



eastbury
primary
school



Partnership Learning



Communication Policy

Approved: Autumn 2025

Review Date: Autumn 2027



**Eastbury Primary School
Additional Resource Provision for Deaf Children**

Communication Policy

Aims of the policy:

- To recognise the different needs and methods of communication for all deaf pupils within the Additional Resource Provision (ARP).
- To make clear the Total Communication approach that the ARP follows.

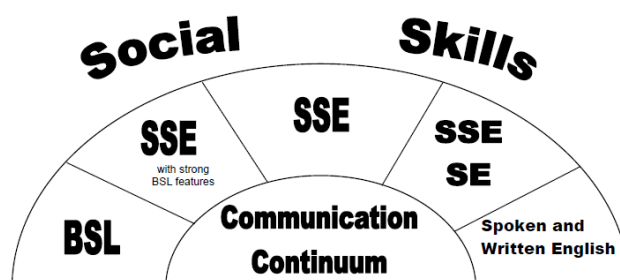
Active participants meeting the policy:

- ARP pupils
- Families of deaf pupils
- Teachers of the Deaf (QToDs)
- Communication Support Workers (CSWs)
- Speech and Language Therapists (SaLTs)
- Eastbury Primary School mainstream staff and pupils
- Audiology Clinics

Rationale:

The pupils in the ARP have a wide range of experiences in relation to communication and language. We recognise the unique communication experiences of each individual pupils in the ARP and, therefore, we seek to promote successful communication between individuals no matter their preferred language. Within the ARP we promote Total Communication approach whereby a combination of methods are used flexibly – this includes sign (SSE, BSL), spoken language and listening, fingerspelling, gesture, facial expression, visual prompts, pictures and lipreading.

We take a child-centred approach to communication. This means that all forms of communication are equally valid and valued. The use of the communication continuum recognizes that not all pupils will communicate in the same way and the ARP aims to maximise their abilities in all areas.



British Sign Language (BSL):

BSL is a unique language that is central to the lives of some deaf pupils. Its use is promoted with all pupils, including those who choose to use speech as part of their communication repertoire. Designated 'voice-off' time in other ARP lessons is promoted by QToDs, in lessons where the ToD feels it's appropriate, to provide opportunity for pupils to focus on developing BSL.

Sign Supported English (SSE):

Sign Supported English (SSE) is a communication method where spoken English is simultaneously supported by signs, often from British Sign Language. SSE can be used as a means of supporting pupils' development of English grammar. It can also reinforce comprehension of speech.

Spoken English:

Speech discrimination and comprehension skills can vary from pupil to pupil and therefore it is important to us in the ARP to be adaptable to these needs. The audiological equipment of deaf learners is regularly checked and maintained by appropriately trained ARP staff in order to ensure that equipment is functioning to the best of its capability to provide access to sound.

For pupils who choose to use speech, the QToDs and support staff utilise a range of techniques to help support and develop spoken speech. The ToDs and support staff also liaise closely with the SALTs that work weekly with our pupils to ensure a consistent approach is used outside of therapy sessions and that everyone is aware of the pupils' targets and current focus.

Total Communication environments:

Within the ARP learning environments, a range of communication methods may be used simultaneously in order to provide pupils with optimum access. By providing different methods the pupils are able to take ownership of their preferred communication method. Within the ARP we understand that the preferred communication methods of our deaf pupils vary. Every deaf child is unique and therefore we take a child-centred approach.