

Cedars Manor School



Use of Technology to Support Deaf Children in the Deaf Resource Base Policy

Approved by:	Governors	Date: June 2026
Last reviewed on:	June 2026	
Next review due by:	June 2027	

1. Purpose

This policy sets out how technology is used in the Deaf Resource Base (DRB) to ensure deaf pupils have full access to learning, communication, and the wider life of the school. Technology is used to remove barriers, promote independence, and support progress.

2. Principles

- Technology must **improve access**, not add complexity.
 - Deaf pupils should be supported to **use equipment confidently and independently**.
 - Staff share responsibility for ensuring technology is **working, used consistently, and embedded in teaching**.
 - Technology choices must be **individualised** based on each pupil's audiology profile, communication mode, and learning needs.
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3. Types of Technology Used

The DRB may use:

- **Hearing technology:** hearing aids, cochlear implants, bone-conduction devices.
 - **Assistive listening devices:** Assistive Listening Devices (ALD)/remote microphones, soundfield systems.
 - **Visual access tools:** subtitles/captions, visualisers, interactive screens, BSL video resources.
 - **Communication tools:** tablets for note-taking, speech-to-text apps, BSL dictionaries.
 - **Safety and alerting systems:** visual alarms, vibrating pagers where appropriate.
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4. Roles and Responsibilities

Qualified Teacher of the Deaf (QToD)

- Checks equipment regularly and liaises with audiology.
- Advises staff on correct use of technology.
- Trains pupils to manage their own devices.
- Ensures technology is included in access plans and EHCPs.
- Prior to swimming the QToD makes sure parents have a waterproof casing for their child's hearing device. The parents are invited into school to demonstrate how the waterproof casing is used.

Class Teachers

- Use technology consistently in lessons.
- Follow guidance on microphone use, seating, and classroom acoustics.
- Report faults promptly.

Support Staff

- Assist pupils with equipment where needed.
- Ensure technology is ready at the start of lessons.

Pupils

- Encouraged to develop independence in managing their own equipment.
 - Report issues to staff as soon as possible.
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5. Daily Use Expectations

- Assistive Listening Devices (ALD)/remote microphones are used in **every lesson** unless otherwise stated in the pupil's plan.
- Teachers wear microphones correctly and mute them during private conversations.
- Captions/subtitles are enabled on all video content where available.
- Seating and classroom layout support good listening conditions.
- Technology is checked at the start of the day and after lunch.

6. Maintenance and Fault Reporting

- The DRB keeps a **technology log** for each pupil.
- Faults are reported immediately to the QToD.
- School- based QToD's Contact the Children's Sensory Team for support with troubleshooting or maintenance / replacement
- Spare equipment is used where possible to avoid loss of access.
- Parents are informed of any ongoing issues.

7. Training

- All staff working with deaf pupils receive training on:
 - Using Assistive Listening Devices (ALD) and soundfield systems
 - Good communication practice
 - Classroom acoustics
 - Troubleshooting common issues
- Pupils receive age-appropriate training to build independence.

8. Safeguarding and Privacy

- Microphones must be muted during private conversations.
- Technology is used in line with the school's safeguarding and data protection policies.
- Video or audio recording is only used with consent.

9. Monitoring and Review

- The QToD reviews technology use termly.
 - The policy is reviewed annually or sooner if new technology becomes available.
 - Pupil and parent feedback informs updates.
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