difference between short and long vowel sounds which can be difficult to distinguish between, opportunities to manipulate graphemes e.g. with magnetic letters. 	<p>phonemes through listening alone</p> <ul style="list-style-type: none"> • In good listening conditions X can discriminate between phonemes • In good listening conditions X can blend/segment phonemes in CVC words • In good listening conditions X demonstrates understanding of phoneme grapheme correspondence.

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	<p data-bbox="562 539 965 651">Using audio files/ Listening Assessments /Modern Foreign Languages</p> <ul data-bbox="562 679 1059 1075" style="list-style-type: none"> • Avoid using audio only activities e.g. listening to recorded spoken word such as stories, poetry, novels • Listening assessments to be carried out using live speaker (with additional time to look/lipread and then write answers) • Online assessments to be delivered using live speaker. <p data-bbox="562 1107 994 1134">Social and Emotional Awareness</p> <ul data-bbox="562 1166 1059 1442" style="list-style-type: none"> • Ongoing monitoring of emotional health and well-being • Encourage the child's peers to use good communication strategies, e.g., facing them when speaking • Consider social times of the school day e.g. lunchtime where children 	<ul data-bbox="1088 204 1742 517" style="list-style-type: none"> • Do any of the tasks within the programme require the pupils to listen and write e.g. phonemes or highlight sounds while listening? This will put deaf children at a disadvantage as they will not be able to use lipreading cues when looking down. Allow time to watch then write, present the activity differently, or allow extra time in 1:1/small group situation. <p data-bbox="1088 544 1738 612">Using audio files/ Listening Assessments /Modern Foreign Languages</p> <ul data-bbox="1088 639 1760 995" style="list-style-type: none"> • Check discreetly with pupil regarding their access to audio only and their ability to track – if accessible use a buddy to support • Use live speakers for assessments in Modern Foreign Languages and as a normal way of working. • Please also be aware of access arrangements including additional time for listening assessments. <p data-bbox="1088 1062 1518 1090">Social and Emotional Awareness</p> <ul data-bbox="1088 1121 1760 1437" style="list-style-type: none"> • Is the deaf/HI child at an age/stage where they are confident in letting others know what they need? (e.g. please face me when talking) If not, do they need some support from Sensory Team in this area? • Would their peers/class benefit from some 'deaf awareness' input and would the child be comfortable with this? 	<ul data-bbox="1787 568 2141 1331" style="list-style-type: none"> • In good listening conditions X can follow audio files through listening alone. • In good listening conditions X can follow audio files with corresponding text tracking • In good listening conditions X can fully participate in listening assessments with a live speaker • X can ask peers to repeat spoken information • X can explain needs to familiar peers or adults.

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	<p>have difficulty joining in with friends conversations due to background noise.</p> <p>Educational Visits</p> <ul style="list-style-type: none"> • extra planning may be needed for trips and regarding risk assessments and Personal Emergency Evacuation Plans • Adult awareness/support during swimming lessons where hearing equipment will be taken off and instruction will need to be relayed individually to ensure understanding and safety for the pupil including during any emergency procedures. <p>Listening breaks</p> <ul style="list-style-type: none"> • Allow listening breaks as deaf pupils need to concentrate extremely hard to follow what is being said in school. <p>Access Arrangements for Assessments and Examinations</p> <ul style="list-style-type: none"> • Within The Equality Act 2010 hearing loss is regarded as having a substantial and long-term adverse effect on a student's 	<ul style="list-style-type: none"> • Would the child and their friends benefit from having a quiet space where they can eat lunch and hear each other/be able to talk? <p>Educational Visits</p> <ul style="list-style-type: none"> • Think about times when it will be difficult to communicate with the child e.g. in the dark (no lipreading) at night when equipment is not worn, when at a distance from the child (e.g. when doing outdoor activities) and consider how to address these risks in your assessment. <p>Listening breaks</p> <ul style="list-style-type: none"> • Discreetly allow a few minutes off task at appropriate times so that the pupil can shift their focus on something other than lip-reading/listening. <p>Access Arrangements for Assessments and Examinations</p> <ul style="list-style-type: none"> • To ensure the pupil is not placed at a disadvantage due to their hearing levels • in assessments, reasonable adjustments such as extra time, rest breaks, prompter, individual invigilation, use of technology (e.g. Word processor), reader, reading pen, read aloud, live 	

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	<p>ability to access assessments and exams.</p> <ul style="list-style-type: none"> • Ensure all appropriate access arrangements have been explored and are used as a normal way of working and in internal and external assessments. 	<p>speaker in listening assessments, communication professional or language modifier (in exceptional circumstances) may need to be considered and established as a normal way of working.</p>	

