

Possible adaptations and quality first teaching strategies for Sensory and/or Physical Need



Visual Needs		Hearing Needs	
Give as many first hand 'real' multi-sensory experiences as possible.	Eliminate inessential copying from the board.	Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good).	Repeat contributions from other children – their voices may be softer and speech more unclear.
Ensure correct seating in relation to the board taking into account levels of vision in each eye.	Where copying is required ensure appropriate print size photocopy is available.	Gain pupils attention before important information is given.	Occasionally check that oral information/instructions have been understood.
Try different paper/smartboard colours to find the best contrast.	Ensure a range of writing materials is available so that the pupil can choose most appropriate to maximise vision.	Keep background noise to a minimum.	Face the pupil when speaking and keep hands away from your mouth.
Consider the lighting – natural and artificial – which is most comfortable for the learner.	Always use verbal explanations when demonstrating to the class. Read out aloud as you write on the board.	Slow down speech rate a little, but keep natural fluency.	Key words on the board to focus introduction and conclusion.
Avoid shiny surfaces which may reflect light and cause dazzle.	Address the pupil by their name to get their attention.	Do not limit the use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and meaning.	Divide listening time into shorter chunks.
Take advice from specialist teams in relation to font style and size.	Avoid standing in front of windows as your face becomes more difficult to see.	Allow more thinking and talking time.	
Short spells of visual activity should be interspersed with less demanding activities.	Avoid the sharing of texts/monitors unless doing so is a priority for social reasons e.g. working together on a project.	Model and teach careful listening along with signals when careful listening is required.	