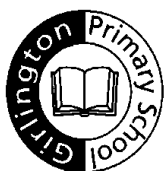


GIRLINGTON PRIMARY SCHOOL

Language and Communication Policy

Date Policy Written:	Autumn 2024
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Date Policy to be Reviewed:	Autumn 2027



GIRLINGTON PRIMARY SCHOOL	Reviewed By
(Non-statutory) D55 Language and Communication Policy Local Authority Led Resourced Provision for Deaf Children and Young People Reviewed July 2025	Deaf and MSI Children and Young People Service SLT Ruba Hussain

This policy has been written with reference to guidance in:

- SEND Code of Practice 2014
- The Deaf and MSI Children and Young people Service priorities
- Quality Standards (Resource provisions for deaf children and young people in mainstream schools; March 2011 – NDCS)

An inclusive school environment

The culture and ethos of the school promotes the inclusion and achievement of deaf children and young people, and this is fully reflected in the school's policies and plans.

There is effective communication between deaf children and young people and staff (whether signed or spoken). Where a deaf child or young person's chosen communication mode is British Sign Language (BSL), staff will have appropriate competence in British Sign Language to ensure the pupils have full access to all aspects of school life. There should also be a commitment to ensuring opportunities for all deaf pupils and hearing pupils to develop their signing skills.

Parents and carers, particularly those of children who use BSL as their main mode of communication, will be offered and encouraged to attend BSL classes to facilitate and promote communication between the child and parent or carer.

The acoustic environment should meet minimum requirement as set out in national standards and this should be reviewed regularly. Staff should understand the importance of noise management and implement suitable strategies within the areas where the deaf pupils are working. Staff should also understand the benefits of appropriate amplification equipment and ensure its optimum and consistent use.

Deaf pupils should be given access to appropriate visual and concrete resources to support their learning.

Aims

- to support the communication needs of all pupils and to fully develop their language skills to ensure equal access to the curriculum and the wider social environment
- to advise and support parents in the development of their child's language and communication skills
- to support a multi-agency approach through liaison with outside agencies e.g. Speech and Language Therapist, Yorkshire Auditory Implant Service.
- to ensure children are confident, independent communicators in a range of contexts
- to work in partnership with mainstream staff in order that the communication needs of deaf pupils are fully supported and understood within the wider learning environment

Objectives

- to maximise the use of residual hearing through effective management of amplification equipment including hearing aids, cochlear implants, radio aids and sound field systems
- to ensure that the learning environment supports the communication needs of deaf pupils, for example, seating, acoustics, appropriate resources, staffing
- to ensure that pupils are given access to a range of communication modes to optimise their learning including the development of their dominant language (spoken or signed)
- all pupils are given support and are taught to understand the structure and use of English to access the curriculum
- to ensure that the grouping and placement of pupils reflects their communication needs
- the communication needs of pupils with additional needs are supported through a multisensory approach
- to support parents and carers in their understanding of their child's language and communication needs and the importance of their role in this

Communication Needs

Pupils who receive additional specialist teaching and support from the Local Authority Led Resourced Provision have a range of communication needs. The language they use depends on their degree of deafness, use of audiological equipment, exposure to language and the communication used at home. They may choose to switch between language and communication mode depending upon the setting and the environment they are in.

All pupils within the Local Authority Led Resourced Provision have an Education, Health and Care Plan (EHCP), or are undergoing an assessment towards this. The pupils' language and communication needs are identified on these to inform and set communication targets.

Pupils attending the Local Authority Led Resourced Provision range from those with a mild deafness through to those who are profoundly deaf. They may use British Sign Language (BSL), Sign Supported English (SSE), spoken language or any combination of these. Some may also have another spoken language in their homes, and they may or may not be a user of this language too.

Pupils use a range of audiological equipment to support their listening and access to the environment such as hearing aids, cochlear implants and radio aids.

The service expectation is that all members of staff employed within the Local Authority Led Resourced Provision can sign to a minimum of level 2.

Specialist Support Workers (SSW) have received various training relevant to the age group they are working with including specific training such as audiology and Visual Phonics by Hand.

Provision

- pupils will be given regular access and receive direct teaching from Teachers of the Deaf (ToD) and regular support and input from Deaf Instructors (DI) and Specialist Support Workers (SSW) to support and develop their language and communication needs
- Teachers of the Deaf will plan and deliver a differentiated curriculum to address pupils' specific language and communication needs
- pupils will be grouped in a way which supports their language and communication needs
- all pupils will be taught about the structure of spoken and written English
- speech and language targets will be built into the daily curriculum e.g. speech articulation, vocabulary extension and grammatical structure of language
- all deaf pupils will be taught the BSL curriculum as part of their core offer to develop their sign language skills

- pupils who learn within mainstream classes will be provided with specialist support to enable them to communicate effectively and access the curriculum
- pupils will be given opportunities to learn about their deafness and develop positive strategies for effective communication, listening and attention
- pupils hearing aids and / or cochlear implants are checked daily to ensure they are in optimum working order and pupils will be taught how to manage their equipment independently at the appropriate time
- parents / carers will be actively encouraged to support the development of their child's language and communication through meetings, workshops, and advice
- parents / carers, mainstream staff and lunchtime supervisors will be given opportunities to learn BSL through weekly classes provided by the Deaf Instructor to promote better communication with deaf pupils
- hearing pupils will be given opportunities to learn BSL through classes provided by the Deaf Instructor
- Local Authority Led Resourced Provision staff will promote Deaf Awareness week, British Sign language Week and MSI Awareness week across school via the school website, assemblies, activities and news / email articles
- links are maintained with outside agencies e.g. Yorkshire Auditory Implant Service (YAIS) with regards to assessments, pupil progress and future targets

Assessment

Deaf pupils' language and communication progress and needs are assessed in the following areas:

- Audiology
- Early communication skills
- Speech perception and discrimination skills
- Speech reading skills
- Receptive language skills (signed and spoken)
- Expressive language skills (signed and spoken)

There are agreed specialist assessments used in school by Teachers of the Deaf and Deaf Instructors which are identified in the Local Authority Led Resourced Provision Assessment Policy.

Evidence from these assessments and direct observations of children are used to review progress and set both annual and short-term targets.