West Scotland Deaf Children’s Society Response to The Sensory Attainment Bill

We endorse the submission by NDCS, the strategies and policy’s they have suggested.

On a more basic, grassroots level we wish to stress the importance of good practices within all educational establishments whether child/young person at nursery, Pre school, secondary school or college.

Not enough time given in advance of lesson to pupil/student and T.O.D.

Don’t expect a deaf person to take notes while you are talking. A notetaker is required. Check they are understanding. Don’t just accept a nod or a yes means that they have actually heard or understood. ie. Ask what they have been asked to do?

We have views from parents also:

Our children are at a disadvantage right away in hearing classes in Mainstream Schools

Teachers have little or none or Deaf Awareness Training

Parents are often told they don’t have time to focus on our deaf children as they have another 24 in the class who need attention

Until BSL is taught to all children in the classroom hearing and deaf, they will never be totally integrated to education or the workplace

Integration hasn’t worked

Promises made never kept

Always the child not education at fault

Always the kids fail not the system that fails them

That’s how as a parent you feel

Deaf children in a mainstream school are often very isolated as they may be the only deaf child in the school

Many of the teachers are not trained regularly in Deaf Awareness.

It is not mandatory but should be for all staff in the school
Their standard of signing not good enough. Many only have BSL level 1 when should be level 3

When the children have equipment it is not always switched on by the teacher

They are not always included in after school activities

Not enough time taught in pre teaching

Notes should be giving out before hand

T.O.D and classroom teachers should give out between them also

Should be giving out grass roots level

If put in place these measures go a long way to help our deaf children/young people reach their potential and lessen the attainment gap.