

Deaf Curriculum Framework

Deaf Identity	Communication , Language and Literacy	Understand Access to Sound	Social, emotional, physical and mental health	Manage Change	Preparation for Adulthood	Specialist Assessment and Monitoring.
1a. Knowledge of Deaf history and culture	2a. Creating rich language home environments	3a. Know about personal amplification	4a. Social health	5a. Moves and changes in educational settings	6a. Developing independence	7a. Assessments
1b. Opportunities to meet with other deaf cyp, their families and deaf adults	2b. Communication and language in education	3b. Know about other technology for access to sound	4b. Emotional and mental health	5b. Understand their own access needs	6b. Careers and seeking employment	7b. QToDs and assessments
1c. Understand different perspectives on deafness	2c. Communication with others	3c. Engage with audiology services and understand audiological information	4c. Physical health	5c. Moving to adult NHS services	6c. Money management	
	2d. Technology for communication	3d. Understand aetiology (cause) of deafness	4d. Technology and staying safe		6d. Independent travel	
		3e. Knowledge of acoustics and the impact on listening			6e. Preparing for the world of work	
					6f. Staying safe	
					6g. Technology to support independent living, learning and work	

What is the Deaf Curriculum?

The deaf curriculum is a specialist framework that has been devised to support deaf children, and their families, from birth through to adulthood. This personalised approach aims to empower deaf individuals and their families by providing them with knowledge and understanding, allowing them to make confident and informed choices throughout their lives.

The framework also focuses on identifying specific areas of support and effective strategies that can increase the independence of deaf children and improve their overall experiences, both in school and when they interact with the wider community.

The goal of this curriculum is to raise awareness about deafness and the unique needs of deaf children and young people whilst simultaneously opening doors for shared discussion with our deaf pupils, families, peers and any professionals who work alongside them.

At Lower Darwen Primary School, we have high expectations for all our deaf children and wholeheartedly support them in becoming as independent as possible. We help them develop essential skills to advocate for themselves and to navigate the world successfully.

Our team have a wealth of knowledge built around deaf education and consists of:

Teachers of the Deaf.

Miss Varey

Mrs Allison

Specialist Support Teachers

Mrs Almond

Mrs Dean

Mrs Cooke

Ia. Knowledge of Deaf history and culture

Deaf Children and Young People (DCYP) and families know about success and achievements of deaf people from the past to present:

- how the rights of a deaf person have developed over time**
- famous deaf people of the past (eg Thomas Edison, Kate Harvey, Annie Cannon, Ludwig van Beethoven, Francisco Goya)**
- current role models (eg Rose Ayling-Ellis, Hermon and Heroda Berhane 'Being Her') social media influencers, Jodie Ounsley)**
- deaf events and organisations (eg Deaflympics, Deafinitely Theatre)**
 - books and films with deaf characters**
 - the history of deaf education from the past to present**
 - the debates and history around communication approaches**
 - the development of BSL and its recognition as a language.**

Ib. Opportunities to meet with other deaf CYP, their families, and deaf adults

Deaf Children and Young People (DCYP) and families are given opportunities to:

- meet other DCYP and their families through various groups, platforms, and 1:1 meetings**
 - meet other families and parents of deaf children**
- know about different national, regional, and local organisations for individual DCYP's needs**
 - meet and work with a range of deaf people**
 - find out about availability of training on internet safety**

Ic. Understand different perspectives on deafness

- Deaf Children and Young People (DCYP) and families know**
- and understand the different terminology used to describe deafness eg Deaf ToD BATOD 'Let's change the language culture around deafness; eradicating the use of 'hearing impairment' publication NB: This is an update to the positive terminology document compiled in 2021'**
- that they can choose how they describe their deafness**
- the importance of respecting the choices of others**
- about the different models of disability - social and medical**
- deaf rights and campaigns**
- about the development of British Sign Language (BSL), its recognition as a language and the BSL Act (Scotland 2015, England 2022), and its impact on society**
- the positives and negatives/advantages and disadvantages of being deaf, 'deaf gain'**
- their deafness in relation to other aspects of their identity (gender, sexuality, race, other).**

2a. Creating language rich home environments

Families are supported to:

- create a rich communication and language environment
- understand the broad range of reasons to communicate
- understand how language and communication development for a deaf baby/child is different
 - experience opportunities to observe/engage with the range of communication used by deaf people
 - understand what is needed to achieve their communication goal
- have a shared understanding and value the importance of language in creating relationships in the family and community
 - understand the importance of language in learning and literacy
 - understand the importance of language supporting sense of self
 - know how to access information on the different types of communication and support from a range of organisations
 - know about a range of resources available to support literacy
 - co-produce communication goals.