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<p>The CYP has identified needs and may <i>not be making expected progress</i> in some areas because of their deafness. They may require additional specific interventions or specialist advice due to impact of deafness. They may also have social and emotional difficulties because of their deafness which have an impact on their social and emotional wellbeing</p> <p>CYP may have:</p> <ul style="list-style-type: none"> • Deteriorating Fluctuating hearing loss • Moderate/severe long term hearing loss (or functioning as 	<p>SEN Support Plan</p> <ul style="list-style-type: none"> • with more regular advice and involvement/intervention from Sensory Team including support for use of radio aid equipment. <p>SEN Support Plan</p> <ul style="list-style-type: none"> • with SMART outcomes in place in discussion with Sensory staff to target areas where pupil is not making expected progress. <p>Radio Aid Equipment</p> <ul style="list-style-type: none"> • Identified adult to support pupil in radio aid checking, use and management • Radio aid that is checked and working 	<p>Radio Aid Equipment</p> <ul style="list-style-type: none"> • Are you confident in how the radio aid can be used? 	<ul style="list-style-type: none"> • X understands that a radio aid can be used to support listening • X can make sure that the speaker is using

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<p>moderate with cochlear implants)</p> <ul style="list-style-type: none"> • functional moderate hearing loss due to auditory neuropathy • Hearing aids/cochlear implants; radio aid likely to be required • low literacy levels because of deafness • delayed speech language and communication skills • social and emotional difficulties associated with deafness for example issues of being different, difficulty in making and maintaining friendships, low self esteem • hearing loss that co-exists with other secondary needs. 	<ul style="list-style-type: none"> • Radio aid to be correctly used in all lessons and assemblies • Radio aid to be charged every night with listening checks carried out daily. 	<ul style="list-style-type: none"> • https://www.youtube.com/watch?v=7mVpiwtG0po – attaching a Roger X receiver and shoe to a hearing aid • https://www.youtube.com/watch?v=2dsFwhKIEHw 2. attaching a Roger 17 receiver to a cochlear implant processor • https://www.youtube.com/watch?v=mgkVwrsJYGA 3. attaching a Roger 14 receiver to a cochlear implant processor • https://www.youtube.com/watch?v=gxuWu5ucsrY 4. attaching a Roger 20 receiver to a cochlear implant processor • If mic is not connecting to receivers change the battery in the hearing aids and clean the metal contacts inside the hearing aids with alcohol wipe. • Ensure mic is 15cm (6 inches) from mouth • Mute mic when not speaking to the pupil) • Remove lanyards, jewellery etc when using mic • Familiarise yourself with different radio aid modes for groups or for direct input into laptops, iPad etc. Splitters to be used for multiple listeners. • Radio aid insurance to be in place (either Sensory Team’s Agreement or school’s own) • Put robust processes in place to ensure radio aid is collected/used each day and kept in school overnight if pupil does not have home loan agreement with Sensory Team. E.g. identified adult to monitor that radio aid is collected/used in class and that mic and receivers are kept in school at the end of the day and mic put on charge. 	<p>their radio aid transmitter.</p> <ul style="list-style-type: none"> • X can connect their devices to a radio aid. independently • X can explain how a radio aid works and why it helps them. • X can demonstrate to a teacher how to use a radio aid • X can alert a member of staff when their radio aid is not working • X can alert a member of staff and politely remind them if not using the radio aid correctly (e.g. muting, positioning) • X can troubleshoot minor problems on their radio aid.

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	<p>Targeted interventions (possible examples below)</p> <ul style="list-style-type: none"> • literacy skills impacted by deafness (e.g. word endings, tenses, spelling patterns, • language of maths/maths concepts • pre/post teaching of subject specific vocabulary or concepts in key subjects • characters/plots in class novels, poetry • Additional time to practice listening components of subjects with live speaker e.g. in modern foreign languages • Vocabulary extension opportunities • Identified adult to check in with to support social and emotional wellbeing • programmes targeting social and emotional wellbeing • Sensory Team interventions – listening, speech language and communication targets. 	<p>Targeted interventions</p> <ul style="list-style-type: none"> • Can short regular interventions be arranged to give additional practice of key curricular areas or • Can a block of interventions be arranged to narrow a gap in learning/progress. • Are there times in the day e.g. assembly time, tutor time that could be used on a regular basis for pre-teaching specific subject vocabulary, concepts or themes so that pupil can go into the lesson with some grasp of what is to come and the ability to participate? • Are there times when it would be useful to prepare video clips or listening activities in advance? • Is there a regular time slot when an adult could check in with pupils regarding their social and emotional wellbeing? 	

