

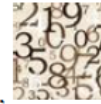
Deaf Identity

We will explore our Deaf identity by finding out about the success and achievements of Deaf people from the past to the present by researching people, such as:

- Thomas Edison, Kate Harvey, Annie Cannon, Ludwig van Beethoven, Francisco Goya from the past.
- Rose Ayling-Ellis, Hermon & Heroda Berhane, Jodie Ouncely, Esah Hayat and James Dickson, current Deaf role models.



Numeracy



We will continue to develop our knowledge, understanding and skills for place value - recognising the role of zero within the system and use our prior learning to explain the link between a digit, its place and its value.

In addition we will use the correct mathematical vocabulary, when discussing time and the four operations including, subtract, add, sum of, total, multiply, product, divide and shared equally.



Understand Access to Sound

We will develop knowledge and understanding of our hearing technology by exploring:

- Our individual equipment and its component parts.

To develop awareness of:

- Audiograms and understand what it means to us.
- How to describe our own listening experiences and how our feedback can lead to change.

Health & Wellbeing

We will continue to explore and develop our awareness of our rights as a Deaf Learner, which were ratified in July 2023.



We will explore our social communication skills in relation to Theory of Mind, which will enable us to reflect on different behaviours.

Our older children will have a focus on Relationships, Sexual Health and Parenthood. Mrs MacFarlane will be in touch with further information prior to this commencing.

Communication, language, and Literacy

We will continue to enhance our functional communication with others by:

- Developing strategies for our individual milestones.
- Use role play to explore different communication environments.
- Explore language skills for use in different areas and with different people.



Enhanced Deaf Provision (EDP) Overview Vocabulary Enrichment - Total Communication Approach Term 4 2023/24



Outdoor/Experiential Learning



This term we will continue to explore our local areas where the children live and travel from. Based on the pupil evaluations of previous experiential learning experiences, we sought pupil voice to inform our next steps for learning. This will include Eglinton Park, Deaf Football Festival, Ardrossan and our usual visit to the library and forest. In consultation with the pupils, we have created a list of experiences based around their interests including art, construction, cooking, outdoor games and visiting the local café.

Developing Self-Advocacy

We will experience an effective and positive transition to our new class or school by:

- Exploring the tools, knowledge and skills to self-advocate.
- Being provided with opportunities to express my individual preferences.
- Developing awareness of our own access needs.



Inclusive Practice

All staff continue to be committed to each individual child:

- Each child has a bespoke curriculum; for example, each individual child is grouped appropriately to their own ability level within their own class.
- Good listening environments in the class to ensure effective use is made of hearing technologies and residual hearing, along with signed support. The aim is to improve access to learning & teaching.
- Joint planning between mainstream and the Enhanced Deaf Provision to create opportunities for children to have 1:1 tutorials, small group sessions including 2-way inclusion and in class support.

