

Provision Expected at SEN Support (PEaSS) Guidance

Name:

Date:

3.5 Physical and/or Sensory Needs – Deafness

3.5.1b: Provision Expected to be Available – Suggested SEN Support strategies in the classroom

| Suggested SEN support strategies in the classroom | | Tick box |
|---|--|----------|
| 1 | Where new concerns are identified, complete the checklists: Identifying Deafness – Early Years / Educational Settings and talk to parent carers to find out if the CYP has had a recent hearing test | |
| 2 | If concerns still exist, refer to Just One Norfolk or GP | |
| 3 | Ensure arrangements are in place for regular monitoring and checking of specialist equipment (e.g. hearing aids and radio aids) | |
| 4 | Use pre- and post-teaching to prepare CYP for lessons (e.g. explaining new words and concepts and checking understanding) | |
| 5 | Allow extra time to complete tasks and be aware of fatigue the CYP may experience due to the effort they have to put in | |
| 6 | Check CYP are sitting in the most appropriate place, where they are able to read text, hear and lip-read | |
| 7 | Use short simple instructions. Give one at a time and check for understanding | |
| 8 | Repeat instructions first in the same words, but then, if the CYP does not understand, simplify your language | |
| 9 | Ensure hearing aids and other assistive listening devices are used in all lessons (e.g. radio aids, soundfield system) as appropriate and advised by Virtual School Sensory Support (VSSS) | |
| 10 | When other CYPs contribute, ensure that they speak one at a time / paraphrase their contributions back to the class | |

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|---|---|----------|
| 11 | Reduce background noise as much as possible | |
| 12 | Check lighting is appropriate (e.g. to aid lip reading). Ensure light is on teacher's face (light source behind CYP). Don't stand with your back to the window. | |
| 13 | Use the CYP's name before asking a question or giving an instruction | |
| 14 | Avoid writing on the board or interactive whiteboard while speaking, as you will not be facing the CYP | |
| 15 | Provide additional support during speaking and listening activities | |
| 16 | Agree a private signal that the CYP can use to show you they have not understood | |
| 17 | Explicitly teach and explore the meaning of new vocabulary and concepts introduced | |
| 18 | Share new concepts and vocabulary with parent carers to consolidate and extend at home | |
| 19 | Give CYP enough time to think about and answer questions (10 second rule) | |
| 20 | Provide additional support during speaking and listening activities | |
| 21 | Regular personalised/small group learning to target identified areas of need | |
| 22 | Monitor social and emotional wellbeing and inclusion | |
| 23 | Use a specialist language programme (e.g. Elklan or reading programme) | |

Notes