

# Sensory Support Teaching strategies for deaf children

Supporting access,  
inclusion, achievement and  
improving outcomes



# Teaching strategies

**Here are some simple ideas that will ensure deaf children and young people can access your teaching and achieve their potential. These strategies will support pupil access, inclusion, achievement, and improve outcomes.**

## **In the classroom**

- Ensure hearing aids, cochlear implants and Radio Aids are working
- Make sure there is good lighting for lip reading
- Keep background noise to a minimum e.g. close windows/doors if there is outside noise



## **Positioning**

- Do not stand with your back to the window; make sure your face is not in shadow
- The child should sit near to and facing the teacher. Face the child when talking
- Stand still when speaking, ensuring the child can see your face clearly
- Avoid talking when facing the white board
- Avoid sitting the child in a noisy part of the classroom or near any noisy equipment, e.g. printers or OHPs



## Clear communication

- Speak clearly with intonation and do not distort your lip patterns
- Do not speak too slowly or too quickly
- Keep your face clear and do not cover your mouth
- Use natural gesture and facial expression to support what you are saying
- Use visual clues to support understanding and write key/new vocabulary on the whiteboard
- Make sure you have the child's attention before you start talking
- Cue the child into the subject matter especially when changing the topic of teaching
- Encourage the other children to speak one at a time and ensure that the deaf child knows who is talking
- Avoid long, detailed explanations
- Repeat/rephrase what you have said if the child has not understood



## Strategies to aid understanding



# Sensory Support

## Teaching strategies will include:

### Using visual resources

- Pictures, props and photographs
- Role-play/drama
- Key words on a whiteboard or in a vocabulary book
- Subtitles
- A written transcript
- Gesture and/or sign language
- Displays with pictures and captions

### Checking understanding

- Give additional time for the deaf child to understand and process the language before expecting a reply
- Ask open questions or ask, for example, "Tell me what you need to do next"
- Sensitively encourage the child to say when they do not understand

### Managing group work

- Repeat or rephrase the contributions of each child
- Encourage the children to speak one at a time
- Arrange seating so that the deaf child can see everyone in the group
- Pass the radio aid transmitter to the other children
- Minimise noise levels

## **Access to Education**

[www.birmingham.gov.uk/access-to-education](http://www.birmingham.gov.uk/access-to-education)

## **My Care in Birmingham**

[www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)

### **Contact us:**

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## **Sensory Support Audiological Technicians**

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