

WHERE TO FIND FURTHER INFORMATION

Me 2 deaf friendly activities sheet.

<http://www.ndcs.org.uk/me2/>

NDCS guidance

<https://www.sendirect.org.uk/information/i-need-information-on/how-to-choose-the-right-service/fun-stuff/for-deaf-children/>

Deaf friendly swimming

http://www.swimming.org/assets/uploads/library/NDCS_deaf_friendly_swimming_resource_final_version.pdf

Sports events and advice

<http://ukdeafsport.org.uk/>

Guiding advice

https://www.girlguiding.org.uk/members_area_go/running_your_unit/including_all/additional_needs/guidance/further_help_and_guidance.aspx

Scouting advice

<http://members.scouts.org.uk/supportresources/440/deaffriendly-scouting>

Some children have a Teacher of the Deaf supporting them and their family. If this is the case, please insert the details below:

Name of Teacher: _____

Telephone number: _____

SPECIALIST TEACHING AND LEARNING SERVICES—
HEARING IMPAREMENT

HAVE YOU GOT A DEAF CHILD IN YOUR GROUP, CLUB OR LESSON?



Tips for communication with a
Hearing impaired child or young
person and how to include
them.

How to make deaf child or young person welcome:

- ◆ **Invite** them to observe a session before joining .
- ◆ Provide a short awareness session for hearing group members.
- ◆ Clearly **ask the child** about their preferred communication method!
- ◆ Encourage them to bring a **friend or sibling** with them.
- ◆ Create a who's who board with **pictures and a visual timetable** – this will be useful for everyone who joins.
- ◆ If the child requires **signing support** ask the parents if they can help or recommend anyone that can (if not contact NDCS to see if we can match up one of our volunteers).
- ◆ When arranging trips, days out or special sessions, hand out the information on **slips of paper**.
- ◆ Why not learn to **fingerspell or to sign**.

Tips for communicating with a deaf child or young person:

- ◆ Attract the child's attention before speaking so that he/she is ready to focus on what you are saying.
- ◆ Position yourself near to your child when speaking, ideally no further than 2 metres apart.
- ◆ Make sure your child can see your face clearly at all times so he/she can watch your lips. Position yourself at your child's eye level if possible.
- ◆ Ensure your face is well lit and that you stand with your face towards the light. (Never stand with your back to a window as the 'glare' can make seeing your face impossible!)
- ◆ Speak clearly and naturally. Avoid shouting or speaking too slowly as this
- ◆ distorts lip patterns.
- ◆ Use facial expression, body lan-

guage and any other visual clues to reinforce meaning.

- ◆ Give the child time to process what has been said and to respond.
- ◆ For hearing impaired children, background noise makes listening much more difficult so turn off other unnecessary sound sources if possible

Following group activities can be difficult, so point out who is talking and repeat others' spoken contributions.

Let the child know when there is

