Rights, Responsibilities and Recommendations
“The 3Rs”

To enable Schools/Educational Settings meet the special educational needs of pupils.

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Rights and Responsibilities
Disability Discrimination

- **The Legal Duties**

  The SEN and Disability Act 2001 amended the SEN Framework (Education Act 1996) and extended the Disability Discrimination Act (DDA) 1995 to cover the provision of education. This was to ensure access to education and inclusion of disabled pupils in every aspect of school life. This was then subsumed into The Equality Act 2010.

  It is unlawful for schools to discriminate against disabled pupils. A school discriminates if;

  - It treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification
  
  - It fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the “reasonable adjustments” duty.

  Therefore schools must be anticipatory and reduce/remove any barriers that a school faces to ensure a disabled child is not put at a substantial disadvantage. Reasonable adjustments may need to be made in admissions, exclusions and “education and associated services“ - a term that covers any aspect of school life which will include the curriculum, after-school clubs, break/lunch time, school trips, participation in school concerts/performances...

  ***Please note that exclusion is **not** a reasonable adjustment and would put a pupil at a substantial disadvantage. If the exclusion is for a reason relating to a pupil’s disability it may amount to discrimination. The use of part-time attendance at school is regarded legally as an unlawful exclusion.

  The governing body is the “responsible body” for the DDA duties and needs to ensure that all employed within a school - staff or volunteer - is aware of the duties owed to disabled pupils.

  If a parent believes that their child has been discriminated against, they can make a claim of disability discrimination to SEN and Disability (SENDIST) Tribunal. If the tribunal finds that a school has discriminated unlawfully against a disabled pupil it can order any remedy that it sees fit, except financial compensation.
Definition of Disability

A disabled person is someone who has

“a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”

Explanation of the definition...

“physical impairment” includes sensory impairment

“mental impairment” includes learning difficulties and an impairment resulting from or consisting of a mental illness

This can include a wide range of impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil’s ability to carry out normal day-to-day activities that has to be considered.

“Long-term and substantial”

“long-term” is defined by the DDA as having lasted or being likely to last 12 months or more

“substantial” means “more than minor or trivial”

“Normal day-to-day activity”

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger
Diagnosis

The existence of an impairment or condition should not be confused with whether a child has been given an official diagnosis. A particular condition exists, whether or not it has been officially diagnosed.

The definition of special educational needs

The Education Act (1996) says that “a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him/her”. It also states that “a disability, which prevents or hinders them from making use of education facilities” amounts to a learning difficulty if it calls for special educational provision to be made. Special educational provision is provision that is additional to, or different from, that which is normally available.

Therefore, the definition of learning difficulties in the legislation includes children who have a disability and who need something additional or different to be provided for them. So, for example, a child with a visual impairment who needs materials to be provided in an enlarged font, is defined in the legislation as having a learning difficulty even if they are not behind in their learning.

Disability and special educational needs

Many children who have SEN will also be defined as having a disability under the DDA. It may be helpful to think of more pupils with SEN being included in the definition of disability rather than fewer.

However, not all children who are defined as disabled will have SEN. For example those with severe asthma, arthritis or diabetes may not have SEN but they have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the DDA.

Making reasonable adjustments

The DDA requires schools to make reasonable adjustments to ensure that disabled pupils are not at a substantial disadvantage. The following key factors should be considered by the school;

- A vision and set of values based on an inclusive ethos
- A “can do” attitude from all staff
A pro-active approach to identifying barriers and finding practical solutions

Strong collaborative relationships with pupils and parents

A positive approach to managing behaviour

Strong leadership by senior management and governors

Effective staff training and development

The use of expertise from outside school

Building disability into resourcing arrangements

A sensitive approach to meeting the needs

Regular critical review and evaluation

**IMPORTANT AREAS**

The following responses are sometimes those expressed by a school and draw attention to their concerns;

1. **“Who’s going to pay for it?”**

Provision for individual SEN pupils comes through the SEN framework. Provision is funded by the school, from its own resources including the additional needs element in the school budget and, in the case of a pupil with a Statement of Special Educational Needs, by the LA as well.