2b. Communication and language in education

Deaf Children and Young People (DCYP) and families:

- in partnership with others, support all professionals in the setting to communicate effectively and appropriately with their children
- know about a range of resources available to support literacy. eg Cued speech, colourful semantics, shape coding, visual phonics
 - know how to access courses to further develop their language and communication skills, eg higher level BSL
- are involved in delivering deaf awareness training and supporting the setting to communicate effectively
- are aware of the tools and resources to ensure the communication, eg communication support workers (CSWs), working with interpreters.

2c. Communication with others

Deaf Children and Young People (DCYP) and their families are supported to

- develop strategies for school age children**
- use role play to explore different communication environments**
- encourage use of digital skills such as texting, pinning an interpreter in a video call and speech to text recognition (STTR) technology, functional literacy skills**
- explore language skills for use in different areas and with different people, eg peers, family, medical appointments.**

2d. Technology for communication

Qualified Teachers of Deaf Children and Young People (QToDs)

- work with speech and language therapists (SLT) and teachers to develop use of augmented systems such as Picture Exchange Communication system (PECS)**
- understand how the use of these systems relates to Deaf Children and Young People (DCYP)'s levels of deafness and other Special Educational Needs and Disability (SEND)/additional learning needs (ALN)**
 - help promote independent use of systems.**

3a. Know about personal amplification

Deaf Children and Young People (DCYP) and families know

- what personal amplification equipment they have and why**
 - what the equipment and its component parts are called**
 - what amplification is on offer to them**
- the potential benefits and challenges with personal amplification**
- what is required to care for equipment and ensure optimal working**
- which programmes can be available/what features can do how to use equipment and are aware of potential hazards**
- how to access further support and information from a range of sources**
- how they can personalise and accessorise their equipment.**

3b. Know about other technology for access to sound

Deaf Children and Young People (DCYP) and families

- are aware of how personal amplification equipment can be connected to other devices through Bluetooth**
 - know about different technology in different environments, eg in school, at home, and in the outside world, that links with their personal amplification**
- have knowledge of options available to give access to sound when not using personal amplification, e.g soundfield systems**
- know about the technology options that are available through education services such as radio aids, remote mics, iPads, and the potential benefits and challenges of each.**

3c. Engage with audiology services and understand audiological information

Deaf Children and Young People (DCYP) and families

- know how to interpret their audiogram and understand what it means to them
 - understand what happens when attending appointments at the hospital/clinics about their deafness
 - know how to describe their hearing experiences and how their feedback can lead to change
- develop an understanding of what they can ask/query in appointments
 - know about different ways of accessing sounds other than personal amplification - surgery, middle ear implants, grommets, ear wax
 - understand the role of the different people they see about their deafness
- know what the purposes are of different tests and what these mean
- understand the importance of good listening skills/access to the range of speech sounds for developing spoken language.

3d. Understand aetiology (cause) of deafness

Deaf Children and Young People (DCYP) and families

- know about the aetiology (cause) of deafness or why it is not known yet
 - understand how aetiology can be identified, eg genetic testing
 - know aetiological investigations are an option for DCYP and families at any stage
 - understand what it means if the aetiology is known
 - understand the potential and challenges of genetic testing.

3e. Knowledge of acoustics and the impact on listening

Deaf Children and Young People (DCYP) and families

- know how sound travels and is measured
 - know how sound is heard/not heard
- know about the levels and types of deafness
- are aware of different listening environments, their impact and potential solutions.

