Is your setting deaf friendly?

*In this document the terms ‘deaf’ and ‘deafness’ are used to refer to all types and levels of hearing loss.*

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| **Provision to be made by settings according to the ages and stages of the learner** |
| **Quality First Teaching** * Deliver instructions clearly and at an appropriate volume and pace.
* Use visual cues: create a visually helpful environment using pictures and diagrams alongside verbal or written information, classroom displays, word banks, individual key word lists to support learning, as well as use of gesture.
* Check the lesson content has been heard and understood, particularly when delivering new information, instructions, homework; and/or using unfamiliar vocabulary.
* Repeat/ reiterate comments and answers from other pupils.
* Encourage good listening behaviour: looking at the speaker, thinking about what is said, being quiet.
* Encourage the pupil to ask when not sure what to do.
* Create a quiet working environment, particularly for specific listening work.
* All staff who work with a pupil who is deaf should be made aware how best to support that pupil in school to access learning – consider support staff and cover supervisors; ensure information is shared with them in a timely way.
* Create and share a one-page pupil profile.
* Work together with other professionals to share strategies and advice to support the pupil and ensure family focused multi-agency working support well-being and social emotional development.
* Use open questioning and check pupil’s responses for understanding.
* Ensure graduated approach is followed: assess, plan, do, review cycle.

**Reasonable adjustments*** Seat pupil near front of class with clear view of teacher’s face and any visual material used. Discuss best seating position with them.
* Avoid seating them near pupils who find it hard to be quiet or near sources of external noise e.g., window, corridor, fan heater, projector, the centre of the classroom etc.
* Be aware the pupil may use lip-reading and visual clues to support their hearing.
	+ Ensure you are facing them before delivering teaching/giving instructions.
	+ Try to remain still whilst talking to facilitate lipreading
	+ Do not stand in front of a window, an interactive screen or other light source as it puts your face into shadow
	+ Ensure room is well lit
* Consider the make-up of groups working with the pupil who is deaf to provide good language models.
* Take opportunities to promote positive friendship links e.g., in choice of talk partner or seating plan.
* During P.E, swimming, or outdoor learning, it will be more difficult for pupils who are deaf to follow instructions.
	+ Give clear instructions at the start
	+ Ensure child is nearby and attending when issuing new instructions or changing activity
* Words spoken on an audio/visual recording may need a person to repeat what is being said. Provide a transcript and/or use subtitles.
* Stop audio/visual recordings frequently to paraphrase content and check understanding.
* Remove or reduce background noise.
	+ Carpeting, soft furnishing, rubber feet on the table and chair legs etc.
* Employ techniques to monitor and support the pupil with noise levels e.g., ‘noise-ometer,’ card system.
* Ensure access to a quiet withdrawal area.
* Ensure a robust risk assessment around safety including fire evacuation.
* Consider and screen for any access arrangements required for statutory tests and public examinations at the end of KS2, KS4, KS5.
* Plan for transitions and phase transfer.
* Allow additional time for completion of tasks and auditory fatigue.
* Ensure there is a culture of deaf awareness in school e.g., visual representation of pupils using audiological equipment, promotion of role models who are deaf, participation in deaf awareness week.
* Ensure audiological equipment is used effectively and consistently.
* Be aware for some pupils, hearing levels can fluctuate. Use advice from a teacher of the deaf to inform outcome and provision planning e.g., pupil profile.
* Use specialist materials and equipment including ICT (Information and Communication Technology) to support personalised learning and reinforcement of previous learning.
* Consider pre-teaching to introduce new language and concepts prior to whole group teaching.

**Interventions*** Ensure access to individual or small group tuition to support learning where necessary.
* Offer specific short activities involving listening/turn-taking in a quiet area.
* Support management of all audiological equipment including a daily checking routine.
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