

Sensory and Physical Needs: Deafness (Hearing Impairment) **Universal provision**

Curriculum and Teaching

- SENCO is responsible for monitoring and coordination of all specialist interventions
- The Single Equality Duty includes consideration of how the deaf children and young people can access the curriculum and the physical environment can be improved for them. To include environmental considerations re new build/refurbishment standards applying to all new builds
- CPD programme in place for all appropriate non teaching and teaching staff related to the needs of deaf CHILDREN AND YOUNG PEOPLE
- SENCO aware of the guidance and support around supporting deaf children and young people available to staff from other agencies e.g. Sensory Team, and the referral procedure
- SENCO disseminates updated information on the children and young people to all relevant staff within the school, for example reports
- Class/subject teachers take responsibility for acting upon relevant information around individual children and young people
- School implements key strategies to increase access for deaf children and young people
- School ensures that all staff are aware of their responsibilities for ensuring access to the curriculum for all deaf children and young people
- School aware of and acts on advice provided by specialist support relating to appropriate low level differentiation of the curriculum for individual deaf children and young people
- Amplification systems, where supplied, are used consistently and appropriately by all staff, with guidance from Teachers of the Deaf to ensure the optimal use of the latest technology
- The impact of deafness on the children and young people's development of language and communication taken into account across the whole curriculum
- The school ensures high expectations of progress and achievement based upon cognitive ability.
- Class/year group provision map identifying effective use of classroom support
- Staff aware of how the curriculum can be differentiated for deaf children and young people and plan appropriately. To include, for example:
 - ◊ Peer awareness and sensitivity and peer support
 - ◊ Adults simplifying their language and emphasising key points using visual cues wherever possible
 - ◊ Teacher explanation that is explicit and consistent
 - ◊ The use of visual supports and checklists
 - ◊ Visually identified expectations and teaching outcomes
 - ◊ Teachers talking to children and young people about their optimum/ preferred learning styles
- With guidance, all staff consider the following aspects when providing access to deaf children and young people:
 - ◊ The listening environment
 - ◊ Teaching methods
 - ◊ Technical support
 - ◊ Language and communication support
- Additional advice/ongoing specialist support from a teacher of the deaf through traded services

Assessment

- All staff aware of the indicators of deafness and are able to contribute to the early identification of children and young people through referral pathways School Nurse or Children's Hearing Assessment Centre
- Key staff are aware of referral procedures to other agencies including health, education and social care.
- All staff aware of the indicators of speech, language and communication needs and when to refer to the Speech and Language Therapy Service.
- School supports parents/carers to obtain appropriate medical assessment when deafness is suspected.
- SENCO seeks specialist advice when deafness is diagnosed.
- Ongoing monitoring should inform adjustments to curriculum planning and delivery.
- Regular reviews of progress to include children and young people, parents/carers and the specialist teacher where they are involved

Pastoral Care

- Needs of deaf children and young people are included in whole school policies and initiatives in line with Single Equality Duty.
- School signpost families to the Local Offer for information from specialist agencies /support groups e.g. National Deaf Children's Society, RNID, Nottingham Deaf Society etc.
- Awareness raising sessions/ assemblies to facilitate a better understanding of deafness
- School ensures that announcements (about, for example, non-uniform days and school outings) are provided in accessible formats and/or through a buddy system.
- Discussion with children and young people and parents/carers to ensure full involvement in identification and planning to meet needs
- Individualised pastoral support available as appropriate
- Recognition of particular stresses and anxieties that deafness may cause

Sensory and Physical Needs: Deafness (Hearing Impairment) **Special Educational Needs Support**

Curriculum and Teaching

- SENCO is responsible for monitoring and co-ordination of specialist interventions
- Updated individual provision map/individual plan identifying all 'additional to' and 'different from' provision and interventions including guidance/advice/ intervention from other support services and health professionals
- Continuing Professional Development (CPD) programme for all relevant teaching and non teaching staff re knowledge and understanding of deafness and the implications for the deaf children and young people (children and young people) in school and the wider community
- Teachers of the deaf :
 - ◊ work with SENCO/class teacher/ subject teachers to facilitate the children and young people's curriculum access
 - ◊ provide information and advice on meeting the individual needs of the deaf children and young people
 - ◊ regularly disseminate updated information to all appropriate staff within the school
- All staff adopt strategies identified by SENCO, teacher of the deaf and other agencies to support individual needs of deaf children and young people.
- Access advice and support from a qualified teacher of the deaf / specialist support services
- SENCO, teachers and a qualified teacher of the deaf work together to set up, monitor and review individualised programmes
- Significant differentiation/ modification of the curriculum according to individual need. To include for example:
 - ◊ use of modified language
 - ◊ visual support materials,
 - ◊ support for learning key words
 - ◊ homework written down
 - ◊ individualised curriculum
 - ◊ personalised pathway
 - ◊ careful scaffolding of curricular language and subject specific vocabulary
- Where sign language is used by the children and young people as their primary means of communication, communicators or TAs with level 2 BSL used to ensure access to the curriculum
- Life skills, social skills built in to the children and young people's curriculum as appropriate
- Targeted in-class support
- Small group or individual teaching may be necessary to learn particular skills such as BSL or for pre- and post -tutoring in areas of the curriculum

Assessment

- Further specialist assessments where there is evidence of lack of expected progress despite high quality interventions and differentiation of materials
- Regular reviews of progress to include children and young people, parent / carers and specialist support teacher where they are involved e.g. teacher of the deaf
- A multi-agency meeting, such as CAF or Team Around the Child set up, as appropriate
- Following a diagnosis, specialist support will carry out an assessment of the children and young people's functional use of hearing, to include observations of the children and young people in context
- Relevant clinical/ audiological information is gathered and informs ongoing assessment.
- The school or the specialist support refer to other agencies when required.

Pastoral Care

- Discussion and full involvement with children and young people and parents/carers in planning
- Regular sharing of information with children and young people, parents/carers and other agencies
- Individualised pastoral support with a keyworker as required
- Individual support for transition across all phases of education provided by the school and other agencies
- Where the children and young people uses sign language, relevant staff and peers will receive instruction in basic signing.
- Clear guidance and process for children and young people to independently manage specialist equipment
- School will facilitate access to deaf CAMHS, as appropriate
- Signposting to enable access to positive deaf role models
- Signpost to opportunities to meet deaf peers
- children and young people should have knowledge of their HI, its implications and appropriate management strategies.
- Recognition of the potential impact of deafness on social and emotional development and support/action taken to address this
- The school promotes active involvement of deaf children and young people providing opportunities to make a positive contribution to school life and develop self-esteem and independence.
- The school recognises the frustration experienced by deaf children and young people and that sometimes inappropriate behaviour is a result of this frustration. Support is provided to help children and young people manage feelings and emotions.
- The school takes care to ensure that the deaf children and young people is not isolated in the classroom or in extra- curricular activities and have equal access
- signposting to family support within the Local Offer for information from specialist organisations /other agencies, for example Sensory & Physical Team, National Deaf Children's Society, Royal National Institute for the Deaf, The Ear Foundation and other voluntary organisations