



## BATOD Statement on inclusion

The British Association of Teachers of Deaf Children and Young People (BATOD) is the only professional body which represents the interests of Qualified Teachers of Deaf Children and Young People (QToDs)<sup>1</sup> in the United Kingdom.

All deaf<sup>2</sup> children and young people (CYP) should be supported to become independent and valued members of society, where they can contribute and fully access services. There are a range of needs in the 'deaf population'. Therefore, certain environments will be more compatible to effective learning than others, but inclusion is not a placement or a state, but where attitudes align to foster a sense of belonging for all.

BATOD identifies inclusion should allow deaf CYP:

- To feel valued and equal to their hearing peers
- To access educational pathways equivalent to their hearing peers
- To thrive academically, socially, and emotionally
- To independently access communication between and with their peers
- To belong to a meaningful group of peers of their choosing
- To have confidence in their self-identity, regardless of the environment
- To be supported by staff that understand the needs of deaf CYP and modify their delivery for the benefit of all without the deaf CYP perceiving any differences.

BATOD believes that all placements have the potential to be inclusive settings. However, it is also considered that just because a setting is inclusive of one child's needs, it doesn't necessarily make it inclusive for all deaf CYP. This is due to consideration needing to be given to differing communication approaches<sup>3</sup>, cognitive ability, and any additional educational needs.

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<sup>1</sup> See BATOD's Articulating the specialism 'The role of the QToD' series

<sup>2</sup> Throughout this document the term 'deaf' covers the full range of deafness to be found in the population.

<sup>3</sup> [Communication approaches, modes and methods currently in use in the education of deaf CYP in the UK](#)



In some cases, despite excellent support, deaf aware staff and peers, skilled support staff, and an appropriate learning environment, a deaf student may still experience feelings of 'internal exclusion'. In such situations the United Nations Convention on the Rights of the Child (UNCRC) to be heard and have their views taken seriously (Article 12) must be observed to ensure that changes lead to deaf CYP feeling that they belong.

Created by BATOD National Executive Council (NEC).

BATOD NEC welcomes feedback on this publication. Contact BATOD National Executive Officer, Teresa Quail, via [exec@batod.org.uk](mailto:exec@batod.org.uk)

*Published in March 2026. To be reviewed in March 2027.*

#### *Further reading*

NDCS position statements on educational inclusion, and informed choice are available here [www.ndcs.org.uk/about-us/about-charity/position-statements](http://www.ndcs.org.uk/about-us/about-charity/position-statements)