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| **Childcare Setting/School Name** |  |
| **Childs Initials** |  |

**Complete by circling or highlighting the appropriate statement**

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| **Appendix B - Vision and Hearing** | | | |
| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| **Visual difficulties / levels of support required** | | | |
| Wears glasses:   * sometimes * all the time   Has some visual difficulties. For example, wears a patch:   * sometimes * all the time   With glasses is able to access the curriculum and can manage well in the school environment. | Has a visual impairment.  For example, near or distance vision is reduced.  Acuities of about 6/18.  Needs support to ensure full access to practical aspects of some lessons.  Needs some written materials to be produced using larger print and some modification of materials in order to ensure ease of access. | Has a significant visual impairment  Reduced near or distance vision and acuities of 6/24 to 6/48.  Has a restricted field of vision.  In school the young person needs:   * all written work to be adapted & enlarged in order to access learning tasks; * support in practical lessons; * support to develop touch typing skills; * support in order to access information such as to access the whiteboard or information from a distance; * their own copy of information or to access IT support or equipment; * some training in social skills in order to further develop their understanding and / or communication skills. | Has little functional sight or is educationally blind. May be registered severely sight impaired.  Acuities are 6/60 or below.  Needs to have access to ICT in order to read and record their work.  May use Braille or other tactile methods of learning.  Adult support is required for:  - access to curriculum  - safety issues   * social skills training * mobility support &   training |

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| Universal Needs | Additional Needs | Complex Needs | Severe Needs |
| **Hearing difficulties / levels of support required** | | | |
| The young person may have a mild hearing impairment.  Differentiation in the educational context is needed to meet their needs.  Access to curriculum can be given through differentiation in the classroom.  Support in developing their social skills will be delivered through regular classroom curriculum e.g. PSHE curriculum. | The young person has a diagnosis of a unilateral, mild and moderate, sensori-neural hearing loss.  Uses a hearing aid due to having a conductive hearing loss.  Most auditory information can be accessed with the use of:   * hearing aid; * FM radio aid system; * support from a teaching assistant.   Key and subject specific vocabulary is reinforced. Repetition and altering how instructions are given is necessary in order to ensure understanding and curriculum access.  The young person needs additional reinforcement and explanation of school rules and appropriate behaviours / social skills at times. | The young person has a diagnosis indicating severe to profound hearing loss.  Their hearing loss requires hearing aids or the young person has a cochlear implant.  Most auditory information can be accessed with the use of:   * hearing aid; * FM radio aid system; * support from a teaching assistant.   Teaching of key and subject specific vocabulary as well as curriculum differentiation required for pupil to access information in the classroom and curriculum.  Needs support to further develop social skills. Also issue re raising deaf awareness for staff and peers. | The young person has a severe to profound  hearing loss.  They use post-aural hearing aids, or has a cochlear implant.  Limited access to auditory information.  When the young person needs to listen to something at school there needs to be consideration to the acoustics within the room / environment in order for them to access information and the curriculum.  Requires sign support / For example, British Sign Language. If so, staff and peer group will need information / tuition and deaf awareness with staff and within school.  Teaching or advice / support from advisory teacher (sensory communication strand).  The young person needs support in social skill development. |