Making reasonable adjustments is usually about how resources are used, about how schools are organised, about policies, practices and procedures. It would be a mistake to think that reasonable adjustments cost a lot.

2. **“He can’t go on the school trip. It’s a health and safety issue.”**

The Department for Education and Skills emphasises the inclusion of all pupils; “Every effort should be made to ensure that school journeys and activities are available and accessible to all who wish to participate”.

Health and Safety considerations are a crucial part of the planning of any school trip. They do not bar disabled pupils from participating. In line with the guidance, a risk assessment needs to be carried out and reasonable adjustments for disabled pupils should be part of this risk assessment.

3. **“We can’t change this because of the National Curriculum”**

The National Curriculum Inclusion Statement sets out three principles that are essential to the development of a more inclusive curriculum.
These are:

- Setting suitable learning challenges
- Responding to pupil’s diverse learning needs
- Overcoming potential barriers to learning

Therefore, rather than constraining what schools can do, the National Curriculum requires schools to adapt their approach to ensure all pupils can access the curriculum.

4. **“We can’t take this child unless he has full-time support.”**

A support assistant may be an important part of a pupil’s special educational provision, but placing conditions on the admission of a disabled pupil, or potential pupil, may amount to discrimination. It is very important not to jump to conclusions about what support is required for a pupil and remember, the provision should enable the child to become more independent rather than dependent.

5. **“We can’t take this child because of League Tables.”**

Many schools find that the changes they make for disabled pupils make the school a better place for teaching and learning which can lead to better outcomes for all pupils. Ofsted will focus on progress therefore it is important to make sure that baseline assessments occur on entry and these remain consistent so that progress can be shown in a range of areas.

6. **“Their attendance at our school would be incompatible with the efficient education of others.”**

If the pupil has never attended your school, experienced your environment and never met your teaching staff - how can you judge? There are so many variables, so the legislation will assume that all schools can make reasonable adjustments and, if after a period of time, this is proven to be difficult, it is then reasonable to consider other options.

**EXCEPTIONS**

A responsible body is not required to remove or alter a physical feature of the school. However schools will have their own accessibility plan

Should a parent consider that a school has discriminated against their child they do have the right of appeal to the Special Educational Needs and Disability Tribunal against the school
Recommendations
1. BACKGROUND

These guidelines are intended to be a support to schools in providing details of reasonable adjustments and relevant and purposeful measures that a school may be able to provide for a pupil with special educational needs prior

• to any consideration of a request for a Statutory Assessment
• to any pupil being excluded

The recommendation that a school should make adjustments to accommodate the needs of pupils with special educational needs is in keeping with the current guidance as detailed in the Code of Practice and

➢ Schools are required to make reasonable adjustments and relevant and purposeful measures to meet the pupil’s special educational needs, ensure curriculum access and to include the pupil in the life of the school

➢ It is important to note that this guidance does not contain an exhaustive list of all strategies but is a useful reference point for teachers and SENCOs

➢ While strategies have been listed under one particular SEN category, these are interchangeable, for example, the ASD strategies may also be applicable to a pupil with social, emotional and behavioural difficulties

➢ It is accepted that it may not be possible or appropriate for some or all of these to be undertaken in every school

➢ It is expected that schools will normally implement, monitor and review appropriate strategies for at least 2 review periods

➢ Teachers should use their professional judgement regarding the appropriateness of strategies for individual pupils
2. GENERIC STRATEGIES FOR SEN

This section deals with examples of generic strategies which may be implemented in support of differing types of special educational need

**Relevant and purposeful measures**

- Whole school and individual teacher planning to ensure that clear and realistic targets are set for each pupil
- Support plans should include specific targets relating to a pupil’s SEN
- Any Educational Psychology recommendations should be reflected in the targets
- Learning goals should be clearly defined and shared with the pupil
- Activity tasks should be of interest to the pupil
- Opportunities should be provided for the pupil to transfer learning from one situation to another
- Enable staff to access specialist training thereby increasing their capacity to meet the needs of pupils
- The school should develop a culture of sharing good practice with opportunities for staff peer support and self-evaluation

