

Students with a hearing impairment

This includes students who are deaf, deafened or hard of hearing.

They may have a variety of different communication requirements:

- some will work through a British Sign Language (BSL)/ English interpreter;
- some may use a lip speaker;
- some may lip read;

They may also have difficulty in reading the written word quickly and efficiently, especially those whose first language is BSL.

They may also have a Hearing Dog whose needs should be taken into consideration.

Solutions could include:

- finding out in advance what a student's particular requirements are;
- seeking advice about how a room should be arranged for someone who lip reads;
- finding out what the etiquette is when working with an interpreter;
- letting the interpreter have any questions in advance;
- explaining specialist terms simply but in sufficient detail so that an interpreter and the student can develop their own sign or language for new words/ concepts;
- flagging up new words and writing them down;
- using enabling technology (e.g. screen reader, enlarge, scanner, radio mikes);
- allowing extra time for reading tasks and building this into their plan;
- identifying key texts for essential reading to provide the foundation for their research;
- checking with the student that they are interpreting the literature effectively;
- ensuring detailed forward planning for the support required for fieldwork, conferences etc;
- the support of non-disabled members of the team to introduce the student to team members and departmental or social gatherings |