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	<p>Phonics/reading skills</p> <ul style="list-style-type: none"> • Consider - is the child phonologically aware and at the stage to begin a phonics programme? • Consideration of letter sounds taught in order that is most accessible to child • Appropriate pace for pupil as auditory memory may not be as well developed as in hearing pupils • Opportunities to have additional reinforcement as incidental learning from other children may be missed or mis-heard • New sounds introduced in 1:1 or small group quiet situations to give the best opportunities to hear the sounds clearly • Provide short breaks as additional effort is needed to concentrate on sounds and lipreading • Additional time to remain on a particular stage of the programme before moving to the next step • Additional time to work on blending and segmenting due to development of auditory memory 	<p>Phonics/reading skills</p> <ul style="list-style-type: none"> • Do you have an additional adult who could teach new phonemes introduced in 1:1/small group situation in a quiet area? • Can the order that you teach the sounds be changed? (Discuss with Teacher of Deaf Children and Young People) • Is the child keeping up with class-taught programme? If not, can you provide additional adult time to go over sounds and skills separately. 	

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	<ul style="list-style-type: none"> • Ensure tasks DO NOT involve having to listen to phonemes and write at the same time • Consider language levels of child and their access to and participation in the programme (e.g. examples used, de-codable books) • Ongoing close monitoring of progress to determine whether teaching methods are appropriate/accessible. 		
<p>The learner has significant primary needs relating to their hearing loss which impact on progress requiring long-term high-level involvement of Sensory Team.</p> <p>CYP may:</p> <ul style="list-style-type: none"> • have severe/profound hearing loss which impacts their ability to access the curriculum independently • have hearing aids, cochlear implants, radio aid to enable improved access to spoken information and sound • speech clarity may be affected • use sign language to access their learning 	<p>In class support</p> <ul style="list-style-type: none"> • Adult to support pupil in following spoken delivery of lesson, class discussion and instructions given. • Adult to support taking of lesson notes where appropriate • Adult support to facilitate participation in lessons; to encourage and develop pupils attending and listening skills as well as contributions to the class. • Adult support to introduce, model and develop new vocabulary and language skills alongside play. • Adult support to model good communication strategies and mediate spoken communication 	<p>In class support</p> <ul style="list-style-type: none"> • As a supporting adult consider where you will be best positioned in the lesson to support. With older students discuss this with them. • Ensure that equipment is working and being used in the classroom • Find out from the pupils what their preferred method of communication is e.g. would they like you to sign for them, lip-speak, make notes, type onto shared screen – or would they prefer to listen and have you check in on understanding and support activities afterwards? • Organise time for the supporting adult and teacher to plan in advance for lessons. Any supporting curriculum modifications and resources to be decided upon and sourced ready for up-coming lessons. 	<ul style="list-style-type: none"> • Outcomes will become more personalised to the specific interventions needed to support progress.

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<ul style="list-style-type: none"> • have low literacy levels because of deafness • have delayed speech/ language/communication skills • have social and emotional difficulties associated with deafness for example issues of being different, difficulty in making and maintaining friendships, low self esteem • some complexity of other needs. 	<ul style="list-style-type: none"> • between peers in class and social situations. • Adult to facilitate social interactions. • Total Communication/Sign Language used to support where appropriate • Adult to modify language of written tasks. 	<ul style="list-style-type: none"> • Modify the language of written activities in advance to make them more accessible. Simplify sentence structure and vocabulary. • Can concepts be made as visual as possible? • Would an I-pad be useful to show picture of new vocabulary and cue pupil into topic e.g. class discussion on politics pictures of houses of parliament, prime minister • Have pre-prepared resources, visuals, Power Points, key word lists/mats for deaf pupils ready to use to consolidate understanding of auditory information that may not have been accessible to them? Add notes to these with additional learning points as the lesson progresses. • Take notes of main points of the lesson at appropriate language level, particularly including learning points made by fellow pupils around the class to feedback to pupil if they have not heard them accurately. • Keep checklists of unfamiliar vocabulary that arises within the lesson and definitions written in simplified form that can be referred to. • Check in with the student by asking open questions to check their understanding of what has been said and the tasks they have been asked to do. • Chunk spoken information/tasks into manageable steps for pupils. Back up with simple written information/visuals. 	

