



There are many reasons why some people are born Deaf or hard of hearing or lose their hearing (become deaf). Sometimes people may lose their hearing temporarily and it returns following medical treatment. For others, deafness and hearing loss are permanent.

British Sign Language (BSL) is the most widely used method of signed communication in the UK. It is a separate language to spoken English. Some people use Signed Support English (SSE). SSE is not a language in its own right, but a form of English with signs.

Reasonable Adjustments and Support Strategies. Refer to the University's webpage on support for dDeaf and HI students: <https://www.wlv.ac.uk/current-students/student-support/student-support-and-wellbeing-ssw/advice-for-ddeaf-and-hard-of-hearing-students/deaf-awareness-resource-support/>

What support does my student require?

- Every student has different support needs; discuss with your student what support they will find most helpful
- Take time to review with your d/Deaf student how effective your teaching strategies are.
- The student may have BSL Interpreting support; specialist note-taker; or live typed transcript support.

Working with your D/deaf student

- It the student has some hearing or can lip-read, speak directly to the student
- Speak clearly, at a normal pace
- Do not walk around the room
- Write important notes on the board
- Provide a summary of points before moving on to another topic

Teaching Strategies

- Handouts that will be used in the lesson to be made available the student in advance of the session
- New vocabulary or technical words explained and written on the board
- Try to leave lights on during presentations
- Use subtitled/captioned videos (or have the video transcribed prior to the lesson – this is not ideal as student must read and watch simultaneously)

Group discussions

- Make sure (appropriately) all the students are aware of the d/Deaf person
- Arrange the group in a circle or horseshoe so all students can see everyone
- Remind students to take turns in speaking and not to shout over each other
- Ensure the BSL Interpreter (if used) can position themselves to see to interpret and voice over the student's signs.

Working with Support Workers

- To prepare in advance (including planning appropriate signs) the BSL Interpreter needs to be able to access any materials or presentations to be used during the session
- Discuss with the support worker the most appropriate place for them to sit.
- The support worker is there to support the student but not be expected to participate in the session or be a partner with the student in pair work for example
- Build in breaks where possible – where students are reviewing a text for example – so that the BSL Interpreter can have a break.