**Reasonable Adjustments to include the pupil in the life of the school and ensure curriculum access**

**Environment**

- Modify workspaces to avoid clutter and minimise distractions
- Provide visual timetables
- Noise level and lighting should be conducive to work
- Consideration should be given to seating arrangement
- Appropriate resources/equipment should be organised and readily available for all pupil when needed
- Pupil access to curriculum and examination materials

Opportunities should be provided for:

- Alternatives to written assignments/tests/examinations
- Provision of lesson summaries
• Structured teaching programmes
• Use of individualised worksheets
• Use of picture dictionaries
• Modification of the language used for internal tests/examinations
• Use of a reader
• Peer support
• Regular and monitoring and recording of progress

Adjustments to curriculum materials

• The arrangements for teaching should be sufficiently flexible to allow the pupil to experience success and to complete tasks without undue stress
• Teaching should be broad and sufficiently flexible to engage the pupil in learning and to promote individual learning in a variety of contexts
• Opportunities should be provided for:
  - Use of materials in alternative formats eg audio, large print, use of chapter summaries
  - Use of cues for spelling, written work eg word lists, wall posters, charts
  - Prepared handouts and notes to be made available
  - Individualised directions and instructions
  - Differentiated homework
  - Short work assignments
  - Use of spellcheckers
  - Use of ICT interactive software
  - Peer readers/paired reading
  - Variety of teaching approaches
  - Pupils to respond in a variety of ways eg oral, practical, written
  - Books and materials should be matched to pupil’s reading level
  - Sympathetic marking practices should be adopted
- The pupil should be included in extra-curricular activities
- Progress should be regularly monitored, recorded and achievement recognised with favoured activities
- Opportunities should be provided for pupil involvement in decision making and recording
- Opportunities should be provided to allow extra time to complete tasks and internal exams
- Opportunities to use a scribe

Social factors/relationships

- Classroom procedures and rules should be made clear, understood by all pupils and consistently applied
- Clear instructions should be given about the tasks in a variety of ways (oral, visual, gestures)
- Changes between tasks should be managed smoothly and efficiently
- A variety of different actions (academic and behavioural) should be frequently noticed and praised
- A variety of praise and rewards should be used.
- Good communication and feedback on progress should be maintained between the teacher and pupil
3. AUTISM STRATEGIES

Relevant and purposeful measures

- Consider ASD policy and/or relevant amendments to existing school policies (e.g. SEN, Health and Safety and Discipline)
- Activities and tasks are presented in an accessible way

Reasonable adjustments/accommodations to include the pupil in the life of the school and to ensure curriculum access

- Pupils should be encouraged to communicate their needs
- Involvement of parents in meetings, training and information evenings
- Pupil to make effective use of specific equipment or resources provided

Specific support strategies

- Obtain training for whole staff
- Complete risk assessment and management plans for individual pupils
- Identify high risk settings and times providing additional supervision/support if appropriate
- Share information with all staff
- Use pupil specific motivators and interests throughout the day
- Use visual cues to augment communication
- Moderate verbal instructions
- Use visual strategies to teach new skills
- Establish routines and prepare for change e.g. “change card” or advanced verbal notice
- Designate a low stimulus area for pupil to relax
- Understand sensory issues and the impact of the school environment on the pupil (e.g. heating, lighting, smells)
Early Years Settings

- Use visual cues (objects, pictures) around the whole school to denote designated areas (including outside playground areas)
- Consider classroom design to ensure designated areas for specific activities
- Provide designated area for relaxation (low stimulus)
- Use of a specific visual schedule (eg objects, pictures, photographs)
- Teach the concept of “change” to prepare for unexpected changes to routine
- Teach specific social skills through Social Skills Picture Stories
- Teach object play skills (eg how to manipulate and use play objects)
- Provide opportunities for social imitative play
- Use pictures or objects of reference to enable communication of needs
- Use a home-school communication diary
- Draw up a plan for transition to and from early years settings

