

## Handout 3.5: Training session 3 – Summary sheet

### Key facts

The term 'sensory impairment' includes:

- **vision impairment** (VI), including blindness and partial sight
- **hearing impairment** (HI), including the whole range of hearing loss
- **multisensory impairment** (MSI), which means having diagnosed visual and hearing impairments with at least a mild loss in each modality.

Under the Equality Act 2010, you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- **Substantial** is more than minor or trivial – eg it takes much longer than it usually would to complete a daily task; like getting dressed.
- **Long-term** means 12 months or more – eg a breathing condition that develops as a result of a lung infection

### Strategies for the classroom

- making sure you have access to and consult a VI specialist to support you in providing appropriate resources, such as low-vision aids, Braille, large print, specialist computer hardware and software etc, as required.
- Using text with the highest possible contrast (light letters on a dark background may be more legible than dark letters on a light background), with large, bold fonts and simple typefaces (such as Arial), on an uncluttered background.
- Providing opportunities for hands-on learning involving the use of real-life objects which the pupils can handle, and supporting verbal instructions with tactile pictures they can feel.
- Repeating instructions and giving plenty of opportunities for multisensory learning, through using taste and smell as well, when appropriate or possible.
- Helping pupils to make maximum use of their hearing aids, including cochlear implants, if worn, and using amplified sound systems where available and appropriate.
- Being aware of where to stand in relation to pupils, making sure they can see who is speaking and that the speaker is not standing in front of the window, which makes it harder for the pupils to see their face.
- Seating pupils where they can see their classmates; a U-shape is useful for this, when it can be used appropriately.
- Improving the acoustics within a classroom by using carpet, putting rubber tips on chair legs, using soft furnishings such as tablecloths and curtains, placing acoustic tiles such as carpet tiles on the walls, and trying to cut down on external noise.
- Providing alternative forms of communication, such as Makaton, pictures or symbols to support communication; make use of visual information to support understanding.
- Providing opportunities for hands-on learning, so that pupils can learn by doing.
- Children with physical impairments may need specific resources and specialist aids to support their access to the curriculum.
- These might range from a pair of glasses to a touch-screen computer or iPad.
- Physiotherapists, occupational therapists and technical specialists can provide advice, support and information to help make sure a child can access the curriculum.
- They will know what equipment and services are available and can suggest possible options.

**Sample material from DIY training pack *SEND for Classroom Teachers* by Gareth D Morewood.**

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