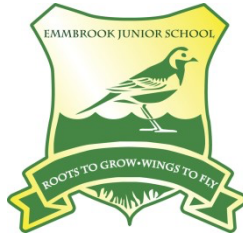


Emmbrook Junior School



Inclusion – Total Communication Base Communication Policy

Responsibility of:	Curriculum and Pupil Achievement (CPA) Committee
Date of Policy:	March 2021
Date of Review:	March 2023
Date of Next Review:	March 2024

2020 Mission Statement

We provide an inclusive, positive environment in which we nurture and empower our children to develop life-long learning skills. This enables them to grow into reflective, successful, well-rounded individuals in our global community.

TCB statement – We use the term deaf to refer to any child with a hearing loss, irrespective of cause or degree.

Introduction/Philosophy

At the Emmbrook Infant and Junior Schools, we are committed to enabling our pupils to become effective learners and communicators. 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 e.g. British Sign Language (BSL), Sign Supported English (SSE) or spoken English. We also use pictures and symbols for children where appropriate. We use a holistic and bespoke approach to the teaching of language giving equal status to the development of emotional literacy and social skills as well as spoken, signed and written language. We believe an individual child's communication skills will be maximised when the school, parents, SALT and external agencies all work in collaboration.

Aims

- To ensure that the communication needs of our pupils are met appropriately via robust monitoring of their speech and language development and collaboration with parents and other professionals e.g. audiology, speech and language therapist; cochlear implant centres etc.
- To ensure 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 child who has a hearing loss.
- To ensure all pupils are able to access a broad, and balanced curriculum by considering their specific language and communication needs and using a diversity of teaching strategies. Teaching materials, assemblies etc are presented in a format which is accessible to all learners.
- To provide an enhanced listening environment, radio aids and 'Soundfield' system to maximise their residual hearing.
- To promote the use of sign language and establish the use of consistent and conventional signs throughout both schools in the teaching of BSL where possible.
- To develop each child's deaf identity & self-esteem.

Objectives

- To facilitate each child to develop a full language adopting the communication mode best suited to their needs and those of the family.
- To provide specialist support from a Teacher of the Deaf and Speech and Language Therapist.
- To identify, monitor and assess the developing communication needs of the individual pupil using a range of appropriate informal and formal assessments in order to inform future programmes and targets.
- To support each child in developing the communication skills necessary for engaging in meaningful two-way interactions with a range of people in school and developing independent access to the curriculum.
- To create an environment where children who are deaf feel equally confident to participate in mainstream classrooms or the school at large.
- To provide a variety of visual, auditory and kinaesthetic strategies to ensure the needs of all individual learners are met.
e.g. visual phonics, visual signage resources, colourful semantics etc.
- To ensure deaf awareness with all pupils and staff in mainstream by teaching and promoting effective rules of communication with all children who are deaf. • To provide BSL signing clubs (Infants) and BSL as the Junior school's chosen MFL to the standard of signature Level 1 when leaving Year 6 (on completion of the three-year programme).
- To provide positive deaf role models in school and participate in events attended by other school children who are deaf.

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 grammar is used instead of English grammar. BSL is used for storytelling and for children who are BSL users.

***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 pupils are encouraged to develop an understanding of different communication modes.

Parents / Carers:

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.