Primary School Settings

- Use visual cues around whole school to denote designated areas (including outside playground area)
- Design classroom to ensure designated areas for specific activities
- Provide designated area for relaxation (low stimulus)
- Use a pupil specific visual schedule
- Use a work system to provide information about work sequence and what to do when completed
- Use change card for unexpected changes to routine
- Use Social Stories and comic strip conversations
- Use pictures or objects of reference to enable communication of needs
- Use visual strategies to enable communication of feelings eg anxiety
- De-brief pupil especially after break times
- Use circle time to teach rules of participation, listening, turn-taking
- Provide specific teaching of social skills
- Provide specific teaching of common metaphors
- Use and maintain a home-school communication diary
- Consider a Buddy System
- Prepare pupil for transition at end of school year and for transfer to Secondary school

**Secondary School Settings**

- Designate key member of staff
- Use visual cues (eg colour coding, arrows) around whole school to denote key areas
- Use a colour-coded timetable for all pupils
- Ensure homework is clearly and visually provided
- Provide visual reminders for deadlines
- Designate an area for relaxation and time to be alone if desired
- De-brief after unstructured periods such as lunch time
- Use visual strategies to enable pupil communicate feelings
- Provide specific teaching of social skills eg how to start and maintain a conversation
- Use social stories and comic strip conversations for teaching some social skills
- Teach understanding of common metaphors and slang
- Provide assistance with recording eg provide handouts or more time
- Consider peer mentoring
- Provide assistance with study, revision and exam preparation eg use of mind-mapping
- Consider special examination arrangements
4. SPEECH AND LANGUAGE STRATEGIES

• Adjustments to the environment
  - Be aware of the language demands of a whole class activity. Understanding group direction and coping with the distractions of class situations pose particular difficulties for some pupils with language problems
  - Reduce background noise and distractions where possible
  - Consider where the pupil is sitting within the classroom
  - Create distinct areas in the classroom for resources, for different areas of learning
  - Label equipment and containers
  - Encourage a routine at the start of every lesson eg pen, pencil, rubber and ruler all ready, school diary out, subject specific books out

• Pupil access to the curriculum and exam materials
  - Ensure pupil does not have a hearing loss
  - Encourage the pupil to use strategies to process information such as repeating, silent rehearsal, identifying important words in the instruction
  - Make the pupil aware of the teaching objectives
  - Make the pupil aware of good listening skills
  - Encourage the pupil to explain what they have heard. This way the pupil will know his listening will be checked and the adult can also monitor the level of language that is understood and modify it accordingly
  - When introducing new vocabulary consider using visual strategies eg multiple meaning tree, spider gram, word map
  - When introducing or discussing topics consider using mind maps

• Adjustments to curriculum materials
  - Be simple. Be aware of the complexity of language used eg length of sentence, the structure (grammar) or the vocabulary used
  - Before starting an activity, explain each step. Use clear simple
language and be visual if possible eg use real objects, pictures, photos, symbols. Also be aware of multi-sensory materials

- If there is a sequence of directions to follow, pause between each one to allow the pupil time to process the information ie chunk

- At times it can be helpful to emphasise key words by using slight stress and appropriate non-verbal communication

- Consider using visual task plans, action plans and frameworks

- If you have not understood what a pupil has said, say so and try to work it out together ie using pictures, objects and guesswork. Try not to keep asking the pupil to repeat it

- If a pupil cannot think of a word then try giving prompts

• **Accommodation of pupil’s production of work**
  - Focus the pupil’s attention before giving instructions and ensure eye contact
  - Observe the pupil’s response to check the information has been understood ie through expression
  - Have realistic expectations
  - Give the pupil time to talk. The pupil may need more time to understand a question
  - Try to avoid finishing the sentence for a pupil but repeat back what the pupil has said clearly and correctly so that good examples are heard ie model
  - Remember…difficulties with spoken language will be reflected in written language

