



Braidwood School

Respect, Honesty, Effort

Audiology Policy

Rationale

Throughout this document the term 'deaf' and 'deafness' are used to denote all types and degrees of hearing loss.

Braidwood School is committed to enabling deaf children access to language, whether this is access to spoken language through optimally functioning listening equipment or access to signed communication through BSL. Total Communication is used across the school to enable pupils to access language.

Audiology

Many deaf children have the potential to develop and use their residual hearing through the use of amplification eg. hearing aids, cochlear implants and assistive listening devices (ALD). At Braidwood School we recognise the importance of supporting the use of residual hearing and through audiological management of equipment we ensure that optimal listening experiences are achieved for our deaf children. We believe that children receive maximum benefit from amplification if it is used consistently and if pupils are given opportunities and support to develop their auditory experience.

We work closely with Anna Salo (Educational Audiologist) to monitor equipment and to remain up to date with new technologies. We aim to encourage children to take responsibility for their listening equipment and to develop a positive deaf identity.

Objectives

- All amplification systems are in good working order.
- Assistive listening devices (ALD) are correctly maintained and used appropriately.
- Daily checks are conducted on hearing aids/cochlear implants and ALDs
- The use of amplification is encouraged and seen positively throughout the school.
- Audiological training for all staff is updated.
- Braidwood staff keep abreast of audiological developments and research and implement them in the school when they will be of benefit to the pupils or staff.
- Braidwood School has appropriate equipment to carry out testing. If repairs cannot be carried out at school, parents are informed so that they can follow up with the hospital/implant centre.
- Termly checks and balancing of ALD and hearing aid/cochlear implant are carried out.
- Pupils are encouraged to recognise the benefits of amplification for receptive and expressive speech and language skills and to be able to describe issues with their equipment.
- Pupil independence is encouraged in terms of equipment management.

Communication

Through our Total Communication approach, we aim to be flexible to deaf children's communication needs. Within our specialist staff we can offer the full range of communication and learning tools to suit individual learners..

- **BSL Objectives**
- School staff communicate with pupils through total communication.
- Communication is consistent to support development and confidence.
- Pupils have access to BSL through Meal Time Assistants at lunchtimes.
- School staff are offered training in BSL as appropriate to support communication with the pupils.

- All Teachers undertake the Teacher of the Deaf qualification within 3 Years of starting at Braidwood School
- Pupils are encouraged to develop a sense of Deaf identity and an understanding of their own communication needs.
- The development of BSL skills is encouraged throughout the school through the direct teaching of BSL lessons and its use in every other interaction with pupils, where necessary.

Braidwood School aims to be responsive to all aspects of diversity and to increase the learning and participation of all pupils. We aim to meet the audiological needs and communication needs of all stakeholders in our wider school community.

Staff Responsibilities

Braidwood School has a Sensory Team (DC, RY, SM, DB, AN, BRB). The team has an overview of Audiology in the school and gives support to staff when necessary. Staff are to use correct equipment to check hearing technology.

Tutor Time

- Every day staff are to check that hearing equipment is working.
- Ling Checks happen three times a week
- Staff to encourage students to take responsibility for the maintenance of their own equipment
- Encourage students to be more aware of their own audiology.
- Tutors have a responsibility to contact parents or carers with regards to the individual's audiological needs.

Updated October 2021

Review

This policy will be reviewed as it is deemed appropriate, but no less frequently than every 2 years. The policy review will be undertaken by the Headteacher, or nominated representative.