4a. Social health

Deaf Children and Young People (DCYP) and families are supported to

- form secure attachments**
- have opportunities to experience a variety of relationships (eg after school club)**
 - develop their social communication skills**
 - develop an understanding of theory of mind (ToM)**
- understand and reflect on different behaviours around deafness and the impact of those**
- develop skills around assertiveness in relationships and how to have those interactions**
 - understand what resilience is and how to build that within self**
- develop an awareness of accessibility within different contexts and feelings of exclusion**
- find opportunities for peer-to-peer support, for example, modelling positive interactions, use of slang, etc**
- understand different social situations and the levels of formality and language linked with those**
- develop an awareness of the principles of consent within relationships**
 - develop strategies to deal with situations around bullying**
 - know how to keep themselves safe.**

4b. Emotional and mental health

Deaf Children and Young People (DCYP) and their families

- are supported to have a positive view of their/their child's deafness**
 - develop an awareness of accessibility within different contexts resulting in isolation or exclusion**
- are given opportunities to be in contact with other families and DCYP and their families**
 - know about the range of support groups available**
 - know about local and national resources for DCYP and their families**
 - develop their sense of self and deafness as part of who they are**
- are supported to develop their awareness of what good mental health looks like and some potential difficulties associated with deafness**
- are supported to explore feelings around successes and perceived failures**
- are supported to explore potential areas of difficulty, eg transition and how to approach these**
 - develop appropriate vocabulary for expressing feelings**
- are signposted to the relevant sources of support and organisations regarding mental health.**

4c. Physical health

Deaf Children and Young People (DCYP) and their families

- know about the links between exercise and mental well being
 - find opportunities to participate in physical activity
- understand the language around healthy eating (including advertising)
 - know about safety related to ear hygiene
 - know about safety related to their hearing devices
- have opportunities to develop understanding of language around puberty, sexual health, gender, etc
- understand aetiology of deafness (including balance) and potential links with safety
- are given opportunities to participate in sporting activities safely, eg rugby, abseiling
 - develop skills around participating in health appointments
- know about the different types of equipment to help keep safe, eg fire alarms, etc
 - develop an awareness of the principles of consent within the health setting
- are signposted to resources and accessible information around a range of medical needs and appointments
 - understand the importance of attending appointments related to health, including audiology, and the importance of lifelong care.

4d. Technology and staying safe

Deaf Children and Young People (DCYP) and their families

- understand the benefits and challenges with social media
- develop digital skills, both personal and at school, including developing knowledge, and strategies to deal with cyberbullying
- understand of the challenging nature of social media and the internet.

5a. Moves and changes in educational settings

Deaf Children and Young People (DCYP) and their families

- experience an effective and positive transition from one setting to another and within setting
- have the information to make decisions about educational placements
- have access to information about support available and feel confident in the management of the support available
- understand their rights within the education system to be fully included
 - have the tools, knowledge, and skills to self-advocate
- know about different study and what their need to achieve to achieve their aspirations
- have an understanding of the support mechanisms available to manage transition beyond secondary school
 - have an awareness of the additional support available in their next educational setting
 - know about the appeals process.

5b. Understand their own access needs

Deaf Children and Young People (DCYP)

- are given opportunities to express their individual preferences
- have an understanding the options available, e.g. interpreters, note-takers, lip-speakers and palantypists
- have a thorough understanding of the roles to match their access needs
- know their access needs may change over time and what the process is for requesting a change
- know about reasonable adjustments and the requirement of the setting to meet these
 - know about and secure access arrangements for assessments and exams at every stage
 - are able to have discussions about their career pathway.

5c. Moving to adult NHS services

Deaf Children and Young People (DCYP) and families

- understand the differences between paediatric and adult services
- feel supported in understanding possible best care pathway options
- know about and are able to advocate communication preferences for appointments.

6a. Developing independence

Deaf Children and Young People (DCYP), their families, and those working with them have opportunities to

- develop an understanding of the decisions that they can make at various times throughout their education pathway
- explore feelings and support families/staff to develop confidence in the child's ability to do things for themselves (developmentally appropriate)
- develop skills to be able to communicate for themselves and assert their views, preferences, and rights in various situations, eg asking for clarification in the classroom, etc
- be clear on rights to reasonable adjustments and access arrangements.
- Adults working together to support the DCYP are aware of how the individual is working to develop their independence and build resilience.

