

Plymouth Advisory Team for Sensory Support (PATSS)

GRADUATED APPROACH GUIDANCE

For deaf CYP



Plymouth Advisory Team for Sensory Support use the word 'deaf' to refer to all levels of hearing loss. Where the word 'Deaf' is used it indicates someone who is culturally Deaf and who uses British Sign Language (BSL) as their first language.

The class or subject teacher remains responsible for working with the child on a daily basis. Where interventions are put in place by others, the teacher should liaise closely with the SENCO who should offer support for planning and problem solving (Code of Practice 2015).

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Each area is divided into 3 levels of provision: Universal, Targeted and Specialist. It is expected that in almost all cases, earlier levels of Provision Guidance will have been effectively implemented and evaluated before a higher level of the graduated approach is considered.

Good practice when planning provision at all levels of provision.

Involve pupils: have you captured their voice?

- Do they recognise /share concerns?
- What do they think will help them?

Involve parents/carers: have they inputted into the plan?

- Do they recognise/share concerns?
- What are their priorities?
- How can they support progress?

Review current provision:

- Has the pupil accessed quality first teaching across the curriculum?
- Do staff understand/know their role?

Identify outcomes:

- Outcomes should be long-term-with targeted steps to meet them
- Do they include personal and social development outcomes?
- How will you know interventions/provision has been successful?

Plan provisions:

- Review schools arrangements for SEN support-what is already available?
- What new provision might be developed to meet need within the school?
- What resources might be needed(staffing/equipment)
- Are there any training needs?
- What is the expected impact of provision?
- Have all strategies from external agencies been implemented?

Record:

- Record to clearly show needs assessment-outcomes and provision and review

UNIVERSAL PROVISION CHECKLIST

Once desired outcomes have been set the universal provision section should be used as an audit tool –so that staff and settings can check that they are providing appropriate and purposeful support for students at universal level.



Communication

- Do you have the pupils' attention before you start talking?
- Is the pupil fully included in break and lunch time activities?
- Do you speak clearly, at your normal pace and avoid shouting and whispering?
- Do you make sure that your face is clearly seen and use gesture and facial expressions to help pupils understand what you are saying?
- Do you encourage pupils to speak one at a time and raise their hand before speaking?
- Do you repeat or rephrase what you have said if a deaf pupil has not understood?
Do you make sure activities which require listening and taking notes are kept to a minimum and provide support for pupils to ensure their access?
- Do you provide quiet spaces for your deaf pupils to socialise with peers?

Environment

- Have you made sure the classroom /learning space is as acoustically friendly as possible?
- Is the classroom and the learning environment clearly organised with minimal visual distraction?
- Have you made sure that the classroom /area is as acoustically friendly as possible?
- Do you make sure that there is good lighting and that your face is not in shadow?
- Do you make sure that you face a pupil when talking and allow an adequate distance for lip-reading purposes?
- Do you make sure that you don't carry on talking when facing away from the pupil?
- Do you make good use of the interactive whiteboard or PowerPoint so that you can use visual backup and still face the class?
- Do you make sure that when you are giving important information the deaf pupil has a good view of you?
- Do you make sure a deaf pupil is not seated near noisy equipment or next to an open window?

Teaching

- Do you write or display key words, topic headings or questions somewhere obvious such as on the interactive whiteboard?
- Are staff aware that the student has hearing aids and if they are working?
- Is the child fully included in all area of the curriculum?
- Do the student have access to support for note taking etc., or notes provided before the lesson starts?
- Do staff anticipate the child's needs in advance of learning opportunities and/or homework?
- Are staff using visual approaches to phonics?
- Are the children in a quiet environment for group work?
- Deafness is a not a learning disability. Do you have high expectations of your deaf pupils?
- Do you support the use of the Assistive Listening Devices (ALD), if one has been supplied?
- Do you write or display key words, topic headings or questions somewhere obvious such as on the interactive whiteboard?
- Do you give context to what you are saying by using visual aids?
- Do you allow time for a deaf pupil to look at a visual clue or demonstration before you start talking again?

- Do you cue in pupils when there is going to be a new topic of conversation so that they can understand the context?
- Do you manage the contributions of pupils in class so that the deaf pupil can also play a full and equal part?
- Do you regularly use a soundfield system if your classroom has one?
- Do you use the Radio Aid - if one has been supplied?

FURTHER SEND SUPPORT

This section offers links to websites or documents that offers useful support/resources at Universal level.

[PATSS Deaf Inclusion](#)

[The National Deaf Children's Society](#)

[Scottish Sensory Centre](#) - including BSL glossaries

[Signed Stories \(ITV\)](#)

NDCS guides to supporting deaf children in various educational settings: [Resources for education professionals | Information for professionals \(ndcs.org.uk\)](#)

TARGETED PROVISION BANK

The SEND Code of Practice states that where a child does not make sufficient progress through the usual approaches to teaching and relearning, staff should decide on 'additional' or 'different' interventions. If pupils are still attaining at a level below age-related expectations and there is evidence of an increasing gap between them and their peers, despite universal provision being appropriate to their needs then targeted provision should be referred to.



- Pupil's specific social and emotional needs are understood and met.
- Children have opportunities to meet and socialise with deaf peers to develop a positive deaf identity.
- The pupil has opportunities to develop self-advocacy skills.
- The pupil is supported and encouraged to develop age appropriate independence.
- Staff have appropriate training to meet the specific needs of the pupil.
- The pupil has timely access to appropriate vocabulary both pre and post teaching.
- Staff are aware of hearing aid maintenance and care and any assistive listening devices maintenance and care.
- Transitions - including EY, KS1/2 K2/3, Post 16 and in year
 - supporting the family to share all the necessary information and wherever possible ensure the 'child's voice' is heard
 - accompany to new setting / school to support parents to make an informed choice
- Liaising with other professionals.
- Signposting to other professionals or organisations.
- Reducing barriers to successful learning experiences.
- Are staff providing subtitles with audio visual resources?
- Pupil has access to a specialist SaLT.

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SPECIALIST PROVISION BANK

Specialist provision should be implemented if pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support such as provision identified in the universal and targeted provision sections.



- Access to ToD from birth for children who need specific and specialist intervention including pre and post cochlear implantation
- Supporting ALD best practice
- Pupil has access to Deaf role model
- Support for CYP and their families to promote deaf identity
- Attending audiology / speech and language appointments with families.
- Attending TAM / EHCP meetings to support specialist outcome based planning.
- Liaising with other professionals supporting deaf children
- Assessing the needs of the pupil for specialist equipment.
- Checking and supporting the use of specialist equipment.
- Ensuring that specialist equipment is working optimally and troubleshooting issues that arise
- Teaching / supporting the use of sign language, cued speech and visual phonics
- Conducting assessments:
 - Functional listening assessments
 - Speech discrimination
 - Language assessments
 - Sign language assessment
- Teaching/Training for children, families, setting/school staff:
 - Deaf awareness
 - Peer awareness training
 - Cochlear implants
 - BTE hearing aids
 - BAHA hearing aids
 - Assistive Listening Devices
 - Sign Language training
 - Healthy Minds
 - Modelling of good practice
- Access to a sensory based curriculum
- Supporting access arrangement for exams
- Acoustic / environmental audit

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