



Supporting Children with SENSORY IMPAIRMENT

Up to date with 2014 SEND Code of Practice

Provides expert advice and support

Full of activities and resources



photocopiable

GILL BLAIRMIRE, CATH COUPLAND,
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A **David Fulton** Book

Supporting Children with Sensory Impairment

This book provides a quick and easy reference guide to different types of sensory impairment, including causes, symptoms and the implications for teaching and learning. With most children and young people with hearing or visual impairments attending mainstream schools, this book explains the most effective and practical strategies for use in mainstream classrooms. Fully up to date with the 2014 SEND Code of Practice, this accessible resource is split into two parts: 'Supporting children with a hearing impairment' and 'Supporting children with a visual impairment'. The wide-ranging chapters include:

- Educational access for pupils with hearing loss
- Teaching phonics
- Teaching deaf pupils with English as a second language
- Identifying children with visual impairment
- Classroom management
- Adapting resources

This practical text provides strategies to use in schools to ensure that children with sensory impairments are fully supported. Featuring useful checklists and photocopiable resources, it contains a wealth of valuable advice and tried-and-tested strategies for teachers and support staff working in early years settings, schools, academies and colleges.

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nasen supports its members through policy documents, journals, its magazine *Special*, publications, professional development courses, regional networks and newsletters. Its website contains more current information such as responses to government consultations. **nasen's** published documents are held in very high regard both in the UK and internationally.

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Foreword

This book is in two parts: supporting children with a hearing impairment, and supporting children with a visual impairment.

Part A: Supporting children with a hearing impairment is written by:

- Jon Parker, Qualified Teacher of the Deaf (previously Head of Service), Integrated Sensory and Physical Service (IPaSS), Hull
- Annette Parr, Qualified Teacher of the Deaf, Integrated Sensory and Physical Service (IPaSS), Hull
- Gill Blaimires, Qualified Teacher of the Deaf, Integrated Sensory and Physical Service (IPaSS), Hull.

It is produced in partnership with Hull and District Deaf Children's Society.

Part B: Supporting children with a visual impairment is written by:

- Cath Coupland, Qualified Teacher of the Visually Impaired, Integrated Sensory and Physical Service (IPaSS), Hull
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It contains contributions from Dr Linda Evans.

The book is edited by Elizabeth Morling, Series Editor, SEN Consultant and former Head of the Education Service for Physical Disability, Hull City Council, UK.

This book is written for teachers and support staff in early years settings, schools, academies and colleges who are encountering pupils with hearing or visual impairment. It may also be of interest to parents of children with either of these impairments.

Most children and young people with hearing or visual impairment are educated in mainstream schools. Results gathered by the professionals in the field show that *with the correct support* their educational progress and outcomes will be good. Early intervention by professionals is a very important part of the support, preferably starting as