



Deaf Aware Teaching

JDA's top tips for teachers

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A deaf child can achieve just as much as their hearing peers

- Deafness does not impact a child's abilities.
- Have high standards for the deaf child in your class.

2

Always face the child

- Deaf children will read your lips and your facial expressions to give them input so that they can understand what you have said.
- Avoid facing the whiteboard whilst talking.
- Try not to pace round the room as this makes it very hard for the deaf child to follow what you are saying.
- Consider the best position for a deaf child in class and discuss this with your Teacher of the Deaf (ToD).

3

Use technical equipment effectively

- Radio aids are fantastic, provided they are used properly.
- Hand the radio aid round to whoever is speaking - students or teachers.
- Engage with your ToD to troubleshoot any problems.
- Ensure you turn them on and test them with the child.
- Do turn them off every time you leave the room - especially in the toilet and the staff room!

4

Repeat questions or answers from other class members

- Deaf children will often miss questions/comments/answers given by other children as they cannot place from where the sound is coming, nor have time to look at the child to read their lips.
- Point towards the child who is talking, to indicate the speaker.
- After the child or other teacher has spoken, repeat back what was said.

A deaf child will not know what they missed

- Be aware that a deaf child will not realise if there is information they have missed.
- Don't leave it to chance - ensure they have understood by asking them to tell you what they need to do.
- Don't just ask if they understand. Avoid 'NHS' - Nodding Head Syndrome!

5

Give the child a break

- Listening is exhausting for a deaf child.
- Regular breaks will help them to focus.
- Where possible, prioritise learning sessions in the morning as deaf children struggle with listening fatigue by the afternoon.

6

Remember that deafness can impact a child emotionally

- Deaf children can feel a range of emotions from isolation to embarrassment.
- Emotions like these can impact their behaviour in class and the playground.

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For further information or support, please contact Jody or Joanna at JDA Family Services:

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