

## Provision at St George's

### Sensory and/or Physical: Hearing impaired

#### How we identify needs, assess and review progress

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• The class teacher and the teaching assistant keep careful track of the child and record any observations.</li> <li>• If the pupil has Special Educational Needs then we would ask parents to come in to meet with the child and teacher and put together a One Page Profile which will make clear the child's strengths and what is important to them as well as how best to support them in school. During the same meeting a Pupil Centred Plan (PCP) is written, which details the planned support and interventions.</li> <li>• If the child continues to be of concern the SENDCo will observe and either suggest intervention strategies or refer to an external agency such as the Sensory Inclusion Service (SIS).</li> <li>• Parents can also request an assessment by visiting their GP.</li> <li>• Pupils are given regularly reviewed and assessed by the Sensory Inclusion Service. They also monitor hearing aids where appropriate and ensure that they are working adequately, replacing any parts that are no longer working.</li> <li>• Pupils are regularly reviewed through internal tracking data, standardised assessment scores and national assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils often work within a small group with the subtle support of an adult.</li> <li>• The adult will repeat the ideas and comments of other children when the class are discussing ideas, in a clear and audible voice.</li> <li>• Pupils are encouraged to wear hearing aids if appropriate and these are monitored daily in a subtle and unobtrusive way.</li> <li>• Pupils have support from their class TA to manage the equipment they need. We are sensitive about managing the equipment without making a fuss.</li> <li>• Pupils are encouraged to ask for ideas to be repeated or to be explained again if they have not heard or understood them.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring pupils sit near the front of the classroom.</li> <li>• Following advice from Sensory Inclusion Service.</li> <li>• Pupils are encouraged to wear hearing aids if appropriate and an amplification loop box can be worn by the adults if this is suggested by the sensory inclusion team.</li> </ul>