

Role of the school and the Specialist Qualified Teacher of the Deaf (QTOD) – Quality First Teaching

| Quality First Teaching for Pupils with Hearing Impairment | Specialist Support and Additional Teaching and Support from a Qualified Teacher of the Deaf |
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| <ol style="list-style-type: none"> Good management of the classroom environment to ensure background noise is kept to a minimum and visual distractions are minimised. <ul style="list-style-type: none"> Plan and adapt the classroom environment and any group or practical work to ensure that the pupil is in the best seating position to be able to see the face of the teacher and to be able to hear what the teacher is saying. This may change with different activities and form feedback by the pupil on what works well for them. Plan short periods of listening interspersed with individual or small group activities to meet the individual listening and language needs of the young person who has a hearing loss Good management of all specialist equipment to ensure access to language and learning. <ul style="list-style-type: none"> Ensure audiological equipment such as hearing aids, cochlear implants and radio aids are worn consistently and effectively to maximise listening in the learning environment. The teacher will wear the radio aid in all lessons and ensure it is switched on and muted appropriately. The radio aid will be managed in group /practical activities to ensure the pupil with a hearing loss can access the contributions of others while also hearing the teacher. Good communication strategies will take in to account the specific needs of the individual pupil with an identified hearing | <ol style="list-style-type: none"> Training, modelling and advice on teaching strategies to be used in the classroom which will make learning accessible and which take account of the impact of a hearing loss on learning. Specialist assessments which are used to track progress and inform next steps for those areas known to be impacted by a hearing loss i.e. listening skills, language development, vocabulary development, social and emotional well being and auditory memory. Specialist teaching to develop specific language, listening, working memory and literacy and numeracy skills taking in to account research in the field of deafness. Provision and management of specialist equipment which enables deaf pupils to access language and learning both in educational and home settings. Training and advice on using specialist equipment such as radio aids effectively in order to remove the barriers to access learning in the classroom. Delivery of a targeted programme to promote independent use and management of specialist equipment by pupils such as hearing aids, cochlear implants and radio aids. Advice and support in the writing and implementation of specialist risk assessments for ensuring safety and equality of |

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| <p>loss.</p> <ul style="list-style-type: none"> • Strategies will be employed by all staff across the school which promote inclusion of the young person across all aspects of school life. • Pupil's attention will be gained before adults or pupils start speaking. • Access to lip-reading through ensuring that your face is in clear view so that the pupil can lip-read if needed will be facilitated • Facial expression and body language can be used to support oral input • Teaching staff need to stand still and face the class when speaking as moving around can be more challenging for pupils who are deaf. • For some pupils Instructions may need to be broken down in to smaller more manageable chunks in the order they are to be completed with allowance made for the need for more processing time. • Repeat /rephrase the contributions of other pupils • Check that the pupil has understood the task before they begin. "Tell me/show me what you have to do." • Check for understanding through asking questions and observing responses • Minimise use of abstract vocabulary • Encourage pupils to seek clarification if unsure about a task or instruction • Allow extra time for thinking, processing and formulating response | <p>access in across all aspects of school life.</p> <ol style="list-style-type: none"> 8. Advice and support in the writing of specialist risk assessments and planning for off site activities and extra curricular activities. 9. Specialist report and advice on exam and statutory tests which enable access for the pupil who is deaf and take in to account their hearing loss and language level. 10. Acoustic surveys and environmental audits of learning environments / classrooms/ schools leading to advice and a written report highlighting recommendations on ways to improve the listening environment for pupils who are deaf. 11. Management of Qualified Educational Special Teaching Assistants who carry out targeted interventions for pupils with a hearing loss. 12. Joint working and liaison with Health, Social Care and other professionals to improve outcomes for children and families around the diagnosis and management of deafness |
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| <p>4. In the lesson</p> <ul style="list-style-type: none"> • Lesson content should be presented in as visual a way as possible and outlined at the beginning making any links to prior learning explicit. • New subject vocabulary /key words need to be written on the board/ working wall / given on a separate sheet prior to the start of the lesson or topic. This can also be supported by pre-teaching of vocabulary and advice for parents so that new vocabulary can be reinforced at home. • PowerPoint slides should be given to the pupil before the lesson for annotation during the teaching input to take account of the challenges of listening and notetaking at the same time. • Write homework on the board and give at the beginning of the lesson rather than at the end • Provide opportunities during recap of the main teaching points for the pupil to show what they have understood and identify any gaps or difficulties with vocabulary. <p>5. Teaching Assistants should be used effectively to support the young person's access in the lesson while promoting and developing independent learning</p> <p>6. Pupils should be asked on a regular basis for feedback to monitor their access to lessons and to find out what is working well or needs adjustment.</p> <p>7. Ensure that all school policies and guidelines take into account the needs of the young person who is deaf.</p> | |
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