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	<p>Interventions/Personalised Curriculum</p> <ul style="list-style-type: none"> • Adult to facilitate interventions where modification of teaching delivery or lesson content is increasingly necessary • Adult to provide increased pre teaching interventions to ensure pupils have the necessary knowledge and are familiar with new language, vocabulary and concepts which will be used in the lesson and/or post tutoring interventions to reinforce these areas. • Adult to facilitate development of listening skills and/or Total Communication Methods/Sign Language. • Ongoing adult support and intervention sessions to introduce, model and develop new vocabulary language and communication skills in class and where appropriate social situations (This may include listening skills and/or Total Communication/Sign Language methods). 	<p>Interventions/Personalised Curriculum</p> <ul style="list-style-type: none"> • Consideration of curricular areas that pupil needs adapting significantly due to their hearing levels or speech and language levels • Examples: • approaches to reading other than phonics, • class texts in English lessons, novels/poetry where language levels are not accessible • mathematical language/concepts • language based lessons requiring high level language and literacy skills e.g. history. 	

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	<ul style="list-style-type: none"> • Adult to implement intervention work on speech and language targets or literacy skills that are impacted by hearing loss • Adult to support increased social and emotional interventions linked to pupil's sensory needs to promote good self-esteem and personal understanding of deafness. <p>Personalised curriculum</p> <ul style="list-style-type: none"> • Pupil to have areas of the curriculum increasingly modified to meet their needs • ongoing partnership with teacher and supporting adult to plan day to day adaptations of materials, tasks or sessions needed to support progress. <p>Social Times</p> <ul style="list-style-type: none"> • Adult to more frequently support participation during social times by modelling good communication strategies to classmates and mediating spoken interactions as needed (This may include Total Communication approaches/Sign Language as appropriate). 	<p>Social Times</p> <ul style="list-style-type: none"> • At primary level consider playground games. Does the child know or have they missed the rules of the game as peers explain? Be aware and support in showing how the game works so that child can participate. • If the game includes songs/rhymes/auditory cues support the child in being included in this. 	

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	<p>School Visits</p> <ul style="list-style-type: none"> • Adult to give ongoing support during school visits or activities including measures to ensure appropriate risk assessments and PEEPs are in place. 		
<p>The CYP will experience significant persistent and enduring difficulties because of their hearing loss</p> <p>Needs descriptors:</p> <ul style="list-style-type: none"> • a severe/ profound hearing loss or auditory neuropathy that requires high levels of additional support to access the curriculum. • cannot fully access spoken language because of their deafness • may rely on sign language (e.g. BSL/SSE) to communicate with adults and peers to access learning, social interactions and friendships • uses hearing aids, cochlear implants and often radio aid 	<ul style="list-style-type: none"> • Significantly high levels of support from Sensory Team including regular intervention time for the pupil as well as advice and training to school. • An ongoing and increasingly personalised curriculum including 1:1 and small group teaching modified to meet individual needs and targets planned in partnership with class teachers and Sensory Team staff including social and emotional interventions linked to sensory needs. • Frequent and intensive adult support and intervention to model, encourage and develop pupils' expressive communication skills including spoken language and/or Total Communication/Sign Language in class and social situations and to mediate spoken 	<ul style="list-style-type: none"> • As above. 	<ul style="list-style-type: none"> • Outcomes will become more personalised to the specific interventions needed to support progress.

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<p>and requires regular support for their management and maintenance</p> <ul style="list-style-type: none"> • speech clarity may be significantly affected. • low literacy levels because of deafness • have significantly delayed speech, language and communication skills • may have social and emotional difficulties associated with deafness for example issues of being different, difficulty in making and maintaining friendships, low self esteem • possibly some complexity of other needs. 	<p>communication in class and social situations where appropriate.</p> <ul style="list-style-type: none"> • More frequent and intensive adult support in class to take notes based on spoken lesson content and class discussion so that pupil has access to all learning points. (This may be done electronically) • Ongoing in depth pre and post teaching support to ensure pupils have the necessary knowledge and are familiar with new language, subject specific vocabulary and concepts which will be used in mainstream lessons. • Regular adult support to implement ongoing intervention work advised by additional professionals such as SALT, EP, CAMHS • Adult to give significant levels of support during school visits or activities to enable pupil to participate. • Intensive adult support to facilitate continuing development of listening skills and/or Total Communication Methods/Sign Language. 		

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	<ul style="list-style-type: none"> • More frequent and intensive adult support for social and emotional interventions linked to pupil's sensory needs to promote good self-esteem and personal understanding of deafness. 		