

Park View Primary School Communication Policy

Specialist Resourced Provision for Deaf and Hearing Impaired Children

Park View Primary School follows the principles of Hampshire's Communication Policy for Deaf and Hearing-Impaired Children (see Appendix 1).

At Park View we want the children in the Resourced Provision to:

- be able to express themselves confidently through whichever communication mode is most appropriate for them
- have equality of access to the curriculum and all areas of school life through effective communication
- be able to communicate socially with both their mainstream peers and their deaf peer group
- understand that communication is a two-way process
- feel that their mode of communication and contributions are valued

At Park View the communication mode used with each child is dependent upon individual children's need and we recognise that this may change over time or depending on the context in which the child finds themselves. The mode of communication offered could include British Sign Language (BSL), Sign Supported English (SSE) and/or an oral approach and should reflect the support documented in the child's Education, Health and Care Plan (EHCP).

For Resourced Provision children who use Sign Language during the school day (as stated in their EHCP), this is provided through interpretation in mainstream classes, in assemblies, performances and on school trips for example. This interpretation is provided in either BSL or SSE, dependant on the child's need, by Communication Support Assistants (CSAs) and Teachers of the Deaf. Mainstream children are encouraged to learn and feel confident with some basic Sign Language through regular exposure to this communication mode in day to day activities in school and through introductory Sign Language lessons. Displays and notices around the school building often include Sign Language and should also serve to help all children see it as a valued form of communication.

All children within the Resourced Provision have an individual communication plan which is shared with all staff working with the child and is updated and reviewed at least yearly or sooner if needed. We work in collaboration with parents and resources and ideas to support communication skills are shared wherever possible. Adults in the school receive Deaf awareness in-service training and have ongoing support from Teachers of the Deaf. Those working within the Resourced Provision are supported in continuing to develop their skills, in the use of Sign Language, specific speech and language work or specialised

communication equipment. A Speech and Language Therapist (SaLT) visits the provision fortnightly and our CSAs and Teachers of the Deaf deliver the programmes set by the therapist.

Children's communication skills are monitored closely by Resourced Provision staff in collaboration with parents, mainstream staff and other professionals such as the SaLT, Cochlear Implant and Audiology staff. Communication and language targets are included in children's Rapid Action Plans (RAPs).

This policy will be made available to parents and school staff. It will be reviewed annually by the Teacher of the Deaf, in consultation with the Head Teacher.

Date: June 2018

Next review date: June 2019



CHILDREN'S SERVICES DEPARTMENT

Deaf and Hearing Impaired Children

Communication Policy

Principles

Hampshire County Council services working with deaf and HI children and their families adhere to the Council's Equalities Policy Statement and related legislation, including the Disability Discrimination Act 1995, and support the corporate aims of the County Council.

Hampshire County Council Children's Services Department believes that communication is fundamental to the quality of life, cognitive development, personal interaction and self-esteem of children and young people. Good communication skills are fundamental to the achievement of the five outcomes for children and young people set out in the Children Act 2004;

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

In learning to communicate there is a range of communication options available to deaf and hearing impaired children. Children's communication needs may change over time and they may need to access a range or combination of communication modes at times.

Families with young deaf and hearing impaired children are supported to make informed choices regarding the most appropriate modes of communication for each child and, through this, the child's full potential will be developed in education and daily life.

Hampshire County Council offers educational placements, from pre-school to KS 4, which include this range of communication approaches, and strategic decision making and resourcing do not reflect value judgements about one option compared with another.

Aims

Hampshire County Council seeks to:

- provide families with comprehensive information regarding the range of communication options available in order that they can make an informed choice for their deaf and hearing impaired child in ways that are sensitive to their individual strengths, resources, needs and experience;
- take account of and respect children's rights in choosing, using and supporting appropriate communication modes;
- offer support, advice and training to staff in pre-school settings and schools regarding the communication needs of the child and the communication approaches that should be available and reflected, where appropriate, in the child's individual communication plan.

Procedures

Hampshire County Council services will work closely with families of deaf and hearing impaired children to:

- provide knowledge and information which is comprehensive, unbiased and evidence-based about the range of communication options available;
- outline the importance of family involvement and commitment to the chosen mode of communication;
- provide support to enable families to develop communication in whichever mode/modes is/are deemed appropriate to the child at the time;
- provide information on the range of educational provision available to meet the child's communication needs.

Staff in schools, pre-schools and other settings will be offered the following as appropriate:

- information regarding the implications of the child's communication needs for his/her educational development and participation in school activities;
- advice regarding appropriate support that may be required by the child, e.g. classroom assistants, qualified teacher time, communicators for children using sign language, note takers;
- support and training in the implementation of appropriate strategies and approaches;
- advice and support in the use and management of audiological resources.

Staff involvement

Hampshire County Council services involved with deaf and hearing impaired children and their families implement this policy with the children on their caselist, and in supporting other professionals working with deaf and HI children and their families..

References

Reference should be made to:

RNID publications: “Effective early intervention for deaf children 0-5 and their families”
pages 49 – 54.
“Effective inclusion of deaf pupils into mainstream schools” pages 12 –
18.

NDCS publications: Factsheet – Communicating with your deaf child.

Review date: 2009/2010