

## Reasonable Adjustments for all Deaf Children

### Position in class

Ensure that the pupil is seated near the teacher in a position that allows them to lip-read and see any visuals being used. If the pupil has a better ear, then ensure that the pupil is seated so that the better ear is facing the teacher and her peers.

### Supporting lip-reading

Teach from the front as much as possible and avoid moving around the class as you speak. Avoid talking as you write on the board or standing in front of a window with your face in shadow.

Ensure that the class is well lit. If the lights are dimmed to watch video material, ensure that any introduction/ instructions are given before dimming the lights.

### Reducing background noise

Listening in noise, even just the noise of a normal busy classroom, is particularly difficult for deaf children. As far as possible, insist on quiet while you are addressing the class so that the pupil can clearly distinguish the speaker's voice. Ensure that the pupil is positioned away from any ambient source of noise that will be amplified by the aids, e.g. computer hum or blow heaters.

Reduce noise from outside the classroom by closing doors and windows whenever possible, and be aware of sources of noise within the classroom e.g. other adults preparing resources/ displays etc.

### Support to follow class discussion

It will be difficult for the pupil to hear other children's comments or answers to questions in a discussion, and will take longer to locate who is talking, particularly if their voices are quiet or they are behind the deaf pupil. Teachers should repeat or summarise other pupils' contributions from a position at the front of the class.

### Eye contact

It is helpful to develop a strategy of engaging eye contact before speaking so that the pupil can clue into what is being said from the first word.

### Visual backup

It is more challenging to follow and understand when information is only presented verbally. Key words, diagrams, pictures and other visual aids will all support comprehension.

### Checking comprehension

The speed at which auditory information is presented may affect the pupil's ability to process it effectively. Pause between key bits of information to help them to remember each piece presented. Check that the pupil is picking up instructions, new vocabulary and concepts through focused questioning. Remember that they may not realise that they have missed or misunderstood information and may not always ask for clarification.

### Support to follow listening to audio material

When watching or listening to recorded material, subtitles should be used whenever these are available. It is helpful to pause from time to time and summarise what is happening, as listening without access to lip-reading is more challenging. If the pupil has an assistive listening device, this can be plugged in to the computer for use with the IWB.

### Notetaking

Deaf pupils cannot lip read and take notes at the same time. They will need access to notes or a notetaker when this is expected of them.

### Supporting language development

For deaf children, it is more difficult to pick up vocabulary incidentally from the language going on around them, often resulting in gaps in vocabulary. Explicit teaching of vocabulary, including subject-specific words linked to curriculum topics, is an important strategy for supporting age-appropriate language development.