

Deaf Identity



In partnership with the British Deaf Association (BDA), Kat from Ayrshire Deaf Service, and Signature – The School of Signs, we will develop our knowledge and understanding of British Sign Language (BSL) as a language, as well as deepen our awareness of the BSL Act (Scotland) 2015. We will also explore the impact this legislation has had on practice, inclusion, and access for Deaf individuals.

Numeracy & Mathematics



We will continue to explore number bonds and how they connect. For example, if we know that $8 + 2 = 10$, we can use this to figure out that $18 + 2 = 20$.

Understand Access to Sound

We will develop our knowledge and understanding of how to describe what we hear and how we can influence change to create better listening experiences. This will include the use of tools such as the LiFE questionnaire and the Self-Advocacy Screener.



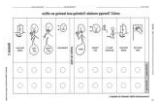
Health & Wellbeing

We will embark on 'The Mind Readers' training programme, focusing on Theory of Mind and emotional understanding. This will also incorporate resilience and learning from mistakes through interactive activities, such as 'Wrong to be Right' and 'Problem-Solving Skills' games.



Communication, language, and Literacy

We will explore different top-down and bottom-up approaches to reading such as Successive Blending and whole-word reading as an instructional technique that provides a scaffold to breaking and making a word. We will continue to work in partnership with parents/carers on smiLE Therapy.



Enhanced Deaf Provision (EDP) Overview Vocabulary Enrichment - Total Communication Approach Term 3 2025/26



Outdoor/Experiential Learning

We will continue to access our local community while developing problem-solving skills for when things do not go as planned. For example, we will explore strategies to stay safe if a pathway is blocked or other unexpected situations arise.



Developing Self-Advocacy

We will develop our independence skills by understanding that our needs may change depending on the context, environment, and situation.



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.
- 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.