• **Social factors/relationships**
  - Avoid using sarcasm, metaphors and idioms as these can be difficult to understand
  - Encourage the pupil to tell you when he/she does not understand
  - Refocus the pupil’s attention when necessary
  - Use the pupil’s name frequently
5. SPECIFIC LITERACY DIFFICULTIES/DYSLEXIA

- **Adjustments to the environment**
  - Information presented on NON white paper
  - Use of specific font – comic sans
  - Appropriate lay out – 1.5 line spacing
  - Use of colour coded lines to assist pupil when copying information
  - Use of memory aids
  - Use of overlays where appropriate
  - Use of visual aids for tracking

- **Pupil access to curriculum and examination materials**
  - Structured multi-sensory teaching programme
  - Be aware of learning styles – all lessons should incorporate visual, auditory and kinaesthetic activities
  - Keep verbal instructions clear and concise
  - Use of individualised worksheets
  - Encourage the underlining or highlighting of key words
  - Share practice within the school – liaison between Key Stages

- **Adjustments to curriculum materials**
  - Use of standardised and diagnostic tests to inform target setting / planning
  - Use of ICT interactive software eg Lexia (Foundation, Early Stage, Strategies to support older pupils), Nessy; Word Shark 3; Number Shark; Pen friend; Clicker; Writing with Symbols; Text Help-Read & Write Gold
  - Books and materials matched to pupil’s reading interests
  - Opportunities for a variety of pupil responses eg recording tables, bullet points, haiku, poems, TV reports, model, pictograms, verbal feedback, mind mapping – consider these responses especially in relation to homework
  - Keywords and word banks should be clearly displayed on walls or tables or in subject specific books
- Resources should be clearly labelled with visual aids
- Visual timetables on desks for individual pupils
- Every class teacher should have a “dyslexia friendly tool box” – magnetic letters, ICT software, electronic spellers, literacy games, word mats, coloured filters.
- Realistic targets to ensure success
- Reduce information and highlight important facts
- Encourage cursive writing
- Ensure structured, cumulative multi-sensory phonic and spelling programmes are in place
- Use word walls to support independent writing

• Accommodation of pupil’s production of work
  - Use of ICT packages eg Read &Write Gold; Pen friend; Clicker 5
  - Extra time to complete tasks/examinations to allow thinking time to process answers
  - Extra time for copying down –handouts are more useful
  - Use scaffolding such as writing frames and plans

• Social factors/relationships
  - Classroom procedures and rules are made clear
  - As appropriate, using pupil’s name, ask the instruction to be repeated
  - Teach organisational skills – colour code timetable, books and rooms
  - Use visual/pictorial aids where possible eg in canteen, map of school
  - Develop a consistent marking policy
  - Acknowledge the pupil’s strengths and focus on achievement
6. SOCIAL, EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

- All school practices and procedures regarding behaviour management strategies must be communicated to all relevant school staff, parents, pupils and young people.

- The creation and maintenance of positive behaviour management within the class is a pre-requisite to effective learning and teaching for all pupils.

- It is recommended that these guidelines are used in conjunction with the individual school Positive Behaviour Policy.

- **Adjustments to the environment**
  
  The learning environment should be:
  
  - Safe, caring and positive
  - An environment of mutual respect
  - Neat, clean and orderly
  - Appreciative of all efforts
  - Comfortable, inviting and stimulating
  - Organised so there is ease of access to resources and materials
  - One that has a clear system for providing equipment for those pupils who do not bring pencils, rulers..
  - Able to provide appropriate storage for each pupil’s belongings
  - Able to provide a quiet area for usage when required
  - Able to help all pupils feel an active participant in adhering to the agreed classroom rules
  - Organised with a layout which is flexible for appropriate delivery of different activities. Pupil’s seating arrangements should reflect social relationships

