



eastbury
primary
school



Partnership Learning



Communication Policy

Approved: Autumn 2022

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**Eastbury Primary School
Additional Resource Provision for Deaf Children**

Communication Policy

Aims of the policy:

To recognise the varied needs and styles of communication for all deaf children within the Additional Resource Provision (ARP) and respond accordingly.

To make clear the multi-modal approach that the ARP follows.

Active participants meeting the policy:

- ARP students
- Families of deaf students
- Teachers of the Deaf (QToDs)
- Communication Support Workers (CSWs)
- Speech and Language Therapists (SaLTs)
- Eastbury Primary School mainstream staff and students
- Audiology Clinics

Rationale:

The students in the ARP have a wide range of experiences in relation to communication and language; we recognise the unique communication experiences of each individual student in the ARP. Therefore, we seek to promote successful communication between individuals no matter their preferred language modality. Within the ARP we utilise a multi-modal approach whereby a combination of methods are used flexibly – this includes sign (SSE, BSL), speech and hearing, fingerspelling, Visual Phonics by hand, gesture, facial expression, visual prompts and pictures, note-taking, and lipreading.

In order that pupils have the opportunity to reach their full potential, each individual is assessed and reviewed so that the most appropriate and preferred modality is used by the pupils and therefore the staff supporting the pupil. Seeking the preferences of the student in each of their learning environments is encouraged and then appropriate, reflective planning is undertaken by the supporting team. It may be the case that multiple modalities are provided simultaneously by the supporting staff in order to meet the needs of all in the class.

BSL:

BSL is a unique language that is central to the lives of some deaf students. Its use is promoted with all students, including those who choose to use speech as part of their communication repertoire. Designated 'voice-off' time in other ARP lessons is promoted by QToDs, in lessons where the ToD feels it's appropriate, to provide opportunity for students to focus on developing this language.

SSE:

Sign Supported English (SSE) is a bridge between English and BSL. It is referred to as a simultaneous communication where an individual speaks and signs at the same time; this sign system borrows from the conventionalised signs of BSL whilst fully capturing English language including its grammar. Therefore, SSE can be used as a means of supporting students' development of English grammar. It can also reinforce comprehension of speech.

Speech:

Speech discrimination and comprehension skills can vary from learner to learner and therefore it is important to us in the ARP to be adaptable to these needs. The audiological equipment of deaf learners is regularly checked and maintained by appropriately trained ARP staff in order to ensure that equipment is functioning to the best of its capability to provide access to sound. To further support the learner's own equipment the ARP has Assistive Listening Devices (ALDs) and Sound Field systems that are able to be connected via receivers to enhance the clarity and amplification of spoken communication.

For learners that choose to use speech the QToDs and support staff utilise a range of techniques to help polish and develop spoken speech. This includes the use and teaching of Visual Phonics by Hand that supports students in developing their phonics abilities as well as supporting access to phonic sounds. The ToDs and support staff also liaise closely with the SaLTs that work weekly with our learners to ensure a consistent approach is used outside of therapy sessions and that everyone is aware of the learners' targets and current focus. For students who do not choose to communicate productively through speech, QToDs, and CSWs will voice over in order to provide access for those who desire and require it.

Multi-Modal environments:

Within the ARP learning environments, a range of communication modalities may be utilised simultaneously in order to provide students with optimum access. By providing modality options the students are able to take ownership of their communication preferences by being able to independently decide what way they wish to access the learning of that particular session. Within the ARP we understand that the preferred communication methods of our deaf learners vary and is dependent on a number of variables such as, subject, content, complexity of language, environment, peers, and more. By offering these multi-modal environments students are able to be flexible to what they feel will suit them in their current situation best. ToDs will also actively work with students in helping them understand when best to utilise particular modalities as well as being reflective on what has been found effective or less effective in their learning.

Placement within the classroom:

We encourage our deaf students to develop lip-reading skills, as well the contextual information facial expression, gesture and body language provides. As such deaf students should be placed in clear view of the speaker's face. This needs to be taken into consideration when choosing a deaf learner's seating position. Further, this may need to be adjusted when deaf students are participating in group work. For example:

In assembly, deaf students should sit at the front of the hall, but not too close so that they cannot see the presenter's face.

During carpet time, students may be best placed at the back of the mat, where they have a clearer view of the speaker's face. It would then be beneficial for individuals to stand up when speaker – or for the teacher to repeat what has been said.

Deaf students should never have their back to the speaker.

Deaf Awareness

All staff must be trained in Deaf Awareness if working with deaf students. Training is available within the school by the Teachers of the Deaf, who can also signpost to further training.

It is important to note that any of the above will be modified to meet an individual need. EAL and additional SEN needs are considered concurrently with communication needs derived from a student's deafness.