

- Key topic vocabulary and/or images should be displayed to allow deaf children to follow the lesson or activity easily. Key information and instructions should be also be available
- Ensure that the class is quiet before giving instructions - All deaf children should have a live speaker when doing assessments that involve pre-recorded material.
- When DVD/film resources are used in class, subtitles should be used to aid understanding.

## Contact SaPTS

Contact the Sensory and Physical Teaching Service (SaPTS) by email, phone or post:

 [specialistservices.hub@eastriding.gcsx.gov.uk](mailto:specialistservices.hub@eastriding.gcsx.gov.uk)

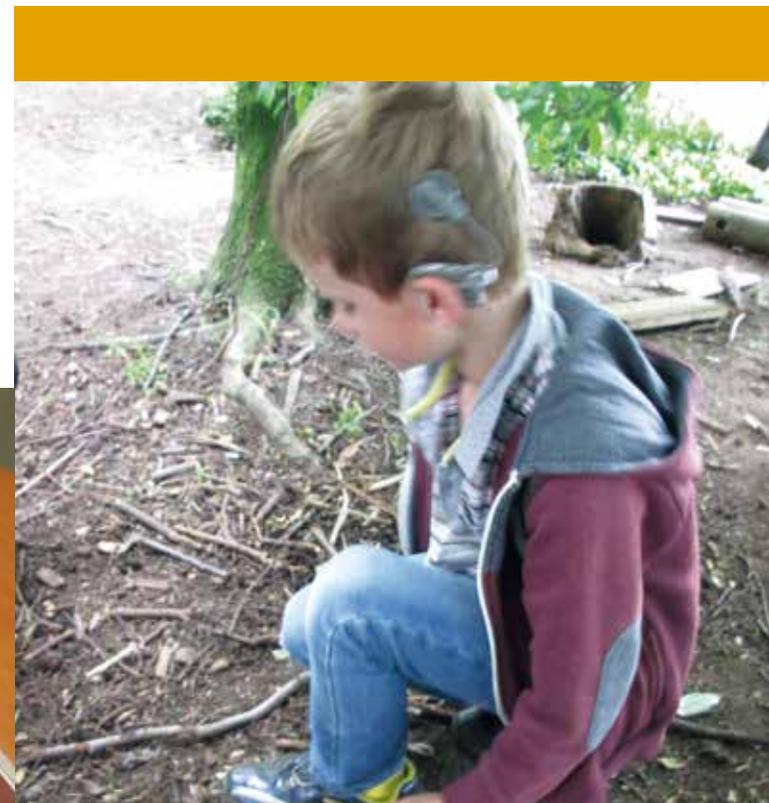
 (01482) 394000

 **The Specialist Services Hub**  
Springhead Lane, Anlaby Common  
East Riding of Yorkshire  
HU5 5YJ

The SaPTS adheres to the Council's Data Protection and Child Protection Policies. When families, children and young people are supported by the Service their details are kept securely on our database which will not be shared with any other parties.

**SaPTS** Sensory and Physical  
Teaching Service

## Inclusion of Deaf Children in Mainstream Primary Schools





## Supporting the Achievement of Deaf Children in Mainstream Primary Schools

The inclusion of deaf children into mainstream schools is very important, staff need to:

- understand the needs of deaf children.
- make sure the environment is suitable for deaf children's needs.
- ensure the necessary support and learning strategies are in place so that all aspects of school life are fully accessible.
- make sure any hearing technology used is working to its maximum potential.
- enable deaf children to feel fully included in all areas of their school life.
- treat deaf children like any other student.

## Inclusion of Deaf Children in Mainstream Primary Schools

Recent research suggests that deaf children given the right conditions, have the capacity to learn language and other areas of the curriculum just as well as their hearing peers.

*“Deaf children are very capable of successfully taking their place in mainstream education.”*

– British Association of Teachers of the Deaf (BATOD) Website, Policy on Inclusion



### All deaf pupils should have:

- Full access the National Curriculum.
- Access to a good acoustic environment, this includes; carpeted floors, double glazing windows, low level outdoor and indoor background noises and closed doors to classrooms.
- Pre and post teaching to enable the student to become more confident in their lessons and ensure they have understood all new language that has been introduced.
- It is important that the speakers face is not in shadow or obstructed so that the student is able to lip read.
- Students should be seated in an optimum position for listening. This is close to the front of the classroom, but also to the side so that they can easily turn to see and hear contributions made by their peers.
- All teachers should minimise their movement around the classroom and hall when speaking to deaf children. Walking and talking makes lip reading harder.
- Background noise (internal and external) should be kept to a minimum.
- The radio aid system (if used), including the dynamic and Soundfield should be used consistently and appropriately, for example, using the mute switch as required and passing the transmitter (microphone) to the main speaker.
- Ensure that the speaker has gained the deaf child's full attention and eye contact before speaking to them, this is particularly important where there is additional background noise.