- **Pupil access to curriculum and examination materials**
  
  - Access to an individual timetable/schedule/Now and Then Board on desk
  - Bubble time (IOU 1 minute cards)
- Token system
- The use of additional responsibilities/special privileges
- Traffic light system (where orange is an opportunity to use 3 or 4 pre-agreed strategies to help a pupil get back to green)
- Offer a limited selection of choices
- Reminder of consequences and pre-agreed strategies they can use to de-escalate eg listening to music
- Thinking zone/chill out chair
- Golden time
- Friendship tree
- Golden moments book
- VIP dining
- Positive home/school diary - good news book
- Celebrate the pupil’s work through displays and publications
- Establish clear expectations of pupil behaviour
- Have agreed rules, rewards and consequences that should be understood and clearly displayed
- Display rules which should be few in number, clearly worded and positively framed
- Ensure behaviour is taught on how to meet the rules
- Establish and apply consistently and fairly the agreed rewards and consequences
- Ensure consequences are never harmful or humiliating
- Ensure the reward system is regularly referred to and reinforced

• Adjustments to curriculum materials
- Arrange timetables aimed at minimising disruption
- Include opportunities to teach and model conflict resolution skills
- Provide opportunities for relationship and self-esteem building activities
- Have a balance and range of teaching strategies and activities eg whole group, small group, pairs, individual, practical
- Ensure there is appropriate time to complete a task
- Employ self-monitoring and self-assessment techniques
- Provide positive and constructive feedback
- Promote pupil involvement and negotiate targets and strategies
- Ensure there is a system of record keeping in place to measure progress eg reward chart, daily record book and there should be parental awareness of pupil reward system
- Be realistic in expectations of achievement

• Accommodation of pupil’s production of work
A pupil with SEBD may benefit from the following;
- A task board
- The use of a timer to stay on task
- Visual prompt cards
- Colour coding system for books
- Target charts
- Social stories
- Buddy System
- Encouragement to repeat instructions which have been given prior to task
- Shorter work periods interspersed with practical activities/brain breaks
- Time warnings

• Social factors/relationships
- Ensure pupils feel they are known and valued members of the class and school community eg “pupil of the day”
- Give clear and concise instructions
- Promote team-building activities that develop the cohesiveness bonding of the class
- Provide positive reinforcement at every available opportunity
- Actively listen to pupils and be aware of what motivates them
- Show trust and give them responsibilities
- Encourage pupils to participate in decision making (where appropriate)
- Recognise and acknowledge individual pupil achievement eg certificates, awards, tally chart
- Name and acknowledge appropriate desired behaviour
- Ensure peer support is used when appropriate
- Offer the pupil a dignified way out of conflict
- Give regular feedback on how they are progressing
- Consider in advance difficult to manage behaviour and plan response eg contribute to risk assessments and risk management plans
7. VISUAL IMPAIRMENT (VI) STRATEGIES

- Take cognisance of medical information provided by appropriate specialists
- School may wish to carry out a risk assessment and develop a risk management plan
- Pupils should be encouraged to verbalise their needs both at a near and distant vision level

• Adjustments to the environment
  - Good lighting is essential – either an even light throughout the room or individual lighting
  - Avoid glare. Position the pupil away from direct sunlight and adjust blinds or curtains accordingly
  - Seat the pupil with a VI near to the main teaching activity
  - Keep passageways in classrooms and corridors free of clutter
  - Resources/equipment organised, labelled and easily accessible

• Pupil access to the curriculum and exam materials
  - Appropriate modification of learning materials presented both at near and distance vision levels accompanied by verbal reinforcement of this information
  - Use of large print dictionaries/atlas, talking calculator, heavy lined paper, high contrast rulers..
  - Examination concessions, both internal and external eg extra time, modified/enlarged print papers, reader..
  - Alternative methods of recording information in the classroom and for homework eg audio
  - Address the pupil by name before asking a question

