



Girlington Primary School Local Authority Led Resourced Provision (LARP) for Deaf Children and Young People

British Sign Language Policy

Established: January 2022

Next review Summer 2022 – Reviewed November 2022

Next Review July 2024 – Reviewed October 2024

Next Review – July 2026

This policy has been written with reference to guidance in:

- SEND Code of Practice 2014
- 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)
- Girlington Primary School Local Authority Led Resourced Provision (LARP) Communication Policy.

An inclusive school environment

The culture and ethos of the school promotes the inclusion and achievement of deaf pupils, and this is fully reflected in school policies and plans.

There should be effective open channels of communication between deaf and hearing pupils and deaf and hearing members of staff, whether it is through sign language or spoken English or a combination of both. Where a pupil's chosen communication mode is British Sign language (BSL), staff will have the appropriate competence to use BSL in their presence to enable total inclusion. There should also be a commitment to ensuring opportunities for all deaf pupils to develop their BSL skills.

Aims

- To ensure a fully inclusive environment for all staff, pupils and visitors to Girlington Primary School and Girlington Primary School Local Authority Led Resourced Provision (LARP)
- To ensure the communication needs of deaf staff and pupils are respected and met.

Objectives

- To support the communication needs of pupils with additional needs through a multisensory approach
- To have co-operation and mutual respect amongst all staff across the whole of the school, through open channels of communication which are inclusive.

- To work in partnership with mainstream staff in order that the communication needs of deaf pupils are fully supported within the wider learning environment, and social environment, of the school.
- To provide Deaf awareness training and refresher training for all staff annually

Staff Communication Modes

Specialist LARP staff will have the necessary skills to support a range of communication modes, including British Sign Language (BSL), Sign Supported English (SSE), lip-reading, spoken and written English.

- All members of staff working in the LARP will have a minimum of level 2 BSL (or equivalent functioning) and will be working towards achieving qualifications at Levels 2 and 3
- Specialist Support Workers (SSW) will be provided with appropriate training to ensure they are able to meet the communication and learning needs of the pupils. This will include competence in providing access to the various subjects through BSL and working into English from BSL to fully include the deaf pupil in their learning environment.
- Deaf Instructors, working within the LARP will support pupils and staff to develop their BSL skills ensuring the correct signs are used for the various subjects across school.
- When wanting to gain the attention of a Deaf member of staff they should do so appropriately, gently, and politely.

General Practice

Classroom setting

- TODs should plan prior to the lesson and agree with the support staff who will sign, when and for what purpose. The TOD must ensure their planning considers the communication needs of the pupils and that they have full access to the teaching.
- TODs and SSWs, when working with BSL users, should use BSL.
- TODs and SSWs should ensure they are aware of the signs to be used prior to the lesson and consult with a DI if they are unsure, staff should not consult with ATW interpreters.
- All staff should use consistent signs for subject specific vocabulary. Referring to and using the Scottish Sensory Centre (SSC) website / app www.ssc.education.ed.ac.uk for their BSL Glossary
- RP staff should regularly meet to review and agree signs taken from the BSL Glossary and to agree signs for subject specific vocabulary that are new and are not covered in the BSL Glossary
- If another member of staff enters a classroom where there are deaf people, to converse with a member of staff they must use both speech and sign language so that everyone present, including all the pupils (deaf and hearing), have equal access to the conversation.
- Emotion Coaching is a strategy that underpins all interactions with our pupils, staff must ensure they know and use the correct and appropriate signs when incorporating emotion coaching into their interaction with pupils.

- Staff should use full BSL without gaps and without the use of shouting as this can distort facial expression and affect understanding.
- Confidential conversations should not take place inside the classroom.

Meetings

- Annual review meetings:
 - Where a Deaf person is in attendance, a qualified interpreter should be present to facilitate smooth fluent communications between all parties.
 - To meet the needs of Deaf adults or pupils who are in the meeting Deaf staff may be invited to attend as relay interpreters.
- Safeguarding meetings: (See service protocol for safeguarding with pupils who are BSL users)
 - A qualified interpreter should be in attendance to facilitate smooth fluent communications between all parties.
 - To meet the needs of Deaf adults or pupils who are in the meeting, Deaf staff may be invited to attend as relay Interpreters.
- Other meetings:
 - For all other meetings and training days, every effort should be made to ensure that there are appropriate bookings of trainee or qualified interpreters.
- Where an SSW is interpreting for a member of staff in a meeting they should adjust their level of signing accordingly to a level of that of the member of staff

RP staff interaction with a pupil

- Communications with a pupil should always be conducted in an appropriate professional manner, even after an incident of dysregulation has occurred.
- Staff should use full BSL without gaps and without the use of shouting as this can distort facial expression and affect understanding.
- Staff are expected to communicate everything that is said or signed within a lesson.
- Staff are expected to convey and relay other atmospheres and sounds that will be being heard by other pupils, for inclusivity and awareness of the deaf/hearing pupils (both inside and outside the classroom)
- Staff should communicate everything that the teacher is saying, at all times, even if directed at another pupil, as the other hearing pupils will be aware of what is said including the tone and way in which it is being said.

CPD

- All staff are expected to undertake Deaf Awareness training.
- All staff are expected to maintain and improve their ability to use sign language working up to BSL Level 3 competence at least, and consider this as part of their PMR and CPD

Communal areas

- All staff are expected to use sign language (according to their ability) when communicating in communal areas e.g. staffroom, corridor, when a Deaf member of staff or Deaf pupil is present.
- Where two or more staff are speaking to each other and a Deaf member of staff enters the room they need to begin to also use sign language. If it is a private conversation it should be continued in a private place

Absence of an Interpreter

- When an Interpreter must leave a meeting / room unexpectedly staff should sign for themselves, so the Deaf member of staff is still included in any conversation.