

Best Practice Guidance for Sensory Impairment in Special School - Quality First Teaching

Communication 1

Are you:

- Using a range of communication approaches (Total Communication Approach) in the presentation of the curriculum including the extended curriculum
- Ensuring optimum conditions for pupils for the best use of vision eg appropriate positioning, good lighting, the reduction of glare
- Ensuring optimum conditions for good listening eg use of sound field systems to support classroom teaching, reduction in background noise, appropriate positioning
- Ensuring aids are working, clean and worn (such as glasses, hearing aids, cochlear implants)
- Ensuring the pupil's attention is gained before commencing teaching activities

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Communication 2

Are you:

- Supporting the provision of individual communication modes and individual learning styles used by each pupil eg sign, tactile
- Supporting all augmented or alternative communication modes with clear, well-paced speech with good voice levels
- Supporting communication through the use of visual, tactile and real object timetables
- Fully supporting communication modes in circle time, social skills programmes and all social activities during lunch and play
- Creating opportunities to develop social language in individual and group settings and including time to process and respond

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Communication 3

Are you:

- Using waiting times as communication and learning opportunities
- Using all routines in the classroom and for care needs to maximise interaction and develop communication
- Using the Sensory Room as a focused learning environment
- Demonstrating positive attitudes to the use of hearing aids, radio aids and Soundfield systems for pupils
- Using a variety of outputs eg print or tactile format, voice output, direct outputs to hearing aids

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Access to Information 1

Are you:

- Using a range of alternative computer access devices
- Using alternative formats to meet the individual access needs of pupils eg audio and tactile
- Using real objects and uncluttered photos/pictures with clear contrast
- Preparing classroom materials with good clarity and contrast
- Using clear appropriately sized symbols or clear fonts
- Providing a range of literacy resources such as sensory stories
- Providing a range of auditory, visual and tactile resources to support learning objectives
- Using clear images with good contrast on the interactive whiteboard

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Access to Information 2

Are you:

- Actively ensuring good acoustics for learning
- Using appropriate language levels and signing support
- Supporting the use of Low Vision Aids
- Regularly using low cost individual access materials
- Staff using a range of teaching and learning styles in presentation of curriculum including those appropriate to deafblind pupils
- Staff promoting participation and learning and ensuring that information has been correctly understood by pupils with sensory impairment
- Using signed TV programmes as appropriate
- Developing all movement opportunities to also be learning opportunities

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Independence, Mobility and Resilience 1

Are you:

- Enabling pupils to be ready to learn through fostering pupil well-being and self-esteem
- Providing appropriate opportunities to ensure that pupils are encouraged to take responsibility and increase their independence as a learner
- Providing opportunities for pupils to express preferences, make meaningful choices and develop independence in everyday activities
- Respecting the outcomes of pupil's choice making
- Providing an appropriate responsive environment for pupils to develop independence
- Using small group work to develop organisational skills

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Independence, Mobility and Resilience 2

Are you:

- Encouraging independence in mobility
- Encouraging the development of independence with hearing aids, glasses, radio aid systems and cochlear implants as appropriate
- Planning transitions within school and visits to new schools to enable familiarity with the environment
- Organising the classroom to be suitably accessible for pupils with sensory impairment with an orderly approach to both curriculum materials and personal belongings
- Establishing and supporting classroom routines that enable pupils with sensory impairment to function as independently as possible within the familiar situation