

Emmbrook Junior School



Inclusion – HI Joint Communication Policy

Responsibility of: Curriculum and Pupil Achievement (CPA) Committee
Date of Policy: May 2018
Date of Review: January 2020

2014 Mission Statement

The Emmbrook Junior School community works together to further develop each child's abilities by creating a nurturing and motivating environment for learning. Each child's self-confidence will be strengthened so they make good academic progress whilst gaining increasing resilience and respect for the community.

Introduction

At the Emmbrook Infant and Junior Schools, we adopt a child-centred approach to communication. This means that we respond directly to the need of the individual and all forms of communication are viewed as equally valid and valued. We communicate with children in their preferred mode of communication. Some children prefer Spoken English, some need Signed English or Sign Supported English and some need British Sign Language. We also use pictures and symbols for children where appropriate.

Aims

We understand that developing language is a basic human right and the foundation for learning. We therefore prioritise the hearing impaired child's communication skills. We strive to ensure that the communication needs of our pupils are met appropriately via robust monitoring of their speech and language development and joined up working with other professionals e.g. Audiology, Speech and Language Therapist; cochlear implant hospitals etc

All staff are responsive to the individual child's communication mode and this is reflected in all interactions with them. We understand the need for differentiation, not only in the child's learning but also in all communication with the hearing impaired child.

Teaching materials, assemblies etc are presented in a format which is accessible to all learners. Visual presentation is used throughout the school to ensure that all learners have equal access to information. Sound field systems and radio aid

equipment is used to provide access to spoken information in the hall and in the class room.

All children are actively involved in the target setting process re their speech and language.

We strive to support parents in their development of the hearing impaired child's communication skills.

Objectives

- To provide specialist support from a Teacher of the Deaf and Speech and Language Therapist.
- To identify and monitor the developing communication needs of the individual pupil using a range of appropriate informal and formal assessments.
- Staff, parents and pupils in the school understand the communication needs of each hearing impaired pupil.
- To involve parents and pupils in decisions about communication modes appropriate for the child.
- To support each child in developing the communication skills necessary for: engaging in meaningful two-way interactions with a range of people in school; developing independent access to the curriculum.
- Every hearing impaired pupil will be encouraged to develop maximum use of their residual hearing by the continuous use and maintenance of hearing aids*
- To provide a stimulating environment offering the hearing impaired child a full range of sounds, language and learning experiences which are available to the hearing child.
- To monitor and assess the child's listening, language and learning progress to inform future programmes.

Modes of Communication

We offer a range of communication modes based on the needs of the individual pupil. The communication modes include:

Auditory Oral Communication

Auditory/aural communication. Hearing aids* are worn at all times. Communication is developed through speaking and listening delivered in a natural way. Visual materials are used to support the development of language but signing is not used.

Total Communication

Sign Supported English (SSE)

Hearing aids* are worn at all times. Communication is developed through speaking, listening and signing. Speech is delivered in English format in conjunction with BSL (British Sign Language) key signs. For a child needing signing to support their development of language, it is the most commonly used mode when communicating with that child. When interpreting spoken language, the Teacher of the Deaf or Sign Communicator will use SSE without voice as the child will be listening to the voice of the speaker.

Signed English (SE)

Hearing aids* are worn at all times. Communication is developed through speaking, listening and signing. Speech is delivered in conjunction with Signed English signs derived from BSL (British Sign Language) but incorporate additional 'markers' i.e. signs for: word endings; conjunctions; tenses etc. This mode is used for developing English literacy skills and is not used for general spoken communication because of the difficulty in developing fluency.

British Sign Language (BSL)

Signing is used without speech. British Sign Language format is used instead of English format. BSL would usually be used for story telling or when BSL would be more appropriate for communication.

***Hearing aids include: post aural aids; bone conduction aids; cochlear implants; radio aids; and any combination of these.**

According to the pupil's age and stage of development, our hearing impaired pupils are encouraged to develop metalinguistic skills (an awareness of the differences in communication) so they can understand the differences in communication styles.

Parents / Carers:

Parents and carers are encouraged to attend weekly signing classes in school. Parents are encouraged to observe Speech and Language Therapy sessions in school so that they can reinforce their child's targets at home.

Parents and carers are welcome to come into the school at any time to discuss any concerns regarding their child's communication.

The school is committed to involving families in the development of their child's communication needs.

Approved by:

Chair of Governors

Date 01.05.2018

Head Teacher

Date 01.05.2018