6b. Careers and seeking employment

Deaf Children and Young People (DCYP), their families, and those working with them have opportunities to

- understand careers options and any possible restrictions
- learn about the different ways in which you can be employed
- consider work experience and volunteering placements and what needs to be put in place to ensure they are successful
- participate in/have positions of responsibility within their education placement or outside of school, eg clubs
- explore whether to disclose deafness or not on application forms and in interviews
 - be clear on rights to reasonable adjustments and communication support at interviews
- consider the challenges around application processes and seek support with this
 - find out about programmes that are available for deaf or disabled people to find work (eg Work and Health programme)
 - learn about the Disability Confident scheme.

6c. Money management

Deaf Children and Young People (DCYP), their families, and those working with them have opportunities to

- know how to apply and find out about benefits deaf people may be able to claim PIP (Personal Independence Payment)**
- be clear on the rights of the young person regarding access to these funds and supporting when this transitions from parent held to young person-held**
- know about social security benefits available in the different nations - such as Universal Credit**
 - find out about accessible resources on money management**
 - find out about availability of advice and support from services in the community**
- be clear on rights to reasonable adjustments and access arrangements in relation to finances, eg not being charged for interpreting, etc**
 - become aware that options may differ should they move from one nation to another.**

6d. Independent travel

Deaf Children and Young People (DCYP), their families, and those working with them have opportunities to

- learn about travelling on public transport and the accessibility features in place to support DCYP with this**
 - consider how to problem solve for when things go wrong**
 - learn about resources to help travel - reading timetables, producing card to say where they are going, using travel apps, railcards, freedom passes, etc**
 - know about options available on different modes of transport to support a DCYP's accessibility, eg seat on a plane**
- consider how to deal with travel disruption, eg not hearing tannoys, etc**
- explore ways to ensure safe travel, eg walking in the dark, which train carriage to sit on, etc**
- be clear on rights to reasonable adjustments and access arrangements in relation to driving lessons. and that insurance for deaf drivers is the same as for the rest of the population.**

6e. Preparing for the world of work

Deaf Children and Young People (DCYP), their families, and those working with them have opportunities to

- ❑ understand the support that can be received from Access to Work, how to apply for it, where it can be used/not used (paid work and government-funded work-based training, not volunteering)
- ❑ are clear on rights to reasonable adjustments in the workplace and what rights a DYP has under the Equality Act/Disability Discrimination Act
 - ❑ explore how the workplace might differ from previous experience, for example, expected behaviours, what 'being professional' means, self-directed activities, eg reading policies
- ❑ consider fully what it might be like in a particular place of work, find out about options to learn more about the role prior to starting
 - ❑ learn about health and safety law in the workplace and access rights as a DYP
- ❑ understand what support is available through training providers for apprenticeships, traineeships, and supported internships
- ❑ develop awareness that there are financial responsibilities related to employment and signpost DCYP to information, tax, National Insurance contributions, and pension.

6f. Staying safe

Deaf Children and Young People (DCYP), their families, and those working with them have opportunities to

- ❑ develop an understanding of what a positive relationship is and be aware of signs of an unhealthy relationship, eg coercion, control, etc
 - ❑ understand and respect choices around sexual orientation and preference
 - ❑ explore barriers to dating hearing people, including online dating
- ❑ clarify their understanding around romantic/sexual relationships and be signposted to safe sexual health information
 - ❑ consider putting safe practices in place in shared accommodation, eg housemates knowing you need to be alerted to a fire alarm
- ❑ know about the resources and equipment (including Bluetooth technology) available to support independent living and how to obtain them, eg fire alarms, flashing doorbell, vibrating alarms.

6g. Technology to support independent living, learning and work

Deaf Children and Young People (DCYP), their families, and those working with them have opportunities to find out about the wide range of options available for technology for living independently, eg

- ❑ STTR apps
 - ❑ Voice-recognition software
- ❑ Microsoft Teams and subtitles or book STTR through Access to Work
 - ❑ text relay service for making phone calls
 - ❑ video mail (send short messages in BSL)
 - ❑ Sign Live remote interpreter support
- ❑ navigation apps
- ❑ assistive listening devices.

7a. Assessments

Deaf Children and Young People (DCYP) and their families

- experience an effective and positive transition from one setting to another and within setting
- have the information to make decisions about educational placements
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- understand their rights within the education system to be fully included
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7b. QToDs and assessments

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- are given opportunities to express their individual preferences
- have an understanding the options available, e.g. interpreters, note-takers, lip-speakers and palantypists
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