



WARREN WOOD

PRIMARY SCHOOL

BSL subject policy

| Key Document Details: | | | |
|-----------------------|-----------------------|----------------|----------------|
| Author: | BSL Subject Lead (SM) | Department: | Education |
| Reviewer: | SLT | Version No: | 1.0 |
| Last Review: | September 2024 | Next Review: | September 2025 |
| Approver: | Executive Team | Date Ratified: | |



Equality Impact Assessment

| Who is the policy or process intended for? | Pupils | Employees | Govs/ Trustees | Volunteers | Visitors |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Status of the policy or process: | New policy or process | | | Existing policy or process | |
| | <input type="checkbox"/> | | | <input checked="" type="checkbox"/> | |
| Analysis | | | | | |
| Protected Characteristic | Impact analysis | | | Explanation of impact analysis | |
| | Positive | Neutral | Negative | | |
| Age: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Disability: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sex: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Gender reassignment: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Race: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Religion or belief: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Sexual orientation: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Marriage or civil partnership: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pregnancy and maternity: | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Pupil groups (PP/SEN/CLA): | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | |
| Evaluation and decision making | | | | | |
| Summary of action taken: | | | | | |
| Final decision: | | | | | |

Our Vision

To be the most respected family of schools - trusted to provide the highest quality of educational experiences in our communities.

We believe that by working together, rather than in isolation, we can accelerate school improvement and embed our vision in our academies. In working and collaborating towards our common strategic objectives, we can create more opportunities for lifelong success for our students.

The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

Put simply we strive to:

- Develop and retain the best employees that know how to provide the best educational experience



- Support, motivate and reward our employees to go above and beyond for our students
- Be responsive to our students' and employees' needs so they are prepared for a rapidly changing world.

Our Mission

We want every one of our students, teachers, or Governors to be the best that can be. We will work tirelessly to support them to reach their potential.

Engaging in the learning of British Sign Language provides pupils with a unique opportunity to gain insights into BSL and the Deaf community, recognised as a linguistic and cultural minority. Through the delivery of the BSL Curriculum, pupils can develop the skills to convey a broad spectrum of emotions and ideas using visual language. This educational experience not only introduces them to a new language but also equips them to engage fluently with sign language users, fostering a profound appreciation for cultural diversity and equality. With the global prevalence of multilingualism, with approximately two-thirds of all children now growing up in environments where they acquire two or more languages (Levesque et al., 2023). Through the inclusion of BSL, they can actively participate in the world of multilingualism.

BSL Intent

The acquisition of BSL offers a range of benefits, including:

- Building blocks of language acquisition:
 - Providing a solid foundation for understanding language structures.
- Knowing more than 1 language:
 - Enhancing overall linguistic proficiency. Learn other languages: Facilitating the acquisition of additional languages.
- Communicate with each other: Promoting effective communication within the signing community.
- Supporting educational pursuits and inclusive learning environments.
- Travel: Facilitating communication and cultural understanding while travelling.

Aims and objectives

- Cultivate, expand, and proficiently employ an extensive vocabulary and grammar within BSL
- Advocate for and uphold a high standard of BSL as a legitimate and expressive language.
- Foster a genuine passion for learning a new language, promoting an atmosphere of enjoyment and enthusiasm among pupils.
- Educate pupils to appreciate the uniqueness of BSL as a visual language, providing them with a broader cultural perspective.



- Demonstrate the ability to understand and produce a diverse array of signs, laying the groundwork for competence in BSL usage.
- CPD with BSL for staff will be delivered online and in person and cascaded to adults around school.

BSL teaching will include: -

Access to an engaging introduction through songs, videos and direct teaching in short, fast paced delivery in a cross curricular approach.

Key words and phrases will also be introduced during school assemblies.

An interactive corridor display will encourage pupil involvement.

Impact

Our vision is that all children will develop an interest in languages and will gain the foundation skills needed to develop their learning further in KS3. Studying BSL supports our understanding of different cultures and communities, developing our understanding and compassion for others. A wider impact is that children will be able to apply their skills should they travel to other countries in the world. Through providing a hands-on, engaging BSL curriculum for all children at Warren Wood Primary School, children will develop a secure foundation of skills to develop their learning further in the following key stages and the wider world. We aim to encourage a lifelong love of learning languages.

Inclusion

The school provides a broad and balanced curriculum to all children regardless of ability or background. Lesson activities are differentiated to ensure all children are able to access their learning. SEND are supported in a variety of ways including: word mats, writing frames, adapted challenges, altered resources and equipment, visual aids, specific questioning, pictorial representations, adult support and peer support. To support AGT children, teachers use different open-ended questions and statements as well as adapted challenges and next steps to allow for deeper thinking and application of French knowledge and skills at a mastery level. Our work on other world cultures supports diversity and equal opportunities of all. Access to the curriculum does not exclude children on the grounds of family finances.