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. |