• Adjustments to curriculum materials
  - Information should be available in alternative formats eg e-books, audio format, large print books
  - Pupils should not be required to complete the same volume of work as their peers. At times it may be appropriate to reduce the quantity of work whilst still fulfilling the objective of the lesson
- Employ text formatting strategies eg Arial, size 14 point
- Utilise “Accessibility Options” on the computer to enable pupil to individualise settings
- Provide opportunities for the pupil to develop touch typing skills using recommended software
- Use contrast when presenting material
- Isolate the relevant section of maps/diagrams required to reduce the amount of information that needs viewed
- Provide information in advance of lesson so that the pupil has an opportunity to become familiar with the content
- Give additional time for completion of all written/reading activities
- Sympathetic marking practices
- Pupils and parents need to be made aware of safety issues relevant to subject areas eg Science/HE/TD. Some activities may need a risk assessment and risk management plan
- Information in classrooms/corridors/notice boards should be displayed in an accessible format

• Accommodation of pupil’s production of work
  - Employ a variety of methods for recording information eg computer, dictaphone, diagram, mind map
  - Use of heavy lined paper, dark leaded pencils/black ink pens
  - Use of a scribe where required

• Social factors/relationships
  - Peer awareness of pupil’s disability and associated needs (as appropriate and in agreement with the pupil and parents)
8. HEARING IMPAIRMENT (HI) STRATEGIES

➢ Take cognisance of medical information provided by appropriate specialists

➢ Hearing impaired pupils will have immature and delayed language relative to the severity of their hearing loss. Access to the curriculum will require considerable differentiation

➢ Pupil to make effective use of any amplification provided

• Adjustments to the environment
  - Seating position should be 1-2 metres from the teaching position. The teacher should face the pupil to provide the best listening and lip-reading conditions
  - The teacher should avoid positioning him/herself with back to a window
  - The pupil should sit where he has best view of the teacher and peers to facilitate lip-reading. This is usually on the window side of the room
  - Seat pupil away from sources of background noise eg heaters, computers, busy sinks...
  - Ensure table and chair legs have rubber feet to minimise classroom noise levels
  - Use carpeted soft areas where possible

• Pupil access to the curriculum and examination materials
  - Teachers should take care to position themselves carefully when teaching/speaking to a HI pupil as they will find it difficult to lip-read if their back is turned writing on whiteboard, while walking around, when bending over equipment...
  - Remember a deaf child cannot lip-read and write at the same time, therefore cannot do dictation
  - The teacher should speak clearly, not shouting but using normal rhythm and intonation, as these are important for comprehension. Lip movements should not be exaggerated
  - Break information/instructions down into chunks
  - Allow time for listening, thinking and responding
- Take opportunities to extend the pupil's language
- Do not assume that a hearing impaired child will understand what he/she can read. Check comprehension through discussion and sensitive questioning
- Present things visually where possible
- Check the pupil has understood instructions/information especially if given in large group settings such as assembly
- Ensure homework requirements are fully noted in diary
- Appropriate modification of reading materials
- Exam concessions
- Alternative methods of presenting information eg use of flash cards

**Adjustments to curriculum materials**
- Information should be available in visual format
- At times it may be appropriate to reduce the quantity of work whilst still fulfilling the objective of the lesson
- Provide information in advance of the lesson so that pupils have an opportunity to become familiar with it
- Give additional time/guidance for completion of all activities
- Pupils and parents need to be made aware of safety issues relevant to subject areas eg Science/HE/TD and a risk assessment/risk management plan may be appropriate
- Ensure that class activities are inclusive for all pupils

**Accommodation of pupil’s production of work**
- Employ a variety of methods for recording information eg computer, diagram, mind map...
- Use of scribe
- Extra time to complete tasks/exams
- Reduce quantity of information required
- Allow extra time for taking notes
- Be sensitive to the pupil's difficulty to access all speech sounds (spelling, word attack skills)

• Social factors/relationships

- Peer awareness of pupil's disability and associated needs (as appropriate and in agreement with the pupil and parent)
## 9. ADDITIONAL SUPPORT MATERIALS

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