

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation [eg mobility and independent living skills] support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.' (SEND COP, 2015, p.98.)

<p>Have a supportive ethos and environment which promotes respect and values diversity</p>	<p>Suggested whole-setting approaches:</p>		<p>Check the environment is suitable for good listening and attention</p>
<p>Curriculum teaching and learning to promote resilience and support social and emotional learning</p>	<p>Raise awareness by providing appropriate training for all staff</p>	<p>Promote independence and social inclusion</p>	<p>Consider whether any basic modifications could be made to improve acoustics</p>
<p>Suggested SEND support strategies in the classroom:</p>			
<p>If concerns are identified, complete the checklists: Identifying Deafness - Early Years / Educational Settings</p>	<p>Ensure arrangements are in place for regular monitoring and checking of specialist equipment eg hearing aids and radio aids</p>	<p>Use pre-teaching to prepare learner for lesson eg explaining new words and concepts</p>	<p>Create a 'one-page profile' involving parents/carers and the learner in identifying how best to support</p>
<p>Allow extra time to complete tasks and be aware of the fatigue the learner may experience because of the amount of effort they have to put in</p>	<p>Check learners are sitting in the most appropriate place where they are able to read text, hear and lip-read</p>	<p>Use short simple instructions. Give one at a time and check for understanding</p>	<p>Use of radio aids in all lessons, if required eg Soundfield systems</p>
<p>When other learners contribute, ensure that they speak one at a time / paraphrase their contributions back to the class</p>	<p>Reduce background noise as much as possible</p>	<p>Repeat instructions first in the same words, but then, if the learner does not understand, simplify your language</p>	<p>Check lighting is appropriate (eg to aid lip-reading). Ensure light is on teacher's face (light source behind learner) – don't stand with your back to a window</p>
<p>Use learner's name before asking a question or giving an instruction</p>	<p>Agree a private signal that the learner can use to show you they have not understood</p>	<p>Explicitly teach and explore meaning of new vocabulary and concepts introduced</p>	<p>Provide access to additional specialist curriculum delivered by VSSS eg Deaf Studies/PUD (Personal Understanding of Deafness) in order to come to terms and manage their hearing</p>
<p>Avoid writing on board or IWB while speaking as you will not be facing learner</p>	<p>Refer to National Deaf Children's Society (NDCS) Phonics Guidance</p>	<p>Share new concepts and vocabulary with parent/carers to consolidate and extend at home</p>	<p>Use a specialist language programme eg Elklan or reading programme</p>
<p>Provide additional support during speaking and listening activities</p>	<p>Monitor social and emotional well-being and inclusion</p>	<p>Give enough time to think about and answer questions (10 second rule)</p>	<p>Where new concerns are identified, talk to parent/carers to find out if the learner has had a recent hearing test</p>
<p>Access assessment, advice and recommendations from Virtual School for Sensory Support (VSSS)</p>	<p>Suggestions for the SENDCo:</p>		<p>Access information and resources from the National Children's Deaf Society (NCDS)</p>
<p>Continue the cycle of support (assess, plan, do, review) while specialist advice is sought</p>	<p>Request training in the use of specialist equipment to support access to learning</p>	<p>Monitor to ensure that reasonable adjustments are implemented consistently in class</p>	<p>Seek advice on specialist arrangements for examinations and assessments</p>
<p>Referral and ongoing support as appropriate from the VSSS Child Psychotherapist</p>	<p>Referral and ongoing support as appropriate from Speech and Language Therapy</p>	<p>Seek outreach advice and support from an appropriate Specialist Resource Base (SRB)</p>	