

Deaf Identity



DEAF

As we conclude our skills development with our focus on Deaflympics in November, we are going to celebrate our learning and experiences with our hearing peers. We have also been invited by Greenwood to visit and join in their Deaflympics activities. Responsive to the children's interest, we will explore the BSL Act, which is 10 years old this year, and what it means to them.

Communication, language, and Literacy

Working in partnership with families, we will co-produce individual communication goals. This will support the children to strengthen their functional communication, across everyday life, building confidence.









Outdoor/Experiential Learning

As we venture outdoors, we will build resilience and self-reliance through the problem solving of unpredictable challenges in a safe and supportive environment.

Numeracy & Mathematics

By using a variety of manipulatives, we will develop a deeper understanding of the construction of number to increase accuracy in estimation.

> **Enhanced Deaf Provision** (EDP) Overview Vocabulary Enrichment -**Total Communication**

Term 2 2025/26

-X

Developing Self-Advocacy Through our investigation of the BSL Act, we will explore our rights. As stated in the World Federation of the Deaf, Declaration on the Rights of Deaf Children Article 8 and 9 – All children should have access to sign language and the right to express their





Understand Access to Sound

In response to the children's interest in their own aetiology (cause) of Deafness, we will develop their awareness and/or understanding of it or why it is not known yet. 1

Health & Wellbeing

We will continue to develop our fitness with Active Schools through our Deaflympics programme.

Our main focus is to be smart and safe online. With the help of resources from the BDA and Childline. the children will develop an awareness of possible

dangers and how to keep themselves safe when accessing

Inclusive Practice



Ma

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.
- Good listening environments across the school to ensure effective use is made of hearing technologies and residual hearing, along with signed support. The aim is to improve access, breaking down barriers to learning & teaching.
- Joint planning between mainstream and the Enhanced Deaf Provision to create opportunities for children to have pre and post tutorials, 2-way inclusion and in-class support.



Approach