



PHYSICAL EDUCATION AND HEARING IMPAIRMENTS

A Helpful guide to ensuring that PE is fully accessible for children and young people with a hearing impairments and deafness.



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Hearing impairment and Deafness

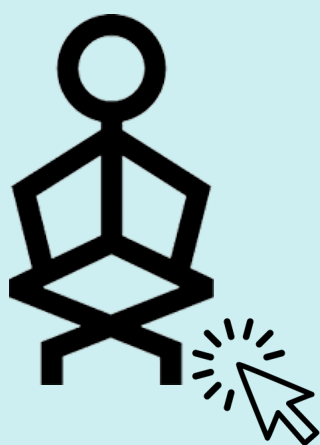
People typically use being hard of hearing to describe mild-to-severe hearing loss. Meanwhile, deafness refers to profound hearing loss. ALL children and young people should experience high quality PE and School sport. Check out our handy tips below, to ensure you can meet the needs of learners that may have a hearing impairment.

Stop and Look

Establish a 'stop and look' strategy for the whole class. This could include both a verbal and visual signal, such as a red cone or hand in the air. This will ensure both a quiet environment to speak with the class and to ensure an 'all eyes on teacher' approach.



Basic Sign Language / Makaton



Teach the whole class BSL / Makaton signs for key phrases, this could include instruction cues such as 'stop'. Use the cues regularly. Identify and sign key sports terminology, For example if teaching a swimming unit, signs may include; water, swim, front, back, towel, wet, stop and so on.

Remember to use STEP - you can adapt the: SPACE, TASK, EQUIPMENT AND PEOPLE

Check Understanding

As with all pupils, it is important to check understanding. Has the student understood the instructions in full? Establish a routine to check individual understanding - this could be a simple thumbs up, traffic light system or use of sign language. It is important to be clear and concise with all instructions.



Use Visuals

Visual resources are useful for all PE and School Sports and supporting a range of learners. Visual resources are a useful tool for HI students. They can be used to show techniques, written objectives or cues, use of pictures or symbols to describe an activity. Visuals may also come in the form of demonstration of an activity.



Positioning

Never talk with your back to the group. This seems obvious for any teacher, but even more so when you have students with a hearing impairment. Students will need to be able to see your face clearly, as some may lip read, in addition to reading facial expressions.



Work on Balance

Work on fundamental movements / activities that incorporate balance. For some deaf and hearing impaired children, they may have associated balance disorders linked to vestibular function. Balance is an essential prerequisite of almost all movement skills and will benefit all learners.



Berkshire & Buckinghamshire Inclusive Series

